ROBBINSVILLE PUBLIC SCHOOLS

OFFICE OF CURRICULUM AND INSTRUCTION

DEPARTMENT
English

COURSE TITLE
Sports Journalism

Board of Education

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BOARD OF EDUCATION INITIAL ADOPTION DATE:

Course Philosophy

Although the rules of the sports we follow haven't changed much over time, the way we report on those sports has. Journalism today is, in a word, dynamic. Journalism is no longer only the production of ink onto paper, and sports journalism is no exception in that dynamic. Newspaper reading has gone down significantly as online journalism has become the norm. Televised journalism, while still relevant, is now spliced into videos and linked to web sites such as Youtube, social media outlets such as Facebook and Twitter and personal blogs. Many news companies now actively attempt to integrate multimedia components such as video, links or photos into almost every story. Students need to understand sports reporting from the beginning until the present in order to fully grasp the purpose of all of its components.

Course Description

This class is an introduction to the best practices of sports journalism and more broadly, sports media. Students will be exposed to the history of sports media, in all forms – print, radio, TV, online, and mobile. Students will be reporting and writing in all forms, including social media. Students will use skills such as researching, analyzing, interviewing, workshop writing and reporting. All of these forums will focus on various aspects of journalism and the sports industry. Students will be able to advance their journalism skills while exploring various historical, tending and current sports related topics.

Core and Supplemental Instructional Materials

Core Materials	Supplemental Materials
- www.nytimes.com - https://www.si.com - www.FOXSPORTS.com - www.SPORTS.YAHOO.com - www.ESPN.com *Sport Public Relations: Managing Organizational Communication,* G. Clayton Stoldt *Sports Journalism: A Practical Introduction,* Phil Andrews *The Sports Writing Handbook*, Thomas Fensch *Reporting For the Media*, Fred Fedler	- www.DEADSPIN.com - www.AWFULANNOUNCING.com - www.USATODAY.com

Integration of 21st Century Themes and Skills

Educational Technology
Standards: (8.1.12.B.2, 8.1.12.D.5,8.1.12.F.1)

- **Creativity and Innovation:** 8.1.12.B.2 Apply previous content knowledge by creating and piloting a digital learning game or tutorial.

   Example: As an introduction to the history of Sports reporting, students will complete a group webquest that will focus on one facet of sports journalism history.

- **Digital Citizenship:** 8.1.12.D.5 Analyze the capabilities and limitations of current and emerging technology resources and assess their potential to address personal, social, lifelong learning, and career needs.

   Example: As a culminating activity, students will complete a multimedia project that will focus on a current sports related tending issue. This project will include skills learned throughout the course, such as interviewing, reporting, research, etc.

- **Critical thinking, problem solving, and decision making:** 8.1.12.F.1 Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs.

   Example: Students will analyze the impact current technological trends and their impact on the sports industry. They will use this knowledge when choosing their media outlets.

Career Ready Practices
Standards: (CRP1, CRP4, CRP7)

CRP1. Act as a responsible and contributing citizen and employee Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

Example: Students will be responsible for working together in small groups to create products that they consider valuable to the community of athletes locally, statewide and nationwide. The must practice their journalistic code of ethics when preparing news articles, personal profiles and online product sales pitches.

CRP4. Communicate clearly and effectively and with reason. Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

Example: Students will complete a unit of study on interviewing skills. They will use these skills for various activities such as mock interviews, professional interviews, profile writing and a multimedia project.

CRP7. Employ valid and reliable research strategies. Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.

Example: For any journalist, proper research is essential. Students will practice quality research skills when game-day reporting and feature article writing.

Robbinsville Ready 21st Century Skill Integration

The following skills will be embedded throughout the curriculum and instruction of this course.

Collaborative Team Member: Robbinsville students will learn more by working together than in isolation. As educational theorist Lev Vygotsky advocated, learning is a social process. Many workplaces today encourage employees to work in teams to solicit diverse perspectives, brainstorm new ideas and/or products, and solve problems. Further, collaboration fosters interpersonal relationships, self-management skills, cooperation, and a sense of collective responsibility. Collaborative team members are able to work with diverse groups of people who hold a variety of perspectives.

Effective Communicator: Robbinsville students must be able to clearly articulate their ideas orally, in writing, and across various media in order to successfully connect to the world around them. As the world becomes increasingly globalized, communication is more than just sharing one's ideas. Effective communicators are able to communicate their convictions, actively listen and analyze others' work to identify perspective and/or potential bias.

Emotionally Intelligent Learner: Robbinsville students who are emotionally intelligent learn to be empathetic, demonstrate integrity and ethical behavior, are kind, are self-aware, willing to change, and practice self-care. They are better able to cope with the demands of the 21st century digital society and workplace because they are reliable, responsible, form stable and healthy relationships, and seek to grow personally and professionally. Emotionally intelligent people are able to manage their emotions, work effectively on teams and are leaders who can grow and help to develop others.

Informed and Involved Citizen: Robbinsville students need to be digital citizens who are civically and globally aware. The concept of what it means to be "literate" has evolved along with 21st century technological and cultural shifts. Our progressive vision of literacy entails having our students explore real world problems in the classroom. Informed and involved citizens are able to safely and accurately communicate with people all around the world and are financially, environmentally and informationally literate.

Innovative Thinker: Robbinsville students must encompass innovative thinking skills in order to be successful lifelong learners in the 21st century world. As stated by Karl Fisch and Scott McLeod in the short film Shift Happens, "We are currently preparing students for jobs that don't yet exist . . . using technologies that haven't been invented . . . in order to solve problems we don't even know are problems yet." Innovative thinkers are able to think analytically, solve problems critically, creatively engage in curiosity and tinkering, and demonstrate originality.

Resilient and Self-Directed Learner: Robbinsville students need to take risks and ultimately make independent and informed decisions in an ever-

changing world. Author of Life, the Truth, and Being Free, Steve Maraboli stated, "Life doesn't get easier or more forgiving, we get stronger and more resilient." Self-directed scholars of the 21st century are able to set goals, initiate resolutions by seeking creative approaches, and adjust their thinking in light of difficult situations. Resilient students are able to take risks without fear of failure and overcome setbacks by utilizing experiences to confront new challenges. Resilient and self directed scholars will consistently embrace opportunities to initiate solutions and overcome obstacles.

Unit Title	Unit Understandings and Goals	Recommended Duration/ Pacing	Assessments			
			Formative	Summative	Common Benchmark Assessments (mid-course and end of course **only**)	Alternative Assessments (projects, etc. **when appropriate**)
UNIT ONE History of (Sports) Journalism	- There are specific elements of journalistic history that are integral to the study of (sports) journalism. - Understanding (sports)Journalism's history creates the foundation for contemporary news writing and reporting. - The first amendment and past legal cases can impact a journalist's writing.	3 weeks	Journal Checkpoints	Webpage Webquest		Timeline Analysis Paper
UNIT TWO Ethics and (Sports) Journalism	- All journalists follow a code of ethics, which gives them credibility in the world of mass media. - Media promotes civic literacy. - All journalists have a responsibility to the public to present information that is morally and ethically sound.	4 weeks	Journal Group Work Article Notes and Analysis	Reaction Paper Bias Articles Sports Media Scrapbook		Powerpoint / Prezi presentation Rule Book

UNIT THREE Game Day Reporting	● A good game story requires that you methodically gather the information that people will want to know, and then present that information in an accurate and interesting fashion.	4 weeks	Journal Annotations Game Day Notes	Picture Project Game Day Article(recorded) Game Day Article(live)	Journal Writing Game Day Article	Mock Reports Fake News
UNIT FOUR The Sports Profile / Sports Feature Article	● The interview is an essential part of feature / profile writing ● Profile feature articles engage readers on a more personal level. ● A well crafted feature article can work to inform, persuade, and transform.	5 weeks	Interview Questions Journal Professional Interview Celebrity Interviews	Celebrity profile Article Profile Article 2 Feature Articles (Inverted Pyramid, Storytelling or Narrative Structure)		Local profile Mock Broadcast Interviews
UNIT FIVE Digital and Social Media	● Digital media has made it possible for sports journalists to publish news updates around the clock, and is changing the basic model for reporting news. ● Social media platforms present new and unique opportunities for engagement throughout the sports industry.	5 weeks	Journal Webquest Round Table Discussions	Blog Group Digital News Broadcast Social Media Presence project MultiMedia Presentation	Social Media Presence project MultiMedia Presentation	Career Research Project Online sports profile

Robbinsville Public Schools
Unit #: 1
The History of (Sports) Journalism

Enduring Understandings:	Essential Questions:
- There are specific elements of journalistic history that are integral to the study of (sports) journalism. - Understanding (sports)Journalism's history creates the foundation for contemporary news writing and reporting. - The first amendment and past legal cases can impact a journalist's writing.	- Why is it important to learn the history of (sports) journalism? - How has sports journalism / reporting changed over time? - How does the First Amendment guarantee freedom of speech, and how do the legal cases involving this amendment impact the field of journalism?

Interdisciplinary Connection

History - 6.1.12.A.2.a Assess the importance of the intellectual origins of the Foundational Documents (i.e., Declaration of Independence, the Constitution, and Bill of Rights) and assess their importance on the spread of democracy around the world.

Example: The students will understand and analyze the First Amendment and its impact to news reporting / writing. They will use this knowledge to research a few cases involving incidents in New Jersey where 'freedom of press' rights were violated and present findings to the class.

Guiding / Topical Questions with Specific Standards		Content, Themes, Concepts, and Skills	Teaching Strategies	Instructional Resources and Materials	Assessment Strategies
RI.11-12.1 RI.11-12.8 RI.11-12.9 W.11-12.4 SL.11-12.1 A-D	Why is it important to learn the history of (sports) journalism?	-Identify and make connections to key contributors and historical figures in American Journalism. -Create a personal definition of the following terms: *Journalism, Freedom of Speech, Mass Media* -Analyze how journalism is intertwined with American History. **Vocabulary /Concepts:** Journalism, Freedom, Freedom of Speech, Mass Media, News, US Constitution, First Amendment, Partisan Press, Petty Press, Yellow Journalism, Documentary, Various legal cases	Journal Writing Discussion, Lecture Guided Notes Popcorn Reading Media Research Group work	*Sport Public Relations: Managing Organizational Communication,* G. Clayton Stoldt *Chasing the News: Mark Twain's Inkwell to Blogger's Slippers .* https://journalism.nyu.edu/about-us/news/the-100-outstanding-journalists-in-the-united-states-in-the-last-100-years/	Journal Writing Group Planning Research checkpoints Webpage dedicated to a famous journalists, highlighting their contributions to the craft

RI.11-12.8 RI.11-12.9 W.11-12.4	How has sports journalism /reporting changed over time?	-Discuss and analyze how sports journalism evolved as a profession. -Recognize and discuss the many roles of media & journalism. -Explore and create a 'timeline' presentation focusing on one aspect of sports reporting / writing and its evolution over time.	Teacher generated Webquest Guided Discussions	https://webquest.org/index-create.php https://www.createwebquest.com/	Group Webquest Timline
RI.11-12.1 RI.11-12.8 RI.11-12.9 W.11-12.4 W.11-12.8 SL.11-12.1 A-D SL.11-12.4	How does the First Amendment guarantee freedom of speech, and how do legal cases involving this amendment impact the field of journalism?	-Understand and analyze the First Amendment and its impact to news reporting / writing. -Research famous (sports) journalists focusing on their contributions to the craft and how the First Amendment protected their writing. -Research a few cases involving incidents in New Jersey where 'freedom of press' rights were violated and present findings to the class. -Examine and Analyze several (sports) articles in various newspapers looking for and highlighting articles that would not be printed in a society without free press.	Journal Writing Guided Notes Teacher Models Graphic Organizers Google Search Game Fishbowl Discussion Anotation Notes	US Constitution https://journalism.nyu.edu/about-us/news/the-100-outstanding-journalists-in-the-united-states-in-the-last-100-years/ www.nytimes.com https://www.si.com www.FOXSPORTS.com www.SPORTS.YAHOO.com www.ESPN.com	Journal Socratic Seminars Sports Article Analysis

Enduring Understandings	Essential Questions
● All journalists follow a code of ethics, which gives them credibility in the world of mass media. ● Media promotes civic literacy. ● All journalists have a responsibility to the public to present information that is morally and ethically sound.	● What are the major ethical and moral restrictions placed on a journalist and how does it affect their writing? ● When is it acceptable for the media to act as a tool to assist the common good? ● How do journalists gain the trust of the public and why is it important to have a truthfully informed public?

Interdisciplinary Connection

History - 6.1.12.A.2.a Assess the importance of the intellectual origins of the Foundational Documents (i.e., Declaration of Independence, the Constitution, and Bill of Rights) and assess their importance on the spread of democracy around the world.

Example: Students will respond intelligently to the Journal prompt: "The First Amendment of the United States Constitution states that 'Congress shall make no law … abridging the freedom of speech, or of the press.' What does this mean? What is the significance of a free press in a democratic society?" They will use this knowledge to analyze sports journalism cases where ethics were compromised and write a reaction paper on one of these issues.

Guiding / Topical Questions with Specific Standards		Content, Themes, Concepts, and Skills	Teaching Strategies	Instructional Resources and Materials	Assessment Strategies
RI.11-12.1 RI.11-12.8 RI.11-12.9 W.11-12.4 W.11-12.8 SL.11-12.1 A-D	What are the major ethical and moral restrictions placed on a journalist and how does it affect their writing?	-Identify and analyze the roles and responsibilities of a journalist. - Respond intelligently to the Journal prompt: "The First Amendment of the United States Constitution states that 'Congress shall make no law … abridging the freedom of speech, or of the press.' What does this mean? What is the significance of a free press in a democratic society?" -Examine various codes of ethics and prepare for a fishbowl discussion. -Create individual codes of ethics for different sports -Analyze sports journalism cases where ethics were compromised and write a reaction paper on one of these issues.	Brainstorming Journal Writing Fishbowl Discussion Writing Workshop	*Sport Public Relations: Managing Organizational Communication,* G. Clayton Stoldt Movie: *Shattered Glass* Documentary *"Control Room"* Article *"Time Inc. Decides to Hand Over Notes of Reporter Facing Prison."* Teacher generated: *Notes on Democracy *Various Codes of Ethics	Journal Group Work - sports code of ethics Reaction Paper

		Content & Concepts		*Various Cases focusing on Ethics in Journalism	
		Ethics, libel, democracy, credibility, composite characters, prior restraint, right of reply, slander, objectivity, defamation, sentry, fair comment			
RI.11-12.1 RI.11-12.5 RI.11-12.8 RI.11-12.9 W.11-12.4 W.11-12.8	When is it acceptable for the media to act as a tool to assist the common good?	-Distinguish between facts and opinions by exploring data, detecting bias, stereotypes, cliches and assumptions. -complete journal writing about what they feel the sports journalist's role is in our society. they will write a full page job description including the 'responsibilities' of the sports journalists? -Read annotate and analyze several sports articles focusing on areas that connote judgment and/or bias and then rewrite the article using a better more objective angel. -Purposely write sports articles with bias then correct each other's work.	Journal Writing Teacher Model Close Reads Annotation Notes Station Work	*Sport Public Relations: Managing Organizational Communication,* G. Clayton Stoldt Notes: Media in our society Various Biased Articles www.nytimes.com https://www.si.com www.FOXSPORTS.com www.SPORTS.YAHOO.com www.ESPN.com	Journal Article Notes and Analysis Bias Articles
RI.11-12.1 RI.11-12.5 RI.11-12.6 W.11-12.4 SL.11-12.1 A-D	How do journalists gain the trust of the public and why is it important to have a truthfully informed public?	-Discuss, consider and assess a variety of scenarios involving sports scandals. Analyze each case and discuss newsworthiness and its overall importance to the public. -Create a scrapbook of sports media coverage focusing on one issue. Highlight, analyze and dissect at least five items of coverage and present their findings to the class. -Read at least three sports articles on the same topic and write a short essay evaluating the bias (or lack thereof) in each. Discuss and analyze the author's use of language.	Lecture /Guided Notes: Media Language Round Table Station Work Close Reads Annotation Notes	*Sport Public Relations: Managing Organizational Communication,* G. Clayton Stoldt Google Slides /Prezi www.nytimes.com https://www.si.com www.FOXSPORTS.com www.SPORTS.YAHOO.com www.ESPN.com	Sports Media Scrapbook Analysis

Robbinsville Public Schools

Unit #: 3
Game Day Reporting

Enduring Understandings:.	Essential Questions
● A good game story requires that you methodically gather the information that people will want to know, and then present that information in an accurate and interesting fashion.	● What are the key elements of a game day story and how do I use note-taking skills to record these elements? ● How do I organize my information into an article that will spark interest in my reader's? ● How can I master my game day writing skills during a live sports game?

Interdisciplinary Connection

HPE - 2.5.12.C.1 Analyze the role, responsibilities, and preparation of players, officials, trainers, and other participants and recommend strategies to improve their performance and behavior.

Example: As a culminating activity students will view live sporting events and use note-taking, interviewing and research skills to complete original Game-Day articles. This will require students to analyze many facets associated with the sport being played.

Guiding / Topical Questions with Specific Standards		Content, Themes, Concepts, and Skills	Teaching Strategies	Instructional Resources and Materials	Assessment Strategies
RI.11-12.5 W.11-12.4	What are the key elements of a game day story and how do I use note-taking skills to record these elements?	-Identify and discuss key elements of a game day sports story. **Content and concepts:** Chronological Recap, Key Statistics, Quotations, Atmosphere, Outcome -Master key game day notetaking skills and use graphic organizers to reflect knowledge of the game being observed. -Keep organized notes in a journal reflecting the necessary key elements of a game day article.	Teacher Model Graphic Organizers Close Reads Journal Writing	*Sports Journalism: A Practical Introduction,* Phil *The Sports Writing Handbook,* Thomas FenschAndrews *Reporting For the Media,* Fred Fedler https://thegamedayreport.com/ Teacher Generated: Varios Game Day Articles Teacher Generated: Various clips of sports games	Annotations Game Day Notes Journal
RI.11-12.1 RI.11-12.5 RI.11-12.6	How do I organize my information into an article that	**Content and Concepts:** Headlines, Lead, (5w's, quote, narrative, direct, indirect, question) Sensory details. **Headlines:**	Lecture / Guided Notes: *Dos and don'ts of headline writing. *Types of Leads *Using Sensory	*Sports Journalism: A Practical Introduction,* Phil Andrews *The Sports Writing Handbook,*	Headlines Picture Project

| W.11-12.2 A-F W.11-12.5 W.11-12.10 SL.11-12.2 | will spark interest in my reader's? | -Using the dos and don't of headline writing and various sports headlines determine which are strong and which are not.
-Read several sports articles with the headlines removed and create original, creative headlines.
-Study sports pictures and create original headlines for a story they believe would accompany each photo.

Leads:
-Identify and label leads found in various sports articles with their proper name (quote, 5w's, etc). Choose three articles and explain why the lead was appropriate for that article. -Create original leads for professional articles.
-Study sports pictures and create original leads for a story they believe would accompany each photo.

Sensory Details:
-Employ the five senses in order to engage reader's interest in the sporting event.
-Study sports pictures and create original sensory details for a story they believe would accompany each photo.

-View famous sports games and practice game day writing skills. | Details

Station Work (headlines, Leads, Sensory details)

Video Viewing (Close Views)

Writing Workshops | Thomas Fensch

Reporting For the Media, Fred Fedler

https://thegamedayreport.com/

www.nytimes.com
https://www.si.com
www.FOXSPORTS.com
www.SPORTS.YAHOO.com
www.ESPN.com

Teacher Generated: Various full length sporting events | Workshop Checkpoints

Game Day Article (**using a professional televised game) |
| RI.11-12.5 W.11-12.2 A-F W.11-12.5 W.11-12.10 SL.11-12.2 | How can I master my game day writing skills during live sports events? | -View live sporting events and use note-taking, interviewing and research skills to complete original Game-Day articles.

-Complete a reflection on game-day writing and how these articles can influence mainstream readers. | Writing Workshop

Journal | **The teacher should have a schedule of several local sporting events for the students to attend. | Two Original Game-Day articles (**after viewing two live sporting events)

Journal |

Robbinsville Public Schools
Unit #: 4
The Sports Profile / Sports Feature Article

Enduring Understandings:	**Essential Questions:**

- The interview is an essential part of feature / profile writing
- Profile feature articles engage readers on a more personal level.
- A well crafted feature article can work to inform, persuade, and transform

- How do we create effective interview questions and effectively conduct an interview?
- What elements and details make for an interesting profile and how does a writer get beyond basic facts and events to write about people in a captivating yet concise way?
- How can we write a feature article in such a way that will attract, engage and inform our readers?

Interdisciplinary Connection

Visual and Performing Arts - 1.3.12.C.2 Create and evaluate performances by citing evidence of specific physical choices, sustained vocal technique, and clearly motivated actions.

Example: Students will be completing mock interviews and taking on the role of celebrity athletes. They will be expected to conduct these interviews as closely to an authentic moment as possible.

Guiding / Topical Questions with Specific Standards		Content, Themes, Concepts, and Skills	Teaching Strategies	Instructional Resources and Materials	Assessment Strategies
W.11-12.4￼ W.11-12.8￼ ￼ SL.11-12.1￼ A-D￼ SL.11-12.2￼ SL.11-12.4	How do we create effective interview questions and effectively conduct an interview?	**Content & Concepts:** Feature, Profile, Human Interest, transcribe, Interview, Types of Interview Questions (Open-ended, closed, leading, hypothetical, behavioral)￼ Star Approach￼ ￼ -View and analyze various famous sports interviews focusing on the key information being presented.￼ ￼ -Work in small groups to create successful interview questions.￼ -Create original interview questions and conduct an interview with classmates in mock interview scenarios.￼ ￼ -Record interview answers in a journal in any personal desired format.￼ ￼ -Create interview questions and conduct an interview with a local sports enthusiast (reporters, journalists, coaches etc may be considered).	Lecture / Guided Notes￼ ￼ Group Work￼ ￼ Mock Interview Scenarios	*Sports Journalism: A Practical Introduction,* Phil Andrews￼ ￼ *The Sports Writing Handbook,* Thomas Fensch￼ ￼ *Reporting For the Media*, Fred Fedler￼ ￼ Teacher Generated: Interview Notes￼ ￼ Various videos of famous interviews￼ ￼ ***If possible, the teacher should bring in a local sports reporters / athletes, coaches for students to interview and record answers.	Interview Notes￼ ￼ Interview Questions￼ ￼ Journal￼ ￼ Professional Interview

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RI.11-12.1 W.11-12.2 A-F W.11-12.5 W.11-12.6 W.11-12.8 W.11-12.10 SL.11-12.4	What elements and details make for an interesting profile and how does a writer get beyond basic facts and events to write about people in a captivating yet concise way?	-Brainstorm and discuss all of the reasons a person might be featured in a sports story. -Read and analyze several sample profile articles noting what is featured in each. -Conduct mock sports celebrity interviews, create a focus or angle for an article, then create the questions they would ask in order to obtain the information they need to write the article. research the celebrity and answer the questions as if they were the celebrity. They should research past, interviews, articles, etc. -Write profile articles from their previous interviews. -Create interview questions and conduct and interview with a local sports enthusiast (reporters, journalists, coaches etc may be considered). -Write profile articles from their previous interviews.	Class Brainstorming Class Discussion Popcorn Reading Close Reading Media Research	*Sports Journalism: A Practical Introduction,* Phil Andrews *The Sports Writing Handbook*, Thomas Fensch *Reporting For the Media*, Fred Fedler www.nytimes.com https://www.si.comwww.FOXSPORTS.com www.SPORTS.YAHOO.com www.ESPN.com	Sports Celebrity Interviews Sports Celebrity Profile Article Local Sports Enthusiast Profile Article
RI.11-12.1 RI.11-12.5 RI.11-12.6 RI.11-12.7 W.11-12.2 A-F W.11-12.3 A-E W.11-12.5 W.11-12.6 W.11-12.8 W.11-12.10 SL.11-12.1 A-D	How can we write a feature article in such a way that will attract, engage and inform our readers?	-Identify different sections of a sports article after completing an online scavenger hunt and labeling a blank sports article page. **Content & Concepts:** Attribution, Deck, Masthead, Headline, Caption, Nutgraf, Inverted Pyramid, Storytelling or Narrative Structure. -Review: Headlines and Leads from previous Unit **Inverted Pyramid, Storytelling or Narrative Structure:** -Examine and analyze two news stories. (One should use the inverted pyramid structure and one should use the storytelling structure) Note any similarities and differences between the articles, focusing on stylistic differences such as: order, narration, word choice. -Piece together a broken article using the inverted pyramid structure. --Piece together a broken article using the storytelling	Teacher Generated: Scavenger Hunt Annotations /Labelling Lecture / Guided Notes: *Inverted Pyramid. Storytelling or Narrative Structure. Pinwheel Discussions Journal Writing Close Reading Station / Group Work	*Sports Journalism: A Practical Introduction,* Phil Andrews *The Sports Writing Handbook*, Thomas Fensch *Reporting For the Media*, Fred Fedler www.nytimes.com https://www.si.com www.FOXSPORTS.com www.SPORTS.YAHOO.com www.ESPN.com Teaher Generated: *Various sports pictures	Scavenger Hunt Journal 2 Feature Articles (Inverted Pyramid, Storytelling or Narrative Structure)

| SL.11-12.2 | | structure.

-Complete Journal entries after reading several feature sports stories: What might have prompted the reporter to write the story, or the editor to have assigned it at this particular time? What strategies were used? What was engaging? How was the audience entertained or drawn in?

-Watch various news stories and create an original news article, based off one they choose, using either the inverted pyramid style of writing and the narrative style of writing.

-Choose a current sports related issue in their school or community and write an article using either the inverted pyramid style of writing and the narrative style of writing. | Writing Workshop: Brainstorming strategies, Graphic organizers, Interviewing, Media Research | | |

Robbinsville Public Schools
Unit #: 5
Digital and Social Media

Enduring Understandings:	Essential Questions:
● Digital media has made it possible for sports journalists to publish news updates around the clock, and is changing the basic model for reporting	● What are the fundamentals and expected etiquette of digital and social media in the sports industry?

news.
- Social media platforms present new and unique opportunities for engagement throughout the sports industry.

- What are the fundamentals of creating and managing a social presence on Facebook, Twitter, Tumblr and Google+ and how are sports journalists using these networks?
- How can I use my knowledge of digital and social media to explore a trending topic in the sports industry?

Interdisciplinary Connection
History - 6.1.12.D.14.d Evaluate the extent to which women, minorities, individuals with gender preferences, and individuals with disabilities have met their goals of equality in the workplace, politics, and society. **Example:** Students will complete a Multimedia project that will allow them to explore how the above standard has affected the sports industry. Students will evaluate current trending topics such as the above, and present their findings.

Guiding / Topical Questions with Specific Standards		Content, Themes, Concepts, and Skills	Teaching Strategies	Instructional Resources and Materials	Assessment Strategies
RI.11-12.1 W.11-12.4 W.11-12.6 W.11-12.8 SL.11-12.1 A-D SL.11-12.4 SL.11-12.5	What are the fundamentals and expected etiquette of digital and social media in the sports industry?	-Understand and discuss social media fundamentals and basic social media etiquette. -Understand and discuss how digital and social media has created a shift in sports journalism. -Read and discuss several sports social media forums and analyze them for accuracy and credibility. -Respond to journal prompts focusing on social media influences in the sports industry. -Collaborate with peers and use the skills acquired in previous units (interviewing, research, etc) to create a digital News broadcast on a current trending sports topic.	Web Quest Journal Writing Popcorn Reading Group Work	*Reporting For the Media*, Fred Fedler http://www.sportsjournalists.com/forum/ www.barstoolsports.com https://twitter.com/BleacherReport/ www.washingtonpost.com/news/dc-sports-bog/	Journal Group Digital News Broadcast
RI.11-12.5 RI.11-12.7 W.11-12.4 W.11-12.6 W.11-12.8	What are the fundamentals of creating and managing a social presence on Facebook, Twitter, Tumblr and Google+ and how	-Understand high level applications of the top 10 social networks in the sports industry: Facebook, Twitter, LinkedIn, Google+, Youtube, Foursquare, Tumblr, Instagram, Pinterest, and Flickr -Learn the fundamentals of creating and managing social presences for the sports industry on Facebook, Twitter, Tumblr, and Google+ and how sports	Lecture / Notes: *The fundamentals of social presence in sports industry Round Table Discussions	*Reporting For the Media*, Fred Fedler http://www.sportsjournalists.com/forum/ www.barstoolsports.com https://twitter.com/Blea	Social Media Presence Project

SL.11-12.1 A-D SL.11-12.2 SL.11-12.5	are sports journalists using these networks?	journalists are using these networks. -Use social media to follow and analyze a sports beat and community. -Engage with other sports journalists on social media -Create and maintain a professional journalist presence on one of the following: Facebook, Twitter, Google+ or Tumblr blog	Group Work	cherReport/ www.washingtonpost.com/news/dc-sports-bog/ www.dnainfo.com/new-york/20100308/manhattan/personal-branding-helps-journalists-media-professionals-stand-out/	
RI.11-12.6 RI.11-12.7 W.11-12.2 A-F W.11-12.6 W.11-12.8 W.11-12.10 SL.11-12.1 A-D SL.11-12.2 SL.11-12.4 SL.11-12.5	How can I use my knowledge of digital and social media to explore a trending topic in the sports industry?	-Collaborate with peers to create a multimedia sports project focused on a trending topic in the sports industry.	Teacher guided Workshop Teacher Model Group Work	*Reporting For the Media*, Fred Fedler http://www.sportsjournalists.com/forum/ www.barstoolsports.com https://twitter.com/BleacherReport/ www.washingtonpost.com/news/dc-sports-bog/	Multimedia Sports Project (this can be a group project)

General Differentiated Instruction Strategies	
- Leveled texts - Chunking texts - Choice board - Socratic Seminar - Tiered Instruction - Small group instruction - Guided Reading - Sentence starters/frames - Writing scaffolds - Tangible items/pictures - Adjust length of assignment	- Repeat, reword directions - Brain breaks and movement breaks - Brief and concrete directions - Checklists for tasks - Graphic organizers - Assistive technology (spell check, voice to type) - Study guides - Tiered learning stations - Tiered questioning - Data-driven student partnerships - Extra time

Possible Additional Strategies for Special Education Students, 504 Students, At-Risk Students, and English Language Learners (ELLs)			
Time/General	**Processing**	**Comprehension**	**Recall**
- Extra time for assigned tasks - Adjust length of assignment - Timeline with due dates for reports and projects - Communication system between home and school - Provide lecture notes/outline	- Extra Response time - Have students verbalize steps - Repeat, clarify or reword directions - Mini-breaks between tasks - Provide a warning for transitions - Reading partners	- Precise step-by-step directions - Short manageable tasks - Brief and concrete directions - Provide immediate feedback - Small group instruction - Emphasize multi-sensory learning	- Teacher-made checklist - Use visual graphic organizers - Reference resources to promote independence - Visual and verbal reminders - Graphic organizers

Assistive Technology	Assessments and Grading	Behavior/Attention	Organization
• Computer/whiteboard • Tape recorder • Spell-checker • Audio-taped books	• Extended time • Study guides • Shortened tests • Read directions aloud	• Consistent daily structured routine • Simple and clear classroom rules • Frequent feedback	• Individual daily planner • Display a written agenda • Note-taking assistance • Color code materials

Enrichment

The goal of Enrichment is to provide learners with the opportunity to participate in extension activities that are differentiated and enhance the curriculum. All enrichment decisions will be based upon individual student needs.

- Show a high degree of intellectual, creative and/or artistic ability and demonstrate this ability in multiple ways.
- Pose questions and exhibit sincere curiosity about principles and how things work.
- The ability to grasp concepts and make real world and cross-curricular connections.
- Generate theories and hypotheses and pursue methods of inquiry.
- Produce products that express insight, creativity, and excellence.
- Possess exceptional leadership skills.
- Evaluate vocabulary
- Elevate Text Complexity
- Inquiry based assignments and projects
- Independent student options
- Tiered/Multi-level activities
- Purposeful Learning Center
- Open-ended activities and projects
- Form and build on learning communities
- Providing pupils with experiences outside the 'regular' curriculum
- Altering the pace the student uses to cover regular curriculum in order to explore topics of interest in greater depth/breadth within their own grade level
- A higher quality of work than the norm for the given age group.
- The promotion of a higher level of thinking and making connections.
- The inclusion of additional subject areas and/or activities (cross-curricular).

- Using supplementary materials in addition to the normal range of resources.

English Language Learner (ELL) Resources

- Learning style quiz for students- http://www.educationplanner.org/students/self-assessments/learning-styles-quiz.shtml
- "Word clouds" from text that you provide-http://www.wordle.net/
- Bilingual website for students, parents and educators: http://www.colorincolorado.org/
- Learn a language for FREE-www.Duolingo.com
- Time on task for students-http://www.online-stopwatch.com/
- Differentiation activities for students based on their Lexile-www.Mobymax.com
- WIDA-http://www.wida.us/
- Everything ESL - http://www.everythingESL.net
- ELL Tool Box Suggestion Site Http://www.wallwisher.com/wall/ell toolbox
- Hope4Education - http://www.hope4education.com
- Learning the Language http://blogs.edweek.org/edweek/learning-the-language/
- FLENJ (Foreign Language Educators of NJ) 'E-Verse' wiki: http://www.flenj.org/Publications/?page=135
- OELA - http://www.ed.gov/offices/OBEMLA
- New Jersey Department of Education- Bilingual Education information http://www.state.nj.us/education/bilingual/

Special Education Resources

- Animoto -Animoto provides tools for making videos by using animation to pull together a series of images and combining with audio. Animoto videos or presentations are easy to publish and share. https://animoto.com
- Bookbuilder -Use this site to create, share, publish, and read digital books that engage and support diverse learners according to their individual needs, interests, and skills. http://bookbuilder.cast.org/
- CAST -CAST is a non-profit research and development organization dedicated to Universal Design for Learning (UDL). UDL research demonstrates that the challenge of diversity can and must be met by making curriculum flexible and responsive to learner differences. http://www.cast.org
- CoSketch -CoSketch is a multi-user online whiteboard designed to give you the ability to quickly visualize and share your ideas as images. http://www.cosketch.com/
- Crayon -The Crayon.net site offers an electronic template for students to create their own newspapers. The site allows you to bring multiple

sources together, thus creating an individualized and customized newspaper. http://crayon.net/ Education Oasis -Education Oasis offers a collection of graphic organizers to help students organize and retain knowledge – cause and effect, character and story, compare and contrast, and more! http://www.educationoasis.com/printables/graphic-organizers/

- Edutopia -A comprehensive website and online community that increases knowledge, sharing, and adoption of what works in K-12 education. We emphasize core strategies: project-based learning, comprehensive assessment, integrated studies, social and emotional learning, educational leadership and teacher development, and technology integration. http://www.edutopia.org/
- Glogster -Glogster allows you to create "interactive posters" to communicate ideas. Students can embedded media links, sound, and video, and then share their posters with friends. http://edu.glogster.com/?ref=personal
- Interactives – Elements of a Story -This interactive breaks down the important elements of a story. Students go through the series of steps for constructing a story including: Setting, Characters, Sequence, Exposition, Conflict, Climax, and Resolution. http://www.learner.org/interactives/story/index.html
- National Writing Project (NWP) -Unique in breadth and scale, the NWP is a network of sites anchored at colleges and universities and serving teachers across disciplines and at all levels, early childhood through university. We provide professional development, develop resources, generate research, and act on knowledge to improve the teaching of writing and learning in schools and communities. http://www.nwp.org
- Pacecar -Vocab Ahead offers videos that give an active demonstration of vocabulary with audio repeating the pronunciation, definition, various uses, and synonyms. Students can also go through flash cards which give a written definition and visual representation of the word. http://pacecar.missingmethod.com/