

READINGTON PUBLIC SCHOOL DISTRICT

Current Events and News Broadcast

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Approval Date: August 2016

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I. PURPOSE AND OVERVIEW

The Current Events and News Broadcast elective course at Readington Middle School will provide students with an opportunity to analyze current events. Students will examine a variety of print, radio, TV, and digital news sources through the lens of a journalist. Students will practice establishing objectivity, identifying bias, and evaluating sources in order to prepare students to be educated citizens and to make informed decisions. Students' understanding will be demonstrated by creating news broadcasts retelling the current events.

II. GOALS

Linked to Core Curriculum Content Standards for Language Arts and the 2014 New Jersey Core Curriculum Content Standards for Social Studies.

- NJCCCS 6.3.8.A.1 Deliberate on a public issue affecting an upcoming election, consider opposing arguments, and develop a reasoned conclusion.
- NJCCCS 6.3.8.D.1 Engage in simulated democratic processes (e.g., legislative hearings, judicial proceedings, elections) to understand how conflicting points of view are addressed in a democratic society.
- CCSS.ELA-LITERACY.RH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources.
- CCSS.ELA-LITERACY.RH.6-8.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
- CCSS.ELA-LITERACY.RH.6-8.3 Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).
- CCSS.ELA-LITERACY.RH.6-8.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
- CCSS.ELA-LITERACY.RH.6-8.5 Describe how a text presents information (e.g., sequentially, comparatively, causally).
- CCSS.ELA-LITERACY.RH.6-8.6 Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
- CCSS.ELA-LITERACY.RH.6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
- CCSS.ELA-LITERACY.RH.6-8.8 Distinguish among fact, opinion, and reasoned judgment in a text.
- CCSS.ELA-LITERACY.RH.6-8.9 Analyze the relationship between a primary and secondary source on the same topic.
- CCSS.ELA-LITERACY.SL.7.1.A Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- CCSS.ELA-LITERACY.SL.7.1.B Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

- CCSS.ELA-LITERACY.SL.7.1.C Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
- CCSS.ELA-LITERACY.SL.7.1.D Acknowledge new information expressed by others and, when warranted, modify their own views.
- CCSS.ELA-LITERACY.SL.7.2 Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
- CCSS.ELA-LITERACY.SL.7.3 Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.
- CCSS.ELA-LITERACY.SL.7.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
- CCSS.ELA-LITERACY.SL.7.5 Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

III. ASSESSMENT

Students will be assessed through:

- Participation in daily classwork
- Report and article writing
- Preparation of weekly broadcast
- Production of scripts

IV. UNITS OF STUDY

Unit I: Introduction to Journalism	
Desired Results	
Established Goals: See III.	
<p>Understandings: <i>Students will understand that...</i></p> <ul style="list-style-type: none"> ● The 1st Amendment entitles the people to a free press. ● The 1st Amendment has certain exceptions. ● Technology is always changing how information is shared. ● The news strives to be fair, current, accurate, concise, balanced, and objective. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> ● What ethics are involved in reporting news events? ● How was information shared throughout time? ● How can citizens be informed about events? ● What advantages and disadvantages can primary source provide? ● What advantages and disadvantages can a secondary source provide?
<p>Students will know/learn...</p> <ul style="list-style-type: none"> ● The various sources/methods in which news is reported and shared. 	

- Print, radio, TV, and online news sources have revolutionized the world.

Students will be able to...

- Recognize the causes and effects of prejudice on individuals, groups, and society.
- Recognize the value of cultural diversity, as well as the potential for misunderstanding.
- Critically analyze media to assess different viewpoints and detect bias, opinion, and stereotypes.
- Listen open-mindedly to views contrary to their own. Collaboratively develop and practice strategies for managing and resolving conflict.
- Demonstrate understanding of democratic values and processes.
- Recognize that the actions or inactions of individuals, groups, and nations can have intended and unintended consequences.

Assessment Evidence

Performance Tasks:

- Analyze variety of news media from famous historical events
- Read and analyze excerpts from Upton Sinclair's *The Jungle*
- Journal entries
- Graded discussions
- Presentations using Google Slides

Other Evidence:

- Responses to critical thinking questions
- Creating a critical thinking question for the class to answer
- Group collaboration

Teacher Resources

- *NewseLA* subscription
- Recordings of FDR, Charles Lindbergh
- Video clip of JFK assassination, September 11th
- Junior Scholastic Magazines
- World Geography
- Other teacher created materials

Student Resources

- Access to laptop devices
- Google Classroom shared sites

Unit 2: State, National, & International News	
Desired Results	
Established Goals: See III.	
<p>Understandings: <i>Students will understand that...</i></p> <ul style="list-style-type: none"> ● News reporting is to remain objective and current. ● The cause and effect of events are not always clear. ● The sharing of information causes empowerment. ● Certain publications have political motives. 	<p>Essential Questions:</p> <p>State:</p> <ul style="list-style-type: none"> ● What is New Jersey’s role in the country? ● How can New Jersey residents stay informed about local politics? ● What issues are currently facing New Jersey and its residents? <p>National:</p> <ul style="list-style-type: none"> ● What issues are most impactful at this time? <p>International:</p> <ul style="list-style-type: none"> ● What is American Foreign Policy? ● How do decisions in the US impact countries around the world? ● About what global events should American citizens be knowledgeable?
<p>Students will know/learn...</p> <ul style="list-style-type: none"> ● Various student chosen topics covered during 10 day rotations of state, national, and international news. <p>Students will be able to...</p> <ul style="list-style-type: none"> ● Gather relevant information from multiple authoritative print and digital sources. ● Evaluate a source for reliability. ● Analyze information from various sources in various formats, print, video, and digital. ● Synthesize research. ● Collaborate to create a news broadcast that explains the current event. ● Identify bias in news reporting. 	
Assessment Evidence	
<p>Performance Tasks:</p> <ul style="list-style-type: none"> ● News Broadcast created via iMovie <ul style="list-style-type: none"> ○ News Anchor ○ Cameraman/woman ○ Editor ● Content of news cast 	<p>Other Evidence:</p> <ul style="list-style-type: none"> ● Who, What, Where, When, Why checklists ● Student conferences ● Peer to peer feedback
Teacher Resources	Student Resources
<ul style="list-style-type: none"> ● <i>Newsela</i> 	<ul style="list-style-type: none"> ● iPads and iMovie

<ul style="list-style-type: none">• Hunterdon County <i>Democrat</i>• New York Times• CNN Student News	<ul style="list-style-type: none">• <i>Newsela</i>• Hunterdon County <i>Democrat</i>• New York Times• CNN Student News
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Bibliography

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