



Journalism Unit 1 - Ethics And Objectivity

Unit Focus
<p>This unit focuses on the legal and ethical guidelines that reporters are expected to follow. It involves global thinking by including landmark legal cases involving student journalism, libel, The First Amendment, and social media. Students will examine the decisions made by a reporter during a movie, determine why those decisions are not legal or ethical, and display critical thinking by offering alternative choices that the reporter could have made in order to gain information legally. Due to the nature of the course, assignments will be constantly updated in order to represent current events.</p>

STAGE 1: DESIRED RESULTS – KEY UNDERSTANDINGS

ESTABLISHED GOALS	TRANSFER		
<p>Common Core Standards <i>English Language Arts : 12</i> <i>919568 Reading: Informational Text</i></p> <ul style="list-style-type: none"> • CCSS.ELA-LITERACY.RI.11-12.8 Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses). <i>919579 Writing</i> • CCSS.ELA-LITERACY.W.11-12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. <i>919590 Speaking & Listening</i> • CCSS.ELA-LITERACY.SL.11-12.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data. • CCSS.ELA-LITERACY.SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. • CCSS.ELA-LITERACY.SL.11-12.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in 	<p>T1 Analyze complex issues and their implications and/or consequences.</p> <p>T2 Identify and contribute to critical issues in society in an ethical and responsible manner.</p>		
	MEANING		
	UNDERSTANDINGS	ESSENTIAL QUESTIONS	
	U1 Journalists are expected to follow ethical and legal guidelines.	Q1 What governs the behavior of journalists or anyone that publishes?	
	U2 We are all journalists.	Q2 What is newsworthy?	
	U3 Social media is journalism.	Q3 How do I maintain objectivity?	
	U4 Journalists write objectively.	Q4 How has social media impacted journalism?	
	ACQUISITION OF KNOWLEDGE AND SKILL		
	KNOWLEDGE	SKILLS	
	K1 Legal and ethical guidelines for journalists	S1 Students will be able to analyze ethical decisions and suggest alternate ethical choices.	
K2 First Amendment	S2 Students will be able to identify and explain legal and ethical terminology.		
K3 Objectivity, Accuracy, Balance, Fairness, Conflict of Interest, Bias, Obscenity, Libel, Invasion of Privacy,	S3 Students will be able to write argumentatively to support a claim in the analysis of a film.		

STAGE 1: DESIRED RESULTS – KEY UNDERSTANDINGS

presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
919597 Language

- CCSS.ELA-LITERACY.L.11-12.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- CCSS.ELA-LITERACY.L.11-12.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- CCSS.ELA-LITERACY.L.11-12.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
- CCSS.ELA-LITERACY.L.11-12.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Student Growth and Development 21st Century Capacities Matrix

Critical Thinking

- Analyzing: Students will be able to examine information/data/evidence to make inferences and identify possible underlying assumptions, patterns, and relationships.

Global Thinking

- Citizenship: Students will be able to identify and contribute to critical issues in society in an ethical and responsible manner.