

Catalina Foothills School District
Journalism: Writing for Investigative Reporting
Grades: 11-12

Journalism: Broadcast News Production will focus on advanced concepts of journalistic skills (interviewing, editing and digital publishing) while learning the fundamentals of media broadcasting. The students will use technical skills in camera interviewing, editing, and production packages for broadcast and web-based publications. Students will acquire 21st century skills through teamwork, professional relationships, authentic broadcast video projects (interviews, documentaries, news features), entrepreneurial broadcasting, and representing and reporting real-life situations.

1. READING: KEY IDEAS AND DETAILS	
J-IR.1.1	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
J-IR.1.2	Determine the central ideas or conclusions of a text; trace the text’s explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.
J-IR.1.3	Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.
2. READING: KEY IDEAS AND DETAILS	
J-IR.2.1	Analyze and evaluate news and feature stories, columns, op-ed pages in local, national, international newspapers and magazines as well as online news sources (electronic copy, blogs, convergence) for accuracy, balance, fairness, proper attribution, and credibility.
3. CAREER PLANNING/SKILLS USA	
J-IR.3.1	<p>Create multimedia portfolios that include all forms of digital broadcast media.</p> <ul style="list-style-type: none"> ○ explore career plans that include educational and experiential goals ○ explain factors that contribute to the success of media businesses and freelance/contract providers ○ explain the preparation path and job duties for media occupations (<i>for example: producer, director, journalists, reporters, news editors, assignment editors, cinematographer, editor, and freelance videographer</i>)
4. INDUSTRY SAFETY PROCEDURES	
J-IR.4.1	<p>Comply with industry standards and practice.</p> <ul style="list-style-type: none"> ○ apply compliancy procedures for OSHA (occupational safety and health administration), HazCom (Hazard Communication Standard, warning labels and MSDS (material safety data sheets) safety regulations (<i>required: must score 100% on Safety test</i>) ○ recommend and apply safety precautions for job-site hazards ○ predict safety hazards associated with a broadcast production and/or audio/visual facility ○ safely operate and perform care and maintenance of equipment
5. COMMUNICATION IN INVESTIGATIVE JOURNALISM: PRESENTATION OF KNOWLEDGE AND IDEAS	
J-IR.5.1	<p>Create and deliver effective media presentations and products.</p> <ul style="list-style-type: none"> ○ incorporate a variety of media related to central idea ○ practice speaking to obtain confidence and fluidity (<i>for example: rate, volume, emphasis, tone, pauses, clarity, posture, gestures</i>) ○ incorporate or refer to audio/visuals (<i>for example: digital media, graphics, body</i>)

	<p><i>language, props, sound effects</i>) to enhance presentation</p> <ul style="list-style-type: none"> ○ engage audience, encouraging participation and interaction when appropriate (<i>for example: eye contact, direct address, direct reference to specific audience members</i>) ○ utilize active listening skills when responding to different speakers ○ respond to questions and feedback about own presentations (<i>for example: defend ideas, expand on a topic, use logical arguments</i>)
6. COMMUNICATION SKILLS: VERBAL AND NONVERBAL COMMUNICATION	
J-IR.6.1	<p>Apply verbal and nonverbal models of communication (<i>required: non-discriminatory and culturally/generational sensitive language</i>).</p> <ul style="list-style-type: none"> ○ describe elements of nonverbal and oral communication ○ compare verbal and nonverbal models of communication
J-IR.6.2	<p>Utilize active listening skills when responding to different speakers.</p> <ul style="list-style-type: none"> ○ ask questions that clarify, broaden, and enrich discussions ○ respond to and builds on specific aspects of others' comments ○ apply strategies for comprehension and retention
7. ETHICS AND PROFESSIONAL STANDARDS	
J-IR.7.1	<p>Compare and contrast laws, organizational ethics, and code of ethics (<i>for example: FCC rules, work place rights and issues of discrimination</i>) that create goodwill and trust.</p> <ul style="list-style-type: none"> ○ analyze pros and cons of social media ○ examine relationship between journalism and “citizen” journalists ○ advocate and practice safe, legal, and responsible use of digital tools as defined by school board policy and procedures ○ advocate and exhibit legal and ethical behavior when using technology ○ exhibit digital citizenship by consistently leading by example and advocating social and civic responsibility to others ○ apply legal and ethical procedures to digital media products (copyright laws, model releases, and royalties)
8. PRE-PRODUCTION: PLANNING/TECHNOLOGY	
J-IR.8.1	<p>Determine technological equipment necessary for production.</p> <ul style="list-style-type: none"> ○ demonstrate type specifics and alignment (flush left, flush right, centered, justified, force justified, widows and orphans, kerning, letter spacing, word spacing, and proper use of punctuation) ○ understand file size and ppi formats (e.g., BMP, TIFF, JPEG, RAW, PNG) and select the appropriate camera format for a given situation and end usage requirements
J-IR.8.2	<p>Explain how to preflight and package a file before handoff.</p>
J-IR.8.3	<p>Compare and contrast appropriate digital tools used in the media industry.</p> <ul style="list-style-type: none"> ○ access and manipulate information electronically (Internet, hardware, software, input, output, flash drive)
J-IR.8.4	<p>Determine the necessary equipment for a variety of photography tasks/situations (<i>required: broadcast, video, and audio productions, DVDs and CDs</i>).</p> <ul style="list-style-type: none"> ○ capture and properly prepares digital images (6.3) ○ delineate between various production platforms (<i>for example: broadcast television, radio, video/audio for presentation, DVD</i>) ○ select the appropriate resolutions for data capture (6.2) ○ select the format for digital delivery (5.5)
9. PRE-PRODUCTION: PLANNING/WRITING	
J-IR.9.1	<p>Develop a newsworthy story to produce.</p> <ul style="list-style-type: none"> ○ conceptualize, develop, and present an idea ○ 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

	<ul style="list-style-type: none"> ○ select strategies to generate a variety of ideas and details into a plan for a writing task ○ incorporate suggested strategies/techniques/advice used by published writers for specific writing tasks ○ solicit feedback on specific aspects of work-in-progress, and uses abstract or strategic feedback to inform revision
10. PRODUCTION: TEXT TYPES AND PURPOSE	
J-IR.10.1	<p>Write informative and argumentative texts.</p> <ul style="list-style-type: none"> ○ conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation ○ develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience’s knowledge level, concerns, values, and possible biases ○ gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation ○ draw evidence from informational texts to support analysis, reflection, and research
J-IR.10.2	<p>Select and use appropriate journalistic styles for writing to inform, entertain, persuade including short, focused sentences and paragraphs, varied word usage and descriptive vocabulary, active voice verbs, specific word choice to avoid jargon and vague language.</p> <ul style="list-style-type: none"> ○ clearly express purpose, audience, and strategies ○ use succinct language to summarize main ideas in a logical order ○ use quotes judiciously, and only for key terms or ideas ○ highlight relationships between main ideas
11. PRODUCTION: DESIGN ELEMENTS	
J-IR.11.1	Apply multiple principles and elements of media design (e.g., illustration, graphics, images, text, content; color; and typography).
J-IR.11.2	<p>Incorporate principles of photography including composition, light, depth of field, focus, and stop action.</p> <ul style="list-style-type: none"> ○ analyze how elements (color, value, line, shape, form, texture, space), principles (balance, emphasis, movement, pattern, proportion, rhythm, unity, and variety) composition ("Golden Mean"/third line), and color theory apply to the content and meaning of the work ○ employ various types of format, including digital and traditional video and non-video formats ○ apply fundamentals of color theory in digital media (<i>for example: visible spectrum, additive color, subtractive color, simultaneous contrast, quality of light: brightness, contrast, shadow detail, angle of light, color, saturation</i>)
12. POST-PRODUCTION/DISTRIBUTION: PUBLICATION	
J-IR.12.1	<p>Refine and distribute a journalistic segment for publication.</p> <ul style="list-style-type: none"> ○ analyze publishing options and select appropriate equipment and software for the application ○ utilize strategies and tools to write/publish print and/or digital product(s) to support journalistic content ○ use a variety of digital delivery methods appropriate for various publications ○ determine types and uses of software for photo manipulation, drawing, and page layout <ul style="list-style-type: none"> ○ determine the necessary equipment for a variety of photography

	<ul style="list-style-type: none"> tasks/situations ○ manipulate digital tools for media applications ○ compare components of effective digital media products
13. PERSONAL AND SOCIAL RESPONSIBILITY: TEAMWORK/COLLABORATION	
J-IR.13.1	<p>Apply traits of team work/collaboration during the learning process.</p> <ul style="list-style-type: none"> ○ frequently share ideas, concerns, personal insights, and resources, although these interactions are often one-on-one ○ assume any role and can accurately describe and perform the duties of most roles, including leadership ○ articulate the team goals and demonstrate commitment to these goals by accepting responsibilities and completing tasks on time ○ with prompting, assess and reflect on progress toward goals ○ usually listen actively and attentively to others and frequently accord others' ideas with respect ○ usually provide and accept constructive feedback
14. PERSONAL RESPONSIBILITY: SELF-DIRECTION AND CRITICAL THINKING	
J-IR.14.1	<p>Apply the traits of self-direction and critical thinking during the learning process.</p> <ul style="list-style-type: none"> ○ apply effective problem-solving strategies in group-working relationships (<i>for example: SkillsUSA</i>) ○ share ideas, concerns, personal insights, and resources ○ articulate the team goals and demonstrates commitment to these goals by accepting responsibilities and completing tasks on time ○ apply respectful behaviors and uses appropriate language ○ set meaningful, achievable goals ○ monitor progress and self-corrects during the learning process ○ reflect upon learning (identifies strengths and weaknesses) and use feedback to modify work