

# PARK RIDGE SCHOOL DISTRICT

Park Ridge, New Jersey



## **Journalism III Curriculum Guide**

Approved by Park Ridge Board of Education – August 27, 2012

## Language Arts Literacy Curriculum Guide

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All 7-12 teachers participated in the Language Arts curriculum revision process days during the 2011 – 2012 school year, thereby affording opportunities for teachers to add their knowledge and professional experiences to the process. Teachers on the curriculum revision committee based the curriculum on the National Common Core Standards, teacher input and recommendations collected from collaboration efforts. The curriculum writing committee members will act as a resource for their department colleagues. Opportunities to discuss the curriculum implementation, teaching strategies, resources, as well as reflections and concerns will be provided during the 2012-13 school year.

I am grateful to the curriculum committee members for the many hours and expertise they devoted to writing this curriculum guide. The committee members are commended for their efforts and interest in providing the Park Ridge School District with a thorough curriculum that aligns with the National Common Core Standards for Language Arts Literacy.

According to the 2010 National Common Core Standards Initiative, “The Common Core Standards are designed to provide a clear understanding of what students are expected to learn, so teachers and parents know what they need to do to help them. The standards are designed to be robust and relevant to the real world, reflecting the knowledge and skills that our young people need for success in college and careers. With our students fully prepared for the future, our communities will be best positioned to compete successfully in the global economy.”

Cathy Timpone, Ed. D.

Director of Curriculum & Instruction

# Language Arts Literacy Curriculum Guide

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## **Grades 7-12 Curriculum Writing Committee:**

**Meredith McCamble revised:**

Reading 7 Curriculum Guide

**Michelle Muller revised:**

English 7 Curriculum Guide

**Melissa Quackenbush revised:**

English 8, Reading 8, English 9, English 9 Honors Curriculum Guides

**Stephanie Buckley revised:**

Speech and Drama 7, Speech and Drama 8, American Literature, American Literature Honors, Express Yourself, Acting in Performing Arts I and II, Theatre and Dance, Public Speaking, and At The Movies Curriculum Guides

**Maria Papadopoulas revised:**

Children in Film, British Literature, Themes in world Literature  
Creative Writing I, II, and III, Journalism I, II, III,  
Pulp Fiction, and Freshman Focus

**Christine Dow revised:**

SAT Preparation for Reading and Writing

**Maria Papadopoulos, High School Language Arts Literacy Supervisor**

## **Administration:**

Troy Lederman, Principal, Park Ridge High School  
Dr. Cathy Timpone, Director of Curriculum and Instruction  
Dr. Robert Gamper, Superintendent

Board Approval Date: August 27, 2012

**PARK RIDGE SCHOOL DISTRICT**  
**Park Ridge, NJ**

**ENGLISH DEPARTMENT, 2012-2013**

**CCOURSE TITLE/GRADE & SUBJECT:** Journalism III/gr.11-12 English      **COURSE #** 1807

**PREREQUISITE:** Journalism II

**TIME ALLOCATION:** Full year – five days per week (44 minutes per day) – 5 credits

**TEXTS:** *Introduction to Journalism* (Nextext/McDougal Littel)  
AP Style Guide, as appropriate  
Teacher Handouts

**COURSE PHILOSOPHY:**

This course furthers the skills and knowledge gained in Journalism I and II by offering students a third year of hands-on work with the newspaper. This course offers students seriously committed to journalism opportunity to further their expertise. In addition to honing their writing skills, students will be expected to contribute regularly to the publication, develop a portfolio of articles, and work to expand their personal journalistic style. Class activities will focus on layout, exploring various writing styles, and furthering their feature/editorial/sports writing. The major focus of this course is hands-on production experience and career exploration. Journalism III students are expected to take a leadership role in the production process and to explore opportunities for writing for a local/community paper.

**OVERARCHING ENDURING UNDERSTANDINGS:**

**Reading:** Proficient readers use different strategies before, during, and after reading to construct meaning.  
Effective communicators can employ sophisticated and appropriate vocabulary in written and oral expression.  
Proficient readers use author perspective to comprehend character, setting, plot, and theme.  
Active readers recognize recurring themes across literary texts.  
Literary criticism can enhance and extend meaning.  
Effective readers employ knowledge of literary techniques and elements to analyze text.

Author study allows readers to deepen their understanding and appreciation of style, purpose, and perspective.  
Effective researchers access information and evaluate sources purposefully.

**Writing:** Successful writers implement the writing process to ensure organization, clarity, and coherence of thoughts.  
Successful writers understand the importance of tone, authenticity, focus, and supporting details to engage and influence readers.  
Successful writers can employ the most effective writing forms depending on their purpose for writing.  
Effective writers engage readers by using a variety of techniques to enhance meaning and purpose.  
Mastery of standard English conventions facilitate clarity of writing and establish a common discourse.

**Speaking:** Oral language is a powerful tool for communicating, thinking, and learning.  
Discussions have various purposes and formats and allow individuals to develop a position and acknowledge opposing views.  
The questioning of ideas, viewpoints, and opinions allows for clarification, illustration, definition, and elaboration.  
Successful oral presentations serve various purposes, requires varied organizational and delivery strategies, and necessitate audience feedback and self-assessment.

**Listening:** Effective communicators can use listening skills to understand the ideas being communicated by others.

**Viewing:** Media literacy provides students with a framework for understanding and critically thinking about media in their world as a basis for communication.  
Different media (i.e. text, film, video, television, theatrical performance) require different analytical strategies for viewers to effectively construct meaning.  
Critical thinkers must be able to evaluate the purpose and the validity of media in their lives since Media products express the values of the culture that produced them.

**Technology:** A variety of technology resources can be used to access, manipulate, and present information.  
Effective readers, writers, speakers, and viewers can use varied technologies to enhance their learning.  
The use of technology and digital tools requires knowledge and appropriate use of operations and related applications.  
Technological advancements create societal concerns regarding the practice of safe, legal, and ethical behaviors.  
Information accessed through the use of digital tools assists in generating solutions and making decisions.

## **21<sup>st</sup> Century**

**Life Skills:** The ability to recognize a problem and apply critical thinking and problem-solving skills to solve the problem is a lifelong skill that develops over time.

Gathering and evaluating knowledge and information from a variety of sources fosters creativity and innovative thinking.  
Collaboration and teamwork enable individuals or groups to achieve common goals with greater efficiency.  
Leadership abilities develop over time through participation in groups and/or teams that are engaged in challenging or competitive activities.  
Effective communication skills convey intended meaning to others and assist in preventing misunderstandings.  
Communication with people from different cultural backgrounds is enhanced by the understanding of different cultural perspectives.  
Ethical behaviors support human rights and dignity in all aspects of life.

### **OVERARCHING ESSENTIAL QUESTIONS:**

Why is literacy important?

Why do we read?

How do newspapers/journalistic writing reflect the values of a community?

How do newspapers/journalistic writing transform a reader?

Why do we write?

How do writers improve expression?

How does writing capture and transform society?

What can we learn about ourselves and the world from reading newspapers?

How do effective readers respond to and analyze text?

How do effective writers engage audiences and communicate ideas logically and ethically?

What does effective communication look like?

Why is effective communication important?

How does the historical context of a text impact one's understanding?

How are newspapers appreciated as expressions of truth?

How is our understanding of culture, society, and ourselves constructed through and by language?

How do language and media influence the way we think, act, and perceive the world?

How can we express ourselves through writing and speaking?

How does technology enhance communication and access to information?

### **TABLE OF CONTENTS:**

**UNIT 1** The Writing Process & Journalism

**UNIT 2** Defining the News

**UNIT 3** Writing the Story

**UNIT 4** Legal Issues

**UNIT 5** Doing Research—Interviews and More...

**UNIT 6** Feature Writing

**UNIT 7** Sports Writing

**UNIT 8** Editorial Writing, Columns & Reviews

**UNIT 9** Advanced Principles of Layout and Photojournalism

## UNIT ONE: THE WRITING PROCESS & JOURNALISM

### UNIT SUMMARY:

Writing is a key component of journalism, therefore, students must become proficient writers who can use the writing process to successfully brainstorm, draft, revise, edit, and public their stories. Throughout the course, students will be expected to employ the writing process to fulfill their journalistic goals. They will also hone their skills in each phase of the writing process. Within the writing workshop model, particular journalistic writing strategies will be introduced, modeled, and practiced. Students will be expected to improve upon their writing skills over time.

### 21<sup>ST</sup> CENTURY THEMES:

- Global Awareness
- Financial, Economic, Business and Entrepreneurial Literacy
- Civic Literacy
- Health Literacy
- Environmental Literacy

### PRIMARY INTERDISCIPLINARY CONNECTIONS:

- Using 21st century skills to understand and address global issues
- Learning from and working collaboratively with individuals representing diverse cultures, religions and lifestyles in a spirit of mutual respect and open dialogue in personal, work and community contexts

## STANDARDS

### READING INFORMATIONAL TEXT

**RI.11-12.1.** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

**RI.11-12.2.** Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.

**RI.11-12.3.** Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

**RI.11-12.4.** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

**RI.11-12.5.** Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

**RI.11-12.6.** Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.

**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.

## **WRITING**

**W.11-12.2.** 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.

- a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
- e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- f. 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).

**W.11-12.4.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**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.

**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.

**W.11-12.7.** 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.

**W.11-12.8.** 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 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.

**W.11-12.9.** Draw evidence from literary or informational texts to support analysis, reflection, and research.

## **SPEAKING AND LISTENING**

**SL.11-12.1.** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

- a. 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.
- b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
- c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
- d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

**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.

**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.

**SL.11-12.5.** Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

**SL.11-12.6.** Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

## **LANGUAGE**

**L.11-12.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**L.11-12.2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**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.

**L.11-12.4.** Determine or clarify the meaning of unknown and multiple-meaning words and phrases.

**L.11-12.5.** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

**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.

## **EDUCATIONAL TECHNOLOGY STANDARD**

8.1.12.A.2 Produce and edit a multi-page document for a commercial or professional audience using desktop publishing and/or graphics software.

8.1.12.A.3 Participate in online courses, learning communities, social networks, or virtual worlds and recognize them as resources for lifelong learning.

8.1.12.D.2 Demonstrate appropriate use of copyrights as well as fair use and Creative Commons guidelines.

8.1.12.F.1 Select and use specialized databases for advanced research to solve real-world problems.

**21<sup>ST</sup> CENTURY LIFE SKILLS**

9.1.12.A.1 Apply critical thinking and problem-solving strategies during structured learning experiences.

9.1.12.A.2 Participate in online strategy and planning sessions for course-based, school-based, or outside projects.

9.1.12.C.4 Demonstrate leadership and collaborative skills when participating in online learning communities and structured learning experiences.

9.1.12.C.5 Assume a leadership position by guiding the thinking of peers in a direction that leads to successful completion of a challenging task or project.

9.1.12.D.1 Interpret spoken and written communication within the appropriate cultural context.

9.1.12.F.2 Demonstrate a positive work ethic in various settings, including the classroom and during structured learning experiences.

**ARTS, A/V TECHNOLOGY, & COMMUNICATIONS CAREER CLUSTER**

9.4.12.C.6 Locate, organize, and reference written information from various sources to communicate with others.

9.4.12.C.7 Evaluate and use information resources to accomplish specific occupational tasks.

9.4.12.C.8 Use correct grammar, punctuation, and terminology to write and edit documents.

**JOURNALISM AND BROADCASTING CAREER CLUSTER**

9.4.12.C.(2).1 Demonstrate writing processes used for a range of journalism media to build a base of skills for careers in the field.

**UNIT ESSENTIAL QUESTIONS:**

- Why is the writing process important?
- How do writers use the writing process advantageously?
- What strategies do journalists rely upon when writing?
- Why are grammar, usage, sentence structure, and mechanics important?

**UNIT ENDURING UNDERSTANDINGS:**

- Successful writers implement the writing process to ensure organization, clarity, and coherence of thoughts.
- Successful writers understand the importance of tone, authenticity, focus, and supporting details to engage and influence readers.
- Successful writers can employ the most effective writing forms depending on their purpose for writing.
- Effective writers engage readers by using a variety of techniques to enhance meaning and purpose.
- Mastery of standard English conventions facilitate clarity of writing and establish a common discourse.

TIME ALLOTMENT	CONTENT	SKILLS	ASSESSMENT
Throughout the course	<ul style="list-style-type: none"> <li>▪ The writing process: Brainstorming</li> </ul>	<ul style="list-style-type: none"> <li>▪ Employ a variety of strategies to write with clarity, for unity of</li> </ul>	<ul style="list-style-type: none"> <li>▪ <b>Formative Assessments</b> <ul style="list-style-type: none"> <li>▪ class work and homework</li> </ul> </li> </ul>

	Outlining/organizing Drafting Revising Editing Publishing	thought, for accuracy of detail, and insightfulness <ul style="list-style-type: none"> <li>▪ Conduct research to expand knowledge and provide evidence</li> <li>▪ Analyze the strengths and weaknesses of one's writing</li> <li>▪ Conference with peers and teacher</li> <li>▪ Use suggestions to improve upon one's writing</li> </ul>	<ul style="list-style-type: none"> <li>▪ student participation</li> <li>▪ Teacher-student conferences</li> <li>▪ Student response to other students' work</li> <li>▪ Brainstorming worksheets</li> <li>▪ First/second drafts</li> <li>▪ <b>Summative Assessments</b> <ul style="list-style-type: none"> <li>▪ Writing Skills Self Evaluation</li> <li>▪ Final drafts</li> <li>▪ Reflections on the Process</li> </ul> </li> </ul>
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<p><b>TEACHER RESOURCES</b></p> <p>Textbook:</p> <ul style="list-style-type: none"> <li>▪ <i>Introduction to Journalism (Nexttext/McDougal Littel)</i></li> </ul> <p>Instructional Resources:</p> <ul style="list-style-type: none"> <li>▪ Writing Skills Questionnaire (from <i>A Community of Writers</i>. 2nd ed. Elbow and Belanoff.1995)</li> <li>▪ <i>Journalism: Writing For Publication</i> (The Center for Learning)</li> <li>▪ <i>The Complete Newspaper Resource Book</i> (Jane Lamb/Walch Pub.)</li> <li>▪ <i>Exploring Journalism and the Media</i></li> <li>▪ Teaching and Learning with the New York Times blog for educators <a href="http://learning.blogs.nytimes.com/2009/11/13/teaching-and-learning-about-journalism/">http://learning.blogs.nytimes.com/2009/11/13/teaching-and-learning-about-journalism/</a></li> <li>▪ Journalism Education Association website <a href="http://jea.org/">http://jea.org/</a></li> <li>▪ High School Journalism website <a href="http://www.hsj.org/About_HSJ/index.cfm?menu_id=3">http://www.hsj.org/About_HSJ/index.cfm?menu_id=3</a></li> <li>▪ The Journalist's Toolbox website <a href="http://www.spjvideo.org/jtb/archive/high-school-journalism/">http://www.spjvideo.org/jtb/archive/high-school-journalism/</a></li> <li>▪ <i>Writers Inc</i> Handbook</li> <li>▪ Grammar Handbook</li> </ul> <p>Newspapers (print and/or online)</p> <ul style="list-style-type: none"> <li>▪ <i>New York Times</i></li> <li>▪ <i>Star Ledger</i></li> </ul>	<p><b>TEACHER NOTES/REFLECTIONS</b></p>
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▪ *The Record*

Various teacher generated handouts and worksheets including  
brainstorming sheets & writing guidelines  
Laptops—internet access, Microsoft Office, InDesign, Photoshop  
GoogleDocs  
LCD projector or SmartBoard

## UNIT TWO: DEFINING THE NEWS

### UNIT SUMMARY:

The goal of this unit is to reinforce in students a context for journalism—What is it? What is its purpose? How does it impact our lives? What criteria are used to define the news? How has journalism changed since the advent of technologies such as the internet and social media? Consistently, students will be reading the newspaper, watching and listening to the news in an effort to promote in them a general awareness and appreciation of the vital contribution of journalism upon daily life and society. Students will develop an understanding of the purposes of journalism in its print and non-print forms, the roles of publications, and the criteria by which news is valued and determined. This context will launch students into their own practice as journalists and will remain a valuable starting point for the development of each issue of the school newspaper, *The Owl*.

### 21<sup>ST</sup> CENTURY THEMES:

- Global Awareness
- Financial, Economic, Business and Entrepreneurial Literacy
- Civic Literacy
- Health Literacy
- Environmental Literacy

### PRIMARY INTERDISCIPLINARY CONNECTIONS:

- Using 21st century skills to understand and address global issues
- Learning from and working collaboratively with individuals representing diverse cultures, religions and lifestyles in a spirit of mutual respect and open dialogue in personal, work and community contexts

## STANDARDS

### READING INFORMATIONAL TEXT

**RI.11-12.1.** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

**RI.11-12.2.** Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.

**RI.11-12.3.** Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

**RI.11-12.4.** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings;

analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

**RI.11-12.5.** Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

**RI.11-12.6.** Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.

**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.

**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 and the premises, purposes, and arguments in works of public advocacy

**RI.11-12.9.** Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance for their themes, purposes, and rhetorical features.

**RI.11-12.10.** By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–CCR text complexity band independently and proficiently.

## **WRITING**

**W.11-12.2.** 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.

- a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
- e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- f. 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).

**W.11-12.4.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**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.

**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.

**W.11-12.7.** 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.

**W.11-12.8.** 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 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.

**W.11-12.9.** Draw evidence from literary or informational texts to support analysis, reflection, and research.

## **SPEAKING AND LISTENING**

**SL.11-12.1.** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

- a. 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.
- b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
- c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
- d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

**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.

**SL.11-12.3.** Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

**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.

**SL.11-12.5.** Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

**SL.11-12.6.** Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

## **LANGUAGE**

**L.11-12.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- L.11-12.2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- 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.
- L.11-12.4.** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 11–12 reading and content*, choosing flexibly from a range of strategies.
- L.11-12.5.** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- 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.

### **EDUCATIONAL TECHNOLOGY STANDARD**

- 8.1.12.A.2 Produce and edit a multi-page document for a commercial or professional audience using desktop publishing and/or graphics software.
- 8.1.12.A.3 Participate in online courses, learning communities, social networks, or virtual worlds and recognize them as resources for lifelong learning.
- 8.1.12.D.2 Demonstrate appropriate use of copyrights as well as fair use and Creative Commons guidelines.
- 8.1.12.F.1 Select and use specialized databases for advanced research to solve real-world problems.

### **21<sup>ST</sup> CENTURY LIFE SKILLS**

- 9.1.12.A.1 Apply critical thinking and problem-solving strategies during structured learning experiences.
- 9.1.12.A.2 Participate in online strategy and planning sessions for course-based, school-based, or outside projects.
- 9.1.12.C.4 Demonstrate leadership and collaborative skills when participating in online learning communities and structured learning experiences.
- 9.1.12.C.5 Assume a leadership position by guiding the thinking of peers in a direction that leads to successful completion of a challenging task or project.
- 9.1.12.D.1 Interpret spoken and written communication within the appropriate cultural context.
- 9.1.12.F.2 Demonstrate a positive work ethic in various settings, including the classroom and during structured learning experiences.

### **ARTS, A/V TECHNOLOGY, & COMMUNICATIONS CAREER CLUSTER**

- 9.4.12.C.49 Employ leadership skills to accomplish goals and objectives.
- 9.4.12.C.50 Employ organizational skills to foster positive working relationships and accomplish organizational goals.
- 9.4.12.C.51 Employ teamwork skills to achieve collective goals and use team members' talents effectively.
- 9.4.12.C.52 Establish and maintain effective relationships in order to accomplish objectives and tasks.
- 9.4.12.C.53 Conduct and participate in meetings to accomplish tasks.

#### **UNIT ESSENTIAL QUESTIONS:**

- What is journalism?
- What are the roles of publications?

#### **UNIT ENDURING UNDERSTANDINGS:**

- Journalism is the reporting of news for media; the profession of gathering, editing, and publishing news reports and related

<ul style="list-style-type: none"> <li>▪ What is news?</li> <li>▪ How is news value determined?</li> <li>▪ Why is it important to read, view and/or listen to the news?</li> <li>▪ What challenges does journalism face as a result of 21<sup>st</sup> century technology?</li> </ul>	<p>articles for newspapers, magazines, television, or radio.</p> <ul style="list-style-type: none"> <li>▪ Journalistic publications take on various roles, all involving the distribution of the news and information that is vital to the community.</li> <li>▪ Journalists are gatekeepers of information for the particular community to which they report.</li> <li>▪ The news is defined a accurate and reliable information that is judged on the basis of various news determinants.</li> <li>▪ The news provides individuals with information about their community and is a resource for general awareness.</li> <li>▪ The internet and social media have challenged the traditional news forms, especially news print, as access to information has become instantaneous.</li> <li>▪ Accuracy remains a challenged as information on the internet is not always credible.</li> <li>▪ Newspapers have had to adapt to the Internet and now provide digital “print”.</li> </ul>
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<b>TIME ALLOTMENT</b>	<b>CONTENT</b>	<b>SKILLS</b>	<b>ASSESSMENT</b>
Throughout the course	<ul style="list-style-type: none"> <li>▪ The purpose of journalism</li> <li>▪ Roles of publications, in general</li> <li>▪ Roles of publications, i.e. the school newspaper</li> <li>▪ News value and news determinants:               <ul style="list-style-type: none"> <li>▪ Timeliness</li> <li>▪ Prominence</li> <li>▪ Proximity</li> <li>▪ Consequence/impact</li> <li>▪ Human interest—oddity, conflict, emotion</li> </ul> </li> <li>▪ The budget meeting &amp; tally</li> </ul>	<ul style="list-style-type: none"> <li>▪ Employ a variety of active reading strategies to read for comprehension:               <ul style="list-style-type: none"> <li>▪ Call up prior knowledge</li> <li>▪ Preview title, text structure, vocabulary, author background</li> <li>▪ Annotate while reading</li> <li>▪ Use Essential Questions to inform one’s reading</li> <li>▪ Use visual clues to inform one’s reading</li> <li>▪ Question while reading</li> <li>▪ Connect prior knowledge to new knowledge</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ <b>Formative Assessments</b> <ul style="list-style-type: none"> <li>▪ class work and homework</li> <li>▪ student participation</li> <li>▪ Teacher-student conferences</li> <li>▪ Student response to other students' work</li> <li>▪ First/second drafts</li> </ul> </li> <li>▪ <b>Summative Assessments</b> <ul style="list-style-type: none"> <li>▪ Final drafts</li> <li>▪ Reflections on the Process</li> <li>▪ Quizzes/test</li> </ul> </li> </ul>

		<ul style="list-style-type: none"> <li>▪ Connect new information to self and world</li> <li>▪ Conduct research to expand knowledge and provide evidence</li> <li>▪ Define each news determinant</li> <li>▪ Use news determinants to evaluate and judge what is newsworthy</li> <li>▪ Assess the impact of technology on recent events—i.e. Occupy Wall Street movement, protest for democracy in Egypt, uprising against dictators in Tunisia, Libya, Syria</li> <li>▪ Recognize the purpose of the school newspaper</li> <li>▪ Determine the importance/relevance of potential new stories</li> <li>▪ Judge news value</li> <li>▪ Generate a tally</li> <li>▪ Employ the writing process to generate clear, insightful and well-written text</li> </ul>	
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<p><b>TEACHER RESOURCES</b></p> <p>Textbook:</p> <ul style="list-style-type: none"> <li>▪ <i>Introduction to Journalism (Nexttext/McDougal Littel)</i></li> </ul> <p>Instructional Resources:</p> <ul style="list-style-type: none"> <li>▪ Writing Skills Questionnaire (from <i>A Community of Writers</i>. 2nd ed. Elbow and Belanoff.1995)</li> <li>▪ <i>Journalism: Writing For Publication</i> (The Center for Learning)</li> <li>▪ <i>The Complete Newspaper Resource Book</i> (Jane Lamb/Walch Pub.)</li> <li>▪ <i>Exploring Journalism and the Media</i></li> <li>▪ Teaching and Learning with the New York Times blog for educators <a href="http://learning.blogs.nytimes.com/2009/11/13/teaching-and-learning-about-journalism/">http://learning.blogs.nytimes.com/2009/11/13/teaching-and-learning-about-journalism/</a></li> </ul>	<p><b>TEACHER NOTES/REFLECTIONS</b></p>
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- Journalism Education Association website <http://jea.org/>
- High School Journalism website  
[http://www.hsj.org/About\\_HSJ/index.cfm?menu\\_id=3](http://www.hsj.org/About_HSJ/index.cfm?menu_id=3)
- The Journalist's Toolbox website  
<http://www.spjvideo.org/jtb/archive/high-school-journalism/>
- *Writers Inc* Handbook
- Grammar Handbook

Newspapers (print and/or online)

- *New York Times*
- *Star Ledger*
- *The Record*

Various teacher generated handouts and worksheets including  
brainstorming sheets & writing guidelines

Laptops—internet access, Microsoft Office, InDesign, Photoshop  
GoogleDocs  
LCD projector or SmartBoard

## UNIT THREE: WRITING THE STORY

### UNIT SUMMARY:

Journalistic writing has its own set of guidelines and is radically different in format and organization than the standard high school essay. In this unit, Journalism III students review how to write a story—from brainstorming about topics, to planning out research, to organizing and then drafting—as they are introduced to a variety of strategies and criteria that they must then apply to a topic in order for the final product to be a news story. This unit is critical to the students’ development as journalists and must be reinforced consistently as each issue of the school newspaper is developed. The knowledge and skills introduced in this unit, therefore, become part of the journalistic writing process for students.

### 21<sup>ST</sup> CENTURY THEMES:

- Global Awareness
- Financial, Economic, Business and Entrepreneurial Literacy
- Civic Literacy
- Health Literacy
- Environmental Literacy

### PRIMARY INTERDISCIPLINARY CONNECTIONS:

- Using 21st century skills to understand and address global issues
- Learning from and working collaboratively with individuals representing diverse cultures, religions and lifestyles in a spirit of mutual respect and open dialogue in personal, work and community contexts

## STANDARDS

### READING INFORMATIONAL TEXT

**RI.11-12.1.** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

**RI.11-12.2.** Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.

**RI.11-12.3.** Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

**RI.11-12.4.** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text .

**RI.11-12.5.** Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

**RI.11-12.6.** Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.

**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.

**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 and the premises, purposes, and arguments in works of public advocacy

**RI.11-12.9.** Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance for their themes, purposes, and rhetorical features.

**RI.11-12.10.** By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–CCR text complexity band independently and proficiently.

## **WRITING**

**W.11-12.2.** 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.

- a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.
- c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
- e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- f. 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).

**W.11-12.4.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**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.

**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.

**W.11-12.7.** 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.

**W.11-12.8.** 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 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.

**W.11-12.9.** Draw evidence from literary or informational texts to support analysis, reflection, and research.

## **SPEAKING AND LISTENING**

**SL.11-12.1.** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

- a. 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.
- b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
- c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
- d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

**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.

**SL.11-12.3.** Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

**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.

**SL.11-12.5.** Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

**SL.11-12.6.** Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

## **LANGUAGE**

**L.11-12.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**L.11-12.2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**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.

**L.11-12.4.** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 11–12 reading and content*, choosing flexibly from a range of strategies.

**L.11-12.5.** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

**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.

### **EDUCATIONAL TECHNOLOGY STANDARD**

8.1.12.A.2 Produce and edit a multi-page document for a commercial or professional audience using desktop publishing and/or graphics software.

8.1.12.A.3 Participate in online courses, learning communities, social networks, or virtual worlds and recognize them as resources for lifelong learning.

8.1.12.D.2 Demonstrate appropriate use of copyrights as well as fair use and Creative Commons guidelines.

8.1.12.F.1 Select and use specialized databases for advanced research to solve real-world problems.

### **21<sup>ST</sup> CENTURY LIFE SKILLS**

9.1.12.A.1 Apply critical thinking and problem-solving strategies during structured learning experiences.

9.1.12.A.2 Participate in online strategy and planning sessions for course-based, school-based, or outside projects.

9.1.12.C.4 Demonstrate leadership and collaborative skills when participating in online learning communities and structured learning experiences.

9.1.12.C.5 Assume a leadership position by guiding the thinking of peers in a direction that leads to successful completion of a challenging task or project.

9.1.12.D.1 Interpret spoken and written communication within the appropriate cultural context.

9.1.12.F.2 Demonstrate a positive work ethic in various settings, including the classroom and during structured learning experiences.

### **UNIT ESSENTIAL QUESTIONS:**

- How is a news story different than the typical writing done by high school students?
- Why must a news story be formatted differently?
- What is the inverted pyramid? Why is it important?
- Why are sources necessary in good story development?

### **UNIT ENDURING UNDERSTANDINGS:**

- News stories are direct, factual, and precise.
- Journalists must provide readers with information in a direct and efficient manner.
- Reading a news story is about skimming for information, therefore, the format of the story is important in fulfilling this purpose for readers.
- The inverted pyramid is a method by which information for a news story is prioritized and organized from most important to least important.

	<ul style="list-style-type: none"> <li>▪ The lead hooks the reader while also providing the most important facts from the 5 w's (who, what, where, when, why).</li> <li>▪ Journalists rely upon sources for information, clarification, and opinion.</li> <li>▪ Sources provide credibility to a news story.</li> </ul>
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<b>TIME ALLOTMENT</b>	<b>CONTENT</b>	<b>SKILLS</b>	<b>ASSESSMENT</b>
Throughout the course	<ul style="list-style-type: none"> <li>▪ The benefits of brainstorming and how brainstorming can be applied to other creative endeavors.</li> <li>▪ The inverted pyramid</li> <li>▪ The purpose of the lead and the types of leads.</li> <li>▪ The characteristics of a well-written news story.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Employ a variety of active reading strategies to read for comprehension:               <ul style="list-style-type: none"> <li>▪ Call up prior knowledge</li> <li>▪ Preview title, text structure, vocabulary, author background</li> <li>▪ Annotate while reading</li> <li>▪ Use Essential Questions to inform one's reading</li> <li>▪ Use visual clues to inform one's reading</li> <li>▪ Question while reading</li> <li>▪ Connect prior knowledge to new knowledge</li> <li>▪ Connect new information to self and world</li> </ul> </li> <li>▪ Identify and define types of lead</li> <li>▪ Evaluate the effectiveness of various leads to sample news stories</li> <li>▪ Apply knowledge of leads to the development of news stories</li> <li>▪ Organize information using the inverted pyramid</li> <li>▪ Conduct research to expand knowledge and provide evidence</li> <li>▪ Employ the writing process to</li> </ul>	<ul style="list-style-type: none"> <li>▪ <b>Formative Assessments</b> <ul style="list-style-type: none"> <li>▪ class work and homework</li> <li>▪ student participation</li> <li>▪ Teacher-student conferences</li> <li>▪ Student response to other students' work</li> <li>▪ Brainstorming worksheets</li> <li>▪ First/second drafts</li> </ul> </li> <li>▪ <b>Summative Assessments</b> <ul style="list-style-type: none"> <li>▪ Final drafts</li> <li>▪ Reflections on the Process</li> <li>▪ Quizzes/test</li> </ul> </li> </ul>

		generate clear, insightful and well-written text	
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**TEACHER RESOURCES**

Textbook:

- *Introduction to Journalism (Nexttext/McDougal Littel)*

Instructional Resources:

- Writing Skills Questionnaire (from *A Community of Writers*. 2nd ed. Elbow and Belanoff.1995)
- *Journalism: Writing For Publication* (The Center for Learning)
- *The Complete Newspaper Resource Book* (Jane Lamb/Walch Pub.)
- *Exploring Journalism and the Media*
- Teaching and Learning with the New York Times blog for educators <http://learning.blogs.nytimes.com/2009/11/13/teaching-and-learning-about-journalism/>
- Journalism Education Association website <http://jea.org/>
- High School Journalism website [http://www.hsj.org/About\\_HSJ/index.cfm?menu\\_id=3](http://www.hsj.org/About_HSJ/index.cfm?menu_id=3)
- The Journalist's Toolbox website <http://www.spjvideo.org/jtb/archive/high-school-journalism/>
- *Writers Inc* Handbook
- Grammar Handbook

Newspapers (print and/or online)

- *New York Times*
- *Star Ledger*
- *The Record*

Various teacher generated handouts and worksheets including brainstorming sheets &amp; writing guidelines

Laptops—internet access, Microsoft Office, InDesign, Photoshop

GoogleDocs

LCD projector or SmartBoard

**TEACHER NOTES/REFLECTIONS**

## UNIT FOUR: LEGAL ISSUES

### UNIT SUMMARY:

Journalists have ethical and legal parameters within which they must conduct themselves. This unit will examine those standards and will challenge students to become ethical journalists. Expectations for ethical practice within the context of the classroom and the production of the school newspaper will be reinforced through this unit. Consideration will be given to real-life scenarios in which journalists have been challenged ethically and in which journalists have been a beacon for truth and integrity. Journalism III students are expected to be role-models of ethical journalistic practice.

### 21<sup>ST</sup> CENTURY THEMES:

- Global Awareness
- Financial, Economic, Business and Entrepreneurial Literacy
- Civic Literacy
- Health Literacy
- Environmental Literacy

### PRIMARY INTERDISCIPLINARY CONNECTIONS:

- Using 21st century skills to understand and address global issues
- Learning from and working collaboratively with individuals representing diverse cultures, religions and lifestyles in a spirit of mutual respect and open dialogue in personal, work and community contexts
- Exercising the rights and obligations of citizenship at local, state, national and global levels

## STANDARDS

### READING INFORMATIONAL TEXT

**RI.11-12.1.** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

**RI.11-12.2.** Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.

**RI.11-12.3.** Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

**RI.11-12.4.** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.

**RI.11-12.5.** Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

**RI.11-12.6.** Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.

**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.

**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 and the premises, purposes, and arguments in works of public advocacy

**RI.11-12.9.** Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance for their themes, purposes, and rhetorical features.

**RI.11-12.10.** By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–CCR text complexity band independently and proficiently.

## **WRITING**

**W.11-12.2.** 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.

- a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.
- c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
- e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- f. 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).

**W.11-12.4.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**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.

**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.

**W.11-12.7.** 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.

**W.11-12.8.** 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 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.

**W.11-12.9.** Draw evidence from literary or informational texts to support analysis, reflection, and research.

## **SPEAKING AND LISTENING**

**SL.11-12.1.** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

- a. 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.
- b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
- c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
- d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

**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.

**SL.11-12.3.** Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

**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.

**SL.11-12.5.** Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

**SL.11-12.6.** Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

## **LANGUAGE**

**L.11-12.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**L.11-12.2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**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.

**L.11-12.4.** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 11–12 reading and content*, choosing flexibly from a range of strategies.

**L.11-12.5.** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

**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.

### **EDUCATIONAL TECHNOLOGY STANDARD**

8.1.12.A.2 Produce and edit a multi-page document for a commercial or professional audience using desktop publishing and/or graphics software.

8.1.12.A.3 Participate in online courses, learning communities, social networks, or virtual worlds and recognize them as resources for lifelong learning.

8.1.12.D.2 Demonstrate appropriate use of copyrights as well as fair use and Creative Commons guidelines.

8.1.12.F.1 Select and use specialized databases for advanced research to solve real-world problems.

### **21<sup>ST</sup> CENTURY LIFE SKILLS**

9.1.12.A.1 Apply critical thinking and problem-solving strategies during structured learning experiences.

9.1.12.A.2 Participate in online strategy and planning sessions for course-based, school-based, or outside projects.

9.1.12.C.4 Demonstrate leadership and collaborative skills when participating in online learning communities and structured learning experiences.

9.1.12.C.5 Assume a leadership position by guiding the thinking of peers in a direction that leads to successful completion of a challenging task or project.

9.1.12.D.1 Interpret spoken and written communication within the appropriate cultural context.

9.1.12.F.2 Demonstrate a positive work ethic in various settings, including the classroom and during structured learning experiences.

### **ARTS, A/V TECHNOLOGY, & COMMUNICATIONS CAREER CLUSTER**

9.4.12.C.55 Apply ethical reasoning to a variety of situations in order to make ethical decisions.

9.4.12.C.57 Exhibit ethical conduct in writing, creating, printing, broadcasting, and performing in order to uphold high standards for professional behavior in the cluster.

### **JOURNALISM AND BROADCASTING CAREER CLUSTER**

9.4.12.C.(2).5 Examine and summarize ethical and legal issues related to the pathway to build awareness of responsible conduct of employees in this industry.

#### **UNIT ESSENTIAL QUESTIONS:**

- Why is ethical journalism essential?
- How do journalists make ethical decisions?

#### **UNIT ENDURING UNDERSTANDINGS:**

- Journalists must uphold certain legal and ethical standards.
- Legal parameters exist within which journalists must conduct themselves.

TIME ALLOTMENT	CONTENT	SKILLS	ASSESSMENT
3 weeks	<ul style="list-style-type: none"> <li>▪ The ethical considerations of being a journalist</li> <li>▪ What compromises a libel action and the available defenses a journalist may use</li> <li>▪ The difference between private and public figures and officials</li> <li>▪ The four forms of invasion of property</li> <li>▪ Ways to distinguish inappropriate topics for reporting</li> <li>▪ Ways to appropriately use trademark-protected logos and images</li> <li>▪ Poynter Guidelines for Ethical Journalism:               <ul style="list-style-type: none"> <li>▪ Accuracy</li> <li>▪ Independence</li> <li>▪ Fairness</li> <li>▪ Transparency</li> <li>▪ Helpfulness</li> <li>▪ Professional responsibility</li> </ul> </li> <li>▪ Case law:               <ul style="list-style-type: none"> <li>▪ <i>Hazelwood</i></li> <li>▪ <i>Tinker</i></li> </ul> </li> <li>▪ Investigative Reporting/Journalism:               <ul style="list-style-type: none"> <li>▪ Watergate</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ Evaluate ethical scenarios</li> <li>▪ Demonstrate ethical decision-making</li> <li>▪ Analyze the ethical/unethical conduct of others</li> <li>▪ Conduct research to expand knowledge and provide evidence</li> <li>▪ Employ the writing process to generate clear, insightful and well-written text</li> </ul>	<ul style="list-style-type: none"> <li>▪ <b>Formative Assessments</b> <ul style="list-style-type: none"> <li>▪ class work and homework</li> <li>▪ student participation</li> <li>▪ Teacher-student conferences</li> <li>▪ Student response to other students' work</li> <li>▪ Brainstorming worksheets</li> <li>▪ First/second drafts</li> </ul> </li> <li>▪ <b>Summative Assessments</b> <ul style="list-style-type: none"> <li>▪ Analytical essay on the standards of ethical journalistic practice</li> <li>▪ Reflection on Process</li> <li>▪ Quiz/test</li> </ul> </li> </ul>

<b>TEACHER RESOURCES</b> Textbook: <ul style="list-style-type: none"> <li>▪ <i>Introduction to Journalism (Nextext/McDougal Littell)</i></li> </ul>	<b>TEACHER NOTES/REFLECTIONS</b>
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Films:

*State of Play* (director, Kevin Macdonald 2009)

*The Paper* (director, Ron Howard 1994)

*All the President's Men* (director, Alan Pakula 1979)

Instructional Resources:

- Poynter Standards for Ethical Journalistic Practice  
<http://www.poynter.org/archived/about-poynter/20209/ethics-guidelines-for-poynter-publishing/>
- *Journalism: Writing For Publication* (The Center for Learning)
- *The Complete Newspaper Resource Book* (Jane Lamb/Walch Pub.)
- *Exploring Journalism and the Media*
- Teaching and Learning with the New York Times blog for educators  
<http://learning.blogs.nytimes.com/2009/11/13/teaching-and-learning-about-journalism/>
- Journalism Education Association website <http://jea.org/>
- High School Journalism website  
[http://www.hsj.org/About\\_HSJ/index.cfm?menu\\_id=3](http://www.hsj.org/About_HSJ/index.cfm?menu_id=3)
- The Journalist's Toolbox website  
<http://www.spjvideo.org/jtb/archive/high-school-journalism/>
- *Writers Inc* Handbook
- Grammar Handbook

Newspapers (print and/or online)

- *New York Times*
- *Star Ledger*
- *The Record*

Various teacher generated handouts and worksheets including brainstorming sheets & writing guidelines

Laptops—internet access, Microsoft Office, InDesign, Photoshop

GoogleDocs

LCD projector or SmartBoard

## UNIT FIVE: DOING RESEARCH—INTERVIEWING AND MORE...

### UNIT SUMMARY:

The goal of this unit is for Journalism III students to explore strategies and refine their skills as researchers. Gathering useful, necessary and accurate information is critical to sound journalistic practice. Students will be exposed to a variety of challenges as they attempt to access information. The content and skills included in this unit will provide students with the tools needed “to get the story.”

### 21<sup>ST</sup> CENTURY THEMES:

- Global Awareness
- Financial, Economic, Business and Entrepreneurial Literacy
- Civic Literacy
- Health Literacy
- Environmental Literacy

### PRIMARY INTERDISCIPLINARY CONNECTIONS:

- Using 21st century skills to understand and address global issues
- Learning from and working collaboratively with individuals representing diverse cultures, religions and lifestyles in a spirit of mutual respect and open dialogue in personal, work and community contexts
- Understanding other nations and cultures

## STANDARDS

### READING INFORMATIONAL TEXT

**RI.11-12.1.** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

**RI.11-12.2.** Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.

**RI.11-12.3.** Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

**RI.11-12.4.** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

**RI.11-12.5.** Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the

structure makes points clear, convincing, and engaging.

**RI.11-12.6.** Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.

**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.

**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 and the premises, purposes, and arguments in works of public advocacy

**RI.11-12.9.** Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance for their themes, purposes, and rhetorical features.

**RI.11-12.10.** By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–CCR text complexity band independently and proficiently.

## **WRITING**

**W.11-12.2.** 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.

- a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.
- c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
- e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- f. 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).

**W.11-12.4.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**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.

**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.

**W.11-12.7.** 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.

**W.11-12.8.** 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 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.

**W.11-12.9.** Draw evidence from literary or informational texts to support analysis, reflection, and research.

## **SPEAKING AND LISTENING**

**SL.11-12.1.** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

- a. 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.
- b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
- c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
- d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

**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.

**SL.11-12.3.** Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

**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.

**SL.11-12.5.** Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

**SL.11-12.6.** Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

## **LANGUAGE**

**L.11-12.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**L.11-12.2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**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.

**L.11-12.4.** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 11–12 reading and content*,

choosing flexibly from a range of strategies.

**L.11-12.5.** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

**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.

### **EDUCATIONAL TECHNOLOGY STANDARD**

8.1.12.A.2 Produce and edit a multi-page document for a commercial or professional audience using desktop publishing and/or graphics software.

8.1.12.A.3 Participate in online courses, learning communities, social networks, or virtual worlds and recognize them as resources for lifelong learning.

8.1.12.D.2 Demonstrate appropriate use of copyrights as well as fair use and Creative Commons guidelines.

8.1.12.F.1 Select and use specialized databases for advanced research to solve real-world problems.

### **21<sup>ST</sup> CENTURY LIFE SKILLS**

9.1.12.A.1 Apply critical thinking and problem-solving strategies during structured learning experiences.

9.1.12.A.2 Participate in online strategy and planning sessions for course-based, school-based, or outside projects.

9.1.12.C.4 Demonstrate leadership and collaborative skills when participating in online learning communities and structured learning experiences.

9.1.12.C.5 Assume a leadership position by guiding the thinking of peers in a direction that leads to successful completion of a challenging task or project.

9.1.12.D.1 Interpret spoken and written communication within the appropriate cultural context.

9.1.12.F.2 Demonstrate a positive work ethic in various settings, including the classroom and during structured learning experiences.

### **ARTS, A/V TECHNOLOGY, & COMMUNICATIONS CAREER CLUSTER**

9.4.12.C.6 Locate, organize, and reference written information from various sources to communicate with others.

9.4.12.C.7 Evaluate and use information resources to accomplish specific occupational tasks.

9.4.12.C.10 Interpret verbal and nonverbal cues/behaviors to enhance communication.

9.4.12.C.13 Listen to and speak with diverse individuals to enhance communication skills.

9.4.12.C.15 Employ critical thinking skills (e.g., analyze, synthesize, and evaluate) independently and in teams to solve problems and make decisions.

9.4.12.C.18 Conduct technical research to gather information necessary for decision-making.

9.4.12.C.20 Operate electronic mail applications to communicate.

9.4.12.C.21 Operate Internet applications to perform tasks.

9.4.12.C.22 Operate writing and publishing applications to prepare business communications.

9.4.12.C.26 Employ collaborative/groupware applications to facilitate group work.

9.4.12.C.52 Establish and maintain effective relationships in order to accomplish objectives and tasks.

<p><b>UNIT ESSENTIAL QUESTIONS:</b></p> <ul style="list-style-type: none"> <li>▪ Why are good research skills important in journalism?</li> <li>▪ How can journalists access information?</li> <li>▪ Why are interviews critical to the research process?</li> <li>▪ How do journalists develop questions?</li> </ul>	<p><b>UNIT ENDURING UNDERSTANDINGS:</b></p> <ul style="list-style-type: none"> <li>▪ Access to factual, accurate and reliable information is the hallmark of good journalistic practice.</li> <li>▪ Journalists must develop good interviewing skills if they intend to get information from sources.</li> <li>▪ Journalists must know what kind of information they need before launching into their research.</li> <li>▪ Questioning requires thinking critically about the type of information needed.</li> </ul>
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<b>TIME ALLOTMENT</b>	<b>CONTENT</b>	<b>SKILLS</b>	<b>ASSESSMENT</b>
Throughout the course	<ul style="list-style-type: none"> <li>▪ The purpose of the interview and how gathered materials improves newspaper copy</li> <li>▪ Preparation for an interview</li> <li>▪ Finding and using sources</li> <li>▪ Using the Internet</li> <li>▪ Observation</li> <li>▪ Questioning—types and how to</li> <li>▪ Conducting an interview and taking notes</li> <li>▪ Working with the interview subject</li> <li>▪ Organizing the information gathered to use in a story</li> <li>▪ Summarizing versus quoting directly</li> <li>▪ Attribution</li> <li>▪ Proper formatting of quoted material</li> </ul>	<ul style="list-style-type: none"> <li>▪ Identify various types of questions for various purposes</li> <li>▪ Develop questions to fulfill various purposes</li> <li>▪ Conduct research/interviews to expand knowledge and provide evidence</li> <li>▪ Employ the writing process to generate clear, insightful and well-written text</li> <li>▪ Apply knowledge of language structure, language conventions</li> <li>▪ Participate as knowledgeable, reflective, creative, and critical members of a journalistic/learning community</li> </ul>	<ul style="list-style-type: none"> <li>▪ <b>Formative Assessments</b> <ul style="list-style-type: none"> <li>▪ Class work and homework</li> <li>▪ Student participation</li> <li>▪ Teacher-student conferences</li> <li>▪ Student response to other students' work</li> <li>▪ Brainstorming worksheets</li> <li>▪ Sample questions</li> <li>▪ First/second drafts</li> </ul> </li> <li>▪ <b>Summative Assessments</b> <ul style="list-style-type: none"> <li>▪ Final drafts</li> <li>▪ Reflections on the Process</li> <li>▪ Quizzes/test</li> </ul> </li> </ul>

## TEACHER RESOURCES

Textbook: chapter(s)

Instructional Resources:

- Writing Skills Questionnaire (from *A Community of Writers*. 2nd ed. Elbow and Belanoff.1995)
- *Journalism: Writing For Publication* (The Center for Learning)
- *The Complete Newspaper Resource Book* (Jane Lamb/Walch Pub.)
- *Exploring Journalism and the Media*
- Teaching and Learning with the New York Times blog for educators  
<http://learning.blogs.nytimes.com/2009/11/13/teaching-and-learning-about-journalism/>
- Journalism Education Association website <http://jea.org/>
- High School Journalism website  
[http://www.hsj.org/About\\_HSJ/index.cfm?menu\\_id=3](http://www.hsj.org/About_HSJ/index.cfm?menu_id=3)
- The Journalist's Toolbox website  
<http://www.spjvideo.org/jtb/archive/high-school-journalism/>
- *Writers Inc* Handbook
- Grammar Handbook

Newspapers (print and/or online)

- *New York Times*
- *Star Ledger*
- *The Record*

Various teacher generated handouts and worksheets including brainstorming sheets & writing guidelines

Laptops—internet access, Microsoft Office, InDesign, Photoshop

GoogleDocs

LCD projector or SmartBoard

## TEACHER NOTES/REFLECTIONS

## UNIT SIX: FEATURE WRITING

### UNIT SUMMARY:

In this unit, students gain knowledge of how to write a feature story—from brainstorming about topics, to planning out research, to organizing and then drafting—as they are introduced to a variety of strategies and criteria that they must then apply. This unit is critical to the students’ development as journalists and must be reinforced consistently as each issue of the school newspaper is developed. The knowledge and skills introduced in this unit, therefore, become part of the journalistic writing process for Journalism III students.

### 21<sup>ST</sup> CENTURY THEMES:

- Global Awareness
- Financial, Economic, Business and Entrepreneurial Literacy
- Civic Literacy
- Health Literacy
- Environmental Literacy

### PRIMARY INTERDISCIPLINARY CONNECTIONS:

- Using 21st century skills to understand and address global issues
- Learning from and working collaboratively with individuals representing diverse cultures, religions and lifestyles in a spirit of mutual respect and open dialogue in personal, work and community contexts

## STANDARDS

### READING INFORMATIONAL TEXT

**RI.11-12.1.** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

**RI.11-12.2.** Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.

**RI.11-12.3.** Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

**RI.11-12.4.** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

**RI.11-12.5.** Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the

structure makes points clear, convincing, and engaging.

**RI.11-12.6.** Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.

**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.

**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 and the premises, purposes, and arguments in works of public advocacy

**RI.11-12.9.** Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance for their themes, purposes, and rhetorical features.

**RI.11-12.10.** By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–CCR text complexity band independently and proficiently.

## **WRITING**

**W.11-12.2.** 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.

- a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.
- c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
- e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- f. 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).

**W.11-12.4.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**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.

**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.

**W.11-12.7.** 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.

**W.11-12.8.** 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 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.

**W.11-12.9.** Draw evidence from literary or informational texts to support analysis, reflection, and research.

## **SPEAKING AND LISTENING**

**SL.11-12.1.** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

- a. 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.
- b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
- c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
- d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

**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.

**SL.11-12.3.** Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

**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.

**SL.11-12.5.** Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

**SL.11-12.6.** Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

## **LANGUAGE**

**L.11-12.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**L.11-12.2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**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.

**L.11-12.4.** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 11–12 reading and content*, choosing flexibly from a range of strategies.

**L.11-12.5.** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

**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.

### **EDUCATIONAL TECHNOLOGY STANDARD**

8.1.12.A.2 Produce and edit a multi-page document for a commercial or professional audience using desktop publishing and/or graphics software.

8.1.12.A.3 Participate in online courses, learning communities, social networks, or virtual worlds and recognize them as resources for lifelong learning.

8.1.12.D.2 Demonstrate appropriate use of copyrights as well as fair use and Creative Commons guidelines.

8.1.12.F.1 Select and use specialized databases for advanced research to solve real-world problems.

### **21<sup>ST</sup> CENTURY LIFE SKILLS**

9.1.12.A.1 Apply critical thinking and problem-solving strategies during structured learning experiences.

9.1.12.A.2 Participate in online strategy and planning sessions for course-based, school-based, or outside projects.

9.1.12.C.4 Demonstrate leadership and collaborative skills when participating in online learning communities and structured learning experiences.

9.1.12.C.5 Assume a leadership position by guiding the thinking of peers in a direction that leads to successful completion of a challenging task or project.

9.1.12.D.1 Interpret spoken and written communication within the appropriate cultural context.

9.1.12.F.2 Demonstrate a positive work ethic in various settings, including the classroom and during structured learning experiences.

#### **UNIT ESSENTIAL QUESTIONS:**

- How is a feature story different than the typical news story?
- How can feature stories increase readership?

#### **UNIT ENDURING UNDERSTANDINGS:**

- Feature stories reflect the marriage of thorough reporting and good writing.

<b>TIME ALLOTMENT</b>	<b>CONTENT</b>	<b>SKILLS</b>	<b>ASSESSMENT</b>
Throughout the course	<ul style="list-style-type: none"> <li>▪ Types of feature stories:               <ul style="list-style-type: none"> <li>▪ News</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ Employ a variety of active reading strategies to read for comprehension:</li> </ul>	<ul style="list-style-type: none"> <li>▪ <b>Formative Assessments</b> <ul style="list-style-type: none"> <li>▪ class work and homework</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>▪ Informative</li> <li>▪ Profiles and human interest</li> <li>▪ Personal experience and accomplishment stories</li> <li>▪ Five Steps to Creating a Feature Story: <ul style="list-style-type: none"> <li>▪ Define a subject</li> <li>▪ Identify a message</li> <li>▪ Present your message</li> <li>▪ Do your research</li> <li>▪ Draft and Polish</li> </ul> </li> <li>▪ Types of feature leads: <ul style="list-style-type: none"> <li>▪ Anecdotal</li> <li>▪ Case history</li> <li>▪ Controversial</li> <li>▪ Descriptive</li> <li>▪ Question</li> <li>▪ Quotation</li> <li>▪ Shocker</li> </ul> </li> <li>▪ Types of feature conclusions: <ul style="list-style-type: none"> <li>▪ Action</li> <li>▪ Anecdotal</li> <li>▪ Information</li> <li>▪ Quotation</li> <li>▪ Review</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ Call up prior knowledge</li> <li>▪ Preview title, text structure, vocabulary, author background</li> <li>▪ Annotate while reading</li> <li>▪ Use Essential Questions to inform one's reading</li> <li>▪ Use visual clues to inform one's reading</li> <li>▪ Question while reading</li> <li>▪ Connect prior knowledge to new knowledge</li> <li>▪ Connect new information to self and world</li> <li>▪ Explain the difference between a news lead and a feature lead</li> <li>▪ Evaluate the effectiveness of various leads to sample feature stories</li> <li>▪ Apply knowledge of attention-grabbing leads and conclusions to the development of feature stories</li> <li>▪ Organize information using the inverted pyramid</li> <li>▪ Conduct research to expand knowledge and provide evidence</li> <li>▪ Employ the writing process to generate clear, insightful and well-written text</li> </ul>	<ul style="list-style-type: none"> <li>▪ student participation</li> <li>▪ Teacher-student conferences</li> <li>▪ Student response to other students' work</li> <li>▪ Brainstorming worksheets</li> <li>▪ First/second drafts</li> <li>▪ <b>Summative Assessments</b> <ul style="list-style-type: none"> <li>▪ Final drafts</li> <li>▪ Reflections on the Process</li> <li>▪ Quizzes/test</li> </ul> </li> </ul>
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<p><b>TEACHER RESOURCES</b></p> <p>Textbook:</p> <ul style="list-style-type: none"> <li>▪ <i>Introduction to Journalism (Nexttext/McDougal Littell)</i></li> </ul> <p>Instructional Resources:</p>	<p><b>TEACHER NOTES/REFLECTIONS</b></p>
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- Writing Skills Questionnaire (from *A Community of Writers*. 2nd ed. Elbow and Belanoff.1995)
- *Journalism: Writing For Publication* (The Center for Learning)
- *The Complete Newspaper Resource Book* (Jane Lamb/Walch Pub.)
- *Exploring Journalism and the Media*
- Teaching and Learning with the New York Times blog for educators  
<http://learning.blogs.nytimes.com/2009/11/13/teaching-and-learning-about-journalism/>
- Journalism Education Association website <http://jea.org/>
- High School Journalism website  
[http://www.hsj.org/About\\_HSJ/index.cfm?menu\\_id=3](http://www.hsj.org/About_HSJ/index.cfm?menu_id=3)
- The Journalist’s Toolbox website  
<http://www.spjvideo.org/jtb/archive/high-school-journalism/>
- *Writers Inc* Handbook
- Grammar Handbook

Newspapers (print and/or online)

- *New York Times*
- *Star Ledger*
- *The Record*

Various teacher generated handouts and worksheets including brainstorming sheets & writing guidelines

Laptops—internet access, Microsoft Office, InDesign, Photoshop

GoogleDocs

LCD projector or SmartBoard

## UNIT SEVEN: SPORTS WRITING

### UNIT SUMMARY:

In this unit, Journalism III students hone their skills as sports reporters—from brainstorming about topics, to planning out research, to organizing and then drafting—as they are introduced to a variety of strategies and criteria that they must then apply to a topic in order for the final product. This unit is critical to the students’ development as journalists and must be reinforced consistently as each issue of the school newspaper is developed. The knowledge and skills introduced in this unit, therefore, become part of the journalistic writing process for students.

### 21<sup>ST</sup> CENTURY THEMES:

- Global Awareness
- Financial, Economic, Business and Entrepreneurial Literacy
- Civic Literacy
- Health Literacy
- Environmental Literacy

### PRIMARY INTERDISCIPLINARY CONNECTIONS:

- Using 21st century skills to understand and address global issues
- Learning from and working collaboratively with individuals representing diverse cultures, religions and lifestyles in a spirit of mutual respect and open dialogue in personal, work and community contexts

## STANDARDS

### READING INFORMATIONAL TEXT

**RI.11-12.1.** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

**RI.11-12.2.** Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.

**RI.11-12.3.** Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

**RI.11-12.4.** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.

**RI.11-12.5.** Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the

structure makes points clear, convincing, and engaging.

**RI.11-12.6.** Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.

**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.

**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 and the premises, purposes, and arguments in works of public advocacy

**RI.11-12.9.** Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance for their themes, purposes, and rhetorical features.

**RI.11-12.10.** By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–CCR text complexity band independently and proficiently.

## **WRITING**

**W.11-12.2.** 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.

- a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.
- c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
- e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- f. 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).

**W.11-12.4.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**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.

**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.

**W.11-12.7.** 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.

**W.11-12.8.** 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 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.

**W.11-12.9.** Draw evidence from literary or informational texts to support analysis, reflection, and research.

## **SPEAKING AND LISTENING**

**SL.11-12.1.** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

- a. 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.
- b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
- c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
- d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

**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.

**SL.11-12.3.** Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

**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.

**SL.11-12.5.** Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

**SL.11-12.6.** Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

## **LANGUAGE**

**L.11-12.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**L.11-12.2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**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.

**L.11-12.4.** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 11–12 reading and content*, choosing flexibly from a range of strategies.

**L.11-12.5.** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

**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.

### **EDUCATIONAL TECHNOLOGY STANDARD**

8.1.12.A.2 Produce and edit a multi-page document for a commercial or professional audience using desktop publishing and/or graphics software.

8.1.12.A.3 Participate in online courses, learning communities, social networks, or virtual worlds and recognize them as resources for lifelong learning.

8.1.12.D.2 Demonstrate appropriate use of copyrights as well as fair use and Creative Commons guidelines.

8.1.12.F.1 Select and use specialized databases for advanced research to solve real-world problems.

### **21<sup>ST</sup> CENTURY LIFE SKILLS**

9.1.12.A.1 Apply critical thinking and problem-solving strategies during structured learning experiences.

9.1.12.A.2 Participate in online strategy and planning sessions for course-based, school-based, or outside projects.

9.1.12.C.4 Demonstrate leadership and collaborative skills when participating in online learning communities and structured learning experiences.

9.1.12.C.5 Assume a leadership position by guiding the thinking of peers in a direction that leads to successful completion of a challenging task or project.

9.1.12.D.1 Interpret spoken and written communication within the appropriate cultural context.

9.1.12.F.2 Demonstrate a positive work ethic in various settings, including the classroom and during structured learning experiences.

### **UNIT ESSENTIAL QUESTIONS:**

- What makes sports writing unique?
- How does sports writing increase readership?

### **UNIT ENDURING UNDERSTANDINGS:**

- Sports are popular and an integral part of the life of high school students.
- While the inverted pyramid is relevant to sports writing, sports writers take creative license and employ word play, irony, humor, and a just-the-facts approach.

TIME ALLOTMENT	CONTENT	SKILLS	ASSESSMENT
Throughout the course	<ul style="list-style-type: none"> <li>▪ The basics of sports coverage:               <ul style="list-style-type: none"> <li>▪ The preview or advance story</li> <li>▪ The game story</li> <li>▪ The post-game story</li> </ul> </li> <li>▪ Checklist: sports story essentials/writing tips</li> <li>▪ The sports feature</li> <li>▪ The personality profile</li> <li>▪ Sports columns—news-in-brief</li> <li>▪ Game story leads</li> </ul>	<ul style="list-style-type: none"> <li>▪ Employ a variety of active reading strategies to read for comprehension:               <ul style="list-style-type: none"> <li>▪ Call up prior knowledge</li> <li>▪ Preview title, text structure, vocabulary, author background</li> <li>▪ Annotate while reading</li> <li>▪ Use Essential Questions to inform one’s reading</li> <li>▪ Use visual clues to inform one’s reading</li> <li>▪ Question while reading</li> <li>▪ Connect prior knowledge to new knowledge</li> <li>▪ Connect new information to self and world</li> </ul> </li> <li>▪ Identify and define types of game stories</li> <li>▪ Evaluate the effectiveness of various leads to sample sports stories</li> <li>▪ Apply knowledge of sports writing tips to the development of sports stories</li> <li>▪ Organize information using the inverted pyramid</li> <li>▪ Conduct research to expand knowledge and provide evidence</li> <li>▪ Employ the writing process to generate clear, insightful and well-written text</li> </ul>	<ul style="list-style-type: none"> <li>▪ <b>Formative Assessments</b> <ul style="list-style-type: none"> <li>▪ class work and homework</li> <li>▪ student participation</li> <li>▪ Teacher-student conferences</li> <li>▪ Student response to other students' work</li> <li>▪ Brainstorming worksheets</li> <li>▪ First/second drafts</li> </ul> </li> <li>▪ <b>Summative Assessments</b> <ul style="list-style-type: none"> <li>▪ Final drafts</li> <li>▪ Reflections on the Process</li> <li>▪ Quizzes/test</li> </ul> </li> </ul>

## TEACHER RESOURCES

Textbook:

- *Introduction to Journalism* (Nexttext/McDougal Littel)

Instructional Resources:

- Writing Skills Questionnaire (from *A Community of Writers*, 2nd ed. Elbow and Belanoff.1995)
- *Journalism: Writing For Publication* (The Center for Learning)
- *The Complete Newspaper Resource Book* (Jane Lamb/Walch Pub.)
- *Exploring Journalism and the Media*
- Teaching and Learning with the New York Times blog for educators  
<http://learning.blogs.nytimes.com/2009/11/13/teaching-and-learning-about-journalism/>
- Journalism Education Association website <http://jea.org/>
- High School Journalism website  
[http://www.hsj.org/About\\_HSJ/index.cfm?menu\\_id=3](http://www.hsj.org/About_HSJ/index.cfm?menu_id=3)
- The Journalist's Toolbox website  
<http://www.spjvideo.org/jtb/archive/high-school-journalism/>
- *Writers Inc* Handbook
- Grammar Handbook

Newspapers (print and/or online)

- *New York Times*
- *Star Ledger*
- *The Record*

Various teacher generated handouts and worksheets including brainstorming sheets & writing guidelines

Laptops—internet access, Microsoft Office, InDesign, Photoshop

GoogleDocs

LCD projector or SmartBoard

## TEACHER NOTES/REFLECTIONS

## UNIT EIGHT: EDITORIAL WRITING, COLUMNS & REVIEWS

### UNIT SUMMARY:

In this unit, Journalism III students reinforce their knowledge of how to write editorials, columns and reviews as they are introduced to a variety of strategies and criteria that they must then apply to drafting an editorial for the school newspaper. This unit is critical to the students' development as journalists and must be reinforced consistently as each issue of the school newspaper is developed. The knowledge and skills introduced in this unit, therefore, become part of the journalistic writing process for Journalism II students who are expected to take on varied story assignments.

### 21<sup>ST</sup> CENTURY THEMES:

- Global Awareness
- Financial, Economic, Business and Entrepreneurial Literacy
- Civic Literacy
- Health Literacy
- Environmental Literacy

### PRIMARY INTERDISCIPLINARY CONNECTIONS:

- Using 21st century skills to understand and address global issues
- Learning from and working collaboratively with individuals representing diverse cultures, religions and lifestyles in a spirit of mutual respect and open dialogue in personal, work and community contexts

## STANDARDS

### READING INFORMATIONAL TEXT

**RI.11-12.1.** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

**RI.11-12.2.** Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.

**RI.11-12.3.** Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

**RI.11-12.4.** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.

**RI.11-12.5.** Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the

structure makes points clear, convincing, and engaging.

**RI.11-12.6.** Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.

**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.

**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 and the premises, purposes, and arguments in works of public advocacy

**RI.11-12.9.** Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance for their themes, purposes, and rhetorical features.

**RI.11-12.10.** By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–CCR text complexity band independently and proficiently.

## **WRITING**

**W.11-12.2.** 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.

- a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.
- c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
- e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- f. 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).

**W.11-12.4.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**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.

**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.

**W.11-12.7.** 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.

**W.11-12.8.** 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 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.

**W.11-12.9.** Draw evidence from literary or informational texts to support analysis, reflection, and research.

## **SPEAKING AND LISTENING**

**SL.11-12.1.** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

- a. 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.
- b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
- c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
- d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

**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.

**SL.11-12.3.** Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

**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.

**SL.11-12.5.** Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

**SL.11-12.6.** Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

## **LANGUAGE**

**L.11-12.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**L.11-12.2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**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.

**L.11-12.4.** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 11–12 reading and content*, choosing flexibly from a range of strategies.

**L.11-12.5.** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

**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.

### **EDUCATIONAL TECHNOLOGY STANDARD**

8.1.12.A.2 Produce and edit a multi-page document for a commercial or professional audience using desktop publishing and/or graphics software.

8.1.12.A.3 Participate in online courses, learning communities, social networks, or virtual worlds and recognize them as resources for lifelong learning.

8.1.12.D.2 Demonstrate appropriate use of copyrights as well as fair use and Creative Commons guidelines.

8.1.12.F.1 Select and use specialized databases for advanced research to solve real-world problems.

### **21<sup>ST</sup> CENTURY LIFE SKILLS**

9.1.12.A.1 Apply critical thinking and problem-solving strategies during structured learning experiences.

9.1.12.A.2 Participate in online strategy and planning sessions for course-based, school-based, or outside projects.

9.1.12.C.4 Demonstrate leadership and collaborative skills when participating in online learning communities and structured learning experiences.

9.1.12.C.5 Assume a leadership position by guiding the thinking of peers in a direction that leads to successful completion of a challenging task or project.

9.1.12.D.1 Interpret spoken and written communication within the appropriate cultural context.

9.1.12.F.2 Demonstrate a positive work ethic in various settings, including the classroom and during structured learning experiences.

### **UNIT ESSENTIAL QUESTIONS:**

- What are the purposes of editorials?
- Why are editorials important?
- How can columns promote readership?

### **UNIT ENDURING UNDERSTANDINGS:**

- Editorials provide interpretation, criticism, persuasion and entertainment.
- The high school editorial page can raise issues that concern students and heighten awareness among faculty and administrators.
- Editorials can change attitudes and policies.

<b>TIME ALLOTMENT</b>	<b>CONTENT</b>	<b>SKILLS</b>	<b>ASSESSMENT</b>
Throughout the course	<ul style="list-style-type: none"> <li>▪ Types of editorials:               <ul style="list-style-type: none"> <li>▪ Interpretation</li> <li>▪ Criticism</li> <li>▪ Persuasion</li> <li>▪ Entertainment</li> <li>▪ Praise</li> </ul> </li> <li>▪ How to write opinions/tips               <ul style="list-style-type: none"> <li>▪ Maintaining interest and readability</li> </ul> </li> <li>▪ Difference between editorials and columns</li> <li>▪ Subjective writing that is accurate and fact-based</li> <li>▪ Types of columns:               <ul style="list-style-type: none"> <li>▪ Personal or interpretive</li> <li>▪ Humorous</li> <li>▪ Lifestyle</li> </ul> </li> <li>▪ What makes a column interesting</li> <li>▪ Characteristics of a film review</li> </ul>	<ul style="list-style-type: none"> <li>▪ Employ a variety of active reading strategies to read for comprehension:               <ul style="list-style-type: none"> <li>▪ Call up prior knowledge</li> <li>▪ Preview title, text structure, vocabulary, author background</li> <li>▪ Annotate while reading</li> <li>▪ Use Essential Questions to inform one’s reading</li> <li>▪ Use visual clues to inform one’s reading</li> <li>▪ Question while reading</li> <li>▪ Connect prior knowledge to new knowledge</li> <li>▪ Connect new information to self and world</li> </ul> </li> <li>▪ Identify and define types of editorials</li> <li>▪ Evaluate the effectiveness of various editorials/columns/reviews</li> <li>▪ Apply knowledge to the development of editorials, columns and/or reviews</li> <li>▪ Conduct research to expand knowledge and provide evidence</li> <li>▪ Employ the writing process to generate clear, insightful and well-written text</li> </ul>	<ul style="list-style-type: none"> <li>▪ <b>Formative Assessments</b> <ul style="list-style-type: none"> <li>▪ class work and homework</li> <li>▪ student participation</li> <li>▪ Teacher-student conferences</li> <li>▪ Student response to other students’ work</li> <li>▪ Brainstorming worksheets</li> <li>▪ First/second drafts</li> </ul> </li> <li>▪ <b>Summative Assessments</b> <ul style="list-style-type: none"> <li>▪ Final drafts</li> <li>▪ Reflections on the Process</li> <li>▪ Quizzes/test</li> </ul> </li> </ul>

## TEACHER RESOURCES

Textbook:

- *Introduction to Journalism* (Nexttext/McDougal Littel)

Instructional Resources:

- Writing Skills Questionnaire (from *A Community of Writers*, 2nd ed. Elbow and Belanoff.1995)
- *Journalism: Writing For Publication* (The Center for Learning)
- *The Complete Newspaper Resource Book* (Jane Lamb/Walch Pub.)
- *Exploring Journalism and the Media*
- Teaching and Learning with the New York Times blog for educators  
<http://learning.blogs.nytimes.com/2009/11/13/teaching-and-learning-about-journalism/>
- Journalism Education Association website <http://jea.org/>
- High School Journalism website  
[http://www.hsj.org/About\\_HSJ/index.cfm?menu\\_id=3](http://www.hsj.org/About_HSJ/index.cfm?menu_id=3)
- The Journalist's Toolbox website  
<http://www.spjvideo.org/jtb/archive/high-school-journalism/>
- *Writers Inc* Handbook
- Grammar Handbook

Newspapers (print and/or online)

- *New York Times*
- *Star Ledger*
- *The Record*

Various teacher generated handouts and worksheets including brainstorming sheets & writing guidelines

Laptops—internet access, Microsoft Office, InDesign, Photoshop

GoogleDocs

LCD projector or SmartBoard

## TEACHER NOTES/REFLECTIONS

## UNIT NINE: ADVANCED PRINCIPLES OF LAYOUT AND PHOTOJOURNALISM

### UNIT SUMMARY:

The goal of this unit is for Journalism III students to gain advanced experience with preparing copy for print/publishing. The basic principles of layout, headline and caption writing reinforced and practiced. In addition, students will gain expertise with advanced photojournalism, including cropping, sizing and the photo essay. Knowing just how vital these elements are to development of final copy and the production process, Journalism II students take an active role in the production process. Consideration will be given to the impact that is maximized or minimized as a result of layout, headlines, photographs, images and captions, as students continue to develop a critical eye for design.

### 21<sup>ST</sup> CENTURY THEMES:

- Global Awareness
- Financial, Economic, Business and Entrepreneurial Literacy
- Civic Literacy
- Health Literacy
- Environmental Literacy

### PRIMARY INTERDISCIPLINARY CONNECTIONS:

- Using 21st century skills to understand and address global issues
- Learning from and working collaboratively with individuals representing diverse cultures, religions and lifestyles in a spirit of mutual respect and open dialogue in personal, work and community contexts

## STANDARDS

### READING INFORMATIONAL TEXT

**RI.11-12.1.** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

**RI.11-12.2.** Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.

**RI.11-12.3.** Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

**RI.11-12.4.** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

**RI.11-12.5.** Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

**RI.11-12.6.** Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.

**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.

**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 and the premises, purposes, and arguments in works of public advocacy

**RI.11-12.9.** Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance for their themes, purposes, and rhetorical features.

**RI.11-12.10.** By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–CCR text complexity band independently and proficiently.

## **WRITING**

**W.11-12.2.** 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.

- a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.
- c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
- e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- f. 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).

**W.11-12.4.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**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.

**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.

**W.11-12.7.** 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.

**W.11-12.8.** 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 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.

**W.11-12.9.** Draw evidence from literary or informational texts to support analysis, reflection, and research.

## **SPEAKING AND LISTENING**

**SL.11-12.1.** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

- a. 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.
- b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
- c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
- d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

**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.

**SL.11-12.3.** Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

**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.

**SL.11-12.5.** Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

**SL.11-12.6.** Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

## **LANGUAGE**

**L.11-12.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**L.11-12.2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**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.

**L.11-12.4.** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 11–12 reading and content*, choosing flexibly from a range of strategies.

**L.11-12.5.** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

**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.

### **EDUCATIONAL TECHNOLOGY STANDARD**

8.1.12.A.2 Produce and edit a multi-page document for a commercial or professional audience using desktop publishing and/or graphics software.

8.1.12.A.3 Participate in online courses, learning communities, social networks, or virtual worlds and recognize them as resources for lifelong learning.

8.1.12.D.2 Demonstrate appropriate use of copyrights as well as fair use and Creative Commons guidelines.

8.1.12.F.1 Select and use specialized databases for advanced research to solve real-world problems.

### **21<sup>ST</sup> CENTURY LIFE SKILLS**

9.1.12.A.1 Apply critical thinking and problem-solving strategies during structured learning experiences.

9.1.12.A.2 Participate in online strategy and planning sessions for course-based, school-based, or outside projects.

9.1.12.C.4 Demonstrate leadership and collaborative skills when participating in online learning communities and structured learning experiences.

9.1.12.C.5 Assume a leadership position by guiding the thinking of peers in a direction that leads to successful completion of a challenging task or project.

9.1.12.D.1 Interpret spoken and written communication within the appropriate cultural context.

9.1.12.F.2 Demonstrate a positive work ethic in various settings, including the classroom and during structured learning experiences.

### **ARTS, A/V TECHNOLOGY, & COMMUNICATIONS CAREER CLUSTER**

9.4.12.C.(3).4 Employ knowledge of basic printing processes to demonstrate readiness for careers in the pathway.

9.4.12.C.(3).7 Analyze image retrieval through refinement, page assembly processes, and typeset and trapping to build an understanding of how to prepare products for printing.

#### **UNIT ESSENTIAL QUESTIONS:**

- How is an issue produced?
- Why is layout so important?
- Why is proofreading important?
- How do headlines, photographs, images, and captions enhance the final product?

#### **UNIT ENDURING UNDERSTANDINGS:**

- Publishing an issue involves organized design, balance of text and images, and consideration of creative and aesthetic elements that will be inviting to the reader.
- Proofreading errors undermine the quality of the final product and weaken the credibility of the staff.
- Headlines, if successful, pull the reader’s attention and increase their desire to read the article.

- Photographs and images provide visual balance to text.
- Captions provide clarification and information that enhances the news story.

TIME ALLOTMENT	CONTENT	SKILLS	ASSESSMENT
Throughout the course	<ul style="list-style-type: none"> <li>▪ <b>Advanced Design</b> <ul style="list-style-type: none"> <li>▪ The way newspaper design and content options may or may not be appropriate.</li> <li>▪ Advanced layout, typographic and graphic design techniques.</li> <li>▪ What graphic arts changes are and some methods to avoid them.</li> <li>▪ Common newspaper content options</li> </ul> </li> <li>▪ <b>Cropping and Sizing</b> <ul style="list-style-type: none"> <li>▪ The reasons for cropping newspaper photographs.</li> <li>▪ The necessary steps for cropping photos with Photoshop.</li> <li>▪ The way cropping can improve picture composition.</li> </ul> </li> <li>▪ <b>The Essentials Of Headline And Caption Writing</b>   <b>The Headline</b> <ul style="list-style-type: none"> <li>▪ The purpose of a headline:               <ul style="list-style-type: none"> <li>▪ Role in page design</li> </ul> </li> <li>▪ The rules of headline writing for</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ Identify design elements</li> <li>▪ Evaluate the effectiveness of layout, headlines, captions and photographs</li> <li>▪ Develop successful headlines</li> <li>▪ Develop successful captions</li> <li>▪ Revise faulty headlines</li> <li>▪ Revise faulty captions</li> <li>▪ Revise faulty cropping/sizing</li> <li>▪ Evaluate the effectiveness of photographs and images used in previous issues of the school newspaper</li> <li>▪ Analyze story development through images</li> <li>▪ Provide appropriate photographs to enhance news stories</li> <li>▪ Employ the writing process to generate clear, insightful and well-written text</li> <li>▪ Create a photo essay</li> </ul>	<ul style="list-style-type: none"> <li>▪ <b>Formative Assessments</b> <ul style="list-style-type: none"> <li>▪ class work and homework</li> <li>▪ student participation</li> <li>▪ Teacher-student conferences</li> <li>▪ Student response to other students' work</li> <li>▪ Brainstorming worksheets</li> <li>▪ First/second drafts</li> </ul> </li> <li>▪ <b>Summative Assessments</b> <ul style="list-style-type: none"> <li>▪ Final drafts</li> <li>▪ Reflections on the Process</li> <li>▪ Quizzes/test</li> </ul> </li> </ul>

	<p>a newspaper:</p> <ul style="list-style-type: none"> <li>▪ Advertise the news</li> <li>▪ Summarize facts</li> <li>▪ Action heads</li> <li>▪ Don't editorialize</li> <li>▪ <b>Headline placement and design variations:</b> <ul style="list-style-type: none"> <li>▪ Primary, secondary headlines</li> </ul> </li> </ul> <p><b>The Caption</b></p> <ul style="list-style-type: none"> <li>▪ The way captions make the newspaper complete and accurate.</li> <li>▪ Cooperation with photographers to collect the information needed to write complete captions.</li> <li>▪ The design of captions that are informative as well as enjoyable.</li> </ul> <p>▪ <b>The Photo Essay</b></p> <ul style="list-style-type: none"> <li>▪ How to tell a story through images and captions</li> </ul>		
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<p><b>TEACHER RESOURCES</b></p> <p>Textbook: chapter(s)</p> <p>Instructional Resources:</p> <ul style="list-style-type: none"> <li>▪ Writing Skills Questionnaire (from <u>A Community of Writers</u>, 2nd ed. Elbow and Belanoff.1995)</li> <li>▪ <i>Journalism: Writing For Publication</i> (The Center for Learning)</li> <li>▪ <i>The Complete Newspaper Resource Book</i> (Jane Lamb/Walch Pub.)</li> <li>▪ <i>Exploring Journalism and the Media</i></li> <li>▪ Teaching and Learning with the New York Times blog for educators <a href="http://learning.blogs.nytimes.com/2009/11/13/teaching-and-learning-">http://learning.blogs.nytimes.com/2009/11/13/teaching-and-learning-</a></li> </ul>	<p><b>TEACHER NOTES/REFLECTIONS</b></p>
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[about-journalism/](#)

- Journalism Education Association website <http://jea.org/>
- High School Journalism website  
[http://www.hsj.org/About\\_HSJ/index.cfm?menu\\_id=3](http://www.hsj.org/About_HSJ/index.cfm?menu_id=3)
- The Journalist's Toolbox website  
<http://www.spjvideo.org/jtb/archive/high-school-journalism/>
- *Writers Inc* Handbook
- Grammar Handbook

Newspapers (print and/or online)

- *New York Times*
- *Star Ledger*
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Various teacher generated handouts and worksheets including  
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