



ESL
SCIENCE
BUSINESS
BILINGUAL
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MATHEMATICS
LIBRARY MEDIA
SOCIAL STUDIES
WORLD LANGUAGES
GIFTED & TALENTED
TECHNOLOGY EDUCATION
ENGLISH LANGUAGE ARTS
FINE & PERFORMING ARTS
FAMILY & CONSUMER SCIENCE
HEALTH & PHYSICAL EDUCATION

RAHWAY PUBLIC SCHOOLS

CURRICULUM & INSTRUCTION

Content Area: English

Course: Journalism II

Grade Level: 10-12

This curriculum is part of the Educational Program of Studies of the Rahway Public Schools.

ACKNOWLEDGMENTS

Dr. Leslie Septor, Program Supervisor of Literacy

The Board acknowledges the following who contributed to the preparation of this curriculum.

David Brighthouse

Dr. Tiffany A. Beer, Director of Curriculum and Instruction

Subject/Course Title:
Journalism II/Newspaper
Grades 10-12

Date of Board Adoption:
August 27, 2024

RAHWAY PUBLIC SCHOOLS CURRICULUM

Course Name: Journalism II/Newspaper

PACING GUIDE

Unit	Title	Pacing
1	Getting Started: Student Journalism and High School Newspapers	4 weeks
2	Print Journalism Workshop: Researching and Writing for a High School Newspaper	12 weeks
3	Newspaper Layout: Style and Structure	12 weeks
4	Cultivating a Culture of Success: Strategies and Tools for Excellence in School Journalism	12 weeks

ACCOMMODATIONS

<p>504 Accommodations:</p> <ul style="list-style-type: none"> ● Provide scaffolded vocabulary and vocabulary lists. ● Provide extra visual and verbal cues and prompts. ● Provide adapted/alternate/excerpted versions of the text and/or modified supplementary materials. ● Provide links to audio files and utilize video clips. ● Provide graphic organizers and/or checklists. ● Provide modified rubrics. ● Provide a copy of teaching notes, especially any key terms, in advance. ● Allow additional time to complete assignments and/or assessments. ● Provide shorter writing assignments. ● Provide sentence starters. ● Utilize small group instruction. ● Utilize Think-Pair-Share structure. ● Check for understanding frequently. ● Have student restate information. ● Support auditory presentations with visuals. ● Weekly home-school communication tools (notebook, daily log, phone calls or email messages). ● Provide study sheets and teacher outlines prior to assessments. ● Quiet corner or room to calm down and relax when anxious. ● Reduction of distractions. ● Permit answers to be dictated. ● Hands-on activities. ● Use of manipulatives. ● Assign preferential seating. ● No penalty for spelling errors or sloppy handwriting. ● Follow a routine/schedule. ● Provide student with rest breaks. ● Use verbal and visual cues regarding directions and staying on task. ● Assist in maintaining agenda book. 	<p>IEP Accommodations:</p> <ul style="list-style-type: none"> ● Provide scaffolded vocabulary and vocabulary lists. ● Differentiate reading levels of texts (e.g., Newsela). ● Provide adapted/alternate/excerpted versions of the text and/or modified supplementary materials. ● Provide extra visual and verbal cues and prompts. ● Provide links to audio files and utilize video clips. ● Provide graphic organizers and/or checklists. ● Provide modified rubrics. ● Provide a copy of teaching notes, especially any key terms, in advance. ● Provide students with additional information to supplement notes. ● Modify questioning techniques and provide a reduced number of questions or items on tests. ● Allow additional time to complete assignments and/or assessments. ● Provide shorter writing assignments. ● Provide sentence starters. ● Utilize small group instruction. ● Utilize Think-Pair-Share structure. ● Check for understanding frequently. ● Have student restate information. ● Support auditory presentations with visuals. ● Provide study sheets and teacher outlines prior to assessments. ● Use of manipulatives. ● Have students work with partners or in groups for reading, presentations, assignments, and analyses. ● Assign appropriate roles in collaborative work. ● Assign preferential seating. ● Follow a routine/schedule.
<p>Gifted and Talented Accommodations:</p> <ul style="list-style-type: none"> ● Differentiate reading levels of texts (e.g., Newsela). ● Offer students additional texts with higher lexile levels. ● Provide more challenging and/or more supplemental readings and/or activities to deepen understanding. ● Allow for independent reading, research, and projects. ● Accelerate or compact the curriculum. ● Offer higher-level thinking questions for deeper analysis. ● Offer more rigorous materials/tasks/prompts. ● Increase number and complexity of sources. ● Assign group research and presentations to teach the class. ● Assign/allow for leadership roles during collaborative work and in other learning activities. 	<p>ELL Accommodations:</p> <ul style="list-style-type: none"> ● Provide extended time. ● Assign preferential seating. ● Assign peer buddy who the student can work with. ● Check for understanding frequently. ● Provide language feedback often (such as grammar errors, tenses, subject-verb agreements, etc...). ● Have student repeat directions. ● Make vocabulary words available during classwork and exams. ● Use study guides/checklists to organize information. ● Repeat directions. ● Increase one-on-one conferencing. ● Allow student to listen to an audio version of the text. ● Give directions in small, distinct steps. ● Allow copying from paper/book. ● Give student a copy of the class notes. ● Provide written and oral instructions. ● Differentiate reading levels of texts (e.g., Newsela). ● Shorten assignments. ● Read directions aloud to student. ● Give oral clues or prompts. ● Record or type assignments. ● Adapt worksheets/packets.

	<ul style="list-style-type: none">● Create alternate assignments.● Have student enter written assignments in criterion, where they can use the planning maps to help get them started and receive feedback after it is submitted.● Allow student to resubmit assignments.● Use small group instruction.● Simplify language.● Provide scaffolded vocabulary and vocabulary lists.● Demonstrate concepts possibly through the use of visuals.● Use manipulatives.● Emphasize critical information by highlighting it for the student.● Use graphic organizers.● Pre-teach or pre-view vocabulary.● Provide student with a list of prompts or sentence starters that they can use when completing a written assignment.● Provide audio versions of the textbooks.● Highlight textbooks/study guides.● Use supplementary materials.● Give assistance in note taking● Use adapted/modified textbooks.● Allow use of computer/word processor.● Allow student to answer orally, give extended time (time-and-a-half).● Allow tests to be given in a separate location (with the ESL teacher).● Allow additional time to complete assignments and/or assessments.● Read question to student to clarify.● Provide a definition or synonym for words on a test that do not impact the validity of the exam.● Modify the format of assessments.● Shorten test length or require only selected test items.● Create alternative assessments.● On an exam other than a spelling test, don't take points off for spelling errors.
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RAHWAY PUBLIC SCHOOLS CURRICULUM

UNIT OVERVIEW

Content Area: English

Unit 1 Title: Getting Started: Student Journalism and High School Newspapers

Target Course/Grade Level: Journalism II/Newspaper (Grades 10-12)

Unit Summary: Students will begin learning about initial concepts of student journalism. They will understand staff job descriptions, a reporter's duties, the purpose of publishing a school newspaper, the necessity of timelines and deadlines, students' rights on a student press, and how to handle controversial and sensitive issues in a student press.

Approximate Length of Unit: 4 weeks

LEARNING TARGETS

NJ Student Learning Standards:

RL.CR.9–10.1. Cite a range of thorough textual evidence and make relevant connections to strongly support analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as including determining where the text leaves matters uncertain.

RI.CR.9–10.1. Cite a range and thorough textual evidence and make clear and relevant connections, to strongly support an analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.

RL.IT.9–10.3. Analyze how an author unfolds and develops ideas throughout a text, including how complex characters (e.g., those with multiple or conflicting motivations) develop, interact with other characters, and advance the plot or develop the theme.

RL.CR.11–12.1. Accurately cite strong and thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as interpretations of the text; this may include determining where the text leaves matters uncertain.

RI.CR.11–12.1. Accurately cite a range of thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.

SL.PE.9–10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 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. Collaborate with peers to set rules for discussions (e.g., informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g., student developed rubric) and assign individual roles as needed.

- C. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
- D. Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.

SL.II.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.PI.11–12.4 Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

W.WP.11–12.4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; tracking and reflecting on personal writing progress (e.g., using portfolios, journals, conferencing); or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

W.WR.11–12.5. 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.

Career Readiness, Life Literacies, and Key Skills:

9.4.12. IML.1: Compare search browsers and recognize features that allow for filtering of information.

9.4.12. IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJSLSA.W8, *Social Studies Practice: Gathering and Evaluating Sources*).

9.4.12. IML.3: Analyze data using tools and models to make valid and reliable claims, or to determine optimal design solutions (e.g., S-ID.B.6a., 8.1.12.DA.5, 7.1.IH.IPRET.8)

Interdisciplinary Connections and Standards:

Social Studies

6.1.12.HistoryCA.2.a: Research multiple perspectives to explain the struggle to create an American identity.

6.1.12.EconNE.3.a: Evaluate the impact of education in improving economic opportunities and in the development of responsible citizens.

Unit Understandings:

Students will understand that . . .

- Newspaper production is a student press that operates like any other print media business organization
- Timelines and deadlines must be followed in order for successful publication
- Each staff member plays an important role and it is vital for each staff member to understand the newspaper product, its goals, and the staff's rights and responsibilities

Unit Essential Questions

- How can a class operate as a team to meet its goals?
- What are the rules for working together to meet team goals?
- What kinds of timelines and deadlines are necessary to produce a group project?
- How do the roles of advisors, editors, designers, photographers, writers, etc. work together to produce a student publication?

Knowledge and Skills:

Students will know . . .

- The meaning of a student press and other journalistic terms such as libel, copyright, trademark, etc.
- The findings of relevant legal rulings in a range of court cases
- The roles and responsibilities of various jobs assigned on a student press staff

Students will be able to . . .

- Apply journalistic terms to their discussions and analyses of print media publications
- Understand the newspaper's goals, timelines, and deadlines in order to establish individual roles and responsibilities

EVIDENCE OF LEARNING

Assessment

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- Work collaboratively to establish team unity
- Role-play different positions on a newspaper staff
- Critique players and provide commentary
- Quiz on journalistic terms, court cases, and newspaper production information.
- Response to sample journalistic writing pieces
- Classroom discussion/Socratic seminars
- Summative Assessment: Portfolio of assignments and articles available for evaluation

Learning Activities

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Class discussion, both whole group and smaller “break-out” groups
- Oral presentations
- Written pieces

RESOURCES

Teacher Resources:

- Journalism textbook—High School Journalism
- Newspapers
- Handouts provided by teacher

Equipment Needed:

- Computer and internet access
- TAPinto Rahway website and resources

UNIT OVERVIEW

Content Area: English

Unit Title: Print Journalism Workshop: Researching and Writing for a High School Newspaper

Target Course/Grade Level: Journalism II/Newspaper (Grades 10-12)

Unit Summary: Students will develop a journalistic sense of weighing, choosing, and valuing words that lead to well-written, well researched, and carefully chosen stories. Students will practice writing everything from editorials to sports pieces and will learn guidelines for identifying stories, conducting interviews, and adapting stories to a student press. Students will examine newspapers and magazines in order to consider various writing styles, approaches, and trends in print journalism.

Approximate Length of Unit: 12 weeks

LEARNING TARGETS

NJ Student Learning Standards:

RL.CR.9–10.1. Cite a range of thorough textual evidence and make relevant connections to strongly support analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as including determining where the text leaves matters uncertain.

RI.CR.9–10.1. Cite a range and thorough textual evidence and make clear and relevant connections, to strongly support an analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.

RL.IT.9–10.3. Analyze how an author unfolds and develops ideas throughout a text, including how complex characters (e.g., those with multiple or conflicting motivations) develop, interact with other characters, and advance the plot or develop the theme.

RL.CR.11–12.1. Accurately cite strong and thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as interpretations of the text; this may include determining where the text leaves matters uncertain.

RI.CR.11–12.1. Accurately cite a range of thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.

SL.PE.9–10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

- E. 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.

- F. Collaborate with peers to set rules for discussions (e.g., informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g., student developed rubric) and assign individual roles as needed.
- G. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
- H. Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.

SL.II.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.PI.11–12.4 Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

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 style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
- F. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).

W.WP.11–12.4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; tracking and reflecting on personal writing progress (e.g., using portfolios, journals, conferencing); or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

W.WR.11–12.5. 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.

Career Readiness, Life Literacies, and Key Skills:

9.4.12. IML.1: Compare search browsers and recognize features that allow for filtering of information.

9.4.12. IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJSLSA.W8, *Social Studies Practice: Gathering and Evaluating Sources*).

9.4.12. IML.3: Analyze data using tools and models to make valid and reliable claims, or to determine optimal design solutions (e.g., S-ID.B.6a., 8.1.12.DA.5, 7.1.IH.IPRET.8)

9.4.12. IML.4: Assess and critique the appropriateness and impact of existing data visualizations for an intended audience (e.g., S-ID.B.6b, HS-LS2-4).

9.4.12. IML.8: Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6).

9.4.12. IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4)

Interdisciplinary Connections and Standards:

Social Studies

6.1.12.HistoryCA.2.a: Research multiple perspectives to explain the struggle to create an American identity.

6.1.12.EconNE.3.a: Evaluate the impact of education in improving economic opportunities and in the development of responsible citizens.

6.1.12.CivicsDP.6.a: Use a variety of sources from multiple perspectives to document the ways in which women organized to promote government policies designed to address injustice, inequality, and workplace safety (i.e., abolition, women’s suffrage, and the temperance movement).

Unit Understandings:

Students will understand that...

- A story must be deemed newsworthy before it goes to print
- School, community, national, and world issues are relevant to a student press
- The sort of questions asked can affect an interview
- Quoting sources accurately is vital to the integrity of a student press

Unit Essential Questions:

- What makes a story newsworthy?
- How can community, national, and world issues be localized for a student press?
- What is the value of who-what-when-where-why-and-wow questions, and what value do they bring to an interview?
- What is the purpose and importance of quotations in news sources?

Knowledge and Skills:

Students will know...

- The importance of news at all levels—from local to global—to a student press.
- How to localize a national or world news story.
- How to prepare appropriate questions for an interview and successfully conduct an interview.

- How to properly quote sources and use quoted information in a written news story in order to maintain journalistic integrity.

Students will be able to...

- Conduct interviews by asking pertinent questions
- Properly quote sources in a written story
- Determine which news stories beyond the confines of the school community would be worthy of inclusion in a school publication
- Identify criteria for establishing whether a story is newsworthy in general

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

Performance Tasks:

- Presentation: research a national or world issue that can be localized for a student press. Presentation should focus on the issue itself, its relevance to a student press, and a plan for writing an article that localizes the issue. Students will present to peers.
- Writing: students will practice writing a variety of story types—editorials, sports, features—on a range of topics with varying scopes—school community, local, city, state, national, and global.
- Summative Assessment: Portfolio of assignments and articles available for evaluation

Other Evidence:

- Role play: interviewing process, including creating relevant interview questions.
- Student analyses of sample newspaper articles. What works, what doesn't? What is successful about a given article? What could be improved?
- Classroom discussion/Socratic seminars

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Class discussion, both whole group and smaller “break-out” groups.
- Oral presentations.
- Use of visual media to explore concepts in journalism.

Teacher Resources:

RESOURCES

- Journalism textbook—High School Journalism
- Newspapers Handouts provided by teacher

Equipment Needed:

- Computer and internet access
- TAPinto Rahway website and resources

UNIT OVERVIEW

Content Area: English

Unit 2 Title: Newspaper Layout: Style and Structure

Target Course/Grade Level: Journalism II/Newspaper (Grades 10-12)

Unit Summary: Students will design reader friendly layouts, learn, and understand the guidelines for laying out a newspaper, consider various aesthetic techniques, such as writing effective headlines and avoiding several layout pitfalls. Students will understand the function of photographs in a newspaper, what makes for an effective photograph, how to crop photographs, and ultimately how to lay out photographs effectively on a page.

Approximate Length of Unit: 12 weeks

LEARNING TARGETS

NJ Student Learning Standards:

RL.CR.9–10.1. Cite a range of thorough textual evidence and make relevant connections to strongly support analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as including determining where the text leaves matters uncertain.

RI.CR.9–10.1. Cite a range and thorough textual evidence and make clear and relevant connections, to strongly support an analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.

RL.IT.9–10.3. Analyze how an author unfolds and develops ideas throughout a text, including how complex characters (e.g., those with multiple or conflicting motivations) develop, interact with other characters, and advance the plot or develop the theme.

RL.CR.11–12.1. Accurately cite strong and thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as interpretations of the text; this may include determining where the text leaves matters uncertain.

RI.CR.11–12.1. Accurately cite a range of thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.

SL.PE.9–10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

- I. 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.
- J. Collaborate with peers to set rules for discussions (e.g., informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g., student developed rubric) and assign individual roles as needed.

- K. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
- L. Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.

SL.II.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.PI.11–12.4 Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

W.WP.11–12.4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; tracking and reflecting on personal writing progress (e.g., using portfolios, journals, conferencing); or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

W.WR.11–12.5. 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.SE.11–12.6. 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 (MLA or APA Style Manuals).

Career Readiness, Life Literacies, and Key Skills:

9.4.12. IML.1: Compare search browsers and recognize features that allow for filtering of information.

9.4.12. IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJSLSA.W8, *Social Studies Practice: Gathering and Evaluating Sources*).

9.4.12. IML.3: Analyze data using tools and models to make valid and reliable claims, or to determine optimal design solutions (e.g., S-ID.B.6a., 8.1.12.DA.5, 7.1.IH.IPRET.8)

Interdisciplinary Connections and Standards:

Social Studies

6.1.12.HistoryCA.2.a: Research multiple perspectives to explain the struggle to create an American identity.

6.1.12.EconNE.3.a: Evaluate the impact of education in improving economic opportunities and in the development of responsible citizens.

6.1.12.CivicsDP.6.a: Use a variety of sources from multiple perspectives to document the ways in which women organized to promote government policies designed to address injustice, inequality, and workplace safety (i.e., abolition, women’s suffrage, and the temperance movement).

6.1.12.HistoryCA.6.a: Evaluate the effectiveness of labor and agricultural organizations in improving economic opportunities and rights for various groups

Unit Understandings:

Students will understand that...

- style is an important feature of a school newspaper
- there are specific guidelines and standards for creating an attractive, reader-friendly newspaper
- photographs have a specific purpose and should add to, rather than detract from, the article's content and claims

Unit Essential Questions:

- How might the structure and style of a newspaper peak a reader's attention?
- What are the guidelines and standards for laying out an attractive newspaper?
- How does the design of a paper affect its readability and reader interest?
- What purposes do photographs serve in the message and promotion of a newspaper article?
- What are some of the ways that the choice or placement of a photograph can detract from the message of a newspaper article?

Knowledge and Skills:

Students will know...

- those features of a newspaper deemed attractive and unattractive by journalistic standards
- what constitutes a quality or effective photograph
- that, while content is the most important element of a newspaper article, style and aesthetics are important features as well
- a variety of techniques and approaches to laying out an attractive and informative school newspaper
- the various purposes of newspaper advertising

Students will be able to...

- design and layout a school newspaper
- create several sample newspaper layouts from cover to cover
- secure relevant photographs for stories and articles
- identify some of the major features of "good" vs. "poor" photographs
- create sample advertisements appropriate for school newspapers

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly "understand"?

Performance Task:

- Advertising Project: select local businesses and, using business logos and information, design advertisements. Advertisements should include both short-term and long-term.
- Layout, Writing, and Design: students design and create Rahway High School newsletters that incorporate articles, photographs, and advertisements, using skills and knowledge acquired thus far in the course.
- Summative Assessment: Portfolio of assignments and articles available for evaluation

Other Evidence:

- Role play: advertising solicitation.
- Layout software: practice designing newspaper pages, laying out different types and styles of pages

- Classroom discussion/Socratic seminars

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Class discussion, both whole group and smaller “break-out” groups.
- Oral presentations.
- Use visual media to explore concepts in journalism.

<i>RESOURCES</i>

Teacher Resources:

- Journalism textbook—High School Journalism
- Newspapers
- Handouts provided by teacher
- Microsoft Publisher (layout software)

Equipment Needed:

- Computer and internet access
- TAPinto Rahway website and resources

UNIT OVERVIEW

Content Area: English

Unit 4 Title: Cultivating a Culture of Success: Strategies and Tools for Excellence in School Journalism

Target Course/Grade Level: Journalism II/Newspaper (Grades 10-12)

Unit Summary: Students will learn how to create a system specific for a school newsroom, including addressing workplace space issues, keeping the student press staff informed of newspaper progress, deciphering what information needs to be saved and what can information can be edited or deleted in the final revisions of articles, and the importance of establishing and maintaining deadlines. In general, students will learn about the importance of cultivating a positive, productive, and professional journalistic culture in the classroom. Students will help create a school newspaper mission statement and will understand its major features.

Approximate Length of Unit: 12 weeks

LEARNING TARGETS

NJ Student Learning Standards:

RL.CR.9–10.1. Cite a range of thorough textual evidence and make relevant connections to strongly support analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as including determining where the text leaves matters uncertain.

RI.CR.9–10.1. Cite a range and thorough textual evidence and make clear and relevant connections, to strongly support an analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.

RL.IT.9–10.3. Analyze how an author unfolds and develops ideas throughout a text, including how complex characters (e.g., those with multiple or conflicting motivations) develop, interact with other characters, and advance the plot or develop the theme.

RL.CR.11–12.1. Accurately cite strong and thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as interpretations of the text; this may include determining where the text leaves matters uncertain.

RI.CR.11–12.1. Accurately cite a range of thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.

SL.PE.9–10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 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. Collaborate with peers to set rules for discussions (e.g., informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g., student developed rubric) and assign individual roles as needed.
- C. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
- D. Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.

SL.II.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.PI.11–12.4 Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

W.IW.11–12.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) 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 style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
- F. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).

W.WP.11–12.4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; tracking and reflecting on personal writing progress (e.g., using portfolios, journals, conferencing); or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

W.WR.11–12.5. 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.SE.11–12.6. 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 (MLA or APA Style Manuals).

W.RW.11–12.7. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.

Career Readiness, Life Literacies, and Key Skills:

9.4.12. IML.1: Compare search browsers and recognize features that allow for filtering of information.

9.4.12. IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJSLSA.W8, *Social Studies Practice: Gathering and Evaluating Sources*).

9.4.12. IML.3: Analyze data using tools and models to make valid and reliable claims, or to determine optimal design solutions (e.g., S-ID.B.6a., 8.1.12.DA.5, 7.1.IH.IPRET.8)

9.4.12. IML.4: Assess and critique the appropriateness and impact of existing data visualizations for an intended audience (e.g., S-ID.B.6b, HS-LS2-4).

9.4.12. IML.8: Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6).

9.4.12. IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4).

Interdisciplinary Connections and Standards:

Social Studies

6.1.12.HistoryCA.2.a: Research multiple perspectives to explain the struggle to create an American identity.

6.1.12.EconNE.3.a: Evaluate the impact of education in improving economic opportunities and in the development of responsible citizens.

6.1.12.CivicsDP.6.a: Use a variety of sources from multiple perspectives to document the ways in which women organized to promote government policies designed to address injustice, inequality, and workplace safety (i.e., abolition, women's suffrage, and the temperance movement).

6.1.12.HistoryCA.6.a: Evaluate the effectiveness of labor and agricultural organizations in improving economic opportunities and rights for various groups

Unit Understandings:

Students will understand that...

- The nature of particular spatial needs for maximizing success
- The role of the individual in team-building, group dynamics, and collective projects
- That a foundation of skills and knowledge are needed to achieve success in the Journalism II course

Unit Essential Questions:

- How important is individual space in a group atmosphere or a professional or academic culture?
- What are the spatial demands and requirements for a student press and journalism team?
- What are the goals, mission, objectives, and expectations of the Journalism II course?

Knowledge and Skills:

Students will know...

- Planning and preparing are essential components of creating a school newspaper in all its stages
- The pre-planning stages of a school newspaper involve responsibilities that can be divided amongst various students
- All members of the staff are responsible for communicating both their progress and the progress of the newspaper in general

- What is learned in the Introduction to Journalism course will be useful and can be applied in the Journalism II course

Students will be able to...

- Maximize work space and cultivate a positive journalistic culture in order to improve the class's finished product
- Plan and organize efficiently a newsroom system
- Communicate effectively with newspaper colleagues

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- Reflective journal: students will write reflection pieces about the purpose and goals of student newspapers and high school journalism.
- Course mission statement: students practice making mission statements for a variety of purposes, considering hypothetical clubs and organizations that would require mission statements.
- Scheduling and assignments: students create calendar activities for organizing and assigning newspaper deadlines and responsibilities.
- Handouts: self-checking critique and rubrics.
- Sample mission statements
- Classroom discussion/Socratic seminars.
- Summative Assessment: Portfolio of assignments and articles available for evaluation

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Class discussion, both whole group and smaller “break-out” groups.
- Oral presentations.
- Use visual media to explore concepts in journalism.

RESOURCES

Teacher Resources:

- Journalism textbook—High School Journalism
- Newspapers
- Handouts provided by teacher
- Microsoft Publisher (layout software)
- Google Classroom for scheduling and deadlines

Equipment Needed:

- Computer and internet access
- TAPinto Rahway website and resources