



ESL
SCIENCE
BUSINESS
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MATHEMATICS
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WORLD LANGUAGES
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TECHNOLOGY EDUCATION
ENGLISH LANGUAGE ARTS
FINE & PERFORMING ARTS
FAMILY & CONSUMER SCIENCE
HEALTH & PHYSICAL EDUCATION

RAHWAY PUBLIC SCHOOLS

CURRICULUM & INSTRUCTION

Content Area: English

Course: Journalism III & IV

Grade Level: 11-12

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

ACKNOWLEDGMENTS

Dr. Leslie Septor, Program Supervisor of Literacy

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Susana Monteiro

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

Subject/Course Title:
Journalism II/IV
Grades 11-12

Date of Board Adoption:
August 27, 2024

RAHWAY PUBLIC SCHOOLS CURRICULUM

Journalism III/IV: Grade 11-12

PACING GUIDE

Unit	Title	Pacing
1	Introduction to Journalism and Yearbook Production	10 weeks
2	Pre-Production, Photography, and Graphic Design	10 weeks
3	Production	10 weeks
4	Post Production	10 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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UNIT OVERVIEW

Content Area: English

Unit 1 Title: Introduction to Journalism and Yearbook Production

Target Course/Grade Level: Journalism III & IV, Grades 11 - 12

Unit Summary: Students will understand all the stages involved in producing a “commercial” product, including the necessity of timelines, deadlines, roles of advisors, editors, advertising and sales teams, writers, designers, photographers, etc. Students will understand the legal rights and responsibilities of journalists and of main stream and student presses. Students will understand the mission statement of the Rahway High School Allegarooter, the structure of its staff, as well as its timelines and goals.

Approximate Length of Unit: 10 Weeks

LEARNING TARGETS

NJ Student Learning Standards:

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.

RI.IT.11-12.3. Analyze the impact of the author’s choices as they develop ideas throughout the text regarding a complex set of ideas or sequence of events, and explain how specific individuals, idea, or events interact and develop.

RI.TS.11-12.4. Evaluate the author’s choices concerning the structure and 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.PP.11-12.5. Analyze an author’s purpose in a text distinguishing what is directly stated in a text or through rhetoric, analyzing how style and content convey information and advance a point of view.

RI.MF.11-12.6. Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g., express a personal point of view, new interpretation of the concept).

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.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. CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).

9.4.12. CI.2: Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).

9.4.12. DC.1: Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content (e.g., 6.1.12.CivicsPR.16.a).

9.4.12. DC.2: Compare and contrast international differences in copyright laws and ethics.

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., NJLSA.W8, Social Studies Practice: Gathering and Evaluating Sources)

9.4.12. TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.).

Unit Understandings:

Students will understand that...

- The yearbook production is a student press that operates like any other print media business organization.
- The timelines and deadlines set must be strictly adhered to in order for the product to reach publication.
- Each staff member plays a crucial role and it is vital that each staff member understands the product, its goals, and the staff's rights and responsibilities

Unit Essential Questions:

- What makes an article worthy of being included in the yearbook?
- Why am I writing this? For whom? How do I get from idea to polished paper?
- What processes and methods do good researchers do?
- What constitutes truth in the media?
- Why is Journalistic Integrity important in reporting?

Knowledge and Skills:

Students will know...

- Journalistic Integrity
 - Accuracy
 - Fairness
- Angle
- Feature
- Opinion
- Straight News
- 5 W's

Students will be able to...

- Develop basic questions in preparation for an interview
- Develop deep questions for an interview
- Conduct an interview
- Take notes at an interview
- Process notes into story
- Write a story based on that interview Identify appropriate angles for various writing purposes

EVIDENCE OF LEARNING

Assessment:

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

- Assessment Task 1: Choose a story happening around school, develop questions, conduct interviews necessary for that story, and record your interview.
- Assessment Task 2: Select an angle and write a story based on your conducted interviews.

Learning Activities:

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

- Introduce essential questions and rubrics
- Direct instruction, lecture and note-taking
- Practice using various websites
- Journal entries
- Students will engage in large and small group discussions using a variety of formats

RESOURCES

Teacher Resources:

- Journalism Textbook
- Yearbook company workbook
- Yearbook company online publishing software
- Yearbooks
- Newspapers
- Magazines
- On-line resources

Equipment Needed:

- Computers with internet access
- LCD projector
- Document camera

UNIT OVERVIEW

Content Area: English

Unit 2 Title: Pre-Production, Photography, and Graphic Design

Target Course/Grade Level: Journalism III & IV, Grades 11-12

Unit Summary: Students will become familiar with yearbook software and procedures. Students will understand all the stages involved in producing a “commercial” product, including the necessity of timelines, deadlines, roles of advisors, editors, advertising and sales teams, writers, designers, photographers, etc.

Approximate Length of Unit: 10 Weeks

LEARNING TARGETS

NJ Student Learning Standards:

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.

RI.IT.11-12.3. Analyze the impact of the author’s choices as they develop ideas throughout the text regarding a complex set of ideas or sequence of events, and explain how specific individuals, idea, or events interact and develop.

RI.PP.11-12.5. Analyze an author’s purpose in a text distinguishing what is directly stated in a text or through rhetoric, analyzing how style and content convey information and advance a point of view.

RI.MF.11-12.6. Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g., express a personal point of view, new interpretation of the concept).

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. overreliance on any one source and following a standard format for citation. (MLA or APA Style Manuals).

SL.PE.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers 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. Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g. student developed rubrics), 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.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.ES.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.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.

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

Career Readiness, Life Literacies, and Key Skills:

9.4.12. CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).

9.4.12. CI.2: Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).

9.4.12. DC.1: Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content (e.g., 6.1.12.CivicsPR.16.a).

9.4.12. DC.2: Compare and contrast international differences in copyright laws and ethics.

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. TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.).

9.4.12. TL.2: Generate data using formula-based calculations in a spreadsheet and draw conclusions about the data.

Unit Understandings:

Students will understand that...

- The yearbook is a history of the year in words and pictures. Photography is a huge part in documenting what happens throughout the year. Students will learn how to take good pictures, both technically and from a storytelling perspective. They will learn the ethics of photojournalism and its importance.
- The yearbook production software and equipment are a critical part of the production and must be operated and utilized properly.
- There are specific rules and language used in journalistic writing.
- A yearbook’s theme is the glue that holds the product together and is strategically developed and sustained throughout the yearbook.

Unit Essential Questions:

- How do you compose a photograph for maximum impact?
- How do you adjust a camera's shutter speed and aperture to take a correctly exposed photograph?
- How do you crop and size a photograph?
- What are the behaviors of light and how do they affect photography?
- What things do you need to make a photograph?
- How do you analyze a photograph?
- How is yearbook software and equipment operated and cared for?
- What are the basic journalism terms and rules for writing in this medium?
- How does writing for media compare/contrast with writing for English class?
- How do publications decide on a theme for a production?
- How is theme carried throughout the production?

Knowledge and Skills:

Students will know...

- Journalistic Integrity
 - Composition
 - Exposure
 - Shutter Speed
 - F-Stop
 - ISO
 - Depth of Field
 - Types of Lenses (Zoom, Wide Angle, Prime)
- Rule of Thirds
- Color Contrast
- Texture
- Leading Lines
- 5 Ws
- How to operate and care for yearbook software and equipment.
- How journalistic writing and rules compare/contrast with writing for English class.
- How the current Allegarooter theme was created and how it will be carried throughout the production.

Students will be able to...

- Describe and the parts of a camera
- Use appropriate settings for situation
- Conduct a photo shoot
- Plan a photo shoot
- Create a photo essay
- Process and select photographs
- Operate and maintain yearbook equipment and software.

EVIDENCE OF LEARNING

- Apply journalistic writing terms and rules to the production of the current Allegarooter.
- Begin setting a tone for the current production that adheres to the adopted theme.

Assessment:

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

- Assessment Task 1: Choose a story happening around school, plan a photoshoot and create a photo essay of that event.
- Assessment Task 2: Choose an activity or sporting event and take photos for full coverage of that event to be used in the yearbook.
- End of Unit Assessment: Group Fonts Project: Use Google Slides to recreate five article headings using different font styles to establish a variety of tones. Present to class with rationale.
- Demonstrate and analyze different writing styles and layout designs
- Students will find a double-page spread from a contemporary magazine and write one paragraph describing why it is good design and one paragraph explaining the theme, tone and author's style of writing.
- Conduct writing assignments illustrating differences in styles for different audiences and purposes
- Quiz on yearbook production equipment.
- Quiz on definitions of basic journalist and style terms.
- Classroom discussions

Learning Activities:

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

- Direct instruction, lecture and note-taking
- Practice using various websites
- Projects to present photos taken
- Students will engage in large and small group discussions using a variety of formats
- Oral presentations
- Use visual media to explore concepts in journalism

RESOURCES

Teacher Resources:

- Journalism Textbook
- Yearbook company workbook
- Yearbook company online publishing software
- Yearbooks
- Newspapers
- Magazines
- On-line resources

Equipment Needed:

- Computers with internet access
- LCD projector
- Document camera
- Digital Cameras

UNIT OVERVIEW

Content Area: English

Unit 3 Title: Production

Target Course/Grade Level: Journalism III & IV, Grades 11-12

Unit Summary: Students will produce the current yearbook by attending and recording school events, conducting interviews, taking digital photographs of students, faculty, staff, guest speakers, etc., processing photographs, designing layouts and writing, revising and editing copy with final product due in early June.

Approximate Length of Unit: 10 Weeks

LEARNING TARGETS

NJ Student Learning Standards:

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.

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

RI.IT.11-12.3. Analyze the impact of an author's choices as they develop ideas throughout the text regarding a complex set of ideas or sequence of events, and explain how specific individuals, ideas, or events interact and develop.

RI.TS.11-12.4. Evaluate the author's choices concerning structure and 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.PP.11-12.5. Analyze an author's purpose in a text distinguishing what is directly stated in a text or through rhetoric, analyzing how style and content convey information and advance a point of view.

RI.MF.11-12.6. Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g., express a personal point of view, new interpretation of the concept).

W.AW.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

- A. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
- B. Develop claim(s) and counterclaims avoiding common logical fallacies and using sound reasoning and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and

possible biases.

- C. Use transitions (e.g. words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- D. 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.
- E. 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).

SL.PE.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers 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. Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g., student developed rubrics), 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.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.II.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.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.

SL.UM.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.AS.11-12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English

when indicated or appropriate.

L.SS.11-12.1. Demonstrate command of the system and structure of the English language when writing or speaking.

- A. Apply the understanding that usage is a matter of convention, can change over time, and place, and is sometimes contested.
- B. Observe hyphenation conventions.
- C. Recognize spelling conventions.

L.KL.11-12.2. 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.

- A. 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.
- B. Vary syntax for effect, apply an understanding of syntax to the study of complex texts.
- C. Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

L.VL.11-12.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, including technical meanings, choosing flexibly from a range of strategies.

- A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).
- C. Analyze how an author or speaker uses and refines the meaning of a key term or terms over the course of a text or discussion.
- D. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.
- E. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

L.VI.11-12.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings.

- A. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
- B. Analyze nuances in the meaning of words with similar denotations.
- C. Analyze how the meaning of a key term or terms develops or is refined over the course of a text.
- D. Analyze the impact of specific word choices on meaning and tone, including language that is particularly fresh, engaging, or beautiful.

Career Readiness, Life Literacies, and Key Skills:

9.4.12. CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).

9.4.12. CI.2: Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).

9.4.12. DC.1: Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content (e.g., 6.1.12.CivicsPR.16.a).

9.4.12. DC.2: Compare and contrast international differences in copyright laws and ethics.

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., NJSLA.W8, Social Studies Practice: Gathering and Evaluating Sources)

9.4.12. TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.).

9.4.12. TL.2: Generate data using formula-based calculations in a spreadsheet and draw conclusions about the data.

Unit Understandings:

Students will understand that...

- Images are powerful storytelling and persuasive tools.
- There is a relationship between the text and the images on a printed page.
- Selection of events and activities must be done carefully to fully represent the school population in an interesting manner.
- The yearbook's layout and design must be integrated with the theme.
- Literary techniques such as the use of alliteration, pun, and hyperbole are necessary components for powerful storytelling
- Individual responsibility is as instrumental to meeting deadlines as group collaboration.

Unit Essential Questions:

- How is meaning created with visuals?
- How are people manipulated by images?
- How is image used as argument?
- How does the organization of a text create or inform meaning?
- What is the relationship between text and image in a page design?
- How do the layout and design of yearbook pages integrate with the current theme?
- How does the design of a yearbook spread affect its readability?

Knowledge and Skills:

Students will know...

- The arrangement of elements on a page creates a complete story or message and that all elements on a page are codependent. · How to select with a critical eye which events and activities are covered
- How to effectively layout and design the yearbook to illustrate the chosen theme
- How to work collaboratively and individually to meet production deadline

Students will be able to...

- Analyze a visual text.
- Identify the elements of pictures that tell a story.
- Understand how image is used as argument.
- Explain the importance of visual literacy.
- Apply photography, writing and technical design skills to the production of the Allegarooter.
- Work in groups, with partners and alone to produce yearbook pages.
- Recognize essential school events, subjects and photographic opportunities for an optimum product.

EVIDENCE OF LEARNING

Assessment:

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

- Design and layout yearbook spreads as assigned. Each student will be responsible for between 2 – 5 double page spreads, to be submitted according to the established production timetable. Draft spreads are due 2 weeks prior to deadline. Revised drafts (with editor suggestions) due 1 week prior to deadline. Final spread (with editor suggestions) due on or before deadline.

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
- Opportunities to write, take photographs, and help in marketing of yearbook

RESOURCES

Teacher Resources:

- Journalism textbook
- Yearbook company workbook
- Sample Yearbooks
- Yearbook Look Book

Equipment Needed:

- LCD projector
- Document camera
- Computers
- Yearbook company publishing software access for all students

UNIT OVERVIEW

Content Area: English

Unit 4 Title: Post Production

Target Course/Grade Level: Journalism III/IV Grades 11-12

Unit Summary: Students will plan yearbook distribution event. Students will create a theme for the upcoming (next year) yearbook, meet with Yearbook Company artist to illustrate upcoming yearbook cover. Students will plan page ladder for next year's yearbook. Students will reflect and evaluate current production and implement policy changes or updates as needed for the upcoming yearbook. Students will begin planning for upcoming yearbook including planning marketing, advertising, and fundraising. Students will continue to explore concepts and strategies in print journalism.

Approximate Length of Unit: 10 Weeks

LEARNING TARGETS

NJ Student Learning Standards:

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.

RI.IT.11-12.3. Analyze the impact of an author's choices as they develop ideas throughout the text regarding a complex set of ideas or sequence of events, and explain how specific individuals, ideas, or events interact and develop.

RI.TS.11-12.4. Evaluate the author's choices concerning structure and 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.

W.IW.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.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.

SL.PE.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers 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. Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g. student developed rubrics), 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.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.ES.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.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.

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

L.SS.11-12.1. Demonstrate command of the system and structure of the English language when writing or speaking.

- A. Apply the understanding that usage is a matter of convention, can change over time, and place, and is sometimes contested.
- B. Observe hyphenation conventions.
- C. Recognize spelling conventions

L.KL.11-12.2. 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.

- A. 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.
- B. Vary syntax for effect, apply an understanding of syntax to the study of complex texts.
- C. Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

L.VL.11-12.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, including technical meanings, choosing flexibly from a range of strategies.

- F. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.
- G. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).
- H. Analyze how an author or speaker uses and refines the meaning of a key term or terms over the course of a text or discussion.
- I. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.
- J. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

L.VI.11-12.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings.

- E. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
- F. Analyze nuances in the meaning of words with similar denotations.
- G. Analyze how the meaning of a key term or terms develops or is refined over the course of a text.
- H. Analyze the impact of specific word choices on meaning and tone, including language that is particularly fresh, engaging, or beautiful.

Career Readiness, Life Literacies, and Key Skills:

9.4.12. CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).

9.4.12. CI.2: Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).

9.4.12. DC.1: Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content (e.g., 6.1.12.CivicsPR.16.a).

9.4.12. DC.2: Compare and contrast international differences in copyright laws and ethics.

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. TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.).

9.4.12. TL.2: Generate data using formula-based calculations in a spreadsheet and draw conclusions about the data.

Unit Understandings:

Students will understand that...

- The yearbook distribution event is a major undertaking that must be well-coordinated and used to further market the product. · Theme must be carefully constructed and clearly defined for upcoming staff to execute.
- Yearbook production is a continuous, ongoing endeavor that does not end with the current production.

- The print media industry is constantly expanding and evolving and a student press must keep up-to-date with innovations.

Unit Essential Questions:

- What is a “distribution event” and what are the most important features of planning a successful one?
- What is the difference between a “good” theme and a sustainable, powerful one?
- What steps are necessary to ensure the next year’s production has a strong foundation on which to build?
- What are some of the print media industry innovations that can be emulated in a student press?

Knowledge and Skills:

Students will know...

- What the most important features of a successful distribution event are.
- What makes for a sustainable, powerful theme?
- What is the necessary groundwork in preparation for the upcoming Allegarooter yearbook?
- What the current innovations in the print media industry are and how they are connected to student press.

Students will be able to...

- Plan and carry out a successful distribution event
- Create and implement a sustainable, powerful theme for the upcoming Allegarooter yearbook
- How to lay the groundwork for the upcoming Allegarooter yearbook
- Use some of the current innovations in the print media industry in a student press.

EVIDENCE OF LEARNING

Assessment:

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

- Theme Project: Develop two different theme ideas for next year’s yearbook. Do not use a theme RHS has used previously. Presentation should include: a title capturing the main idea of the theme, a written description of the theme, and why you think the theme would be successful, a written explanation of how the theme would be carried throughout the yearbook, an illustration of what the cover of the yearbook would look like under each theme idea created (drawn or using digital media). Oral presentation to class.

Learning Activities:

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

- Year-end quiz on Allegarooter production.
- Quiz on print media trends and innovations.
- Classroom discussion/Socratic seminars.

RESOURCES

Teacher Resources:

- Journalism Textbook
- Newspapers and Magazines
- Online Newspapers

Equipment Needed:

- Computer with internet access
- LCD projector
- Document camera
- Computers