

Revised 2022

**Summit Public Schools
Summit, New Jersey
Grade 10-12 / Content Area: English
Length of Course: Full-Year**

Journalism II

Course Description: Journalism II (JII) is a full-year course that builds and hones newspaper reportage and production skills based on the theories and practices of gathering, processing, and delivering news mastered in the prerequisite Journalism I elective. This course continues to prepare students to be professional media journalists, editors, and managers, including continued instruction as follows: news writing and editing; reporting; photojournalism; layout and graphic design; journalism law and policy; professional standards and ethics; research methods; and criticism. In addition, students will work in a newsroom environment, where decisions are guided by both instructor and peer editorial leaders.

JII is designed to meet the 21st-Century Learning Standards, instructing specialized skills that are part of a career and technical education path. More specifically, students enrolled in this course will practice academic and technical skills for professional careers in communications and journalism leading to technical skill proficiency, credentials, certificates, licenses, and/or degrees. The goal is for all students to demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

The ultimate goal of this course is to deliver good writing as the main content of a student publication.

New Jersey's 21st Century standards, skills, and themes are as follows:

- Creativity and Innovation;
- Critical Thinking and Problem Solving;
- Communication and Collaboration;
- Information Literacy;
- Media Literacy;
- Life and Career Skills; and
- Economic, Business, and Civic Literacy.

Finally, the JII course content reinforces through practice the foundational skills of the J1 elective, beginning with practice of specific newsgathering and writing skills, and ending with editorial leadership.

Revised 2022

The content and pace of the course is as follows:

1st Quarter

1. Understand chain of command
2. Review writing process: determine newsworthiness, gather information, write article, peer edit, finalize article
 - a. Review five news determinants
 - b. Review and practice three methods of gathering information: observation, research, interview
 - c. Review AP style and editing checklists
3. Review common article types (their purpose, content and organization): news story, feature story, profile piece, review (movie, music, restaurant), advance, brief and poll
4. Review writing cutlines and headlines
5. Practice photojournalism: Intent, simplicity, rule of thirds, balance, lines
6. Understand copyright law
7. Learn about and use the resources available in the classroom for increase self-reliance
8. Check business managers' circulation mailing list against subscription forms and payments
9. Brainstorm content for October and November issues and hold a pitch meeting

2nd Quarter

1. Review more challenging article types (their purpose, content and organization): persuasive opinion editorial and columns
2. Explore and experiment with alternative story forms
3. Research and write content for December and January Issues
4. Review and apply Society of Professionalism Journalists' Code of Ethics to various scenarios
5. Select and assemble entry for the National Scholastic Press Association (NSPA) and American Scholastic Press Association (ASPA) critiques

3rd Quarter

1. Research/write/produce content for February, March, and April issues
2. Understand and practice writing satirical articles for *Curve*
3. Review and apply professional critique summaries and feedback to improve the remaining issues

4th Quarter

1. Apply for executive board and leadership positions for next year.
2. Skill building in layout via Adobe InDesign—create draft June pages to work in collaboration with current page editors

3. Research and write content for May & June issues
4. Produce June issue on Adobe InDesign—practical application of skills
5. Edit June issue content and establish line of communication with writers
6. Justify page content at administrative review
7. Select and assemble entry for the Columbia Scholastic Press Association (CSPA) and Garden State Scholastic Press Association (GSSPA) critiques
8. Leadership debriefing and editorial placements for following year

Revised: August, 2022

Revised 2022

**Language Domain Anchor Statements:
System and structure, effective use, and vocabulary**

The Language anchor statements include the system and structure of English, but they also approach language as a matter of craft and informed choice among alternatives. The vocabulary standards focus on understanding words and phrases, their relationships, and their nuances and on acquiring new vocabulary, particularly general academic and domain-specific words and phrases.

- **(RF) Foundational Skills: Reading Language:** By the end of grade 5, develop understanding and conceptual knowledge of, phonics, syllabication patterns, letter-sound correspondences, word analysis, morphology, and other basic conventions of written English.
 - **(WF) Foundational Skills: Writing Language:** By the end of grade 5, develop understanding and conceptual knowledge of print, phonological processing, letter formation and handwriting, and other basic conventions of the English writing system.
 - **(SS) System and Structure of Language:** By the end of grade 12, demonstrate command of grammar and usage, capitalization, punctuation, and spelling.
 - **(KL) Knowledge of Language:** By the end of grade 12, apply knowledge of language and command of vocabulary 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.
 - **(VL) Vocabulary Acquisition, Use and Literal Meaning:** By the end of grade 12, determine the meaning of unknown and multiple-meaning words using analysis of word parts (morphemes), word solving strategies, and consulting general and specialized reference materials, as appropriate.
1. **(VI) Vocabulary Acquisition, Use and Interpretative Meaning:** By the end of grade 12, interpret figurative and connotative word meanings, including shades of meaning based on word relationships and context.

Reading Domain Anchor Statements:
Text complexity and growth of comprehension

The Reading anchor statements place equal emphasis on the sophistication of what students read and the skill with which they read. They define a grade-by-grade “staircase” of increasing text complexity that rises from beginning reading to the college and career readiness level. Whatever they are reading, students must also show a steadily growing ability to discern more from and make fuller use of text, including making an increasing number of connections among ideas and between texts, considering a wider range of textual evidence, and becoming more sensitive to inconsistencies, ambiguities, and poor reasoning in texts.

- **(CR) Close Reading of Text:** By the end of grade 12, read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- **(CI) Central Ideas and Themes of Texts:** By the end of grade 12, determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. • **(IT) Interactions Among Text Elements:** By the end of grade 12, analyze how and why individuals, events, and ideas develop and interact over the course of a text.
- **(TS) Text Structure:** By the end of grade 12, analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
- **(PP) Perspective and Purpose in Texts:** By the end of grade 12, assess how perspective or purpose shapes the content and style of a text.
- **(MF) Diverse Media and Formats:** By the end of grade 12, synthesize content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- **(AA) Analysis of an Argument:** By the end of grade 12, evaluate the argument and specific claims in a text, including the validity of the reasoning, the credibility and accuracy of each source as well as the relevance and sufficiency of the evidence.

Revised: August, 2022

Revised 2022

- **(CT) Comparison of Texts:** By the end of grade 12, analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

**Writing Domain Anchor Statements:
Text types, responding to reading, and research**

The Writing anchor statements acknowledge the fact that whereas some writing skills, such as the ability to plan, revise, edit, and publish, are applicable to many types of writing, other skills are more properly defined in terms of specific writing types: arguments, informative/explanatory texts, and narratives. They stress the importance of the writing-reading connection by requiring students to draw upon and write about evidence from literary and informational texts. Because of the centrality of writing to most forms of inquiry, research standards are prominently included in this strand, though skills important to research are infused throughout the document.

- **(AW) Argumentative Writing:** By the end of grade 12, write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- **(IW) Informative and Explanatory Writing:** By the end of grade 12, write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- **(NW) Narrative Writing:** By the end of grade 12, write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
- **(WP) Writing Process:** By the end of grade 12, develop and strengthen writing as needed by planning, revising, editing, rewriting, and publishing.
- **(WR) Writing Research:** By the end of grade 12, conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.
- **(SE) Sources of Evidence:** By the end of grade 12, gather relevant information and evidence from multiple sources to support analysis, reflection, and research, while assessing the credibility and accuracy of each source, and integrating the information while avoiding plagiarism.
- **(RW) Range of Writing:** By the end of grade 12, 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, and audiences.

**Speaking and Listening Anchor Statements:
Flexible communication and collaboration**

Including but not limited to skills necessary for formal presentations, the Speaking and Listening anchor statements require students to develop a range of broadly useful oral communication and interpersonal skills. Students must learn to work together, express and listen carefully to ideas, integrate information from oral, visual, quantitative, and media sources, evaluate what they hear, use media and visual displays strategically to help achieve communicative purposes, and adapt speech to context and task.

- **(PE) Participate Effectively:** By the end of grade 12, prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- **(II) Integrate Information:** By the end of grade 12, integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- **(ES) Evaluate Speakers:** By the end of grade 12, evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
- **(PI) Present Information:** By the end of grade 12, present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

- **(UM) Use Media:** By the end of grade 12, make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
- **(AS) Adapt Speech:** By the end of grade 12, adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Marking Period 1 Transition from Journalism I: Review and Time Management

Big Ideas: Course Objectives / Content Statement(s)

1. Understand a newsroom's chain of command
2. Understand Verve's production timeline and each issue's deadlines
3. Review and practice the news writing process: determine an ideas newsworthiness; gather information through observation, research and interview; write article
4. Review the purpose, content and organization of common article types: news stories, feature stories, profile pieces, reviews, briefs and advances
5. Understand and practice the elements of photojournalism
6. Understand and adhere to copyright law
7. Use classroom resources to become self-reliant

Essential Questions

What provocative questions will foster inquiry, understanding, and transfer of learning?

Enduring Understandings

What will students understand about the big ideas?

As a staff writer, to whom do I report?

Who can I contact to answer my questions? Who reads and edits my stories?

How is the newspaper student-run?

What is Verve's mission?

What is the purpose of a mission statement?

What is a production timeline and why does it matter?

What's the difference between various article types, and how do I write them?

Students will understand that...

Verve operates smoothly by following a chain of command. Staff writers receive writing assignments and edits from their page editors, who are guided by the editors-in-chief

Verve has a guiding mission statement to inform, entertain, and encourage thought and action.

Deadlines are key to a newspaper's success. Staff must meet a succession of deadlines each month to ensure that each step leading toward production is fulfilled in a timely and thorough manner.

Staff must adhere to a monthly/issue based calendar.
Content determines article type. Some

How do we decide each issue's content?	articles are more informative and others are more entertaining. Each has a unique structure.
--	--

Revised: August, 2022

Revised 2022

Why does photojournalism matter? What are the elements of photojournalism? Why does copyright law exist and how do I adhere to it? Where in the classroom can I find answers to my questions?	Newsworthy determinants are used to select each issue's content. Pitches must be defended using those determinants. Photojournalism tells a story through images for readers and viewers. It can bring a story to life. For that purpose, news photographers should strive to capture action and humanity. Copyright laws protect the creations of writers and artists, allowing them to benefit from their work. Permission must be obtained before printing these creations, unless the creations fall under "fair use." The newsroom has multiple resources available to staff writers for increased self-reliance and resourcefulness, including the AP style manual, archived copies of the <i>Verve</i>, rubrics, the student photo privacy/permission list, the student directory, and more.
Areas of Focus: Proficiencies (Cumulative Progress Indicators)	Examples, Outcomes, Assessments
Students will	Instructional Focus: Assist students in understanding the purpose of a newspaper so they can craft a mission statement for the <i>Verve</i> that will remain their standard for the year. <u>Example/Assessment #1:</u> Students will review the current mission statement and the current <i>Verve</i> Style Guide. They will then read the mission statements of various accredited news organizations. Finally, they will select and synthesize the best

L.SS.11–12.1. Demonstrate command of the system and structure of the English language when writing or speaking. 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. 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. L.VI.11–12.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings.	excerpts and compare their mission statement to the Verve's. (RI.11-12.2.; RI.11-12.6.; RI.11-12.7.; W.11-12.8.)
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.	<u>Example/Assessment #2:</u> During our first pitch meeting, students will test their pitch and their

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.

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. **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,

peers' pitches against Verve's mission statement. (SL.11-12.1.)

Instructional Focus: Review various article types and indicate the differences in their purpose.

Example/Assessment #1: To review the purpose, content and structure of various article types, students will read a model news story, feature story, profile, review, advance and brief. They will identify the article type, the article's lead, the article's structure, the article's purpose, and the article's content. (RI.11-12.2.; RI.11-12.5.; RI.11-12.6.; RI.11-12.7.)

Example/Assessment #2: During our pitch meetings, students will decide which article type best fits each pitch. (SL.11-12.1.)

Instructional Focus: Review the structure of news and feature articles.

Example/Assessment #1: Students will be given various news and feature articles to review. (RI.11-12.5.; RI.11-12.6.)

Example/Assessment #2: Students will practice writing in the inverted pyramid style and will follow the LQTQ structure when writing news and feature articles for the October and November issues. (**See Appendices A and B for news and feature story rubrics, respectively.**) (RI.11-12.5.; W.11-12.4)

Instructional Focus: Review information-gathering methods for news and feature articles.

Example/Assessment #1: Students will read a model news or feature article and highlight examples of information gained through observation, interview and research. The

demonstrating understanding of the subject under investigation. 🌱	class will have a discussion on the importance
---	--

Revised: August, 2022

Revised 2022

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.	of information-gathering for an informed, objective and credible story. (RI.11-12.2.; RI.11-12.6.; RI.11-12.7.) <u>Example/Assessment #2:</u> Students will complete a research scavenger hunt to familiarize themselves with Summit Schools' website. (See Appendix C for the research scavenger hunt assignment sheet.) (W.11-12.6.; W.11-12.7.) <u>Example/Assessment #3:</u> Students will watch a model interview to recall the structure, tone and purpose of an interview. Afterwards, they will conduct an interview with a teacher or administrator. Students will research their interviewee to craft informed and stimulating questions and will tape their interview to self-assess their tone and demeanor. (See Appendix D for teacher interview assignment sheet and rubric.) (RI.11-12.2.; RI.11-12.5.; RI.11-12.6.; RI.11-12.7.) <u>Example/Assessment #4:</u> Students will practice information-gathering for their October and November issue stories. (RI.11-12.7.; RI.11-12.8.; W.11-12.2.; W.11-12.4.; W.11-12.6.; W.11-12.7.; W.11-12.8.) Instructional Focus: Review the stylistic conventions that need to be followed in journalistic writing. <u>Example/Assessment #1:</u> Students will
--	--

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.

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.

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. 🌱

correct sentences using the AP style manual. **(See Appendix E for sentence correction worksheet.)**

Example/Assessment #2: Students will take a quiz on AP style, using their knowledge from example/assessment #1, above.

Example/Assessment #3: Students will follow AP style rules, and other conventions in style, grammar, spelling and punctuation, when they

write articles for the October and November issues. (W.11-12.4; W.11-12.5; L.11-12.1.; L.11-12.2.)

Instructional Focus: Review tips on narrative-writing and storytelling in news, and especially feature stories, to create engaging stories and human-interest pieces.

Example/Assessment #1: Students will identify elements of strong storytelling in a model article to create a list of techniques. (RI.11-12.2.; RI.11-12.6.; RI.11-12.7.)

Example/Assessment #2: Students will employ storytelling techniques when they write a profile piece about a peer in our class. The anecdote will need to be engaging, with a central conflict or action, descriptive, and supportive of the article's message. **(See Appendix G for profile rubric.)** (RI.11-12.7.; W.11-12.3.)

Example/Assessment #3: Students will employ storytelling techniques when writing articles for the October and November issues. **(See Appendix H for storytelling tips and activity.)** (RI.11-12.7.; W.11-12.3.; W.11-12.4)

Instructional Focus: Introduce and enforce deadlines for timely and high-quality publications.

Example/Assessment #1: Deadlines will be determined by the editors-in-chief and posted on Google Classroom and the whiteboard. To ensure articles are of high quality, deadlines will be set for brainstorming ideas, first article drafts, edits on articles, final article drafts, and final pages. **(See Appendix I for model monthly schedule)** (W.11-12.5;

	W.11-12.10.; SL.11-12.1.)
--	---------------------------

Revised 2022

Revised: August, 2022

Example/Assessment#2: Students will understand the newspaper's chain of command and will communicate regularly with their editors via email and Google Docs about their articles. Editors and the adviser will clearly communicate each deadline and post them on the board and Google Classroom. After the pitch meeting, editors will list their page's articles, angles, word length, and graphics on a Google Doc. During the writing stage, editors will check in on their staff writers to ensure varied and credible sources are interviewed and relevant information is researched. During the editing stage, editors will make electronic comments on their writer's article via Google Docs. Students will routinely write, devoting several weeks to research and interviews, drafts, and edits. They will have an extended period of time to complete their article, but that period will be highly structured and segmented into shorter time frames devoted to each stage of the writing process. **(See Appendix J for peer critique checklist)** (W.11-12.5; W.11-12.6.; W.11-12.10.; SL.11-12.1.; L.11-12.1.; L.11-12.2.)

Instructional Focus: Introduce and implement in-school and subscriber distribution practices.

Example/Assessment #1: Students will be introduced to *Verve's* distribution methods. They will assist in distributing the paper on school grounds during lunch time and in preparing mailings for subscribers. **(See Appendices K and L for distribution methods.)**

Example/Assessment #2: Students will be introduced to *issuu.com* and will check that the paper is electronically distributed. (W.11-12.6.)

Revised 2022

Revised: August, 2022

Instructional Focus: Review newsworthy determinants and apply them during pitch meetings to select each issue's content.

Example/Assessment #1: Students will review the five news determinants and take a quiz. **(See Appendix M for the news determinants handout.)**

Example/Assessment #2: Students will list brainstorming ideas for each issue prior to the pitch meeting, identifying each pitch's news determinants. (SL.11-12.1.)

Example/Assessment #3: Students will collaboratively discuss and decide the content of each issue at the monthly pitch meeting by introducing their ideas and assessing the newsworthiness of their peers' ideas. (RI.11-12.6.; SL.11-12.1.)

Instructional Focus: Break down copyright law and its application to school publications so students can follow copyright and fair use guidelines.

Example/Assessment #1: Students will learn about copyright law and fair use through a jigsaw activity. They'll read and discuss one section of a packet on copyright law in a group of four to five students before being placed in a new group that will contain one student from every other group. Each student will explain their section to their peers, and together the students will decide how to proceed on specific copyright scenarios. **(See Appendix N for copyright law and fair use packet.)** (RI.11-12.2.; RI.11-12.6.; RI.11-12.8.; SL.11-12.1.)

Example/Assessment #2: Students will take a quiz on copyright law and fair use. (RI.11-12.8.)

Revised 2022

	<u>Example/Assessment #3</u>: Students will use their understanding of copyright law when seeking photographs, charts, or other material from other news sources. (RI.11-12.8.; W.11-12.6.) Instructional Focus: Introduce students to the resources available in the room to encourage initiative and self-reliance. <u>Example/Assessment #1</u>: Students will participate in a classroom scavenger hunt. (See Appendix O for classroom scavenger hunt assignment sheet.) <u>Example/Assessment #2</u>: Throughout the year, students can independently find rubrics, the AP style manual, the student photo privacy/permission list, archived copies of the <i>Verve</i>, contest critiques, and more, to become more self-reliant in the newsroom. (W.11-12.5; W.11-12.6.) Instructional Focus: Understand the purpose and elements of effective photojournalism. <u>Example/Assessment #1</u>: Students will view a powerpoint with various photos from student publications to select the most engaging and eye-catching photos. They'll discuss the appeal of images for "scanners" who will be drawn to photos and cutlines rather than full articles. <u>Example/Assessment #2</u>: Students will be assigned to specific locations in the high school (with advance permission from the staff members who work in those locations) to capture action shots. (See Appendix P for photojournalism assignment sheet.) (SL.11-12.5.)
--	--

	<u>Example/Assessment #3</u> : Students will view a powerpoint to identify the components of a
--	--

Revised 2022

Revised: August, 2022

photograph cutline and practice writing cutlines.

Example/Assessment #4: Students will practice taking action shots and write cutlines for the October and November issues. (**See Appendix Q for cutlines and photograph rubrics.**) (SL.11-12.5.)

Technology Integration

- Practice photojournalism with the newspaper's camera
- Supervise electronic newspaper distribution
- Use web tools to gather information for news and feature articles
- Use comment features on Google Documents to communicate with page editor during the editing stage
- Use school email to communicate with page editor
- Begin creating a personalized digital portfolio that contains a résumé, exemplary projects, and activities, reflecting journalistic achievements

Media Literacy Integration

- Use digital tools for research, communication and design
- Analyze and evaluate author's purpose/point of view
- Identify ethical issues for author and audience
- Judge the credibility of sources
- Maintain electronic distribution

Global Perspectives

- Read award-winning articles as a model of various article types
 - Interview members of the SHS or Summit communities to practice questioning, listening, and note-taking techniques

21st Century Skills:

- Creativity and Innovation

Revised 2022

	• Critical Thinking and Problem Solving • Communication and Collaboration • Information Literacy • Life and Career Skills
--	--

Marking Period II Review and Production

Big Ideas: Course Objectives / Content Statement(s) 1. Review more challenging article types (their purpose, content and organization): persuasive opinion editorial and columns 2. Explore and experiment with alternative story forms 3. Research and write content for December and January Issues 4. Review and apply Society of Professionalism Journalists' Code of Ethics to various scenarios 5. Select and assemble entry for the National Scholastic Press Association (NSPA) and American Scholastic Press Association (ASPA) critiques	
Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	Enduring Understandings <i>What will students understand about the big ideas?</i>
What is the purpose, structure and content of opinion editorials and columns? What are some alternative forms of news presentation? How do I approach an ethical dilemma? What's the purpose of entering contests, and how are publications evaluated?	Students will understand that... Opinion editorials and columns must include claims and credible evidence. News can be presented through a combination of text and graphics. They can refer to the Society of Professional Journalists' (SPJ) Code of Ethics to resolve ethical dilemmas. Verve enters contests to receive critiques from professionals in order to reflect on and continue improving the paper.
Areas of Focus: Proficiencies (Cumulative Progress Indicators)	Examples, Outcomes, Assessments

Students will	Instructional Focus: Demonstrate the differences in purpose, structure and content
L.SS.11–12.1. Demonstrate command of the system and structure of the English language when writing or speaking.	

Revised: August, 2022

Revised 2022

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. 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. L.VI.11–12.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings.	of an op-ed as opposed to a traditional news or feature article. <u>Example/Assessment #1:</u> Students will read a model op-ed and identify its components— claim, evidence, refutation of counterargument, solution, and restatement of claim—and how the author supports their claim. (See Appendix R for model op-ed.) (RI.11-12.1.; RI.11-12.2.; RI.11-12.5.; RI.11-12.6.) <u>Example/Assessment #2:</u> Students will take a quiz on the purpose and structure of an op-ed. (RI.11-12.1.; RI.11-12.2.; RI.11-12.5.; RI.11-12.6.) <u>Example/Assessment #3:</u> Students will brainstorm a debatable school- or community-based topic to research. They'll apply to relevant, credible sources online and through interviews to gather evidence. After gathering information, students will compose an op-ed following the structure of the model and the rubric. (See Appendix S for op-ed assignment sheet and rubric.) (RI.11-12.1.; RI.11-12.2.; RI.11-12.5.; RI.11-12.6.; RI.11-12.7.; W.11-12.1.; W.11-12.2.; W.11-12.4.; W.11-12.7.; W.11-12.8.; SL.11-12.2.; L.11-12.1.; L.11-12.2.)
--	---

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. 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	<u>Example/Assessment #4:</u> Students will practice looking at both sides of an issue by researching a school-based or community-based topic of their choice and creating a pro/con list on it. (RI.11-12.1.; RI.11-12.2.; RI.11-12.5.; RI.11-12.6.; RI.11-12.7.; W.11-12.1.; W.11-12.2.; W.11-12.4.; W.11-12.7.; W.11-12.8.; SL.11-12.2.; L.11-12.1.; L.11-12.2.)

information clearly and accurately through the effective selection, organization, and analysis of content. **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.

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.

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.

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

Instructional Focus: Display alternative forms of news presentation and their benefits and selection process.

Example/Assessment #1: Students will be shown a powerpoint on alternative story forms (ASFs). Using the models provided in the powerpoint, the class will have a discussion on the benefits and drawbacks of various ASFs. (RI.11-12.5.; RI.11-12.6.; SL.11-12.1.)

Example/Assessment #2: Students will understand that content drives formatting. They will be presented with a list of pitches and will select one to two ASFs that will best present each pitch's content.

Example/Assessment #3: After assessing the newsworthiness of their peers' ideas during Verve's monthly pitch meetings, students will brainstorm the best format/ASF for several pitches. (RI.11-12.5.; RI.11-12.6.; SL.11-12.1.)

Example/Assessment #4: Students will practice creating ASFs digitally through programs such as Piktochart. (W.11-12.6.; SL.11-12.5.)

Instructional Focus: Introduce journalistic ethical guidelines for students to follow in case of an ethical dilemma.

Example/Assessment #1: Students will watch *Fantastic Lies*, ESPN's documentary on the media's coverage of the Duke lacrosse scandal, and take note of unethical behavior committed by the media. They will use the SPJ's code of ethics to pinpoint specific ethical guidelines that were broken and propose a more ethical approach. (**See Appendix T for *Fantastic Lies* movie guide.**) (RI.11-12.1.;

interest. 🌱	RI.11-12.2.; RI.11-12.6.; RI.11-12.7.)
-------------	--

Revised 2022

Revised: August, 2022

Example/Assessment#2: Students will move in groups through stations that present ethical dilemmas through real case studies. They'll use the SPJ's Code of Ethics to agree on the best response to each dilemma. **(See Appendix U for SPJ's Code of Ethics.)** (W.11-12.1; SL.11-12.1.)

Example/Assessment#3: Students will apply to the SPJ's Code of Ethics if and when they come across ethical dilemmas in their own reporting.

Instructional Focus:

Demonstrate the benefit of entering contests for continued improvement through expert feedback.

Example/Assessment #1: Students will read professional critiques on our CSPA and GSSPA contest entries, submitted in June. They will use those critiques to create a list of short- and long-term goals, as well as immediate and long-term solutions to attain those goals. In doing so, they will understand that professional critiques offer Vervestaff an opportunity to reflect on the paper's strengths and weaknesses, and to continue improving. (RI.11-12.2.; SL.11-12.1.)

Example/Assessment#2: Students will sort through hours of spring and fall issues to select entries for the NSPA and ASPA winter contests. They will use rubrics to provide a rationale for their selections, giving them an opportunity to reflect on the paper's progress. Students will also assist in completing the contests' paperwork and communicating with business managers to meet the contests' requirements and deadlines. (RI.11-12.2.; RI.11-12.5.; RI.11-12.6.; SL.11-12.1.)

Revised 2022

Instructional Focus: Continue to assist students in the material covered in quarter 1 as they brainstorm ideas for the December and January issues; collaboratively discuss those ideas to test their newsworthiness; research and gather information on their story assignments; synthesize information to write their articles; edit their articles through collaboration with their page editors; take photographs that complement their articles; and publish their articles.

Example/Assessment: Production of December and January articles.
(RI.11-12.1.;
RI.11-12.2.; RI.11-12.5.; RI.11-12.6.;
RI.11-12.7.; RI.11-12.8.; W.11-12.1;
W.11-12.2.; W.11-12.3.; W.11-12.4.;
W.11-12.5.; W.11-12.6.; W.11-12.7.;
W.11-12.8.; W.11-12.10.;
SL.11-12.1.; SL.11-12.2.;
SL.11-12.4; SL.11-12.5.;
L.11-12.1.; L.11-12.2.)

Technology Integration

- Demonstrate appropriate use of copyrights as well as fair use and Creative Commons guidelines.
- Continue expanding personalized digital portfolio that contains a résumé, exemplary projects, and activities, reflecting journalistic achievements.
- Use online software to create infographics
- Use web tools to gather information for news and feature articles
- Use comment features on Google Documents to communicate with page editor during the editing stage
- Use school email to communicate with page editor

Media Literacy Integration

- Use digital tools for research,

	communication, and design ● Analyze and evaluate author's purpose/point of view
--	--

Revised: August, 2022

Revised 2022

	● Identify ethical issues for author and audience ● Judge the credibility of sources ● Maintain electronic distribution ● Gather information about NSPA and ASPA contests via their website for contest entry Global Perspectives ● Read award-winning opinion editorials as models ● Interview members of the SHS or Summit communities to practice questioning, listening, and note-taking techniques 21st Century Skills: ● Creativity and Innovation ● Critical Thinking and Problem Solving ● Communication and Collaboration ● Information Literacy ● Life and Career Skills
--	---

Marking Period III Production and Layout

Big Ideas: Course Objectives / Content Statement(s)

1. Research/write/produce content for February, March, and April issues
2. Understand and practice writing satirical articles for Curve
3. Decipher and report on the school district's budget
4. Review and utilize professional critique summaries and feedback

Essential Questions

What provocative questions will foster inquiry, understanding, and transfer of learning?

Enduring Understandings

What will students understand about the big ideas?

Revised: August, 2022

Revised 2022

What is the purpose of a satirical article? How do I brainstorm a pitch for a satirical article and judge its humor? What are some characteristics of a satirical article? How and why should a student publication report on the school district's budget? How can Verve be improved?	Students will understand that... Satirical articles reveal flaws in our society and institutions in a humorous manner. Brainstorming pitches for satirical articles involves considering the follies of our society (individuals, government, schools, etc.) that are timely and recognized. Satirical articles can use gentle humor or sharp, abrasive humor. A gentler, mocking tone will be more inviting. Devices available to satirists include irony, sarcasm, double entendre, hyperbole, analogy, and parody. The school district's superintendent and assistant superintendent prepare an annual budget for the school district that indicates upcoming changes in the schools. That budget is available to the public. Students and parents should be aware of the areas that will see more or less funding in the following school year. Verve is a member of a student press organization, entitled to professional guidance and constructive criticism.

Areas of Focus: Proficiencies (Cumulative Progress Indicators)	Examples, Outcomes, Assessments
Students will	Instructional Focus: Understand the function of satire in publications. <u>Example/Assessment #1:</u> Students will read satirical articles from <i>The Onion</i> and watch clips from <i>The Colbert Report</i> and <i>Saturday Night Live</i>. They'll create a definition of satire as a class before discussing the function of satire in our society. (RI.11-12.1.; RI.11-12.2.; RI.11-12.5.; RI.11-12.6.; RI.11-12.7.; W.11-12.1.; SL.11-12.1.)
L.SS.11–12.1. Demonstrate command of the system and structure of the English language when writing or speaking. 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. 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.	

Revised: August, 2022

Revised 2022

L.VI.11–12.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings.	<u>Example/Assessment #2:</u> Students will read satirical articles in past issues of <i>Curve</i> to identify the flaws being mocked and the articles' tones. (RI.11-12.1.; RI.11-12.2.; RI.11-12.5.; RI.11-12.6.; SL.11-12.1.) Instructional Focus: Identify satirical forms and devices. <u>Example/Assessment #1:</u> Students will create a chart of satirical devices and fill it out with examples from various satirical articles and clips. (See Appendix V for satire activity.) (RI.11-12.1.; RI.11-12.2.; RI.11-12.5.; RI.11-12.6.; RI.11-12.7.) <u>Example/Assessment #2:</u> Students will complete a quiz in which they identify devices in a sample satire. <u>Example/Assessment #3:</u> Students will read and contrast examples of Horatian and
---	---

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.

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. **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

Juvenalian satire. They'll note the differences in tone and select the more effective form for *Verve's* readership. (RI.11-12.1.; RI.11-12.2.; RI.11-12.5.; RI.11-12.6.; RI.11-12.7.; SL.11-12.1.; SL.11-12.4.)

Instructional Focus: Produce satirical articles.

Example/Assessment #1: Students will pitch ideas to their peers for satirical articles by identifying flaws in our society that can be gently mocked. (SL.11-12.1.)

Example/Assessment #2: Before and during pitch meetings, students will identify the appropriate satirical form and various devices for their particular article. (SL.11-12.1.)

Example/Assessment #3: Students will draft and edit satirical articles for April's *Curve* issue. (W.11-12.1.; W.11-12.2.; W.11-12.3.; W.11-12.4.;

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.	W.11-12.5.; W.11-12.6.; W.11-12.7.; W.11-12.8.; SL.11-12.4.; L.11-12.1.; L.11-12.2.) Instructional Focus: Introduce and unpack school district budget proposal. <u>Example/Assessment #1:</u> Students will navigate through the Summit school district website to find the draft budget proposal. They will work in pairs to identify the source of the budget's funds, the areas that get the most funds, and the areas that will see increases or decreases in funding next year. (RI.11-12.1.; RI.11-12.2.; RI.11-12.6.; RI.11-12.7.) <u>Example/Assessment #2:</u> Students will identify aspects of the budget that Verve's readership will find meaningful or impactful and will draft an article on the proposed budget. (W.11-12.2.; W.11-12.4.; W.11-12.5.; W.11-12.6.; W.11-12.7.; W.11-12.8.; SL.11-12.4.; L.11-12.1.; L.11-12.2.) Instructional Focus: Apply contest critiques to improve Verve. <u>Example/Assessment #1:</u> Students will read through CSPA and GSSPA's critiques and create long and short-term goals, along with long and short-term changes that will help Verve attain those goals. (RI.11-12.2.; SL.11-12.1.; SL.11-12.4.) <u>Example/Assessment #2:</u> Students will brainstorm, write and edit their February and March articles while applying CSPA and GSSPA's content and writing critiques. (W.11-12.1.; W.11-12.2.; W.11-12.3.; W.11-12.4.; W.11-12.5.; W.11-12.6.; W.11-12.7.; W.11-12.8.; SL.11-12.4.; L.11-12.1.; L.11-12.2.) Instructional Focus: Continue to assist students in the material covered in quarter
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. 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. 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. 🌱	

	1 as they brainstorm ideas for the February, March and April issues; collaboratively
--	--

Revised 2022

Revised: August, 2022

discuss those ideas to test their newsworthiness; research and gather information on their story assignments; synthesize information to write their articles; edit their articles through collaboration with their page editors; take photographs that complement their articles; and publish their articles.

Example/Assessment: Production of February, March and April articles.

(RI.11-12.1.;

RI.11-12.2.; RI.11-12.5.; RI.11-12.6.;
RI.11-12.7.; RI.11-12.8.; W.11-12.1;
W.11-12.2.; W.11-12.3.; W.11-12.4.;
W.11-12.5.; W.11-12.6.; W.11-12.7.;
W.11-12.8.; W.11-12.10.; SL.11-12.1.;
SL.11-12.2.; SL.11-12.4.; SL.11-12.5.;
L.11-12.1.; L.11-12.2.)

Technology Integration

- Demonstrate appropriate use of copyrights as well as fair use and Creative Commons guidelines.
- Continue expanding personalized digital portfolio that contains a résumé, exemplary projects, and activities, reflecting journalistic achievements
- Explore *The Onion*'s website for a better understanding of satire; view *The Colbert Report* for a visual presentation of satirical news

Media Literacy Integration

- Use digital tools for research, communication and design
- Analyze and evaluate author's purpose/point of view
- Identify ethical issues for author and audience
- Judge the credibility of sources
- Navigate the Summit School district's website to find public documents, including the school budget, town pack for Verve's readership

Revised 2022

	Global Perspectives • Write for publication by synthesizing information from multiple sources and perspectives • Participate in staff discussions and brainstorming sessions to reach a diverse audience. • Interview members of the SHS or Summit communities to practice questioning, listening, and note-taking techniques • Comprehend and apply expert feedback on critiques from the CSPA and GSSPA to improve the Verve's content and presentation 21st Century Skills: • Creativity and Innovation • Critical Thinking and Problem Solving • Communication and Collaboration • Information Literacy • Life and Career Skills
--	--

Marking Period IV Review and Production

Big Ideas: Course Objectives / Content Statement(s) 1. Skill building in layout via Adobe InDesign 2. Establish and maintain line of communication with writers; practice Verve's chain of command 3. Peer edit writers' articles 4. Defend page content at administrative review 5. Select and assemble entry for the Columbia Scholastic Press Association (CSPA) and Garden State Scholastic Press Association (GSSPA) critiques 6. Understand and apply for next year's leadership roles	
Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	Enduring Understandings <i>What will students understand about the big ideas?</i>

Students will understand that...
Verve's quality.

How can professional critique improve the
performance of Verve?

Revised: August, 2022

Following professional guidelines will increase
Revised 2022

What are the qualities of leadership?	An organization's leaders have specific roles and responsibilities.
What are the elements of page design?	An appealing page design balances text and graphics, offers a point of entry through the most significant article, and includes items for scanners.
Areas of Focus: Proficiencies (Cumulative Progress Indicators)	Examples, Outcomes, Assessments

Students will

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

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.

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.

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

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

Instructional Focus: Designing an appealing and engaging newspaper page.

Example/Assessment #1: Students will view model newspaper pages to identify page design tips. (SL.11-12.1.)

Example/Assessment #2: Students will use the page layout rubric to critique previous issues of the *Verve*. (**See Appendix W for page layout rubric.**) (SL.11-12.1.)

Example/Assessment #3: Students will sketch a draft page for the May issue to create on In-Design as a test run. The following month, students will complete a full page on In-Design for publication. (W.11-12.6.; SL.11-12.4.; SL.11-12.5.)

Instructional Focus: Skill building in layout via Adobe InDesign—create test pages for May and June issues.

Example/Assessment: Students will view In-Design tutorials and get comfortable with the

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.

software by creating draft May issue pages.

They will use the software the following month to produce June pages for distribution. For

further assistance, students will be working with current page editors who have experience with In-Design. (W.11-12.6.; SL.11-12.1.;

Revised 2022

Revised: August, 2022

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.

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.

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

SL.11-12.4.; SL.11-12.5.) (**See Appendix X for**

page design assignment sheet.)

Instructional Focus: Preparing students for

their leadership roles next year.

Example/Assessment #1: Students will decide

on the content of the June issue in a pitch

meeting. They’ll apply the same elements of

newsworthiness to judge each pitch’s appeal

and relevance and the same goal of

representing various subject areas in the school

and the great Summit community. (SL.11-12.1.)

Example/Assessment #2: Students will practice

maintaining communication with their staff

writers by providing their page’s story details via

Google Docs, commenting on their writers’

articles via Google Docs, emailing about

progress, and meeting in person. (W.11-12.5.;

W.11-12.6.; SL.11-12.1.; L.11-12.1.; L.11-12.2.)

Example/Assessment #3: Students will edit the

articles on their page via Google Docs, following

a rubric. (RI.11-12.1.; RI.11-12.2.; RI.11-12.5.;

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.

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.

RI.11-12.6.; W.11-12.5.; W.11-12.6.;
SL.11-12.1.; L.11-12.1.; L.11-12.2.)

Example/Assessment #4: Students will attend administrative review to answer questions about their page's content and receive feedback.
(SL.11-12.1.; L.11-12.1.; L.11-12.2.)

Instructional Focus: Selecting content for contests.

Example/Assessment #1: Students will read and view award-winning school publication articles and page designs. They'll follow CSPA's rubric to rate the content and design.
(RI.11-12.2.)

Example/Assessment #2: Students will follow the same rubric to select Verve's best articles

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.

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.



Step #2: Students will apply for up to three roles for next year, submitting a short written response on their qualifications and interest, along with a portfolio. (L.11-12.1.; L.11-12.2.)

and page designs to submit to the CSPA and GSSPA contests in June. (RI.11-12.1.; RI.11-12.2.; RI.11-12.5.; RI.11-12.6.; SL.11-12.1.)

Instructional Focus: Selecting staff roles for next year.

Step #1: Students will read about the various leadership roles available to Journalism III members and their responsibilities. (**See Appendix Y for leadership role descriptions.**)

Step #3: The current editors-in-chief and adviser will read the applications and place students in the roles that best fit their strengths. The adviser will communicate the assignments to students in class.

Instructional Focus: Continue to assist students in the material covered in quarter 1 as they brainstorm ideas for the May and June issues; collaboratively discuss those ideas to test their newsworthiness; research and gather information on their story assignments; synthesize information to write their articles; edit their articles through collaboration with their page editors; take photographs that complement their articles; and publish their articles.

Example/Assessment: Production of May

articles and June pages. (RI.11-12.1.;
RI.11-12.2.; RI.11-12.5.; RI.11-12.6.;
RI.11-12.7.; RI.11-12.8.; W.11-12.1;
W.11-12.2.; W.11-12.3.; W.11-12.4.;
W.11-12.5.; W.11-12.6.; W.11-12.7.;
W.11-12.8.; W.11-12.10.; SL.11-12.1.;

Revised 2022

Revised: August, 2022

SL.11-12.2.; SL.11-12.4; SL.11-12.5.;
L.11-12.1.; L.11-12.2.)

Technology Integration

- Demonstrate appropriate use of copyrights as well as fair use and Creative Commons guidelines.
- Continue expanding personalized digital portfolio that contains a résumé, exemplary projects, and activities, reflecting journalistic achievements
 - Produce and edit a multi-paged document using desktop publishing and/or graphics software
 - Use online software to create infographics
 - Use web tools to gather information for news and feature articles
 - Use comment features on Google Documents to communicate with page editor during the editing stage
 - Use school email to communicate with page editor
 - View award-winning school publications online to select Verve issues and individual pieces for CSPA and GSSPA contest submission.

Media Literacy Integration

- Use digital tools for research, communication and design
- Analyze and evaluate author's purpose/point of view
 - Identify ethical issues for author and audience
 - Judge the credibility of sources

Global Perspectives

- Interview members of the SHS or Summit communities to practice questioning, listening, and note-taking techniques
- Discuss June issue with high school administrators during the review process

21st Century Skills:

- Creativity and Innovation
- Critical Thinking and Problem Solving
- Communication and Collaboration
- Information Literacy
- Life and Career Skills

**Addendum to Course of Study
Journalism
21 Century Life and Career Competencies**

In addition to meeting the New Jersey Student Learning Standards for English / Language Arts, the Journalism program addresses curricular competencies for 21st Century Life and Career ready practices. These are “the career-ready skills that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increased college, career, and life success. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.” As the journalism program prepares students to exercise the skills in writing and communication related to English and Media Literacy, it also enables students to explore the various career paths in 21st Century Media and introduces them to the responsibilities, roles and experiences that come with being a successful journalist in the industry.

This addendum enumerates the 21st Century Life and Career competencies that are addressed throughout the journalism courses (I-IV).

21st Century Career Ready Practices

CRP1. Act as a responsible and contributing citizen and employee.

Students in the Journalism Program:

- understand the obligations and responsibilities of being a student journalist and member of the newspaper staff, and they demonstrate this understanding every day through their interactions with others.
- are conscientious of the impacts of their decisions on others and the environment around them. ● think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of the journalism program and newspaper staff.
- are reliable and consistent in going beyond the minimum expectation and in participating in the program to serve the greater good.

CRP2. Apply appropriate academic and technical skills.

Revised 2022

Students in the Journalism Program:

- readily access and use the knowledge and skills acquired through experience and education to be more productive.
- make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.

CRP4. Communicate clearly and effectively and with reason.

Students in the Journalism Program:

- communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods.
- communicate in the classroom/newsroom with clarity and purpose to make maximum use of their own and others' time.
- are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas.
- are skilled at interacting with others; they are active listeners and speak clearly and with purpose. • think about the audience for their communication and prepare accordingly to ensure the desired outcome.

CRP5. Consider the environmental, social and economic impacts of decisions.

Students in the Journalism Program:

- understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment.
- are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.

CRP6. Demonstrate creativity and innovation.

Students in the Journalism Program:

- regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization.
- consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value.
- seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own classroom/newsroom.
- take action on their ideas and understand how to bring innovation to an organization.

CRP7. Employ valid and reliable research strategies.

Students in the Journalism Program:

- are discerning in accepting and using new information to make decisions, change practices or inform strategies.
- use reliable research processes to search for new information.

Revised 2022

- evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

Students in the Journalism Program:

- readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem.
- are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions.
- carefully consider the options to solve the problem; once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

CRP9. Model integrity, ethical leadership and effective management.

Students in the Journalism Program:

- consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace.
- have a clear understanding of integrity and act on this understanding in every decision.
- use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' action, attitudes and/or beliefs.
- recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.

CRP10. Plan education and career paths aligned to personal goals.

Students in the Journalism Program:

- take personal ownership of their own educational and career goals, and they regularly act on a plan to attain these goals.
- understand their own career interests, preferences, goals, and requirements related to media/journalism.
- have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each.
- recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience.

CRP11. Use technology to enhance productivity.

Students in the Journalism Program:

- find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems.
- are flexible and adaptive in acquiring new technology.
- are proficient with ubiquitous technology applications related to journalism, media and publishing.
- understand the inherent risks—personal and organizational—of technology applications, and they take actions to prevent or mitigate these risks.

Revised 2022

CRP12. Work productively in teams while using cultural global competence.

Students in the Journalism Program:

- positively contribute as members of the newspaper staff, whether formal or informal. • apply an awareness of cultural differences to avoid barriers to productive and positive interaction. • find ways to increase the engagement and contribution of all team members.
- plan and facilitate effective team meetings.

9.2 CAREER AWARENESS, EXPLORATION, AND PREPARATION

CONTENT AREA: 21st CENTURY LIFE AND CAREERS

STRAND C:

Standard Statement: By the end of Grade 12, students will be able to:

9.2.12.C.1 Review career goals and determine steps necessary for attainment.

9.2.12.C.2 Modify Personalized Student Learning Plans to support declared career goals.

9.2.12.C.3 Identify transferable career skills and design alternate career plans.

9.2.12.C.4 Analyze how economic conditions and societal changes influence employment trends and future education.

9.2.12.C.5 Research career opportunities in the United States and abroad that require knowledge of world languages and diverse cultures.

9.2.12.C.6 Investigate entrepreneurship opportunities as options for career planning and identify the knowledge, skills, abilities, and resources required for owning and managing a business.

9.2.12.C.7 Examine the professional, legal, and ethical responsibilities for both employers and employees in the global workplace.

9.2.12.C.8 Assess the impact of litigation and court decisions on employment laws and practices.

9.2.12.C.9 Analyze the correlation between personal and financial behavior and employability.

Revised 2022

Revised: August, 2022

Texts and Resources

Supplemental Textbooks:

- Brooks, Brian S. and The Missouri Group. *Telling the Story: The Convergence of Print, Broadcast, and Online Media, Fourth Edition*. New York: Bedford, 2010.
- Brooks, Brian S. and The Missouri Group. *Workbook for Telling the Story: The Convergence of Print, Broadcast, and Online Media, Fourth Edition*. New York: Bedford, 2010. • Campbell, Martin, Fabos (Eds.). *Media & Culture: An Introduction to Mass Communication 7*. New York: Bedford, 2011.
- Harwood, William N and Hudnall, John C. *Writing and Editing School News, Fifth Edition*. Topeka: Clark, 2000.
- Osborne, Patricia. *School Newspaper Adviser's Survival Guide*. New York: Center for Applied Research, 2010.
- A variety of primary and secondary source packets relevant to topics at hand prepared and photocopied by the instructor.

Reference and Additional Resources:

- www.nyt.com *The New York Times* Online Edition
- www.wsj.com *The Wall Street Journal* Online Edition
- www.nj.com *The Star-Ledger* Online Edition
- Knopes, Carol. "Broadcast in a Box." *High School Broadcast Journalism Project*. RTDNA, 2005. Web. 25 Jul 2010. <Knopes, Carol. "High School Broadcast Journalism Project". RTDNA. 25 July 2010.>
- www.spj.org: The Society of Professional Journalists is the primary membership organization for working journalists, regardless of medium.
- www.studentpress.org/nspa: the National Scholastic Press Association
- www.cspa.org: The Columbia University Scholastic Press Association

- www.poynter.com: scholarly and professional articles on journalistic interviewing. Print, television, and online are all included.
- www.cjr.org: this is the site of the Columbia Journalism Review.
- www.ajr.org: this is the site of the American Journalism Review.
- www.lexis-nexis.com: This excellent database is a collection of newspaper, magazine, and other resources and permits full text searching of published articles.
- www.nicar.org: the National Institute for Computer-Assisted Reporting provides databases and technical support to those engaged in data analysis.
- <https://owl.english.purdue.edu/owl/resource/735/05/>: Owl Purdue Online Writing Lab
- www.splc.org: Student Press Law Center
- Database subscriptions at the SHS Media Center

Audio-Visual:

- "Getting Started with InDesign CS6." *Learn InDesign CS6*. N.p., n.d. Web. 14 Aug. 2012. <<https://helpx.adobe.com/indesign/how-to/get-started-indesign.html>>.

Revised: August, 2022