

Summit Public Schools
Summit, New Jersey
Grade 11-12 / Content Area: English
Length of Course: Full-Year

Journalism III

Course Description: Journalism III (JIII) is a full-year course for the editorial staff of Verve. It is a production course with an emphasis on media literacy. Students must successfully complete Journalism II to register for this class.

This course produces the Summit High School student newspaper, with a transferable career emphasis on editorial policy and responsibility. Students will be evaluated on both the processes and products of their endeavors. Leadership and active participation in discussion and on projects is required. Fulfillment of all written assignments according to journalistic law and conventions is required. Meeting deadlines is mandatory.

JIII students will work in a newsroom environment, where decisions are guided by both instructor and peer editorial leaders. Given instructional advice and guidance, JIII students will participate in the coaching of JI and JII staff reporters in the areas of news writing and editing; reporting; photojournalism; layout and graphic design; journalism law and policy; professional standards and ethics; research methods; and criticism. Most JIII students will take the role of page editor, staff writer manager, executive staff writer, or another leadership role on the paper.

Because the newspaper follows a cyclical, repetitive production cycle, the JIII curriculum is organized thematically according to New Jersey's 21st Century standards, as follows:

1. Creativity and Innovation;
2. Critical Thinking and Problem Solving;
3. Communication and Collaboration;
4. Information Literacy;
5. Media Literacy;
6. Life and Career Skills

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.
- **(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.
- **(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.

1. Creativity and Innovation

Big Ideas: Course Objectives / Content Statement(s) • Brainstorming story ideas involves listening and talking to others • Stories can be presented in non-traditional styles • Photos must trigger a response from the viewer • Centerspreads should have a central message and sequential graphics and text • Newspaper graphics can go beyond photographs	
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>
• Where do story ideas come from? • What are alternative story forms? • What is the criteria for a strong photo? • How can we design an eye-catching centerspread? • What types of graphics can be published in a newspaper?	Students will understand that... • reading a variety of materials, observing the habits and interests of others, listening respectfully, and debating current events are methods for spurring creativity. • alternative story forms are news stories presented in non-traditional styles, usually combining graphics and text, to grab readers' attention and save reading time • strong photos tell a story, spark interest, trigger emotions, and inspire readers to think and act • eye-catching centerspreads should have a central theme that ties together the graphics and text; an entry-point followed by sequential art and text; a clear message; a color scheme • newspapers can publish a variety of graphics, including photographs, digital art, and hand-drawn illustrations
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.	Instructional Focus: • Students will receive and add to a list of sources that can help them brainstorm story pitches, including the Board of Education's webpage, New Jersey legislature's website, a list of the school's clubs, and more. • Review: News determinants and their effects on both storytelling and editorial decision-making • Review: powerpoint featuring a variety of alternative story forms • Review: powerpoint featuring a variety of strong photos that tell a story, trigger emotions, and spark interest • Centerspread page editors will be provided with a large selection of eye-catching spreads for inspiration • Editors will be provided with a large selection of graphics published in scholastic and professional newspapers for inspiration Sample Assessments:

RI.CR.11–12.1. Accurately cite a range of thorough textual evidence and make relevant connections to strongly support a comprehensive	• News Determinants quiz • Submitting brainstorming ideas
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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).	• Contributing meaningfully to roundtable discussions • Elaboration on the ideas of others • Expressing ideas clearly and with evidence • Public speaking • Meeting deadlines • Producing an eye-catching centerspread for at least every other issue • Producing relevant, informative graphics • Publishing clear, moving photos in each monthly issue • Imaginative Headlines Workshop - o Task: Provide students with a collection of real news stories and have them create imaginative, attention-grabbing headlines that accurately represent the essence of the articles. - o Criteria for Assessment: Creativity and originality of headlines, alignment with the content of the news stories, use of language to engage and inform readers. • Diverse Source Storytelling - o Task: Students will write a news story on a topic of their choice. However, they must include at least three different types of sources (interviews, data, visuals, historical context, etc.) to provide a comprehensive and well-rounded perspective. - o Criteria for Assessment: Integration of diverse sources, depth of research, balance of viewpoints, ability to present a nuanced understanding of the topic. Instructional Strategies: Interdisciplinary Connections • Practicing photography skills • Collaborating on story ideas • Utilizing artistic skills Technology Integration • Produce and edit a multi-page document using desktop publishing and/or graphics software • Evaluate the positive and negative impacts in a design by providing a digital overview of a chosen product and suggest potential modifications to address the negative impacts.
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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	• Determine and use the appropriate application of resources in the design, development, and creation of a technological product or system. • Analyze the capabilities and limitations of Adobe InDesign CS6 against competing products and services and assess ability to meet Verve’s needs.
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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.	• Create a personalized digital portfolio that contains a résumé, exemplary projects, and activities, reflecting journalistic achievements • Using Verve’s camera to take a variety of shots Media Literacy Integration • Access media for brainstorming ideas and research • Evaluate the credibility of sources for brainstorming and information gathering • Evaluate the message, relevance and power of staff writers’ graphics • Evaluate professional and scholastic publications for inspiration on content and layout • Create media that is objective, informative, accurate and valuable • Create graphic-heavy stories that communicate messages in a manner more efficient than traditional story forms Global Perspectives • Seek global news leads (by perusing, for example, <i>The New York Times Digest</i>, <i>The Economist</i>, <i>The Financial Times</i>) • Brainstorm leads that identify the impact of global stories on local community
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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. 🌱	
The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.	21st Century Skills: • Creativity and Innovation • Critical Thinking and Problem Solving • Communication and Collaboration • Information Literacy • Media Literacy • Life and Career Skills 21st Century Themes (as applies to content area): • Financial, Economic, Business, and Entrepreneurial Literacy • Civic Literacy • Health Literacy

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2. Critical Thinking and Problem Solving

Big Ideas: Course Objectives / Content Statement(s) • Editors must evaluate their staff writers’ stories and graphics for common trouble areas • Editors can “pull” stories after consultation with the writer, editor-in-chief and adviser • Editors can apply the code of ethics to self-censor • Editors who understand libel and copyright law will be well-equipped to evaluate their staff writers’ stories • Editors are responsible for the content on their page

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>
• Will I know libel when I see it? • What are the trouble areas a reporter should avoid? • Is censorship allowed? • What do I need to know about copyright law? • How do I know if I'm behaving unethically?	Students will understand that... • there are 4 conditions for libel: false statement; 3rd party publication; public concern, damaged reputation. • there are common errors that all reporters can and should avoid • censorship can be external (administrative review) or internal (self-censorship) for <i>Verve</i>. • creative, original work that is tangible might be protected by copyright, unless it falls under fair use. Permission must be obtained from the copyright holder before using protected work. • reporters should use the code of ethics to assess the ethicality of their behavior.
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	Instructional Focus: • Direct instruction: review four conditions for libel • Direct instruction: review copyright law and fair use • Peer editing: with instructor guidance, strive to - develop professional competence in the technical aspects of writing, including grammar, spelling, clarity, and precision. • Self-editing: utilize a newspaper design report card to assess and improve layout and content over time. • Growing leadership: Guide and consult with writers on possible angles and approaches, tips on news sources, and the types of photos, graphics, and sidebar material to gather. • Consult with editor-in-chief or adviser if an article has potential trouble spots: - o Vulgar language - o Offensive topics - o Conflict of interest - o Legal/ethical issues - o Reporting flaws Sample Assessments:

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).

- Assess the ethics and legality of stories and graphics using a checklist
- Use Adobe InDesign to publish
- Explain why an article should be printed or “pulled”
- Peer editing via Article Editing checklist (see APPENDIX A)
- Portfolio reflection
- Investigative News Pitch
 - o Task: Ask students to identify a local or school-related issue that requires in-depth investigation. Have them prepare an investigative news pitch, outlining the issue, potential sources, research methods, and ethical considerations.
 - o Criteria for Assessment: Identification of relevant issues, critical thinking in research planning, consideration of ethical implications, ability to present a convincing pitch.
- Assessment: Story Analysis
 - o Task: Provide students with a selection of stories from various pages.
 - o Instruct them to critically analyze the storytelling techniques, thematic depth, and emotional impact of each story.
 - o Criteria for Assessment: Ability to analyze storytelling, identification of effective techniques, evaluation of thematic significance.

Instructional Strategies:

Interdisciplinary Connections

- Understand and follow a newspaper's legal obligations to avoid libel and copyright infringement
- Apply the code of ethics when writing and editing

Technology Integration

- Produce and edit a multi-page document using desktop publishing and/or graphics software Adobe InDesign
- Evaluate the positive and negative impacts in a design by providing a digital overview of a chosen product and suggest potential modifications to address the negative impacts.
- Determine and use the appropriate application of resources in the design, development, and creation of a technological product or system.
 - Analyze the capabilities and limitations of current production software against competing products and services and assess ability to meet Verve's needs.
 - Demonstrate appropriate use of copyrights as well as fair use and Creative Commons guidelines.

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	
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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.	• Create a personalized digital portfolio that contains a résumé, exemplary projects, and activities, reflecting journalistic achievements Media Literacy Integration • When accessing and using information, students will be sure to avoid libel and copyright infringement • • When composing stories, students will practice self-censorship when necessary to avoid the seven deadly sins of reporting • When accessing, using and creating media, students will apply the code of ethics Global Perspectives • Write for publication by synthesizing information from multiple sources and perspectives.
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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. 🌱	
The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.	21st Century Skills: • Creativity and Innovation • Critical Thinking and Problem Solving • Communication and Collaboration • Information Literacy • Media Literacy • Life and Career Skills 21st Century Themes (as applies to content area): • Financial, Economic, Business, and Entrepreneurial Literacy • Civic Literacy • Health Literacy • S.T.E.A.M.

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3. Communication and Collaboration

Big Ideas: Course Objectives / Content Statement(s) • Communication with sources is critical in all stages of the publication timeline • Regular communication with staff writers is imperative for motivation and support • Collaboration with staff writers can spur creativity and preempt mistakes	
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>

• How do I stay updated on important happenings around the school and the Summit community? • What is a production timeline? • How do I support my staff reporters? • How do I collaborate with my partner page editor?	Students will understand that... • production begins with brainstorming and ends with product distribution. Deadlines are mandatory for timely distribution. • editors should regularly communicate with staff writers, providing direction, answering questions in a timely manner, and offering feedback on stories and graphics during all stages of the writing process. • partner page editors should collaborate early in the production timeline to ensure mirror page designs, common color schemes and a fair distribution of varied stories.
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	Instructional Focus: • Review roles and responsibilities of editors • Student-led: Create a list of sources for beat reporters • Independent: Maintain a spreadsheet of beat reporters' contacts with sources • Review procedures for peer editing. • Review and apply standard copy editor's marks when proofreading. • Career: Setting the foundation for an organized portfolio that will serve as an enduring professional reference Sample Assessments: • Participate in pitch meetings • Submit brainstorming ideas • Record contacts with sources for brainstorming ideas • Create a draft page layout after consultations with partner page editor and production editor • Utilize standard editing marks when proofreading. • Providing verbal and written feedback to staff reporters • Peer editing via Article Editing checklist (see APPENDIX A) • Portfolio reflection • Assignment: News Writing Workshop

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).

o Task: Pair students to collaborate on a news story. One student writes the initial draft, and the partner provides feedback and edits. Then, they reverse roles to complete the assignment.

o Criteria for Assessment: Quality of collaboration, ability to provide constructive feedback, improvement of writing through revision.

● Assessment: Collaborative Feature Story

Project o Task: Assign small groups to select a

unique theme (e.g., student achievements, cultural diversity) and collaboratively produce a feature story that explores the theme from multiple angles, incorporating individual contributions.

o Criteria for Assessment: Collaborative storytelling, integration of diverse perspectives, cohesive feature presentation.

Instructional Strategies

Interdisciplinary Connections

- Communication skills: offering feedback to staff writers, collaborating with partner page editors, and contacting sources
- Artistic skills: planning a balanced, aesthetically pleasing page design

Technology Integration

- Navigate websites to track calendars for all school events, schedules, coaches, advisers, rosters, records
- Navigate Board of Education's website for meeting minutes and agendas
- Enter story pitches into shared spreadsheet ● Enter source contacts into shared spreadsheet
- Join Summit's news release listserv
- Utilize email for regular contact with staff writers, other editors, and sources
- Produce and edit a multi-page document using desktop publishing and/or graphics software ● Evaluate the positive and negative impacts in a design by providing a digital overview of a chosen product and suggest potential modifications to address the negative impacts.
- Determine and use the appropriate application of resources in the design, development, and creation of a technological product or system.
 - Analyze the capabilities and limitations of current production software against competing products and services and assess ability to meet Verve's needs.
 - Demonstrate appropriate use of copyrights as well as fair use and Creative Commons guidelines.

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, demonstrating understanding of the subject under investigation. 🌱 W.SE.11–12.6. Gather relevant information from multiple authoritative print and digital sources,	
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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.	● Create a personalized digital portfolio that contains a résumé, exemplary projects, and activities, reflecting journalistic achievements Media Literacy Integration ● Navigate websites for story pitches ● Fact-check staff writers' stories ● Create page designs that are balanced and eye-catching
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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. 🌱	
The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.	21st Century Skills: ● Creativity and Innovation ● Critical Thinking and Problem Solving ● Communication and Collaboration ● Information Literacy ● Media Literacy ● Life and Career Skills 21st Century Themes (as applies to content area): ● Financial, Economic, Business, and Entrepreneurial Literacy ● Civic Literacy ● Health Literacy ● S.T.E.A.M.

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4. Information Literacy

Big Ideas: Course Objectives / Content Statement(s) ● Access informative, trusted sources to produce story pitches ● Keep stories balanced by looking at various sides of the issue ● Always fact-check ● Know your readership	
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>

• Where can I locate information for brainstorming and writing stories? • How do I know if the information I access is accurate and relevant? • How do I know if my story is fair, balanced and objective? • How do I create a page with stories that students and parents want to read? • What is a code of ethics?	Students will understand that... • reporters can access information for brainstorming ideas through trusted sources, press releases, social media, the school and town's official websites, and other media outlets • fact-check your findings to determine their accuracy • a balanced story looks at various sides of a controversial topic and uses multiple, varied sources • determine the newsworthiness of the stories on your page by identifying your readership and their interests • a code of ethics instills public trust and increases the value and influence of a media outlet's editorial power. • a code of ethics promotes personal truthfulness, independence, accountability, and caution.
Areas of Focus: Proficiencies (Cumulative Progress Indicators)	Examples, Outcomes, Assessments
Students will:	Instructional Focus:
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.	• Review of Internet sources for story pitches, including the Board of Education's webpage, the PTO's website, the sports calendar, and the school calendar • Review of Society of Professional Journalists (SPJ) Code of Ethics • Review of Verve mission statement • Review fact-checking techniques and responsibilities • Create a setting where students can share, discuss and decide on engaging story ideas Sample Assessments: • Evaluate news worthiness of story pitches • Evaluate accuracy of story pitches • Evaluate objectivity and balance of stories • Take an ethics survey • Discuss and debate current event ethical dilemmas • Portfolio reflection

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).

● **Assessment: Primary and Secondary Source Integration**

- o Task: Present students with a complex local issue. Instruct them to research and gather a mix of primary sources (interviews, original data) and secondary sources (articles, reports) to provide a comprehensive overview of the issue.
- o Criteria for Assessment: Integration of primary and secondary sources, depth of research, balanced presentation of multiple perspectives.

Instructional Strategies:

Information Literacy

- Accessing websites for brainstorming ideas
- Accessing online student journalism resources
- Accessing resources for fact-finding and fact-checking
- Evaluating stories for balance and objectivity
- Creating an engaging, informative page

Interdisciplinary connections

- Ethics in medicine, politics, other media, etc.

Technology Integration

- Navigate websites to access information for story pitches and fact-finding
- Produce and edit a multi-page document using desktop publishing and/or graphics software
- Evaluate the positive and negative impacts in a design by providing a digital overview of a chosen product and suggest potential modifications to address the negative impacts.
- Determine and use the appropriate application of resources in the design, development, and creation of a technological product or system.
 - Analyze the capabilities and limitations of current production software against competing products and services and assess ability to meet Verve's needs.
- Demonstrate appropriate use of copyrights as well as fair use and Creative Commons guidelines.
- Create a personalized digital portfolio that contains a résumé, exemplary projects, and activities, reflecting journalistic achievements

Media Literacy Integration

- Access media for brainstorming ideas and fact-finding
- Evaluate media sources for accuracy
- Create news stories and pages that inform and entertain

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.	
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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.	
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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. 🌱	
The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.	21st Century Skills: ● Creativity and Innovation ● Critical Thinking and Problem Solving ● Communication and Collaboration ● Information Literacy ● Media Literacy ● Life and Career Skills 21st Century Themes (as applies to content area):

Revised: August, 2023

	● Financial, Economic, Business, and Entrepreneurial Literacy ● Civic Literacy ● Health Literacy ● S.T.E.A.M.
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5. Media Literacy

Big Ideas: Course Objectives / Content Statement(s) ● Editors can seek inspiration from other publications to continue innovating Verve ● Alternative story forms can more effectively communicate a message than traditional story forms ● The selection of story forms should be content-driven ● Pages should have a single point of entry, followed by sequential graphics and text ● Checklists can help editors attentively and comprehensively review their writers’ stories

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 can I learn from other media outlets? • How can I effectively communicate my message? • What kinds of mistakes can end a reporter's career? • How can I improve the design of my publication? • How can I evaluate my staff writers' stories?	Students will understand that... • award-winning high school newspapers, college newspapers, and professional newspapers can be used as models for news writing and design. • story types, including alternative story forms, should be content-driven • there are common errors that all reporters should avoid • pages should be easy to navigate and accessible to scanners • Verve's folder on Google Drive includes checklists for various story types
Areas of Focus: Proficiencies (Cumulative Progress Indicators)	Examples, Outcomes, Assessments
Students will:	Instructional Focus: • Present editors with scholastic and professional publications for inspiration • Review the various story types for students to match their content to the appropriate story presentation • Review of the 7 Deadly Sins of Journalism o Deception, conflict of interest, bias, fabrication, theft, betrayal of source, plagiarism. • Editors coach peers via InDesign • Present editors with checklists during the editing stage Sample Assessments: • Complete guided review of 7 Deadly Sins PowerPoint • Define key terms • Open a work area in InDesign • Create a 1- or 2-page template in InDesign • Import and edit text • Complete article edits via google docs before uploading to InDesign. • Application of style guide to design
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 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).

- Portfolio reflection
- Assignment: News Bias Exploration
 - Task: Assign students to select a current news topic and research how it is covered by different media outlets (e.g., mainstream news, alternative media, social media). Have them create a multimedia presentation that highlights the variations in reporting and potential biases.
 - Criteria for Assessment: Identification of diverse media sources, comparison of coverage, critical analysis of media bias.

Instructional Strategies:

Information and Media Literacy

- Accessing staff writers' articles for editing
- Accessing online tutorials and data
- Accessing online student journalism resources
- Copy-editing staff writers' articles
- Creating page layouts that are accessible and informative

Interdisciplinary connections

- Applying knowledge of copyright and libel law when copy-editing
- Navigating InDesign to create an appealing and accessible page design
- Evaluating the aesthetics of graphics and page layout

Technology Integration

- Produce and edit a multi-page document using desktop publishing and/or graphics software.
- Evaluate the positive and negative impacts in a design by providing a digital overview of a chosen product and suggest potential modifications to address the negative impacts.
- Determine and use the appropriate application of resources in the design, development, and creation of a technological product or system.
 - Analyze the capabilities and limitations of current production software against competing products and services and assess ability to meet Verve's needs.
- Demonstrate appropriate use of copyrights as well as fair use and Creative Commons guidelines.
- Create a personalized digital portfolio that contains a résumé, exemplary projects, and activities, reflecting journalistic achievements

Global Perspectives

- View publications from around the world for innovative ideas in design, layout and content

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	
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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.	
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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. 🌱	
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Revised: August, 2023

	● Financial, Economic, Business, and Entrepreneurial Literacy ● Civic Literacy ● Health Literacy ● S.T.E.A.M.
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6. Life and Career Skills

Big Ideas: Course Objectives / Content Statement(s) ● Meeting deadlines keeps the entire newsroom on track for timely publication ● Following a chain of command ensures greater efficiency and decision making ● Offering positive feedback and regularly communicating with staff writers will keep them motivated and open-minded
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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>
• Why are deadlines important? • Who do I go to if I have a dilemma? • How do I motivate my staff writers? • How do I critique my staff writers' stories without offending them?	Students will understand that... • Deadlines are shared goals of a media work community. • The newsroom has a chain of command, from staff writers, to page editors, to editor-in-chief, to adviser. • Editors who show enthusiasm, provide positive feedback, keep an open line of communication and model ethical and dedicated reporting and editing will motivate their staff writers. • Editors who commend staff writers on their achievements will find their writers more receptive to criticism.
Areas of Focus: Proficiencies (Cumulative Progress Indicators)	Examples, Outcomes, Assessments
Students will:	Instructional Focus: • Deadline management • Review of chain of command • Rewriting on deadline • Staff motivation and reward • Assignment: Editorial Board Meeting Simulation - o Task: Divide the class into an editorial board, with each student representing a different viewpoint or stakeholder. Have them engage in a structured debate and decision-making process to create an editorial on a current issue. - o Criteria for Assessment: Engagement in the editorial board simulation, articulation of viewpoints, ability to collaboratively reach a decision.
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.	

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L.VI.11–12.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings.	Sample Assessments: • Consult with staff daily to monitor progress • Recommend story angles, content, and sources • Compose memo detailing progress of stories in development • Quality of copy edits • Ability to work independently • Quiz on management dilemmas • Managing delays and assignment extensions • Recommendations for
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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.

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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).

problem-solving

- Meeting deadlines
- Portfolio reflection
- Final Examination

Instructional Strategies:

Interdisciplinary

- Interpersonal skills will be used when editing and critiquing staff writers' stories
- An understanding of human psychology will be applied when motivating staff writers

Technology Integration

- Produce and edit a multi-page document using desktop publishing and/or graphics software. ● Evaluate the positive and negative impacts in a design by providing a digital overview of a chosen product and suggest potential modifications to address the negative impacts.
- Determine and use the appropriate application of resources in the design, development, and creation of a technological product or system.
 - Analyze the capabilities and limitations of current production software against competing products and services and assess ability to meet Verve's needs.
- Demonstrate appropriate use of copyrights as well as fair use and Creative Commons guidelines. ● Create a personalized digital portfolio that contains a résumé, exemplary projects, and activities, reflecting journalistic achievements

Information and Media Literacy Integration

- Access news stories for evaluation
- Evaluate staff writers' stories for editing purposes

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	
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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.	
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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. 🌱	
The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.	21st Century Skills: ● Creativity and Innovation ● Critical Thinking and Problem Solving ● Communication and Collaboration ● Information Literacy ● Media Literacy

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	● Life and Career Skills 21st Century Themes (as applies to content area): ● Financial, Economic, Business, and Entrepreneurial Literacy ● Civic Literacy ● Health Literacy ● S.T.E.A.M.
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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.

Students in the Journalism Program:

- readily access and use the knowledge and skills acquired through experience and education to be more productive.

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- 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 process to search for new information.
- 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.

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- 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.

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

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Revised: August, 2023

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: August, 2023

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.
- 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.

Reference and Additional Resources:

- www.nyt.com *The New York Times* Online Edition
- www.wsj.com *The Wall Street Journal* Online Edition

- "Checklists." *The Newspaper Designer's Handbook*. N.p., n.d. Web. 7 Aug. 2012. <http://highered.mcgraw-hill.com/sites/0072407611/student_view0/checklists.html>.
- "Teaching Censorship." *Teaching Censorship*. N.p., n.d. Web. 9 Aug. 2012. <<http://www.fair.org/index.php?page=1226>>.
- "Elements Required for Defamation." *Get Legal Advice*. N.p., n.d. Web. 15 Aug. 2012. <<http://www.lawfirms.com/resources/personal-injury/libel-and-slander/elements-required-defamation.htm>>.
- "GAME ON: Journalism, Life Skills, News Literacy." *Curriculum for a Journalism Classroom*. N.p., n.d. Web. 7 Aug. 2012. <http://www.hsj.org/modules/lesson_plans/detail.cfm?LessonPlanId=452>.
- "Getting Started with InDesign CS6." *Learn InDesign CS6*. N.p., n.d. Web. 14 Aug. 2012. <<http://tv.adobe.com/show/learn-indesign-cs6/>>.
- "Society of Professional Journalists: SPJ Code of Ethics." *Society of Professional Journalists: SPJ Code of Ethics*. N.p., n.d. Web. 15 Aug. 2012. <<http://www.spj.org/ethicscode.asp>>.
- "SPLC." *Libel Law*. N.p., n.d. Web. 10 Aug. 2012. <<http://www.splc.org/knowyourrights/legalresearch.asp?id=27>>.
- 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.
- Database subscriptions at the SHS Media Center

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Audio-Visual:

- "Getting Started with InDesign CS6." *Learn InDesign CS6*. N.p., n.d. Web. 14 Aug. 2012. <<http://tv.adobe.com/show/learn-indesign-cs6/>>.

Reporter: _____ Slugline: _____ Ed. _____
Ini/Keyword/Volume

VERVE ARTICLE EDITING CHECKLIST

SLUGLINE _____ / **10** _____ Meets Verve style standards

HEADLINE _____ / **15** _____ Meets professional standards

LEDE _____ / **15** _____ Meets professional standards

BODY PARAGRAPHS _____ / **15** _____ one - three sentences

_____ transitions

_____ Topics in the body of the writing support the thesis.

_____ I can find _____ 1, _____ 2, or _____ 3 details to support the author's position. (check one)

_____ Writing progresses smoothly/logically from intro, through supporting points, to closing.

_____ Quotations every other

SOURCE CRITIQUE _____ / **15** Uses reliable, authoritative sources of evidence: _____ Yes _____ No

At least 3 different sources (research, people, etc.)

Comments and suggestions on sources:

CONCLUSION _____ / **10**

MECHANICS _____ / **10** _____ spelling

_____ capitalization

_____ punctuation

_____ sentence variety

NEWS DETERMINANTS _____ / **10** _____ Timeliness (to publication date)

_____ Prominence

_____ Proximity

_____ Consequence

_____ Human Interest