

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

Journalism IV

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

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

JIV students will work in a newsroom environment, where, given instructional advice and guidance, JIV students will participate in the coaching of JII and JIII staff reporters and page editors in the following areas; news writing and editing; reporting; photojournalism; layout and graphic design; journalism law and policy; professional standards and ethics; research methods; and criticism.

Because the newspaper follows a cyclical, repetitive production cycle, the JIV 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) • Innovative ideas can come from reading award-winning publications • Graphics are a form of visual reporting that can be engaging and informative • Strong page design requires balancing creativity and innovation with guidelines • Innovative story ideas can be spun from informed sources	
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 are the basic rules of page design? • What are some ways to innovate page design? • How can we incorporate visual storytelling? • How can we keep stories interesting if we only publish monthly?	Students will understand that... • production editors should encourage page editors to rely on modular, balanced page design • front page and special pages editors can adopt stylistic approaches from newsmagazines • editors should encourage photographs, cartoons, illustrations and infographics as visual media • photographs should have a clear center of interest, apply the rule of thirds, and consider the use of leading lines and frames • picture packages should contain photographs that each add new information • monthly publications can still be interesting when they contain background and analysis pieces with in-depth views, many sources and sidebar stories clustered together • despite monthly publication dates, writers can still seek out breaking news by staying abreast of the Board of Education's meeting agendas, state bills in the legislature, upcoming school events, and more
Areas of Focus: Proficiencies (Cumulative Progress Indicators)	Examples, Outcomes, Assessments
Students will:	Instructional Focus: • Produce and refer to modular design templates for each issue, like those in <i>The Newspaper Designer's Handbook</i> • Seek out and refer to newsmagazine page designs and spreads- NSPA's book of award-winning page designs and SNO's top page layout designs. • Study photographs from <i>Scholastic Journalism</i> to identify their specific strengths and then replicate them. • Incorporating news determinants and their effects on both storytelling and editorial decision-making

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	into student-led discussions and debates. • Review and consult a list of Internet sources for brainstorming story pitches.
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nuances in word meanings, including connotative meanings.	• Review and present student publication samples showcasing a range of content: features, web reviews, letters to the editor, surveys/polls, product reviews, help columns, lists, quotes, and hard news. Sample Assessments: • Submit brainstorming ideas • Discuss story ideas during pitch meetings • Contribute meaningfully to roundtable discussions • Produce engaging, informative photographs • Produce a page template that is balanced and follows a modular design • News Writing Portfolio - o Task: Have students compile a portfolio of three articles, each applying a different advanced news writing technique learned in the module. Include a variety of topics, such as school events, local issues, and profiles. - o Criteria for Assessment: Accuracy, clarity, use of advanced writing techniques, incorporation of quotes and attribution, adherence to style guidelines Instructional Strategies: Interdisciplinary Connections • Technology and art: page design, photographs • Communication skills: pitch meetings, contacts with sources on the beat Technology Integration • Produce high-quality, engaging photographs • Produce eye-catching and informative infographics
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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.

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).

- 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.

Media Literacy Integration

- Navigate websites for story pitches and news gathering
- Evaluate and create graphics for information and engagement
- Evaluate and create page layouts for balance and clarity

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),	
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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.	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>) • Seek design and content inspiration by perusing the best high school newspapers (http://www.studentpress.org/nspa/winners/npm11.html)
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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

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	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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2. Critical Thinking and Problem Solving

Big Ideas: Course Objectives / Content Statement(s) ● Stories should be evaluated carefully for accuracy and objectivity ● Editors-in-chief answer to the content of the entire paper ● Financing the paper requires contact with subscribers and potential advertisers ● Verve is responsible for recruiting staff members by reaching out to middle school classes and English I classes ● Copyright, libel law, the seven deadly sins of journalism and the code of ethics should be used to evaluate the sensitivity of story topics
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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>
• What problem areas should I look for as an editor? • When should I consider “pulling” an article? • What feedback should a production editor offer? • How should business managers approach potential advertisement customers? • How should each issue’s editorial topic be selected? • How to delegate or share roles and responsibilities? • How should I handle a sensitive topic that might not pass administrative review? • How do we continue to finance the paper? • How do we continue to recruit staff? • How do I know if I’m violating libel or copyright law?	Students will understand that... • editors should ensure their writers avoid the seven deadly sins of journalism: Deception, conflict of interest, bias, fabrication, theft, betrayal of source, plagiarism • articles will likely need to be pulled if they commit one of the seven deadly sins of journalism or incorporates speech that is not protected under the First Amendment • production editors should check that the use of graphics is balanced, the most important article is the clear entry point, the graphics are clear, and the page follows a modular design • business managers should select local businesses whose patrons include high school students and approach them with a copy of the <i>Verve</i>, a letter explaining the benefits of advertising with the <i>Verve</i>, and a breakdown of <i>Verve</i>’s advertisement options • editorials should be approved by the entire editorial board, unless a dissenting editorial is written, and should thus be approved at the pitch meeting and before publication • the editor-in-chief is <i>Verve</i>’s spokesperson and manager; the page editors, business managers, production editors, and art editors report to the editor-in-chief; the staff writers report to their respective page editors • editors can seek advice from the co-editors-in-chiefs and adviser on sensitive topics and should weigh the public’s right to know against the topic’s sensitivity; editors must

	also ensure the topic does not fall under one of the exceptions to the First Amendment • to continue financing the paper, outreach must be made to local businesses for advertisements, current subscribers, and potential subscribers • to recruit staff, current staff members should visit the middle school and English I classes. • there are 4 conditions for libel: false statement; 3rd party publication; public concern, damaged reputation; 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.
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.	• Technical review: Co-editing with instructor to ensure quality of rewrites and edits for the first two issues. • Review copyright and libel law • Review and make checklists available • Review pitch meeting guidelines before the first meeting • Provide students with a description of their role and review chain of command • Assist business managers with balancing our budget • Oversee the planning for a day trip to the middle school • Consult with instructor/adviser if an item has potential trouble spots: - o Vulgar language - o Offensive topics - o Conflict of interest - o Legal/ethical issues - o Reporting flaws
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	Sample Assessments: • Consultation with adviser once a week outside of class • Copy-edits completed on time • Page layout assessed using checklists and report cards. • Pitch meetings are used to select editorial's topic • Checkbook is balanced • Peer editing via Article Editing checklist (see APPENDIX A) • Portfolio reflection Instructional Strategies: Interdisciplinary Connections • Law: Detecting and avoiding libel and copyright infringement

ideas or sequence of events, and explain how specific individuals, ideas, or events interact and develop.	
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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).	● Business: Balancing the checkbook and reaching out to potential clients ● Career skills: Following the chain of command ● Communication: Selecting an editorial topic with the entire editorial board; offering feedback to writers and page editors Technology Integration ● Edit articles on Google Documents ● Balance checkbook on Google Sheets ● Communicate with writers and editors via email ● 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 ● 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
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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 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	
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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): • Financial, Economic, Business, and Entrepreneurial Literacy • Civic Literacy • Health Literacy • S.T.E.A.M.

3. Communication and Collaboration

Big Ideas: Course Objectives / Content Statement(s) • The editorial leadership team should regularly communicate with writers and page editors • The editorial leadership team should model dedication, enthusiasm, and ethical behavior • Business managers should communicate advertisement opportunities with local businesses • Business managers should immediately respond to subscribers’ concerns or questions • The editorial leadership team should collaborate with writers and page editors during every stage of the production process	
Essential Questions	Enduring Understandings <i>What will students understand about the big ideas?</i>

<i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	
• How can production editors support their page editors? • What communication should occur between page editors at the start of each issue's publication timeline? • How should each issue's editorial be selected? • What are the editor-in-chief's responsibilities? • What are the business manager's responsibilities? • How can an art editor best support staff writers and page editors?	Students will understand that... • production editors should collaborate with page editors early in the production timeline to ensure the draft page layout balances graphics and text and includes a clear entry point. • page editors with mirror pages must consult each other on color scheme and symmetry between the two pages; page editors should communicate to avoid covering another page's beat. • editorials should be selected and approved by the entire editorial board during pitch meetings; dissenting editorials can be written. • Verve's editor-in-chief serves as spokesperson for the staff; sets Verve's tone, and represents the paper in dealings with school administration and the Summit community. • business managers maintain communication with local businesses to bring in advertisements; business managers should communicate with subscribers to resolve any problems, including undelivered papers. • art should be commissioned in advance by page editors, who'll collaborate with the art editor on the graphic type and content.
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 responsibilities of art editors, production editors, page editors, business managers and editor-in-chief • Review chain of command • Instruct business managers on how to maintain spreadsheets listing all subscribers • Oversee pitch meetings, including selection of editorial • Review page layout checklist Sample Assessments: • Annually update Verve staff manual with club and team advisers, student organizations, and key staff, faculty, and administrative members identified. • Participate in staff discussions and brainstorming sessions • Write a lead editorial

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	• Provide verbal and written feedback to staff reporters • Peer edit via Article Editing checklist (see APPENDIX A)
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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).	• Produce mirror pages that are symmetrical with a clear color scheme • Produce relevant, informative, and eye-catching art work • Bring in advertisers and respond to subscribers' needs Instructional Strategies Interdisciplinary Connections • Art: art editors will produce graphics that support the content on the page; art will be informative and eye-catching. • Business: business managers will maintain ties with local businesses to bring in advertisers; business managers will respond to subscribers' needs and concerns. • Communication: editorial board will agree on each issue's editorial. Technology Integration • Use Photoshop and other software to produce graphics for each issue. • Use Google Sheets to maintain spreadsheet of subscribers. • 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. • Create 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. • Evaluate each page's content to design a page that emphasizes the most important story.
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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 appropriate; synthesize multiple sources on the	• Analyze each page's content to brainstorm complementary art work. • Create informative and engaging art work.
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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): • 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) • Sources need to be vetted for accuracy and objectivity, and should be fact-checked • Reporters should use a wide range of research sources for information gathering • Stories need to be balanced, objective and newsworthy • Graphics should be used as a form of visual reporting, rather than just filler	
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 kind of evidence can be used in an editorial? • How do I know if my writers' sources are trustworthy? • How can graphics be both informative and eye-catching? • How do I know which story on my page is most important? • How do I pinpoint the lead? • What is a code of ethics? • How can I know if a story is unfair?	Students will understand that... • the evidence in editorials can come from a variety of sources, including trustworthy websites, public records, relevant experts, data and statistics • credible sources have been fact-checked, are recent and are published by credible websites, are objective and unbiased • stand-alone graphics can include picture packages, where each picture tells a different part of the story, picture stories, and infographics, where complex information is broken down into graphics for understanding; graphics can also accompany an existing story in order to attract readers who feel bombarded with text or to add visual reporting that is memorable and high-interest. • news determinants and an understanding of Verve's readership must be applied to identify the most important story on each page. • leads tell the reader what the story will be about; leads can be found through research or through "digging" in an interview. • a code of ethics instills public trust and increases the value and influence of a media outlet's editorial power. • adopting 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.	• Review the breadth of research sources available to journalists and the hallmarks of credible sources • Review a variety of graphics and have students explain the benefit of each one • Oversee the planning process as page editors and production editors rank the importance of each page's story to begin page layout • Review of Verve mission statement

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 Society of Professional Journalists (SPJ) Code of Ethics ● Review of Adobe InDesign steps for file transmission to printer ● Review fact-checking techniques and responsibilities
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).	Sample Assessments: ● Page layouts ● Meeting deadlines ● Objective, balanced stories ● Successful transmission of PDF files to printer ● Trouble-shooting and assisting page editors ● Portfolio reflection Instructional Strategies: Information Literacy ● Accessing online copyright laws ● Accessing online student journalism resources ● Fact checking Interdisciplinary connections ● Ethics in medicine, politics, other media, etc. ● Art and technology: infographics and other graphics Technology Integration ● Create informative, eye-catching infographics ● Navigate websites, records, meeting minutes and databases for reliable, relevant information ● 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 ● Use digital tools for research, communication and design ● Analyze and evaluate writers' stories for balanced, informative and newsworthy reporting ● Create pages that are easy to navigate, engaging and informative ● Identify ethical issues for author and audience

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.	
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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 timeframes (time for research, reflection, and revision) and shorter timeframes (a single sitting or a day or two) for a range of tasks, purposes.	● Judge the credibility of sources
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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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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.

5. Media Literacy

Big Ideas: Course Objectives / Content Statement(s) • Editors should regularly read other news outlets for story pitches and design ideas • An organized system for storing documents is critical for efficiency • Editorials must have a clear stance and relevant evidence • Pages should include a clear point of entry and sequential art and graphics that are balanced • Infographics can draw in reluctant readers • An understanding of copyright law, libel and the code of ethics must be applied when brainstorming and evaluating 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>
• How can other news outlets help my reporting and editing? • What is the most efficient and organized system for storing, accessing and editing stories and pages? • What are the criteria for a strong editorial? • How do I create a page that's engaging and navigable? • How should I present the news to scanners? • What kinds of mistakes can end a reporter's career?	Students will understand that... • other media outlets can be used for brainstorming story pitches and news gathering • stories and draft pages should be saved in Verve's shared Google Drive folder for easy access on any computer • editorials should have a clear stance on a controversial issue, along with relevant and persuasive evidence to support it • pages should feature a clear point of entry, follow a color scheme, use modular design, and include newsworthy stories • infographics, pull-out quotations and photographs can pull in scanners

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	• reporters should avoid the seven deadly sins of journalism, copyright infringement and libel.
Areas of Focus: Proficiencies (Cumulative Progress Indicators)	Examples, Outcomes, Assessments
Students will:	Instructional Focus: • Provide a list of research sources, including other media outlets • Review story and page storage • Review the content, structure and purpose of an editorial; provide an editorial checklist • Review the elements of strong page design, provide a page layout checklist; provide examples of award-winning page layout • Powerpoint on infographics • Review of the 7 Deadly Sins of Journalism o Deception, conflict of interest, bias, fabrication, theft, betrayal of source, plagiarism. • Coaching peers using InDesign

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

Sample Assessments:

- Write an editorial for each issue
- Create pages on InDesign
- Include items for scanners on all pages
- Rewrite article
- Creating folders for page files on sharepoint
- Import and edit text
- Application of style guide to design
- Portfolio reflection

Instructional Strategies:

Information Literacy

- Accessing online tutorials and data
- Accessing online student journalism resources
- Accessing research tools
- Fact checking
- Evaluating stories for balance and objectivity
- Creating engaging, informative and navigable pages
- Creating content for scanners

Interdisciplinary connections

- Technology: information gathering and page design
- Law: applying copyright and libel law
- Design and art: page design and infographics

Technology Integration

- Use online search tools for information gathering
- Use software to create infographics
- Use Google Drive to store, access and edit stories and pages
- 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

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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, 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.	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 • Use digital tools for research, communication and design • Analyze and evaluate sources for objectivity and accuracy • Identify ethical issues for author and audience • Judge the credibility of sources • Create informative, engaging pages • Create infographics for scanners and to break down complex information

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	
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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.

6. Life and Career Skills

Big Ideas: Course Objectives / Content Statement(s) ● Following the chain of command leads to efficiency and problem-solving ● Editors should regularly communicate with each other and their writers ● Deadlines ensure the publication is distributed in a timely manner
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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>
• Who should I go to if I have a question? • How do I create a positive work space for my colleagues? • Why are deadlines important? • What is a successful leader like, and what makes an effective student leader?	Students will understand that... • editors can look to the workplace's chain of command to determine whom to consult • leaders can create a positive work culture by offering positive feedback, regularly communicating, being present and approachable, and modeling motivation and enthusiasm • meeting deadlines is necessary to complete and distribute the newspaper in a timely manner. • a successful leader acts as a positive role model, mediates conflicts, listens, and offers feedback

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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: • Review job responsibilities and the chain of command • Advise editors-in-chief during the first few months on how to make themselves present and approachable • Announce and post deadlines Sample Assessments: • Consult with editors daily to monitor progress • Recommend story angles, content, and sources • Weekly consultation with adviser outside of class • Quality of copy edits • Ability to work independently • Active participation in administrative reviews • Quiz on management dilemmas • Anticipate delays and assignment extensions • Strategically manage a dynamic social media account for the school newspaper, fostering real-time storytelling and audience engagement • Recommendations of solutions to problems • Meeting deadlines • Portfolio reflection • Final Examination Instructional Strategies:

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).	Technology Integration ● Produce newspaper content on Google Drive and edit in a timely manner ● 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 ● Use digital tools for research, communication and design
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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 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.

- Analyze and evaluate draft stories and feedback, offering both positive feedback and suggestions for improvement
- Assist writers in judging the credibility of sources and evaluating their own work

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.	
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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.

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.

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- 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.
- 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:

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- 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.
- 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.

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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.

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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
- www.nj.com *The Star-Ledger* 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/>>.
- "NSPA - Contest Winners." *NSPA - Contest Winners*. N.p., n.d. Web. 15 Aug. 2012. <<http://www.studentpress.org/nspa/winners/npm11.html>>.
- "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.

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- 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. <<http://tv.adobe.com/show/learn-indesign-cs6/>>.

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APPENDIX A

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

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