Wall Township Public Schools	Board Approval Date: November 18, 2025

Course Title: Journalism

Course Description:
Journalism is a comprehensive, hands-on course that immerses students in the evolving world of news reporting, writing, and media ethics. Through a blend of traditional journalism principles and modern digital practices, students explore what makes news, how it is gathered, and how it is delivered to audiences across multiple platforms. The course emphasizes accuracy, clarity, fairness, and style while providing students with authentic experiences in interviewing, fact-checking, and deadline writing.

Students progress through units that build essential skills in identifying and developing news stories, crafting engaging leads, applying Associated Press style, and understanding newsroom structures. They will cover beats, produce features, write sports and opinion pieces, and navigate the ethical challenges that confront today's journalists. Projects include creating news and feature stories, developing multimedia content, producing editorials and critiques, and contributing to a school publication.

By the end of the course, students will be able to write with precision and style, adapt reporting techniques for digital and print formats, evaluate sources critically, and appreciate the role of journalism in a democratic society. This course prepares students for further study in communications, media, or related fields, while equipping them with transferable skills in research, writing, collaboration, and

digital literacy.

New Jersey Student Learning Standards

Vision for English Language Arts Education in New Jersey

A New Jersey education in English Language Arts builds readers, writers, and communicators prepared to meet the demands of college and career and to engage as productive American citizens with global responsibilities. Throughout their kindergarten through grade 12 experience, students will:

- Develop the necessary skills in reading, writing, speaking, and listening that are the foundations for creative and purposeful expression in language.
- Read rich, challenging texts that build their knowledge of the world, grow their confidence and identities as readers, and develop critical thinking skills and vocabulary necessary for long-term success.
- Engage in regular, meaningful, writing authentic tasks, exploring valued topics, writing for impact and expression, and sharing their work with others (including authentic audiences).
- Leverage complex texts and digital media to develop comprehension, active listening, and discussion skills.
- Ground daily writing and discussion in evidence, fostering an ability to read critically, build arguments, cite evidence, and communicate ideas to contribute meaningfully as productive citizens.
- Evaluate the reliability, credibility, and perspective of authors and speakers across all forms of media.
- Express ideas and knowledge through a variety of modalities and media, and serve as effective communicators who purposefully read, write, and speak across multiple disciplines.
- Learn to persist in reading complex texts, establishing lifelong habits to read voluntarily for pleasure, for further education, for information on public policy, and for advancement in the workplace.

Practices of English Language Arts

The English Language Arts Practices offer the capacities held by students who have progressed through a

kindergarten through grade 12 English Language Arts program in New Jersey. These practices describe students who are proficient in literacy, possessing the ability to read deeply, create their own works, and listen and speak to a broad range of ideas. As New Jersey students advance through the grades and demonstrate proficiency in the standards in reading, writing, speaking, listening, and language, they are able to exhibit with increasing fullness and regularity the following capacities of the literate individual.

Student capacities include:

- Developing Responsibility for Learning: Cultivating independence, self-reflection, and responsibility for one's own learning.
- Adapting Communication: Adapting communication in response to the varying demands of audience, task, purpose, and discipline.
- Valuing Evidence in Argumentation: Constructing viable claims and evaluating, defending, challenging, and qualifying the arguments of others.
- Building Knowledge: Building strong content knowledge and connecting ideas across disciplines using a variety of text resources and media.
- Leveraging Technology: Employing technology and digital media thoughtfully, strategically, and capably to enhance reading, writing, speaking, listening, and language use.
- Understanding Self and Others: Using literacy as a vehicle to affirm all the aspects of one's own identity, as well as understand, connect to, and respect other perspectives and cultures.

Course Sequence & Pacing	
Unit Title	**Estimated Number of Instructional Periods**

Unit 1: What's News?	15
Unit 2: The First Draft of History	14
Unit 3: On Deadline	14
Unit 4: Say it with Style	14
Unit 5: Who Reports to Whom?	14
Unit 6: Beat It: Day- To- Day Coverage	14
Unit 7: Features: Literature in a Hurry	14
Unit 8: Do The Write Thing - Ethical Issues	14
Unit 9: Sports- Poetry in Motion	14
Unit 10: Principles of Criticism - Opinion Matters	14

Unit 1

Desired Results
Unit 1: What's News?
Unit Summary: In this opening unit, students explore the essential question: *What is news?* Through analysis, discussion, and hands-on practice, they will learn how news differs from other forms of writing, focusing on clarity, conciseness, and accuracy. Students will examine the role of news in society, the factors that influence what becomes news, such as proximity, timeliness, prominence, impact, interest, and oddity, and the ways reporters work to keep stories free of bias. They will learn to identify and distinguish between hard and soft news, recognize news pegs, and

evaluate news sources for credibility. Throughout the unit, students will actively engage with newspapers and digital media, developing skills in story idea generation, interviewing, fact-checking, and revising. They will also gain experience in editing, layout, and assigning coverage, while collaborating as part of a newsroom team. By the end of the unit, students will be able to critically judge news content, produce accurate and engaging articles, and understand their own role as both a consumer and potential creator of the news that shapes public conversation.

Learning Standards

NJSLS:

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

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

L.KL.11–12.2. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

A. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level.
B. Vary syntax for effect, apply an understanding of syntax to the study of complex texts.
C. Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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

RL.CI.11–12.2. Determine two or more themes of a literary text and analyze how they are developed and refined over the course of the text, including how they interact and build on one another to produce a complex account or analysis; provide an objective summary of the text.

RL.IT.11–12.3. Analyze the impact of the author's choices as they develop ideas throughout the text regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

RL.TS.11–12.4. Evaluate the author's choices concerning the structure and the effectiveness of specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) and how they contribute to its overall structure and meaning, as well as its aesthetic impact.

RL.PP.11–12.5. Evaluate perspectives/lenses from two or more texts on related topics and justify the more cogent viewpoint (e.g., different accounts of the same event or issue, use of different media or formats).

RL.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 author's message).

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).

RL.CT.11–12.8. Demonstrate knowledge of, analyze, and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes, and rhetorical features, including how two or more texts from the same period treat similar themes or topics.

RI.CT.11–12.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and scientific significance for their purposes, including primary source documents relevant to U.S. and/or global history and texts proposing scientific or technical advancements.

SL.PE.11–12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
B. Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g., student developed rubrics), and establish individual roles as needed.
C. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
D. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

SL.II.11–12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

SL.ES.11–12.3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

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

SL.UM.11–12.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

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

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills *(CLKS)*:

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

9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).

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

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

Computer Science & Design Thinking *(**CS & DT****)*:**

8.1.12.DA.1: Create interactive data visualizations using software tools to help others better understand real world phenomena, including climate change.

Interdisciplinary Connections:

6.1.12.HistoryCC.8.c: Identify the conditions that gave rise to the Harlem Renaissance and assess the impact of artists, writers, and musicians on American culture.

WHST.9-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (HS-LS1-6)

Learning Targets

Unit Essential Questions:

- What is news?
- What is fake news? How can I tell?
- How is news judged?
- How do location, timing, importance, consequence, interest and oddity influence news?
- What makes some news more important than other news?
- What elements play a role in the reporting of news?
- Can reporters keep news free of bias?
- How can readers get the most out of the newspaper?
- Who am I?
- What kind of news will I make?
- What will people remember about me?

Unit Enduring Understandings:

- News happens all around us every day.
- News is about people.
- The news is fact.
- The news is accurate.
- The news is interesting.
- The news is clear and concise.
- News should be unbiased.
- Many factors go into determining news.
- News is different from other forms of writing in that it is clear and concise.
- There are different types of news.

Vocabulary:

- *Academic terminology:* Proximity, Timeliness, Prominence, Impact, Interest, Oddity, Hard news, Soft news, News peg, “Refer"

Students will be able to:

- Define and judge news
- Read and evaluate newspapers and other media
- Report news
- Edit and revise work
- Develop story ideas

- Interview sources
- Check facts for accuracy
- Edit and revise the work of others
- Layout and design newspaper
- Determine stories/items worth coverage
- Assign coverage
- Delegate editorial responsibilities

Learning Activities: *Potential Learning Activities can include* (*Amistad & Holocaust*, *Asian American & Pacific Islanders*, *Climate Change*, *LGBTQ and People with Disabilities*, *Diversity*, *Equity & Inclusion [DEI])*

- News Story Dissection: Bias and Representation
    - Students select two different news articles on the same topic—one from a mainstream outlet and one from a niche or community-focused publication (e.g., LGBTQ+ news site, AAPI community paper).
    - Compare tone, word choice, headline framing, and source selection.
    - Discuss how bias, perspective, and representation can influence reader perception.
- Historical News Analysis – The Power of the Press
    - Provide archival news coverage from:
        - The Holocaust and WWII resistance reporting.
        - The Civil Rights Movement and Amistad commemoration.
        - The Asian American civil rights movement or Japanese internment.
    - Students analyze how news framing influenced public understanding and action at the time.
    - Reflection prompt: *What responsibilities do journalists have when reporting on injustice?*
- "Who's Missing?" Media Representation Audit
    - In small groups, students review several current newspapers/websites.
    - Track whose voices are included/excluded across categories: gender identity, race/ethnicity, disability, age, and socioeconomic background.
    - Present findings with charts and recommendations for improving coverage diversity.
- Localizing a Global Issue

    - Students research a major topic such as climate change or disability rights.
    - They interview local experts, activists, or community members to create a localized news piece.
    - This helps students practice proximity and timeliness while connecting global issues to their community.
- News Peg Challenge: Commemorative Dates
    - Develop a story pitch with a strong news peg, outlining sources, angles, and target audience.
- Breaking News Simulation
    - The teacher provides a mock breaking news scenario.
    - Students must:
        - Verify facts.
        - Identify credible sources.
        - Write a concise breaking news report under time pressure.

Assessment Evidence
Formative Assessments: • News Criteria Exit Tickets • Bias Identification Practice • Headline Rewriting Drill • Mini Interview and Fact Check
Summative Assessments: • Front Page Mock-Up *(Collaborative Project)* • Editorial Board Presentation
Alternative Assessments: • Choice Assignments • Choice Essay Topics • Modified Assignments

Core Instructional & Supplemental Materials

Materials:

- Student Writing
- Chromebooks
- Google Classroom
- Google Docs
- News Outlets

Accommodations and Modifications: Students with Disabilities, English Language Learners, Students at Risk of Failure, Students with 504s, Gifted & Talented Students

Specific Strategies and Practices that Support Students with Disabilities:

Students receiving Special Education programming have specific goals and objectives, as well as accommodations and modifications outlined within their Individualized Education Plans (IEP) due to an identified disability and/or diagnosis. In addition to exposure to the general education curriculum, the instruction is differentiated based upon the student's needs. The IEP acts as a supplemental curriculum guide inclusive of instructional strategies that support each learner.

- Small group/One to one - Additional time - Review of directions - Student restates information - Space for movement or breaks - Extra visual and verbal cues and prompts - Preferential seating - Follow a routine/schedule - Rest breaks - Verbal and visual cues regarding directions and staying on task - Checklists - Immediate feedback

Specific Strategies and Practices that Support English Language Learners

English language learner (ELL) is a national-origin-minority student who is limited-English-proficient. This term is often preferred over limited-English-proficient (LEP) as it highlights accomplishments rather than deficits.

- Pre-teaching of vocabulary and concepts - Personal Glossary - Extended Time - Simplified/Verbal Instructions - Frequent Breaks - Visual learning, including graphic organizers - Use of cognates to increase comprehension -

Teacher modeling - Pairing students with beginning English language skills with students who have more advanced English language skills - Scaffolding - Word walls - Think-pair-share - Cooperative learning groups

Students at Risk of Failure

- Home/School Connection - Alternative Assessments - Learning Contracts - Homogenous Grouping - Supplemental Instruction - Think-Pair-Share by Readiness - Homework Options - Differentiated Online Practice - Leveled Rubrics - Tiered Level of Supports - Tiered Activities - Small Group Instruction - Work Alone Choice - Group Work Choice

Students with 504 Plans

Teachers are responsible for implementing designated services and strategies identified on a student's 504 Plan. 504 plans are formal plans that schools develop to give kids the support they need and covers any condition that limits daily activities in a major way. Students' accommodations are outlined in their individual 504 plan.

Specific Strategies and Practices that Support Gifted & Talented Students

It is critical that all teachers are able to recognize a high-ability student who may need more depth and complexity in instruction.

-Homogenous Grouping - Small Group In-Depth Instruction - Differentiated Online Practice - Alternative Assessments - Pre-Assess to provide Differentiated Instruction to Accelerate Learning

Unit 2

Desired Results

Unit 2: The First Draft of History

Unit Summary: In this unit, students explore the idea that journalists serve as the public's representatives, capturing and communicating events as they unfold. Building on their understanding of news values from Unit 1, students learn how to gather information, structure it effectively, and present it with clarity and accuracy. They are introduced to the Associated Press (AP) Inverted Pyramid format, the cornerstone of straight news writing, and practice crafting strong ledes, nut grafs, and incorporating quotations to bring stories to life. Through targeted lessons and hands-on activities, students develop pre-reporting strategies, conduct interviews, take organized and accurate notes, and identify the most essential facts to present first. They also refine their skills in editing, fact-checking, and working collaboratively with editors and peers. By the end of the unit, students will be able to plan, report, and write news articles that inform the reader quickly and clearly, while ensuring accuracy, fairness, and engagement—producing work that truly serves as the "first draft of history."

Learning Standards

NJSLS:

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

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

L.KL.11–12.2. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

A. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level.
B. Vary syntax for effect, apply an understanding of syntax to the study of complex texts.
C. Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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

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

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

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

W.IW.11–12.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

A. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
B. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
C. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
D. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
F. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).

W.NW.11–12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

A. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
B. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
C. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
D. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

E. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

SL.PE.11–12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
B. Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g., student developed rubrics), and establish individual roles as needed.
C. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
D. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

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SL.ES.11–12.3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

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

SL.UM.11–12.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

opportunity to integrate climate change education.

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

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills *(CLKS)*:

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

9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).

Computer Science & Design Thinking *(**CS & DT****)*:**

8.1.12.DA.1: Create interactive data visualizations using software tools to help others better understand real world phenomena, including climate change.

Interdisciplinary Connections:

6.2.12.A.2.a Civics, Government, and Human Rights Determine how the principle ideas of the Enlightenment (e.g., rationalism, secularism, tolerance, empiricism, natural rights, contractual government, laissez faire economics, promotion by merit, and new theories of education) altered political thought in Europe, and trace the impact of these ideas over time.

6.2.12.A.2.b Civics, Government, and Human Rights Explain the paradox between the ideology of the Enlightenment and the treatment of women and non-Europeans in European society.

6.2.12.B.2.b Geography, People, and the Environment Relate the division of European regions during this time period into those that remained Catholic and those that became Protestant to the practice of religion in the New World.

Learning Targets

Unit Essential Questions:	**Unit Enduring Understandings:**
• How do reporters get the information they report? • What information is essential the reader gets first? • What is the difference between reporting and writing? • How do reporters relay information? • How do reporters get it right the first time? • What are different types of ledes? • Why should we care about news?	• Reporters are the readers' representatives. • Journalism is written in a unique way. • The Associated Press Inverted Pyramid is the blueprint for all straight news stories. • Quotations allow the people in news to speak to the reader. • People are fascinated by the lives of those in the news. • People love to talk about themselves.
Vocabulary: • *Academic terminology:* lede, nut graf, quote	
Students will be able to: • Pre-report stories • Define, compose ledes • Select important facts • Define and structure a nut graf • Apply techniques and tactics to interviewing • Take effective notes • Cooperate with editor to produce best journalism • Develop story ideas • Check facts for accuracy • Edit and revise the work of others • Layout and design newspaper • Determine stories/items worth coverage	

- Assign coverage

Learning Activities: *Potential Learning Activities can include* (*Amistad & Holocaust*, *Asian American & Pacific Islanders*, *Climate Change*, *LGBTQ and People with Disabilities*, *Diversity, Equity & Inclusion [DEI]):*

- Archival News Analysis – Reporting History as It Happened
    - Students review historical news coverage of:
        - The Holocaust and liberation of concentration camps
        - The Amistad case and abolitionist movement
        - Japanese American internment during WWII (AAPI history)
    - In small groups, students identify the lede, nut graf, and use of quotes.
    - Discussion: *What did reporters get right, and what perspectives were missing?'*
- Lede Rewrite Challenge
    - Provide students with factual bullet points about a real DEI-related event (e.g., climate change protest, accessibility legislation, etc.).
    - Students craft different types of ledes—straight news, anecdotal, question, and descriptive—then share and critique for clarity and engagement.
- Nut Graf Deep Dive – Explaining Why It Matters
    - Students take a current event related to underrepresented communities.
    - They write a nut graf that explains *why the story matters now* and connects it to broader historical or societal contexts.
- "In Their Words" Quotation Workshop
    - Using interview transcripts, students select impactful quotes and integrate them into a short article.
    - Emphasis on quote accuracy, attribution, and relevance.
- Live Interview Simulation
    - Students role-play as reporters interviewing historical or contemporary figures (teacher or classmates in role).
    - Students take notes and later use them to write a short news piece.

Assessment Evidence

Formative Assessments:

- Class Discussions
- Lede Identification & Evaluation
- Quote Accuracy Practice
- Peer Editing Sessions

Summative Assessments:

- Personality Profile
- Complete Straight News Article

Alternative Assessments:

- Choice Assignments
- Choice Essay Topics
- Modified Assignments

Core Instructional & Supplemental Materials

Materials:

- Student Writing
- Chromebooks
- Google Classroom
- Google Docs

Accommodations and Modifications: Students with Disabilities, English Language Learners, Students at Risk of Failure, Students with 504s, Gifted & Talented Students

Specific Strategies and Practices that Support Students with Disabilities:

Students receiving Special Education programming have specific goals and objectives, as well as accommodations and modifications outlined within their Individualized Education Plans (IEP) due to an identified disability and/or diagnosis. In

addition to exposure to the general education curriculum, the instruction is differentiated based upon the student's needs. The IEP acts as a supplemental curriculum guide inclusive of instructional strategies that support each learner.

- Small group/One to one - Additional time - Review of directions - Student restates information - Space for movement or breaks - Extra visual and verbal cues and prompts - Preferential seating - Follow a routine/schedule - Rest breaks - Verbal and visual cues regarding directions and staying on task - Checklists - Immediate feedback

Specific Strategies and Practices that Support English Language Learners

English language learner (ELL) is a national-origin-minority student who is limited-English-proficient. This term is often preferred over limited-English-proficient (LEP) as it highlights accomplishments rather than deficits.

- Pre-teaching of vocabulary and concepts - Personal Glossary - Extended Time - Simplified/Verbal Instructions - Frequent Breaks - Visual learning, including graphic organizers - Use of cognates to increase comprehension - Teacher modeling - Pairing students with beginning English language skills with students who have more advanced English language skills - Scaffolding - Word walls - Think-pair-share - Cooperative learning groups

Students at Risk of Failure

- Home/School Connection - Alternative Assessments - Learning Contracts - Homogenous Grouping - Supplemental Instruction - Think-Pair-Share by Readiness - Homework Options - Differentiated Online Practice - Leveled Rubrics - Tiered Level of Supports - Tiered Activities - Small Group Instruction - Work Alone Choice - Group Work Choice

Students with 504 Plans

Teachers are responsible for implementing designated services and strategies identified on a student's 504 Plan.
504 plans are formal plans that schools develop to give kids the support they need and covers any condition that limits daily activities in a major way. Students' accommodations are outlined in their individual 504 plan.

Specific Strategies and Practices that Support Gifted & Talented Students

It is critical that all teachers are able to recognize a high-ability student who may need more depth and complexity in instruction.

-Homogenous Grouping - Small Group In-Depth Instruction - Differentiated Online Practice - Alternative Assessments - Pre-Assess to provide Differentiated Instruction to Accelerate Learning

Unit 3

Desired Results

Unit 3: On Deadline

Unit Summary: In this unit, students step into the fast-paced world of real-time reporting, where accuracy, clarity, and timeliness are equally critical. They learn that news often unfolds in stages, requiring journalists to identify and prioritize the most essential facts while working within tight deadlines and strict word counts. Students will explore the challenges of balancing speed with precision, honing their ability to craft stories that inform, engage, and remain factually sound under pressure. Through hands-on simulations, students practice gathering information quickly, verifying details, and eliminating bias while producing copy that meets both professional standards and time constraints. They also examine how elections and other high-interest events are covered over extended periods, culminating in heightened reporting activity. By the end of the unit, students will be able to think and act like newsroom professionals, identifying key story elements, writing with efficiency and impact, and producing polished, accurate work under real or simulated deadline conditions.

Learning Standards

NJSLS:

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

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

C. Recognize spelling conventions.

L.KL.11–12.2. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

A. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level.
B. Vary syntax for effect, apply an understanding of syntax to the study of complex texts.
C. Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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

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

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

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

W.IW.11–12.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

A. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
B. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
C. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
D. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
F. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).

W.NW.11–12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

A. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
B. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
C. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
D. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
E. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

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

W.WR.11–12.5. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

W.SE.11–12.6. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation (MLA or APA Style Manuals).

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

SL.PE.11–12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
B. Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g., student developed rubrics), and establish individual roles as needed.
C. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
D. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

SL.II.11–12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

SL.ES.11–12.3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

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

SL.UM.11–12.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

opportunity to integrate climate change education.

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

Computer Science & Design Thinking (*CS & DT*):

8.1.12.DA.1: Create interactive data visualizations using software tools to help others better understand real world phenomena, including climate change.

Interdisciplinary Connections:

WHST.9-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (HS-LS1-6)

WHST.9-12.1 Write arguments focused on discipline-specific content. (HS-LS3-2)

Learning Targets

Unit Essential Questions:

- How do journalists determine the most essential pieces of information to report to their audience?
- How do reporters get the point across with so little time and such a small margin for error?
- What can reporters do to shorten the time between the news event and publication?
- How do reporters cut down on factual as well as mechanical errors?

Unit Enduring Understandings:

- News does not unfold all at once but, rather, in chunks.
- A story is what the reporter makes of it.
- The facts should always get in the way of a good story.
- Getting a story right is as important as getting it written.
- Journalists are reporters first and writers second.

• How can we simulate and practice the reporting of news?	• Elections garner coverage throughout the year but intensify at the end.

Vocabulary:

- *Academic terminology:* Sources, bias, journalists vs. reporters, margin for error

Students will be able to:

- Report and write on deadline
- Identify the elements necessary to tell a story
- Develop story "sense"
- Tell a story within a word count
- Bring color and breathe life to events and people
- Develop story ideas
- Check facts for accuracy
- Edit and revise the work of others
- Layout and design newspaper
- Determine stories/items worth coverage
- Assign coverage
- Delegate editorial responsibilities

Learning Activities: *Potential Learning Activities can include* (*Amistad & Holocaust*, *Asian American & Pacific Islanders*, *Climate Change*, *LGBTQ and People with Disabilities*, *Diversity*, *Equity & Inclusion [DEI]):*

- Timed Breaking News Simulation – Diverse Voices Edition
    - Teacher provides a timed scenario based on a real or simulated event, such as:
        - Holocaust Remembrance ceremony
        - Climate change protest at a local park
        - Disability rights advocacy rally
        - Cultural festival for AAPI Heritage Month

    - Students must:
        - Conduct quick fact-gathering using provided source packets, interviews, or press releases.
        - Write a short, accurate article within the allotted time.
        - Debrief focuses on how they balanced speed with accuracy and inclusion.
- Election Coverage Drill
    - Simulate local election night coverage
    - Students must:
        - Identify the most newsworthy details.
        - Write frequent “update” paragraphs as results come in.
- “Margin for Error” Accuracy Drill
    - Provide students with an intentionally flawed “rush” press release
    - Students must quickly verify and correct details before filing the story.
    - Emphasizes fact-checking even when time is limited.
- Quick-Turn Interview Practice
    - The interview lasts only 3 minutes.
    - The writer must turn notes into a short, publishable paragraph within 15 minutes.
- Photo & Caption Speed Test
    - Students have 10 minutes to write an accurate, inclusive caption that could accompany a published story.

Assessment Evidence
Formative Assessments: • Class Discussion • Speed Lede Drill • Accuracy Spot-Check • Quick Interview & Quote Integration
Summative Assessments:

- News Deadline Drill
- Election Coverage Project

Alternative Assessments:

- Choice Assignments
- Choice Essay Topics
- Modified Assignments

Core Instructional & Supplemental Materials

Materials:

- Student Writing
- Chromebooks
- Google Classroom
- Google Docs

Accommodations and Modifications: Students with Disabilities, English Language Learners, Students at Risk of Failure, Students with 504s, Gifted & Talented Students

Specific Strategies and Practices that Support Students with Disabilities:

Students receiving Special Education programming have specific goals and objectives, as well as accommodations and modifications outlined within their Individualized Education Plans (IEP) due to an identified disability and/or diagnosis. In addition to exposure to the general education curriculum, the instruction is differentiated based upon the student's needs. The IEP acts as a supplemental curriculum guide inclusive of instructional strategies that support each learner.

- Small group/One to one - Additional time - Review of directions - Student restates information - Space for movement or breaks - Extra visual and verbal cues and prompts - Preferential seating - Follow a routine/schedule - Rest breaks - Verbal and visual cues regarding directions and staying on task - Checklists - Immediate feedback

Specific Strategies and Practices that Support English Language Learners

English language learner (ELL) is a national-origin-minority student who is limited-English-proficient. This term is often preferred over limited-English-proficient (LEP) as it highlights accomplishments rather than deficits.

- Pre-teaching of vocabulary and concepts - Personal Glossary - Extended Time - Simplified/Verbal Instructions - Frequent Breaks - Visual learning, including graphic organizers - Use of cognates to increase comprehension - Teacher modeling - Pairing students with beginning English language skills with students who have more advanced English language skills - Scaffolding - Word walls - Think-pair-share - Cooperative learning groups

Students at Risk of Failure

- Home/School Connection - Alternative Assessments - Learning Contracts - Homogenous Grouping - Supplemental Instruction - Think-Pair-Share by Readiness - Homework Options - Differentiated Online Practice - Leveled Rubrics - Tiered Level of Supports - Tiered Activities - Small Group Instruction - Work Alone Choice - Group Work Choice

Students with 504 Plans

Teachers are responsible for implementing designated services and strategies identified on a student's 504 Plan.
504 plans are formal plans that schools develop to give kids the support they need and covers any condition that limits daily activities in a major way. Students' accommodations are outlined in their individual 504 plan.

Specific Strategies and Practices that Support Gifted & Talented Students

It is critical that all teachers are able to recognize a high-ability student who may need more depth and complexity in instruction.

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Unit 4

Desired Results

Unit 4: Say it with Style

Unit Summary: In this unit, students explore how style is an essential part of journalism's identity, influencing clarity, consistency, and credibility in news writing. They will study the role of the Associated Press (AP) as the world's most comprehensive news-gathering organization and examine how its widely adopted style guidelines have become the standard for professional reporting. Students will learn to navigate and apply both the AP Stylebook and their school newspaper's style guide, recognizing how style choices shape tone, readability, and professionalism. Through practice exercises, editing drills, and application in their own writing, students will refine their grammar, punctuation, and formatting skills to meet industry standards. They will gain the ability to determine when to apply AP style versus other style rules, and will develop strategies for resolving style questions when the answer is not readily available. By the end of the unit, students will be able to write, edit, and revise with a strong command of journalistic style, producing work that is clear, concise, consistent, and publication-ready.

Learning Standards

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A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

B. Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g., student developed rubrics), and establish individual roles as needed.
C. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
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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.

opportunity to integrate climate change education.

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

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills *(CLKS)*:

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a). 9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1). 9.4.12.IML.3: Analyze data using tools and models to make valid and reliable claims, or to determine optimal design solutions (e.g., S-ID.B.6a., 8.1.12.DA.5, 7.1.IH.IPRET.8) 9.4.12.IML.4: Assess and critique the appropriateness and impact of existing data visualizations for an intended audience (e.g., S-ID.B.6b, HS-LS2-4).
Computer Science & Design Thinking (*CS & DT*): 8.1.12.DA.1: Create interactive data visualizations using software tools to help others better understand real world phenomena, including climate change.
Interdisciplinary Connections: WHST.9-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (HS-LS1-6)

Learning Targets	
Unit Essential Questions: • Why is news written in such a unique style? • Why is Associated Press style as widely used as it is? • What differentiates Associated Press style from other forms/types of news reporting? • Why is the Associated Press Stylebook so relied upon by reporters and editors everywhere? • What do reporters do when they can't find something in the Associated Press Stylebook?	**Unit Enduring Understandings:** • The style of news sets it apart. • The Associated Press is the most comprehensive and thorough news-gathering organization in the world. • The Associated Press sets the style for almost all news reporting. • The Associated Press Stylebook is the Bible of journalism. • Style should be clear, concise and consistent.

• How can use of Associated Press Style improve my overall ability to communicate?	

Vocabulary:

- *Academic terminology:* Associated Press, style, concise, Associated Press Stylebook

Students will be able to:

- Demonstrate mastery of basic grammar and punctuation
- Comprehend and use the Associated Press Stylebook
- Comprehend and use school newspaper stylebook
- Demonstrate the ability to determine which style to use and when
- Edit and revise work with emphasis on style
- Develop story ideas
- Check facts for accuracy
- Edit and revise the work of others
- Layout and design newspaper
- Determine stories/items worth coverage
- Assign coverage
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Learning Activities: *Potential Learning Activities can include* (*Amistad & Holocaust*, *Asian American & Pacific Islanders*, *Climate Change*, *LGBTQ and People with Disabilities*, *Diversity*, *Equity & Inclusion [DEI]):*

- AP Style Scavenger Hunt
    - Students are given a list of AP style terms relevant to inclusive reporting.
    - Using the AP Stylebook, they locate correct entries and record usage rules.
- Climate Change & AP Style Fact Sheet
    - Students select a recent climate change article and reformat it for publication using AP style rules for:
        - Dates and times

        - Numbers and percentages
        - Titles and attribution
    - Class discussion on how style improves readability and professionalism.
- Stylebook Race – Breaking News Edition
    - The teacher presents a "breaking news" press release (e.g., AAPI cultural festival, Holocaust memorial, climate policy vote).
    - Students must edit it in 15 minutes, correcting grammar, punctuation, and style while maintaining accuracy.
- "Gray Areas" Style Debate
    - Students are given style dilemmas not clearly addressed in the AP Stylebook (e.g., emerging identity terms, evolving climate change terminology).
    - In groups, they propose style recommendations, citing ethical reasoning and AP principles.
- Side-by-Side Style Analysis
    - Compare AP-style coverage of a DEI-related event with coverage from a blog or informal source.
    - Students identify how AP style improves clarity and credibility.

Assessment Evidence
Formative Assessments: • Mini AP Style Quizzes • Headline & Caption Rewrite • Style Peer Review Workshop
Summative Assessments: • AP Style Tests • AP Style Edited Article
Alternative Assessments: • Choice Assignments

- Choice Essay Topics
- Modified Assignments

Core Instructional & Supplemental Materials

Materials:

- Student Writing
- Chromebooks
- Google Classroom
- Google Docs

Accommodations and Modifications: Students with Disabilities, English Language Learners, Students at Risk of Failure, Students with 504s, Gifted & Talented Students

Specific Strategies and Practices that Support Students with Disabilities:

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Students at Risk of Failure

- Home/School Connection - Alternative Assessments - Learning Contracts - Homogenous Grouping - Supplemental Instruction - Think-Pair-Share by Readiness - Homework Options - Differentiated Online Practice - Leveled Rubrics - Tiered Level of Supports - Tiered Activities - Small Group Instruction - Work Alone Choice - Group Work Choice

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Unit 5

Desired Results

Unit 5: Who Reports to Whom?

Unit Summary: In this unit, students explore the organizational structure of media institutions and the essential roles that keep them functioning effectively. They will examine how reporters, editors, copy editors, photographers, fact-checkers, and other staff members work together to cover, report, and write the news, often under intense deadline pressure. By comparing and contrasting different types of media organizations, from scholastic newspapers to daily, weekly, and monthly publications, students will gain an understanding of how responsibilities are assigned and fulfilled across various formats, including print, television, radio, and online platforms. Using the film *The Paper* (1994) as a springboard, students will analyze newsroom dynamics, decision-making processes, and the inevitable differences in opinion that shape how stories are covered. They will learn how clear communication, role awareness, and collaboration contribute to the overall effectiveness of a media outlet. By the end of the unit, students will be able to identify key newsroom roles, outline their responsibilities, compare operational structures across media types, and apply these insights to their own work on the school newspaper, ensuring stories are planned, produced, and published with both efficiency and accuracy.

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B. Vary syntax for effect, apply an understanding of syntax to the study of complex texts.

C. Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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

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

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

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

W.IW.11–12.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

A. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
B. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
C. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
D. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
F. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).

W.NW.11–12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

A. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
B. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
C. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).

D. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
E. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

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

W.WR.11–12.5. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

W.SE.11–12.6. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation (MLA or APA Style Manuals).

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

SL.PE.11–12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

B. Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g., student developed rubrics), and establish individual roles as needed.
C. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
D. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

SL.II.11–12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

SL.ES.11–12.3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

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

SL.UM.11–12.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

opportunity to integrate climate change education.

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

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills *(CLKS)*:

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

9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).

9.4.12.IML.7: Develop an argument to support a claim regarding a current workplace or societal/ethical issue such as climate change (e.g., NJSLSA.W1, 7.1.AL.PRSNT.4).

Computer Science & Design Thinking *(CS & DT)*:

8.1.12.DA.1: Create interactive data visualizations using software tools to help others better understand real world phenomena, including climate change.

Interdisciplinary Connections:

6.1.12.HistoryCA.7.c: Evaluate the American government's response to the rise of authoritarian regimes between the world wars and compare that response to the rise of a modern authoritarian regime (e.g., North Korea, Venezuela, Syria, China, Iran).

6.1.12.CivicsHR.8.a: Analyze primary and secondary sources to explain how social intolerance, xenophobia, and fear of anarchism led to restrictive immigration and refugee laws, and the violation of the human rights of individuals and groups.

6.1.12.CivicsHR.11.a: Assess the responses of the United States and other nations to the violation of human rights that occurred during the Holocaust and other genocides.

6.1.12.CivicsHR.11.b: Explain the reasons for the creation of the United Nations, the Universal Declaration of Human Rights, and evaluate the effectiveness of United Nations' human rights policies and the commitment of the United States to them

6.1.12.HistoryUP.11.b: Compare the varying perspectives of victims, survivors, bystanders, rescuers, and perpetrators during the Holocaust.

6.1.12.HistorySE.12.a: Explain the reasons for the creation of the United Nations and evaluate the effectiveness of United Nations' human rights policies and the commitment of the United States to them.

6.2.12.A.4.c Civics, Government, and Human Rights Analyze the motivations, causes, and consequences of the genocides of Armenians, Roma (gypsies), and Jews, as well as the mass exterminations of Ukrainians and Chinese.

6.2.12.A.4.d Civics, Government, and Human Rights Assess government responses to incidents of ethnic cleansing and genocide.

6.2.12.D.4.i History, Culture, and PerspectivesCompare and contrast the actions of individuals as perpetrators, bystanders, and rescuers during events of persecution or genocide, and describe the long-term consequences of genocide for all involved.

6.2.12.A.5.d . Civics, Government, and Human RightsAnalyze the causes and consequences of mass killings (e.g., Cambodia, Rwanda, Bosnia-Herzegovina, Somalia, and Sudan), and evaluate the responsibilities of the world community in response to such events.

6.2.12.A.5.e . Civics, Government, and Human Rights Assess the progress of human and civil rights around the world since the 1948 U.N. Declaration of Human Rights.

WHST.9-12.9 Draw evidence from informational texts to support analysis, reflection, and research. (HS-LS-1-1), (HS-LS1-6)

Learning Targets	
Unit Essential Questions: • Who reports to whom at a media institution? • What are the roles at a media institution and what do they entail? • Who is responsible for what at a media institution? • How do reporters, editors, copy editors, photographers, fact-checkers, etc., perform their duties under extreme deadline pressure? • What are the organizational and functional differences between different types of media (i.e. print, TV, radio, Internet, etc.)? • How are daily, weekly, monthly publications organized?	**Unit Enduring Understandings:** • Media institutions have their own unique hierarchy. • While roles and descriptions may vary by media outlet, the responsibilities are essentially the same. • The responsibilities in journalism are compounded by deadlines. • How the responsibilities are fulfilled determines the overall effectiveness of the media organization. • There will always be differences in opinion in how to cover, report and write the news.

Vocabulary:

- *Academic terminology:* Chain of Command, Workflow, Layout & Design. Newsroom Hierarchy, and Press Ethics

Students will be able to:

- Identify the vital roles at a media organization
- Delineate the various responsibilities of each journalistic role
- Compare/contrast different types of media organizations from scholastic to weekly and daily
- Develop story ideas
- Check facts for accuracy
- Edit and revise the work of others
- Layout and design newspaper
- Determine stories/items worth coverage
- Assign coverage
- Delegate editorial responsibilities

Learning Activities: *Potential Learning Activities can include* (*Amistad & Holocaust*, *Asian American & Pacific Islanders*, *Climate Change*, *LGBTQ and People with Disabilities*, *Diversity, Equity & Inclusion [DEI]):*

- Newsroom Role Simulation
    - Assign students newsroom roles (reporter, editor, copy editor, photographer, fact-checker, layout editor).
    - Simulate coverage of a DEI-related event such as:
        - Holocaust Remembrance Day assembly
        - AAPI Heritage Month celebration
        - Climate change town hall
        - Disability advocacy event
        - LGBTQ Pride event
    - Students must collaborate, follow the chain of command, and meet a set deadline to produce a short school newspaper “special edition.”
- “The Paper” Film Analysis with Role Mapping

    - Watch selected scenes from *The Paper* (1994).
    - Students identify the newsroom roles depicted and compare responsibilities with those in their own school paper.
- Practice Media Organization Flowchart – Then & Now
    - Students create a flowchart showing the hierarchy of a historical newsroom (e.g., WWII-era Holocaust coverage, civil rights-era Amistad anniversary reporting) versus a modern multimedia newsroom.
    - Include where and how diversity roles (community liaisons, cultural editors) fit into today's workflow.
- Fact-Checking Relay Race
    - Teacher provides a DEI-themed press release with mixed accurate and inaccurate details.
    - Students (in fact-checker role) race to verify and correct information before passing it to the copy editor role.
- "Who Does What?" Newsroom Scenarios
    - Students are given event coverage dilemmas
    - They decide which newsroom role takes responsibility for each decision and explain why.

Assessment Evidence
Formative Assessments: • Media Organization Flowchart • Media Organization Venn Diagram
Summative Assessments: • School Newspaper Deadlines • School Newspaper Stories
Alternative Assessments: • Choice Assignments • Choice Essay Topics • Modified Assignments

Core Instructional & Supplemental Materials
Works of Study: • "The Paper" (1994)
Materials:: • Student Writing • Chromebooks • Google Classroom • Google Docs

Accommodations and Modifications: Students with Disabilities, English Language Learners, Students at Risk of Failure, Students with 504s, Gifted & Talented Students
Specific Strategies and Practices that Support Students with Disabilities: Students receiving Special Education programming have specific goals and objectives, as well as accommodations and modifications outlined within their Individualized Education Plans (IEP) due to an identified disability and/or diagnosis. In addition to exposure to the general education curriculum, the instruction is differentiated based upon the student's needs. The IEP acts as a supplemental curriculum guide inclusive of instructional strategies that support each learner. - Small group/One to one - Additional time - Review of directions - Student restates information - Space for movement or breaks - Extra visual and verbal cues and prompts - Preferential seating - Follow a routine/schedule - Rest breaks - Verbal and visual cues regarding directions and staying on task - Checklists - Immediate feedback **Specific Strategies and Practices that Support English Language Learners** English language learner (ELL) is a national-origin-minority student who is limited-English-proficient. This term is often preferred over limited-English-proficient (LEP) as it highlights accomplishments rather than deficits.

- Pre-teaching of vocabulary and concepts - Personal Glossary - Extended Time - Simplified/Verbal Instructions - Frequent Breaks - Visual learning, including graphic organizers - Use of cognates to increase comprehension - Teacher modeling - Pairing students with beginning English language skills with students who have more advanced English language skills - Scaffolding - Word walls - Think-pair-share - Cooperative learning groups

Students at Risk of Failure

- Home/School Connection - Alternative Assessments - Learning Contracts - Homogenous Grouping - Supplemental Instruction - Think-Pair-Share by Readiness - Homework Options - Differentiated Online Practice - Leveled Rubrics - Tiered Level of Supports - Tiered Activities - Small Group Instruction - Work Alone Choice - Group Work Choice

Students with 504 Plans

Teachers are responsible for implementing designated services and strategies identified on a student's 504 Plan. 504 plans are formal plans that schools develop to give kids the support they need and covers any condition that limits daily activities in a major way. Students' accommodations are outlined in their individual 504 plan.

Specific Strategies and Practices that Support Gifted & Talented Students

It is critical that all teachers are able to recognize a high-ability student who may need more depth and complexity in instruction.

-Homogenous Grouping - Small Group In-Depth Instruction - Differentiated Online Practice - Alternative Assessments - Pre-Assess to provide Differentiated Instruction to Accelerate Learning

Unit 6

Desired Results

Unit 6: Beat It: Day- To- Day Coverage

Unit Summary: In this unit, students immerse themselves in the specialized world of beat reporting, where journalists take responsibility for a specific subject area, location, or institution and develop expertise through consistent, in-depth coverage. They will learn that a beat can be defined by topic, such as sports, education, or environmental issues, or by geography, such as a city hall, courthouse, or neighborhood. Successful beat reporters go beyond surface-level reporting, maintaining a presence in their coverage area, building reliable sources, and staying on top of all developments, whether or not each becomes a published story. Students will explore how to tailor their beat coverage to meet audience needs, distinguish their reporting from others, and adapt to the constantly evolving flow of news. They will integrate traditional reporting skills with modern tools, such as blogs and social media, to gather information, connect with readers, and promote their work. By the end of the unit, students will have identified and proposed a personal beat, developed strategies for source cultivation and story generation, and produced beat-based content that demonstrates accuracy, depth, and a unique perspective.

Learning Standards

NJSLS:

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

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

L.KL.11–12.2. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

A. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level.
B. Vary syntax for effect, apply an understanding of syntax to the study of complex texts.

C. Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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

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

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

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

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

A. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
B. Develop claim(s) and counterclaims avoiding common logical fallacies and using sound reasoning and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
C. Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
E. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).

W.IW.11–12.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

A. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
B. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
C. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

D. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
F. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).

W.NW.11–12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

A. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
B. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
C. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
D. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
E. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

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

W.WR.11–12.5. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

W.SE.11–12.6. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation (MLA or APA Style Manuals).

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

SL.PE.11–12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
B. Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g., student developed rubrics), and establish individual roles as needed.
C. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
D. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

SL.II.11–12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

SL.ES.11–12.3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

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

SL.UM.11–12.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

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

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills *(CLKS)*:

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

9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).

9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).

9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a)

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

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

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

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

9.4.12.IML.7: Develop an argument to support a claim regarding a current workplace or societal/ethical issue such as climate change (e.g., NJSLSA.W1, 7.1.AL.PRSNT.4).

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

Computer Science & Design Thinking *(CS & DT)*:

8.1.12.DA.1: Create interactive data visualizations using software tools to help others better understand real world phenomena, including climate change.

Interdisciplinary Connections:

WHST.9-12.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. (HS-PS1-2), (HS-PS1-5)

WHST.9-12.7 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. (HS-PS1-3), (HS-PS1-6)

WHST.11-12.8 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 specific 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. (HS-PS1-3)

WHST.9-12.9 Draw evidence from informational texts to support analysis, reflection, and research. (HS-PS1-3)

WHST.9-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (HS-LS1-6)

Learning Targets

Unit Essential Questions:

- What beat do I want to cover?
- What is my audience looking for out of my beat?
- How can I get an audience/other journalists to notice my coverage?
- What sets my coverage apart?
- How will I adapt coverage to meet the needs of my audience?

Unit Enduring Understandings:

- A beat is an area of coverage and responsibility.
- A beat can be subjective (i.e., Sports) or geographical (a specific town, the White House) or both (Cops & Courts).
- A journalist must stay on top of any and all news that comes out of his beat, not just what he covers, and be an expert on it.
- A beat is covered through presence and sourcing.
- Beat coverage is constantly evolving.

Vocabulary:

- *Academic Terminology*: "Beat," social media, PR

Students will be able to:

- Report and covering a beat
- Define and utilize a blog
- Use of industry-preferred social media to report and promote
- Develop and cultivate sources
- Edit and revise work
- Develop story ideas
- Check facts for accuracy
- Edit and revise the work of others
- Layout and design newspaper
- Determine stories/items worth coverage

- Assign coverage
- Delegate editorial responsibilities

Learning Activities: *Potential Learning Activities can include* (*Amistad & Holocaust*, *Asian American & Pacific Islanders*, *Climate Change*, *LGBTQ and People with Disabilities*, *Diversity, Equity & Inclusion [DEI]):*

- Presence & Sourcing Fieldwork
    - Students "work their beat" by attending an event, meeting, or location relevant to their DEI-aligned coverage area.
    - Examples:
        - Interview a speaker at a climate change town hall.
        - Cover a local AAPI heritage festival.
        - Observe a Holocaust education exhibit at a library or museum.
    - Students keep a Beat Log recording observations, contacts made, and potential story lead
- Source Profile Assignment
    - Students interview a key source from their beat (e.g., Holocaust survivor, disability rights advocate, Pride organizer, environmental scientist, historian).
    - Write a profile piece integrating direct quotes, background context, and beat-specific relevance.
- Blog Series – Ongoing Beat Coverage
    - Students maintain a beat-specific blog for 2–3 weeks.
    - Each post should:
        - Cover a recent development or event tied to their beat.
        - Apply AP style and inclusive language.
        - Incorporate multimedia elements such as photos, embedded tweets, or short videos.
- Social Media Reporting Drill
    - Using industry-preferred social media platforms, students "live-report" an event related to their beat (mock or real).
    - Afterwards, adapt the live updates into a complete beat story for the school paper.

Assessment Evidence

Formative Assessments:

- Beat Proposal
- Social Media Reporting Drill - Beat Story for the School Paper

Summative Assessments:

- Blog - final collection of 'Blog Series' class assignment
- Beat Proposal

Alternative Assessments:

- Choice Assignments
- Choice Essay Topics
- Modified Assignments

Core Instructional & Supplemental Materials

Materials:

- Student Writing
- Chromebooks
- Google Classroom
- Google Docs

Accommodations and Modifications: Students with Disabilities, English Language Learners, Students at Risk of Failure, Students with 504s, Gifted & Talented Students

Specific Strategies and Practices that Support Students with Disabilities:

Students receiving Special Education programming have specific goals and objectives, as well as accommodations and modifications outlined within their Individualized Education Plans (IEP) due to an identified disability and/or diagnosis. In addition to exposure to the general education curriculum, the instruction is differentiated based upon the

student's needs. The IEP acts as a supplemental curriculum guide inclusive of instructional strategies that support each learner.

- Small group/One to one - Additional time - Review of directions - Student restates information - Space for movement or breaks - Extra visual and verbal cues and prompts - Preferential seating - Follow a routine/schedule - Rest breaks - Verbal and visual cues regarding directions and staying on task - Checklists - Immediate feedback

Specific Strategies and Practices that Support English Language Learners

English language learner (ELL) is a national-origin-minority student who is limited-English-proficient. This term is often preferred over limited-English-proficient (LEP) as it highlights accomplishments rather than deficits.

- Pre-teaching of vocabulary and concepts - Personal Glossary - Extended Time - Simplified/Verbal Instructions - Frequent Breaks - Visual learning, including graphic organizers - Use of cognates to increase comprehension - Teacher modeling - Pairing students with beginning English language skills with students who have more advanced English language skills - Scaffolding - Word walls - Think-pair-share - Cooperative learning groups

Students at Risk of Failure

- Home/School Connection - Alternative Assessments - Learning Contracts - Homogenous Grouping - Supplemental Instruction - Think-Pair-Share by Readiness - Homework Options - Differentiated Online Practice - Leveled Rubrics - Tiered Level of Supports - Tiered Activities - Small Group Instruction - Work Alone Choice - Group Work Choice

Students with 504 Plans

Teachers are responsible for implementing designated services and strategies identified on a student's 504 Plan.
504 plans are formal plans that schools develop to give kids the support they need and covers any condition that limits daily activities in a major way. Students' accommodations are outlined in their individual 504 plan.

Specific Strategies and Practices that Support Gifted & Talented Students

It is critical that all teachers are able to recognize a high-ability student who may need more depth and complexity in instruction.

-Homogenous Grouping - Small Group In-Depth Instruction - Differentiated Online Practice - Alternative Assessments - Pre-Assess to provide Differentiated Instruction to Accelerate Learning

Unit 7

Desired Results

Unit 7: Features: Literature in a Hurry

Unit Summary: In this unit, students explore the art of feature writing, a style of journalism that blends factual reporting with storytelling techniques to provide depth, human interest, and context. Unlike breaking news, features are not as time-sensitive but still require a timely "news peg" to make them relevant to current readers. Students will learn to distinguish between issue-driven features, which delve into topics and trends, and personality-driven features, which profile individuals whose experiences, expertise, or actions bring a subject to life. Through close study of model works such as *Life and Death in a Cow Barn*, *Big Six Henderson*, and *Band of Brothers*, students will analyze narrative structure, voice, pacing, and detail. They will also learn to create a "billboard," a succinct, engaging element that communicates the essence of a feature while drawing in readers. Practical skills include sourcing and interviewing, computer-assisted reporting, fact verification, and crafting compelling narratives that connect with their audience. By the end of the unit, students will be able to research, structure, and produce features that offer rich insight into people, issues, and events, bringing both immediacy and enduring value to their reporting.

Learning Standards

NJSLS:

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

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

L.KL.11–12.2. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

A. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level.
B. Vary syntax for effect, apply an understanding of syntax to the study of complex texts.
C. Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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

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

E. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

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

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

W.NW.11–12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

A. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
B. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
C. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
D. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
E. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

SL.PE.11–12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
B. Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g., student developed rubrics), and establish individual roles as needed.
C. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
D. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

SL.II.11–12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

SL.ES.11–12.3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

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

SL.UM.11–12.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

opportunity to integrate climate change education.

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

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills *(CLKS)*:

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

9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).

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

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

Computer Science & Design Thinking (*CS & DT***):**

8.1.12.DA.1: Create interactive data visualizations using software tools to help others better understand real world phenomena, including climate change.

Interdisciplinary Connections:

6.1.12.HistoryCC.8.c: Identify the conditions that gave rise to the Harlem Renaissance and assess the impact of artists, writers, and musicians on American culture.

WHST.9-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (HS-LS1-6)

Learning Targets

Unit Essential Questions:	**Unit Enduring Understandings:**
• How do journalists bring depth to reporting?	• Features offer a more in-depth story.

• How, why can the subject of a feature be made relevant now? • What are the differences between the types of features? • What makes a successful billboard? • What are the issues that affect teens? • Who are the experts it is necessary to hear from in a feature? • How do I find the people to illustrate the issue(s)?	• Features are not as time sensitive as traditional news coverage but require a news "peg" to make them relevant. • There are two types of features: issue- and personality-driven. • A "billboard" is a way to communicate the point of the story as well as market it.
Vocabulary: • *Academic terminology*: news peg, billboard	
Students will be able to: • Compose a compelling narrative • Execute computer-assistant reporting • Check facts for accuracy • Define and build a billboard • Edit and revise work • Compose a source list • Verify information • Develop story ideas • Check facts for accuracy • Edit and revise the work of others • Layout and design newspaper • Determine stories/items worth coverage • Assign coverage • Delegate editorial responsibilities	

Learning Activities: *Potential Learning Activities can include* (*Amistad & Holocaust*, *Asian American & Pacific Islanders*, *Climate Change*, *LGBTQ and People with Disabilities*, *Diversity*, *Equity & Inclusion [DEI]):*

- Feature Type Analysis
    - Students read two examples: an issue-driven feature (e.g., climate change impact on local community) and a personality-driven feature (e.g., profile of a Holocaust survivor).
    - Create a T-chart comparing structure, sources, tone, and use of a news peg.
- Billboard Writing Workshop
    - Students practice writing "billboards" (teaser lines or blurbs) for:
        - A Holocaust education feature
        - An AAPI cultural festival profile
        - A local disability advocacy event
    - Class votes on which billboard is most engaging and informative.
- Issue-Driven Feature Pitch
    - Students choose a DEI-related topic affecting teens (e.g., LGBTQ youth mental health, climate activism in schools, accessibility in sports).
    - Develop a pitch document including:
        - News peg
        - Story angle
        - Source list
        - Potential visuals
- Personality-Driven Profile
    - Students interview a person connected to one of the focus areas (e.g., community organizer, teacher, artist, historian).
    - Write a narrative profile that uses anecdotes, quotes, and descriptive detail to bring the subject to life.
- "Life in a Day" Feature Assignment
    - Students shadow someone for part of a day to capture a slice-of-life feature (e.g., a student activist, climate scientist, special education advocate).

- Focus on observational detail, narrative flow, and voice.

Assessment Evidence
Formative Assessments: • Billboard • Feature Story Quiz • Class Discussion • Teen-Issue Feature Draft
Summative Assessments: • Teen-Issue Feature
Alternative Assessments: • Choice Assignments • Choice Essay Topics • Modified Assignments

Core Instructional & Supplemental Materials
Works of Study: • “Life and Death in a Cow Barn” • "Big Six Henderson” • “Band of Brothers”
Materials: • Student Writing • Chromebooks • Google Classroom • Google Docs

Accommodations and Modifications:
Students with Disabilities, English Language Learners,
Students at Risk of Failure, Students with 504s, Gifted & Talented Students

Specific Strategies and Practices that Support Students with Disabilities:

Students receiving Special Education programming have specific goals and objectives, as well as accommodations and modifications outlined within their Individualized Education Plans (IEP) due to an identified disability and/or diagnosis. In addition to exposure to the general education curriculum, the instruction is differentiated based upon the student's needs. The IEP acts as a supplemental curriculum guide inclusive of instructional strategies that support each learner.

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English language learner (ELL) is a national-origin-minority student who is limited-English-proficient. This term is often preferred over limited-English-proficient (LEP) as it highlights accomplishments rather than deficits.

- Pre-teaching of vocabulary and concepts - Personal Glossary - Extended Time - Simplified/Verbal Instructions - Frequent Breaks - Visual learning, including graphic organizers - Use of cognates to increase comprehension - Teacher modeling - Pairing students with beginning English language skills with students who have more advanced English language skills - Scaffolding - Word walls - Think-pair-share - Cooperative learning groups

Students at Risk of Failure

- Home/School Connection - Alternative Assessments - Learning Contracts - Homogenous Grouping - Supplemental Instruction - Think-Pair-Share by Readiness - Homework Options - Differentiated Online Practice - Leveled Rubrics - Tiered Level of Supports - Tiered Activities - Small Group Instruction - Work Alone Choice - Group Work Choice

Students with 504 Plans
Teachers are responsible for implementing designated services and strategies identified on a student's 504 Plan. 504 plans are formal plans that schools develop to give kids the support they need and covers any condition that limits daily activities in a major way. Students' accommodations are outlined in their individual 504 plan.

Specific Strategies and Practices that Support Gifted & Talented Students
It is critical that all teachers are able to recognize a high-ability student who may need more depth and complexity in instruction.

-Homogenous Grouping - Small Group In-Depth Instruction - Differentiated Online Practice - Alternative Assessments - Pre-Assess to provide Differentiated Instruction to Accelerate Learning

Unit 8

Desired Results

Unit 8: Do The Write Thing - Ethical Issues

Unit Summary: In this unit, students examine the critical importance of ethics in journalism by studying some of the profession's most infamous scandals and the lessons they offer for responsible reporting. Using case studies such as Janet Cooke's fabricated "*Jimmy's World*", Stephen Glass's "*Hack Heaven*", and the events dramatized in *Shattered Glass*, students will analyze how deception, fabrication, and breaches of trust damage not only a journalist's career but also the credibility of entire media organizations. The Watergate era will serve as a contrasting example, highlighting investigative journalism at its most impactful and demonstrating how ethical, fact-based reporting can change the course of history. Students will explore why ethical lapses occur, from professional pressures to personal motivations, and evaluate how news organizations respond to such breaches. They will learn strategies for avoiding ethical pitfalls, including rigorous fact-checking, careful sourcing, and critical evaluation of stories that seem "too good to be true." By

the end of the unit, students will have developed a deeper awareness of media ethics, the skills to recognize potential ethical issues before they escalate, and a strong commitment to accuracy, fairness, and integrity in their own reporting.

Learning Standards

NJSLS:

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

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

L.KL.11–12.2. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

A. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level.
B. Vary syntax for effect, apply an understanding of syntax to the study of complex texts.
C. Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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

A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).

C. Analyze how an author or speaker uses and refines the meaning of a key term or terms over the course of a text or discussion.
D. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.
E. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

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

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

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

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

RL.CI.11–12.2. Determine two or more themes of a literary text and analyze how they are developed and refined over the course of the text, including how they interact and build on one another to produce a complex account or analysis; provide an objective summary 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.

RL.IT.11–12.3. Analyze the impact of the author's choices as they develop ideas throughout the text regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

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.

RL.TS.11–12.4. Evaluate the author's choices concerning the structure and the effectiveness of specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) and how they contribute to its overall structure and meaning, as well as its aesthetic impact.

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.

RL.PP.11–12.5. Evaluate perspectives/lenses from two or more texts on related topics and justify the more cogent viewpoint (e.g., different accounts of the same event or issue, use of different media or formats).

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.

RL.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 author's message).

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).

RI.AA.11–12.7. Describe and evaluate the reasoning in seminal U.S. and global texts, and the premises, purposes, and arguments in these works.

RL.CT.11–12.8. Demonstrate knowledge of, analyze, and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes, and rhetorical features, including how two or more texts from the same period treat similar themes or topics.

RI.CT.11–12.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and scientific significance for their purposes, including primary source documents relevant to U.S. and/or global history and texts proposing scientific or technical advancements.

W.NW.11–12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

A. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
B. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
C. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).

D. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
E. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

SL.PE.11–12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
B. Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g., student developed rubrics), and establish individual roles as needed.
C. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
D. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

SL.II.11–12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

SL.ES.11–12.3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

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

SL.UM.11–12.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

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

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills *(CLKS)*:

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

9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).

9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).

9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a)

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

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

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

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

9.4.12.IML.7: Develop an argument to support a claim regarding a current workplace or societal/ethical issue such as climate change (e.g., NJSLSA.W1, 7.1.AL.PRSNT.4).

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

Computer Science & Design Thinking *(CS & DT)*:

8.1.12.DA.1: Create interactive data visualizations using software tools to help others better understand real world phenomena, including climate change.

Interdisciplinary Connections:

WHST.9-12.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. (HS-PS1-2), (HS-PS1-5)

WHST.9-12.7 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. (HS-PS1-3), (HS-PS1-6)

WHST.11-12.8 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 specific 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. (HS-PS1-3)

WHST.9-12.9 Draw evidence from informational texts to support analysis, reflection, and research. (HS-PS1-3)

WHST.9-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (HS-LS1-6)

Learning Targets

Unit Essential Questions:

- Why do journalists commit such acts or errors?
- How did journalists perpetrate such crimes against their editors and their audience?

Unit Enduring Understandings:

- Journalism, like any profession, has its share of scandals.

• What factors play a role? • How have media organizations responded to such affronts to their integrity? • How do the journalists of today and tomorrow avoid such pitfalls?	• The Watergate era represented the high point of journalism to date. • "The Washington Post" was the catalyst of Richard M. Nixon's resignation as president. • Janet Cooke perpetrated the worst journalistic sin ever with "Jimmy's World." • Cooke is forever linked with failure in journalism. • Media organizations who suffer through such scandals are forever synonymous with them. • Journalists who bow to ethical pressure scapegoat myriad reasons not limited to performance, gender and race.
Vocabulary: • *Academic Terminology*: Ethics, Integrity, Credibility, Bias, Conflict of Interest, Transparency	
Students will be able to: • Develop a strong awareness of media ethics • Develop and utilize the ability to sniff out a story too good to be true • Check facts • Source a story • Develop story ideas • Check facts for accuracy • Edit and revise the work of others • Layout and design newspaper • Determine stories/items worth coverage • Assign coverage	

- Delegate editorial responsibilities

Learning Activities: *Potential Learning Activities can include* (*Amistad & Holocaust*, *Asian American & Pacific Islanders*, *Climate Change*, *LGBTQ and People with Disabilities*, *Diversity, Equity & Inclusion [DEI]):*

- Ethics Case Study Analysis – Diverse Historical Events
  - Students examine news coverage of significant historical and DEI-related events, such as:
    - Liberation of concentration camps (Holocaust)
    - Coverage of the Amistad case and commemorations
    - Japanese American internment and AAPI civil rights movements
    - Reporting on LGBTQ Pride marches
    - Disability rights legislation (e.g., ADA signing)
    - Climate change activism and protests
  - Analyze whether the coverage was accurate, fair, and respectful, and identify potential ethical missteps.
- "Too Good to Be True" Reporting Drill
  - The teacher presents students with a sensationalized, fabricated mock article.
  - Students investigate sources, verify facts, and identify which elements violate journalistic ethics.
- Fabrication & Bias Role-Play
  - In groups, students are assigned roles (reporter, editor, fact-checker, photographer) covering a fictional DEI-related breaking news story.
  - Some participants receive incomplete or exaggerated information.
  - Goal: Recognize ethical red flags and prevent falsehoods from reaching publication.
- Comparing Ethical vs. Unethical Coverage
  - Students compare two articles on the same DEI-related topic—one from a credible outlet, one containing ethical violations.
  - Identify signs of bias, fabrication, misrepresentation, or harmful stereotypes.

Assessment Evidence

Formative Assessments:

- Ethics Vocabulary Quiz
- Case Study Reflections
- Ethical Editing Practice

Summative Assessments:

- Journalism Ethics Case Study Project
- "Too Good to Be True" Simulation

Alternative Assessments:

- Choice Assignments
- Choice Essay Topics
- Modified Assignments

Core Instructional & Supplemental Materials

Required Texts:

- "Jimmy's World" by Janet Cooke
- "Hack Heaven" by Stephen Glass
- "Shattered Glass"

Accommodations and Modifications: Students with Disabilities, English Language Learners, Students at Risk of Failure, Students with 504s, Gifted & Talented Students

Specific Strategies and Practices that Support Students with Disabilities:

Students receiving Special Education programming have specific goals and objectives, as well as accommodations and modifications outlined within their Individualized Education Plans (IEP) due to an identified disability and/or diagnosis. In addition to exposure to the general education curriculum, the instruction is differentiated based upon the

student's needs. The IEP acts as a supplemental curriculum guide inclusive of instructional strategies that support each learner.

- Small group/One to one - Additional time - Review of directions - Student restates information - Space for movement or breaks - Extra visual and verbal cues and prompts - Preferential seating - Follow a routine/schedule - Rest breaks - Verbal and visual cues regarding directions and staying on task - Checklists - Immediate feedback

Specific Strategies and Practices that Support English Language Learners

English language learner (ELL) is a national-origin-minority student who is limited-English-proficient. This term is often preferred over limited-English-proficient (LEP) as it highlights accomplishments rather than deficits.

- Pre-teaching of vocabulary and concepts - Personal Glossary - Extended Time - Simplified/Verbal Instructions - Frequent Breaks - Visual learning, including graphic organizers - Use of cognates to increase comprehension - Teacher modeling - Pairing students with beginning English language skills with students who have more advanced English language skills - Scaffolding - Word walls - Think-pair-share - Cooperative learning groups

Students at Risk of Failure

- Home/School Connection - Alternative Assessments - Learning Contracts - Homogenous Grouping - Supplemental Instruction - Think-Pair-Share by Readiness - Homework Options - Differentiated Online Practice - Leveled Rubrics - Tiered Level of Supports - Tiered Activities - Small Group Instruction - Work Alone Choice - Group Work Choice

Students with 504 Plans

Teachers are responsible for implementing designated services and strategies identified on a student's 504 Plan.
504 plans are formal plans that schools develop to give kids the support they need and covers any condition that limits daily activities in a major way. Students' accommodations are outlined in their individual 504 plan.

Specific Strategies and Practices that Support Gifted & Talented Students

It is critical that all teachers are able to recognize a high-ability student who may need more depth and complexity in instruction.

-Homogenous Grouping - Small Group In-Depth Instruction - Differentiated Online Practice - Alternative Assessments - Pre-Assess to provide Differentiated Instruction to Accelerate Learning

Unit 9

Desired Results

Unit 9: Sports- Poetry in Motion

Unit Summary: In this unit, students explore the craft of sports journalism, learning how to go beyond reporting scores to create vivid, engaging stories that capture the energy, emotion, and significance of athletic events. They will examine how sports writers use their unique access to games, athletes, and coaches to transport readers into the heart of the action, employing color, nuance, and detail to tell compelling stories. Students will study the fundamentals of the game story, the role of sports features in offering deeper insight, and the ways opinion pieces fit within the tradition of sports writing. Through hands-on practice, students will learn to develop "game sense," accurately score and interpret results, compose and read box scores, and balance factual accuracy with descriptive flair. They will consider the importance of fairness, neutrality, and avoiding bias, especially in covering teams, players, or leagues they personally support. By the end of the unit, students will be able to write clear, detailed, and engaging sports coverage that meets the needs of an informed and passionate audience, while upholding the ethical standards of journalism.

Learning Standards

NJSLS:

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

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

L.KL.11–12.2. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

A. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level.
B. Vary syntax for effect, apply an understanding of syntax to the study of complex texts.
C. Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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

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

E. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

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

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

W.NW.11–12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

A. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
B. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
C. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
D. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
E. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

SL.PE.11–12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
B. Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g., student developed rubrics), and establish individual roles as needed.
C. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
D. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

SL.II.11–12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

SL.ES.11–12.3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

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

SL.UM.11–12.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

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

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills *(CLKS)*:

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

9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).

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

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

Computer Science & Design Thinking ***(****CS & DT****)*:

8.1.12.DA.1: Create interactive data visualizations using software tools to help others better understand real world phenomena, including climate change.

Interdisciplinary Connections:

WHST.9-12.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. (HS-PS1-2), (HS-PS1-5)

WHST.9-12.7 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. (HS-PS1-3), (HS-PS1-6)

WHST.11-12.8 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 specific 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. (HS-PS1-3)

WHST.9-12.9 Draw evidence from informational texts to support analysis, reflection, and research. (HS-PS1-3)

WHST.9-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (HS-LS1-6)

Learning Targets	
Unit Essential Questions: • How does Sports coverage differ from that of traditional news? • Why are sports more than just winning and losing? • What are the do's and don'ts of sports writing? • What are the opportunities available within Sports journalism? • How do reporters supply details and information about sports to an increasingly knowledgeable audience? • How has sports journalism changed over time? • How and when is opinion important in sports journalism? • Why is it so important to check allegiances at the door when it comes to covering sports? • How can a sports journalist avoid subconsciously manipulating the audience?	**Unit Enduring Understandings:** • Good sports writing goes beyond the score. • A sports writer has unique access the audience does not and a rare opportunity to transport the reader. • Color and nuance are essential to good sports writing. • The game story is the most basic type of sports journalism. • Features in sports allow for greater insight. • People everywhere are knowledgeable and passionate about sports. • Opinion has a time-honored place in sports journalism. • There are specialties within Sports writing.
Vocabulary: • *Academic terminology:* box score, cliché	
Students will be able to: • Write about Sports	

- Develop game “sense”
- Score games
- Comprehend and composing a box score
- Edit and revise work
- Develop story ideas
- Check facts
- Edit and revise the work of others
- Layout and design newspaper
- Determine stories/items worth coverage
- Assign coverage
- Delegate editorial responsibilities

Learning Activities: *Potential Learning Activities can include* (*Amistad & Holocaust*, *Asian American & Pacific Islanders*, *Climate Change*, *LGBTQ and People with Disabilities*, *Diversity*, *Equity & Inclusion [DEI]):*

- Inclusive Athlete Profile
    - Students write a personality-driven sports feature on an athlete connected to a DEI theme. Examples:
        - Paralympic or Special Olympics competitor (People with Disabilities)
        - AAPI athlete breaking barriers in a traditionally underrepresented sport
        - LGBTQ athlete advocating for equality in athletics
        - Holocaust survivor who found healing through sport
        - Amistad-related historical figure known for athletic achievement
    - Focus on blending game statistics with human interest storytelling.
- Historical Sports Moment Deep Dive
    - Research a historically significant sporting event tied to one of the DEI topics. Possible examples:
        - Integration of professional league
        - The Maccabiah Games (Jewish Olympics) after WWII
        - Athletes protesting for climate action or social justice
        - AAPI athletes’ contributions in Olympic history

    - Students produce a feature article explaining both the game and its cultural/historical significance.
- Game Story Practice
    - Cover a live or recorded sporting event (school, community, or professional) and write a game story.
- "Beyond the Scoreboard" Multimedia Project
    - Create a multimedia sports feature highlighting diversity in athletics:
        - Photos of adaptive sports equipment
        - Infographic of LGBTQ representation in major league
        - Timeline of AAPI athlete milestones
        - Video interviews with coaches and athletes about inclusion

Assessment Evidence

Formative Assessments:

- Box Score Practice
- Lead Writing Drill – Beyond the Score

Summative Assessments:

- Game Story

Alternative Assessments:

- Choice Assignments
- Choice Essay Topics
- Modified Assignments

Core Instructional & Supplemental Materials

Materials:

- Student Writing
- Chromebooks
- Google Classroom

- Google Docs

Accommodations and Modifications:
Students with Disabilities, English Language Learners,
Students at Risk of Failure, Students with 504s, Gifted & Talented Students

Specific Strategies and Practices that Support Students with Disabilities:
Students receiving Special Education programming have specific goals and objectives, as well as accommodations and modifications outlined within their Individualized Education Plans (IEP) due to an identified disability and/or diagnosis. In addition to exposure to the general education curriculum, the instruction is differentiated based upon the student's needs. The IEP acts as a supplemental curriculum guide inclusive of instructional strategies that support each learner.

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Students at Risk of Failure

- Home/School Connection - Alternative Assessments - Learning Contracts - Homogenous Grouping - Supplemental Instruction - Think-Pair-Share by Readiness - Homework Options - Differentiated Online

Practice - Leveled Rubrics - Tiered Level of Supports - Tiered Activities - Small Group Instruction - Work Alone Choice - Group Work Choice

Students with 504 Plans
Teachers are responsible for implementing designated services and strategies identified on a student's 504 Plan. 504 plans are formal plans that schools develop to give kids the support they need and covers any condition that limits daily activities in a major way. Students' accommodations are outlined in their individual 504 plan.

Specific Strategies and Practices that Support Gifted & Talented Students
It is critical that all teachers are able to recognize a high-ability student who may need more depth and complexity in instruction.

-Homogenous Grouping - Small Group In-Depth Instruction - Differentiated Online Practice - Alternative Assessments - Pre-Assess to provide Differentiated Instruction to Accelerate Learning

Unit 10

Desired Results

Unit 10: Principles of Criticism - Opinion Matters

Unit Summary: "There *is a place for analysis of literature in our classrooms… But we think there is more."* - Allison Marchetti & Rebekah O'Dell, *Beyond Literary Analysis*

In Honors English 9, students will write critical review essays -- analytical arguments evaluating a topic of their choice through ranking, strengths/weakness, or "to the extent that____." Inspired by Machetti & O'Dell's *Beyond Literary Analysis*, the purpose of this unit is to apply the NJSLS Writing Argument skills while also considering the purpose of critical reviews to write with authority, passion and with an audience in mind. Students will engage in the writing

process by gathering ideas from personal sources, reading mentor critical reviews, collecting and implementing craft moves from professional authors, writing independently, and revising both independently and with peers. Students will self-select topics. Throughout the unit, students will demonstrate application of standards through individual conferences and drafting. By the end of the unit, students will demonstrate application of the standards through a final critical review.

Learning Standards

NJSLS:

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

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

L.KL.11–12.2. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

A. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level.
B. Vary syntax for effect, apply an understanding of syntax to the study of complex texts.
C. Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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

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

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

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

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

A. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.

B. Develop claim(s) and counterclaims avoiding common logical fallacies and using sound reasoning and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
C. Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
E. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).

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

W.WR.11–12.5. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

W.SE.11–12.6. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation (MLA or APA Style Manuals).

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

SL.PE.11–12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
B. Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g., student developed rubrics), and establish individual roles as needed.
C. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
D. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

SL.II.11–12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

SL.ES.11–12.3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

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

SL.UM.11–12.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

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

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills *(CLKS)*:

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

9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).

9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).

9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a)

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

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

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

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

9.4.12.IML.7: Develop an argument to support a claim regarding a current workplace or societal/ethical issue such as climate change (e.g., NJSLSA.W1, 7.1.AL.PRSNT.4).

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

Computer Science & Design Thinking ***(****CS & DT****)*:

8.1.12.DA.1: Create interactive data visualizations using software tools to help others better understand real world phenomena, including climate change.

Interdisciplinary Connections:

WHST.9-12.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. (HS-PS1-2), (HS-PS1-5)

WHST.9-12.7 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. (HS-PS1-3), (HS-PS1-6)

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WHST.9-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (HS-LS1-6)

Learning Targets	
Unit Essential Questions: • What freedoms are provided under the First Amendment to the United States Constitution and why? • How does an entire media organization possibly express its opinion? • How do journalists convince their audience to believe something? • What type of material is subject to critiques and reviews?	**Unit Enduring Understandings:** • The First Amendment protects journalists to report the news free of persecution but is not a blanket freedom. • An editorial represents the opinion of the news-gathering • Columns provide an opportunity for experienced journalists to express personal opinion. • Critiques and reviews are ways of evaluating media. • Letters to the editor allow readers to respond to the news.

• What standards and/or requirements are letters to the editor held to?	• Editorial cartoons are time honored and express an opinion as effectively as their verbal counterparts.

Vocabulary:

- *Academic Terminology*: op-ed, column

Students will be able to:

- Write opinion supported by facts and other info
- Analyze and utilize facts and key information to support opinion
- Utilize appropriate tone depending on subject/topic
- Develop story ideas
- Check facts for accuracy
- Edit and revise the work of others
- Layout and design newspaper
- Determine stories/items worth coverage
- Assign coverage
- Delegate editorial responsibilities

Learning Activities: *Potential Learning Activities can include* (*Amistad & Holocaust*, *Asian American & Pacific Islanders*, *Climate Change*, *LGBTQ and People with Disabilities*, *Diversity*, *Equity & Inclusion [DEI]):*

- Op-Ed Writing Workshop
    - Each student selects a DEI topic they feel strongly about and writes an **op-ed** for the school or local paper.
    - Must include:
        - Clear stance
        - Evidence from reputable sources
        - Counterargument acknowledgment
- Letters to the Editor Simulation
    - Students respond to a mock news article by writing a Letter to the Editor.

- Focus on concise, respectful argumentation that adheres to publication guidelines.
- Persuasion Techniques in Opinion Writing
  - Study opinion pieces on climate change or civil rights and highlight rhetorical strategies such as:
    - Appeals to logic (logos)
    - Appeals to emotion (pathos)
    - Appeals to credibility (ethos)
  - Practice applying these techniques in short persuasive paragraphs.

Assessment Evidence
Formative Assessments: • Editorial, Cartoons, and Critiques
Summative Assessments: • Letter to the Editor • Editorial Cartoon
Alternative Assessments: • Choice Assignments • Choice Essay Topics • Modified Assignments

Core Instructional & Supplemental Materials
Materials: • Student Writing • Chromebooks • Google Classroom • Google Docs

Accommodations and Modifications:
Students with Disabilities, English Language Learners,
Students at Risk of Failure, Students with 504s, Gifted & Talented Students

Specific Strategies and Practices that Support Students with Disabilities:

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Students at Risk of Failure

- Home/School Connection - Alternative Assessments - Learning Contracts - Homogenous Grouping - Supplemental Instruction - Think-Pair-Share by Readiness - Homework Options - Differentiated Online Practice - Leveled Rubrics - Tiered Level of Supports - Tiered Activities - Small Group Instruction - Work Alone Choice - Group Work Choice

Students with 504 Plans

Teachers are responsible for implementing designated services and strategies identified on a student's 504 Plan.
504 plans are formal plans that schools develop to give kids the support they need and covers any condition that limits daily activities in a major way. Students' accommodations are outlined in their individual 504 plan.

Specific Strategies and Practices that Support Gifted & Talented Students

It is critical that all teachers are able to recognize a high-ability student who may need more depth and complexity in instruction.

-Homogenous Grouping - Small Group In-Depth Instruction - Differentiated Online Practice - Alternative Assessments - Pre-Assess to provide Differentiated Instruction to Accelerate Learning