



# Washington Township School District



*The mission of the Washington Township Public Schools is to provide a safe, positive, and progressive educational environment that provides opportunity for all students to attain the knowledge and skills specified in the NJ Learning Standards at all grade levels, so as to ensure their full participation in an ever-changing world as responsible, self-directed and civic-minded citizens.*

<b>Course Title:</b>	Journalism I					
<b>Grade Level(s):</b>	9-12					
<b>Duration:</b>	<i>Full Year:</i>		<i>Semester:</i>	<b>X</b>	<i>Marking Period:</i>	
<b>Course Description:</b>	This course is designed as an introduction to non-fiction writing for print and broadcast media. In addition to learning basic journalistic style through writing, evaluating and editing news stories, features, and editorials, students will confront issue of journalistic integrity, responsibility and ethics. This is a course for the student who enjoys writing and is genuinely interested in exploring the impact written language can have on society.					
<b>Grading Procedures:</b>	<ul style="list-style-type: none"><li>• <b>Summative</b> – 35%: Tests, Projects, Published Writing</li><li>• <b>Formative</b> – 40%: Quizzes, Process Writing/Writing in Stages, Student Self Reflections, Classwork</li><li>• <b>Supportive</b> – 25%: Homework, Conferences, Collaborative Work, Quick Writes, Journal Entries</li></ul>					
<b>Primary Resources:</b>	<i>Journalism Matters</i> by James Schaffer, Randall McCutcheon, Kathryn T. Stofer <i>The Radical Write – third edition</i> by Bobby Hawthorne Microsoft Office 365 Adobe Photoshop, PageMaker, Illustrator, and Indesign Student Laptops Mac Desktop Computers					

## Washington Township Principles for Effective Teaching and Learning

- Implementing a standards-based curriculum
- Facilitating a learner-centered environment
- Using academic target language and providing comprehensible instruction
- Adapting and using age-appropriate authentic materials
- Providing performance-based assessment experiences
- Infusing 21<sup>st</sup> century skills for College and Career Readiness in a global society

<b>Designed by:</b>	Ashley Pierson
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<b>Under the Direction of:</b>	Melissa Barnett
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**Written:** Summer 2019   **Revised:** \_\_\_\_\_   **BOE Approved:** \_\_\_\_\_

**Unit Title:** *Journalism in a Democracy*

**Unit Description:**

This unit is designed to make students aware of the value of a free press and how the open exchange of ideas and information have influenced the development of the United States and the American media. Particular attention will be given to the influence of technology on the history of journalism. The unit will also present students with an introduction to ethical standards and responsibilities of journalists in an effort to build a foundation upon which students might develop their personal standards of good sense, good judgment, and good writing.

**Unit Duration: 4 weeks****Desired Results****Standard(s):****NJ State Learning Standard(s):****Essential (Anchor) Standards for Reading Informational Text:**

- NJSLSA.RI2, NJSLSA.RI4

**Essential (Anchor) Standards for Writing**

- NJSLSA.W7

**Essential (Anchor) Standards for Speaking and Listening:**

- NJSLSA.S1

**Learning Targets:****Reading Informational Text**

**Students will** determine a central idea of a text and analyze how it is developed and refined by specific details; provide an objective summary of the text. RI 9-10.2

**Students will** determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). RI 9-10.4

**Writing**

**Students will** conduct short as well as more sustained research projects to answer a 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.9-10.7.

**Speaking and Listening**

**Students will** initiate and participate effectively in a range of collaborative discussions with peers on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. SL.9-10.1 (A-D)

**Understandings:**

*Students will understand that...*

- ...events and developments in the past have shaped the modern media.
- ...technology has had a pronounced impact on the gathering and presentation of the news and the ever-changing refinements in journalistic style.

**Essential Questions**

1. Why is it important to learn about the history of the media?
2. What impact has technology had on the media?

**Assessment Evidence****Performance Tasks:**

- Students will work in groups to construct a timeline that outlines the development of the American media and present using some form of technology.
- Demonstrate their understanding of the functions of the press by clipping articles from newspapers to illustrate each of the functions and explain reasoning.

**Other Evidence:**

- Teacher observation
- Formative assessment
- Student self-reflection
- Informal check for understanding
- Independent writing and conferences
- Class discussion

<ul style="list-style-type: none"> <li>Students conduct a short research assignment on a famous figure in American Journalism and present their findings to the class in a 3-5 minute presentation.</li> <li>Evaluate a series of situations involving ethical questions, decide upon a course of action and justify response in writing.</li> </ul>	<ul style="list-style-type: none"> <li>Collaboration with others</li> <li>Classwork</li> <li>Homework</li> <li>Standards based performance tasks and assessments</li> <li>Teacher-created tests and quizzes</li> <li>Teacher-created project-based learning experiences</li> </ul>
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#### Benchmarks:

Students will complete an End of Unit standards-based assessment to measure acquisition of skills and knowledge.

### Learning Plan

#### Learning Activities:

- Skill/ Topic Introduction:** Explain inverted pyramid style and how it came about; understand how accuracy and objectivity contribute to a journalist's credibility; explain the origins of the American concept of freedom of the press; list and explain the functions of the media in a modern society; identify and define libel laws and what defenses journalists have; identify and be familiar with major court rulings regarding the scholastic press; list and define the forms of invasion of privacy
- Application:** Explain how "global village" applies to the world of the 21<sup>st</sup> century; explain in writing how technology influenced journalism; given a newspaper, list which functions of the press are met by given pieces; given a list of situations which could result in libel suits, explain which would have any chance of being successful in court; using news stories from the papers and television and radio broadcasts, cite examples of attribution and simultaneous rebuttal.
- Accessing Prior Knowledge:** Use an anticipatory guide to further activate previous knowledge (Video clip, hands-on activity, discussion)
- Discussion:** work in small groups to outline the development of the American media by constructing a timeline and orally explaining how one development influenced the next; debate in small groups whether there are any circumstances in which a free press can create problems for a nation
- Exploring/Prewriting:** clip articles from the newspaper to illustrate each of the functions of the press; research a famous figure in American Journalism and present your findings to the class in a 3-5 minute informal presentation.
- Examination:** provide examples from history in which open/restricted access to information had positive/negative results for a country; compare the presentation of a given news item in various publications.
- Reflection:** given a series of situations involving ethical questions, work in small groups to decide upon a course of action – justify responses; identify the impact of the Tinker and Hazelwood decisions on the high school press
- Establishing:** identify the contribution of various individuals to the development of the American media
- Technology Integration:** infuse technology to complement and enhance the curriculum for a variety of purposes (e.g., the use of the writing process, publishing and sharing of formalized writing, and to give and receive feedback, reflection)

#### Sample Activities/Mini-lessons:

- Identifying the functions of the press:* Define the functions of the press and present examples from mentor texts. Students will then work in small groups to search the Internet and hard copies of publications for more examples to illustrate the functions of the press. They will present their findings to the whole class in an informal presentation.
- Ethics in Journalism:* After completing some independent reading/note-taking about ethical questions in Journalism in the *Journalism Today* textbook, students will take a gallery walk around the classroom during which they will read about a series of situations involving ethical questions and discuss their solution and justification for a particular course of action.

#### Resources:

*Journalism Today 7<sup>th</sup> Edition* by Donald Ferguson, Jim Patten, Bradley Wilson pp. 1-55  
Student laptops with access to Office 365 applications (word, OneNote, Outlook, etc.)

**Unit Learning Goal and Scale**  
(Level 2.0 reflects a minimal level of proficiency)

**Standard(s):**

**NJSLSA.RI Read text for meaning and back it up with evidence from the text**

<b>4.0</b>	I can understand what I read, support my conclusions with textual evidence, and make connections to larger themes.
<b>3.0</b>	I can understand what I read and support my conclusions with textual evidence.
<b>2.0</b>	I can understand some of what I read and can usually support my conclusions with textual evidence.
<b>1.0</b>	With help, partial success at level 2.0 content and level 3.0 content:
<b>0.0</b>	Even with help, no success

**Standard(s):**

**NJSLSA.SL1 Prepare for and participate effectively in a range of conversations and collaborations with peers.**

<b>4.0</b>	I can prepare for, participate in and lead a range of conversation types with confidence. I can integrate the views of others while formulating an original point of view on a variety of subjects.
<b>3.0</b>	I can prepare for and participate effectively in a range of conversation types. I can evaluate information to support and persuade others
<b>2.0</b>	I can usually prepare for and participate in most conversation types.
<b>1.0</b>	With help, partial success at level 2.0 content and level 3.0 content:
<b>0.0</b>	Even with help, no success

**Unit Modifications for Special Population Students**

<b>Advanced Learners</b>	Independent study, class "expert" as applicable.
<b>Struggling Learners</b>	Small group instruction, error correction, extra time to complete assignments, restate/repeat/rephrase, preview material/vocabulary, modification of material, IEP/504/IRT requirements.
<b>English Language Learners</b>	Small group instruction, error correction, extra time to complete assignments, restate/repeat/rephrase, preview material/vocabulary, Sheltered English Instruction strategies such as visuals to assist in decoding words.
Learners with an IEP	Each special education student has in Individualized Educational Plan (IEP) that details the specific accommodations, modifications, services, and support needed to level the playing field. This will enable that student to access the curriculum to the greatest extent possible in the least restrictive environment. These include: <ul style="list-style-type: none"> <li>• Variation of time: adapting the time allotted for learning, task completion, or testing</li> <li>• Variation of input: adapting the way instruction is delivered</li> <li>• Variation of output: adapting how a student can respond to instruction</li> </ul>

	<ul style="list-style-type: none"> <li>• Variation of size: adapting the number of items the student is expected to complete</li> <li>• Modifying the content, process or product</li> </ul> <p>Additional resources are outlined to facilitate appropriate behavior and increase student engagement. The most frequently used modifications and accommodations can be viewed <a href="#">here</a>. Teachers are encouraged to use the Understanding by Design Learning Guidelines (UDL). These guidelines offer a set of concrete suggestions that can be applied to any discipline to ensure that all learners can access and participate in learning opportunities. The framework can be viewed here <a href="http://www.udlguidelines.cast.org">www.udlguidelines.cast.org</a></p>
<b>Learners with a 504</b>	Refer to page four in the <a href="#">Parent and Educator Resource Guide to Section 504</a> to assist in the development of appropriate plans.

## Interdisciplinary Connections

### Indicators:

Accurately cite strong and thorough textual evidence, to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history and the social sciences; analyze the cumulative impact of specific word choices on meaning and tone.

Compare the point of view of two or more authors regarding how they treat the same or similar topics, including which details they include and emphasize in their respective accounts. Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text, to analyze information presented via different mediums.

Accurately cite strong and thorough evidence from the text to support analysis of science and technical texts, attending to precise details for explanations or descriptions.

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.

NJ Student Companion Standards for History, Social Studies, Science, and Technical Subjects Grades 11-12

## Integration of 21<sup>st</sup> Century Skills

### Indicators:

#### CREATIVITY AND INNOVATION

- Use a wide range of idea creation techniques (such as brainstorming).
- Create new and worthwhile ideas (both incremental and radical concepts).
- Elaborate, refine, analyze and evaluate their own ideas to improve and maximize creative efforts.
- Develop, implement and communicate new ideas to others effectively.
- Be open and responsive to new and diverse perspectives; incorporate group input and feedback into their work.
- Demonstrate originality and inventiveness in work and understand the real-world limits to adopting new ideas.
- View failure as an opportunity to learn; understand that creativity and innovation is a long-term, cyclical process of small successes and frequent mistakes.

#### SOCIAL AND CROSS-CULTURAL SKILLS

- Know when it is appropriate to listen and when to speak.

- Conduct themselves in a respectable, professional manner.
- Respect cultural differences and work effectively with people from a range of social and cultural backgrounds.
- Respond open-mindedly to different ideas and values.
- Leverage social and cultural differences to create new ideas and increase both innovation and quality of work.

#### PRODUCTIVITY AND ACCOUNTABILITY

- Set and meet goals, even in the face of obstacles and competing pressures.
- Prioritize, plan, and manage work to achieve the intended result.
- Demonstrate additional attributes associated with producing high quality products including the abilities to:
  - o Work positively and ethically.
  - o Manage time and projects effectively.
  - o Participate actively, as well as be reliable and punctual.
  - o Collaborate and cooperate effectively with groups.
  - o Respect and appreciate group diversity.
  - o Be accountable for results.

#### P21 Framework Definitions

[http://www.p21.org/storage/documents/docs/P21\\_Framework\\_Definitions\\_New\\_Logo\\_2015.pdf](http://www.p21.org/storage/documents/docs/P21_Framework_Definitions_New_Logo_2015.pdf)

### Unit Title: *Gathering News*

#### Unit Description:

This unit is designed to help students identify the work required in producing a newspaper. Students will learn to identify newsworthy subjects and effectively gather and organize information on those topics. Students will recognize the varied responsibilities of newspaper staff members in obtaining, organizing, and producing a complete publication.

#### Unit Duration: 4 weeks

### Desired Results

#### Standard(s):

##### NJ State Learning Standard(s):

##### Essential (Anchor) Standards for Reading Informational Text:

- NJSLSA.RI2, NJSLSA.RI4

##### Essential (Anchor) Standards for Writing

- NJSLSA.W7

##### Essential (Anchor) Standards for Speaking and Listening:

- NJSLSA.S1

#### Learning targets:

##### Reading Informational Text

**Students will** determine a central idea of a text and analyze how it is developed and refined by specific details; provide an objective summary of the text. RI 9-10.2

**Students will** determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). RI 9-10.4

##### Writing

**Students will** conduct short as well as more sustained research projects to answer a 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.9-10.7.

##### Speaking and Listening

**Students will** initiate and participate effectively in a range of collaborative discussions with peers on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. SL.9-10.1 (A-D)



<p><b>Understandings:</b>  <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>...there are stories that readers want to read and stories that they need to read.</li> <li>...they need to go to sources who are close to the story.</li> <li>...they need to ask solid questions that get to the core issues.</li> </ul>	<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>What is news? <ul style="list-style-type: none"> <li>Who will care about this story?</li> <li>How does this story impact the reader?</li> <li>Which elements of news are present?</li> </ul> </li> <li>Where do I get my information? <ul style="list-style-type: none"> <li>Why is notetaking important?</li> <li>Why can't the writer give an opinion?</li> <li>Why does the writer need to confirm information?</li> <li>Why does the writer need more than one source?</li> </ul> </li> </ul>
<p><b>Assessment Evidence</b></p>	
<p><b>Performance Tasks:</b></p> <ul style="list-style-type: none"> <li>Students will compile and submit for evaluation a list of questions that could be asked during an interview for a news story</li> <li>Students will conduct an interview with a classmate and they will be assessed on their pre-interview work (compiling a list of questions, conducting research, etc.) and their speaking/listening skills during the interview as well as their note-taking skills</li> <li>Students will localize a national news story and submit a final draft for evaluation</li> <li>Students will create an internet poll that can be distributed among the student body</li> <li>Students will evaluate the front page of a publication identifying the elements of news</li> </ul>	<p><b>Other Evidence:</b></p> <ul style="list-style-type: none"> <li>Teacher observation</li> <li>Formative assessment</li> <li>Student self-reflection</li> <li>Informal check for understanding</li> <li>Independent writing and conferences</li> <li>Class discussion</li> <li>Collaboration with others</li> <li>Classwork</li> <li>Homework</li> <li>Standards based performance tasks and assessments</li> <li>Teacher-created tests and quizzes</li> <li>Teacher-created project-based learning experiences</li> </ul>
<p><b>Benchmarks:</b></p> <p>Students will complete an End of Unit standards-based assessment to measure acquisition of skills and knowledge.</p>	
<p><b>Learning Plan</b></p>	
<p><b>Learning Activities:</b></p> <ul style="list-style-type: none"> <li><b>Skill/ Topic Introduction:</b> <b>Deciding what is news</b> – the “Who cares?” method; <b>Elements of News</b> – timeliness, proximity, prominence, consequence, human interest, conflict; <b>Generating news story ideas</b> – brainstorming, gathering information from polls, localizing stories; <b>Organizing the staff</b> – newspaper staff, news sources; <b>Making the interview work</b> – preparing/asking questions, listening to responses, conducting the interview (observing the subject, being friendly and attentive, taking notes, conducting Internet interviews, going off the record), writing the interview story (using details, using quotes, prepublication checking, protecting sources)</li> <li><b>Application:</b> compile a list of stock questions for interviews for study a faculty profiles; compile a list of questions for writing club or sport team profiles; conduct a press conference in the classroom with a notable student, teacher, or administrator</li> <li><b>Accessing Prior Knowledge:</b> Use an anticipatory guide to further activate previous knowledge (Video clip, hands-on activity, discussion)</li> <li><b>Discussion:</b> in small groups, evaluate the choices for the front page of a local paper. Determine which elements of news each story possesses; debate the merits and weaknesses of the current organization of the high school newspaper; participate in a whole group discussion to brainstorm ideas for news stories</li> </ul>	

- **Exploring/Prewriting:** work in whole group to brainstorm ideas for news stories; identify three stories on the Internet that can be localized for the school paper; use the internet as a resource for obtaining background information for a news story; compile a list of questions prior to conducting an interview
- **Examination:** Use the “Who cares?” method for determining the newsworthiness of each of twenty ideas for stories; organize and evaluate poll results; use a transcript of an interview to evaluate the interviewer’s technique; view a news program to evaluate the interviewer’s technique
- **Reflection:** take a finished list of ideas from a brainstorming session and prioritize the ideas based on the elements of news.
- **Innovation:** localize a given news story from the professional press; construct a poll to be distributed to the study body
- **Drafting:** construct a news story based on the results of a poll
- **Revision:** revise the draft of a news story
- **Proofreading/editing:** conduct a prepublication check of details, quotes, etc. in a draft of a news story
- **Publishing:** Submit the final draft of a news story; submit a new story to the school newspaper for publication consideration
- **Technology Integration:** infuse technology to complement and enhance the curriculum for a variety of purposes (e.g., the use of the writing process, publishing and sharing of formalized writing, and to give and receive feedback, reflection)

#### **Sample Activities/Mini-lessons:**

- *Conducting an interview:* Students will view a short video clip of an interview. They will journal their initial reactions to the interviewer’s performance (areas of success and areas for improvement). Students will discuss their observations with a partner and then share with the whole class. Then, in groups of 3 or 4, students will compile a list of Do’s and Don’t’s for interviewing. I will then reveal the list that I created and as a whole group we will create one comprehensive list. Students will copy this list in their writer’s notebook for future use.
- *Elements of News:* After reviewing the definition of each of the elements of news and presenting examples from mentor texts, students will work in partners to examine the front page of a publication and identify each of the elements of news. They will use sticky notes for labeling/explaining and then submit their work for evaluation.

#### **Resources:**

***Journalism Today 7<sup>th</sup> Edition* by Donald Ferguson, Jim Patten, Bradley Wilson pp. 56-123**  
**Student laptops with access to Office 365 applications (word, OneNote, Outlook, etc.)**



**Unit Learning Goal and Scale**  
(Level 2.0 reflects a minimal level of proficiency)

**Standard(s):**

**NJSLSA.W.7 Conduct research projects, demonstrating understanding of the subject under investigation**

<b>4.0</b>	I can find relevant information to demonstrate my understanding of the subject while posing questions for further research.
<b>3.0</b>	I can find relevant information to demonstrate my understanding of the subject.
<b>2.0</b>	I can find some relevant information to demonstrate my understanding of the subject.
<b>1.0</b>	With help, partial success at level 2.0 content and level 3.0 content:
<b>0.0</b>	Even with help, no success

**Standard(s):**

**NJSLSA.SL.1 Prepare for and participate effectively in a range of conversations and collaborations with peers.**

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**Unit Modifications for Special Population Students**

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	<ul style="list-style-type: none"> <li>• Variation of size: adapting the number of items the student is expected to complete</li> <li>• Modifying the content, process or product</li> </ul> <p>Additional resources are outlined to facilitate appropriate behavior and increase student engagement. The most frequently used modifications and accommodations can be viewed <a href="#">here</a>. Teachers are encouraged to use the Understanding by Design Learning Guidelines (UDL). These guidelines offer a set of concrete suggestions that can be applied to any discipline to ensure that all learners can access and participate in learning opportunities. The framework can be viewed here <a href="http://www.udlguidelines.cast.org">www.udlguidelines.cast.org</a></p>
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Accurately cite strong and thorough evidence from the text to support analysis of science and technical texts, attending to precise details for explanations or descriptions.

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.

NJ Student Companion Standards for History, Social Studies, Science, and Technical Subjects Grades 11-12

## Integration of 21<sup>st</sup> Century Skills

### Indicators:

#### CREATIVITY AND INNOVATION

- Use a wide range of idea creation techniques (such as brainstorming).
- Create new and worthwhile ideas (both incremental and radical concepts).
- Elaborate, refine, analyze and evaluate their own ideas to improve and maximize creative efforts.
- Develop, implement and communicate new ideas to others effectively.
- Be open and responsive to new and diverse perspectives; incorporate group input and feedback into their work.
- Demonstrate originality and inventiveness in work and understand the real-world limits to adopting new ideas.
- View failure as an opportunity to learn; understand that creativity and innovation is a long-term, cyclical process of small successes and frequent mistakes.

## SOCIAL AND CROSS-CULTURAL SKILLS

- Know when it is appropriate to listen and when to speak.
- Conduct themselves in a respectable, professional manner.
- Respect cultural differences and work effectively with people from a range of social and cultural backgrounds.
- Respond open-mindedly to different ideas and values.
- Leverage social and cultural differences to create new ideas and increase both innovation and quality of work.

## PRODUCTIVITY AND ACCOUNTABILITY

- Set and meet goals, even in the face of obstacles and competing pressures.
- Prioritize, plan, and manage work to achieve the intended result.
- Demonstrate additional attributes associated with producing high quality products including the abilities to:
  - o Work positively and ethically.
  - o Manage time and projects effectively.
  - o Participate actively, as well as be reliable and punctual.
  - o Collaborate and cooperate effectively with groups.
  - o Respect and appreciate group diversity.
  - o Be accountable for results.

P21 Framework Definitions

[http://www.p21.org/storage/documents/docs/P21\\_Framework\\_Definitions\\_New\\_Logo\\_2015.pdf](http://www.p21.org/storage/documents/docs/P21_Framework_Definitions_New_Logo_2015.pdf)

### Unit Title: *Writing and Delivering the News*

#### Unit Description:

This unit is designed to help students improve the clarity and impact of their writing. Students will master journalistic style through writing effective leads and corresponding stories. Extensive use will be made of models from the professional press. In addition to stressing the importance of revision, the unit will give particular attention to using quotations and transitions.

**Unit Duration:** 6 weeks

### Desired Results

#### Standard(s):

##### NJ State Learning Standard(s):

##### Essential (Anchor) Standards for Writing

- NJSLSA.W2 (A-F), NJSLSA.W4-7, NJSLSA.W10

##### Essential (Anchor) Standards for Speaking and Listening:

- NJSLSA.S1

#### Learning Targets:

##### Writing

**Students will** write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. W.9-10.2 (A-F)

**Students will** produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose, and audience. W.9-10.4

**Students will** develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, 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.9-10.5

**Students will** use technology, including the Internet, to produce, share, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. W.9-10.6.

**Students will** conduct short as well as more sustained research projects to answer a 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.9-10.7.

**Students will** write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. W.9-10.10

## Speaking and Listening

**Students will** initiate and participate effectively in a range of collaborative discussions with peers on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. SL.9-10.1 (A-D)

### Understandings:

*Students will understand that...*

- ...journalistic style benefits both the reader and the writer of news stories.
- ...the lead needs to hook the reader’s interest and establish the focus of the story.

### Essential Questions:

- What is journalistic style?
  - What is inverted pyramid style?
  - What is attribution?
  - What is a style book?
- What makes a good lead?
  - Is there one “best” way to lead a story?
  - What needs to be in the lead?

## Assessment Evidence

### Performance Tasks:

- Demonstrate understanding of the functions of the press by clipping articles from newspapers to illustrate each of the functions and explain reasoning.
- Conduct research to find an example of unethical journalistic behavior in the professional press and present findings to the class in a short oral presentation using some form of technology.
- Given a list of situations which could result in libel suits, explain in writing which would have any chance of being successful in court.
- Conduct a press conference in the classroom with a notable student, teacher or administrator.
- Construct a poll to be distributed to the student body. Organize and evaluate the responses. Construct a news story based on the results.

*(Note: tasks will be scored using a holistic rubric for Journalism I)*

### Other Evidence:

- Teacher observation
- Formative assessment
- Student self-reflection
- Informal check for understanding
- Independent writing and conferences
- Class discussion
- Collaboration with others
- Classwork
- Homework
- Standards based performance tasks and assessments
- Teacher-created tests and quizzes
- Teacher-created project-based learning experiences

### Benchmarks:

Students will complete an End of Unit standards-based assessment to measure acquisition of skills and knowledge.

## Learning Plan

### Learning Activities:

- **Skill/ Topic Introduction: Writing News Story Leads** – inverted pyramid, “AP” or summary lead, creativity, fitting the lead to the story, problem leads (length, grammar, content, quote lead, question lead); **Writing News Stories and Headlines** – building on the lead, using transitions, the body of the story, organizational patterns (inverted pyramid, storytelling style, combination styles, sidebars), appropriate newspaper style; **Handling Quotes** – direct quotations, paraphrasing, partial quotes, attribution, covering speeches
- **Application:** given a list of facts about a news subject, identify the most important details to be mentioned in the lead; using the professional press, identify the 5 Ws and H in selected leads; write in inverted pyramid style by prioritizing a list of facts related to a single subject; identify the relevant and irrelevant facts pertaining to story; given sample news stories and sentences, identify examples of wordiness, redundancy, clichés, repetition, and passive voice; identify the most pertinent information in a long direct quotation to be excerpted and used as a partial quote
- **Accessing Prior Knowledge:** Use an anticipatory guide to further activate previous knowledge (Video clip, hands-on activity, discussion)
- **Discussion:** work with a partner or small group to share, comment upon, revise, and edit examples of student work
- **Exploring/Prewriting:** practice note-taking from a variety of digital sources in preparation for conducting interviews
- **Examination:** given several inferior leads, explain the flaws in each and write improved versions

- **Reflection:** take a finished list of ideas from a brainstorming session and prioritize the ideas based on the elements of news.
- **Innovation:** given news stories, construct both summary and creative leads; construct engaging headlines to fit space constraints and the tone of the subject matter
- **Drafting:** given a list of facts, construct a lead for a news story; write several stories entirely from notes – do so in both the inverted pyramid and storytelling styles; write effective transitions to introduce direct quotations
- **Revision:** edit and revise leads to include the 5 Ws and H; write improved versions of leads after identifying the flaws in each; add transitional statements, words and quotes to link ideas and make the story flow; given a list of words, replace each with a simpler synonym; given a list of phrases, replace each with a word that expresses the same idea; use back-up quotes to support the lead and transition within the story
- **Proofreading/editing:** edit and revise sentences and paragraphs to eliminate instances of wordiness, redundancy, clichés, repetition, and passive voice
- **Publishing:** Submit the final draft of a news story; submit a new story to the school newspaper for publication consideration
- **Technology Integration:** infuse technology to complement and enhance the curriculum for a variety of purposes (e.g., the use of the writing process, publishing and sharing of formalized writing, and to give and receive feedback, reflection)

#### **Sample Activities/Mini-lessons:**

- *Writing effective headlines:* After presenting the criterion for an effective headline, students will view examples of acceptable headlines from mentor texts. Then, they will work in pairs to evaluate a list of headlines and revise if necessary. Students will then work independently to write headlines for stories on one page of the high school newspaper.
- *Writing powerful leads:* Model for students how to write an effective lead. Show examples from mentor text. Present students with a list of leads that need revision. Students will work in pairs to revise list. Then, students will work independently to write a powerful lead for the news story they're currently writing.

#### **Resources:**

***Journalism Today 7<sup>th</sup> Edition* by Donald Ferguson, Jim Patten, Bradley Wilson pp. 124-205**  
**Student laptops with access to Office 365 applications (word, OneNote, Outlook, etc.)**

**Unit Learning Goal and Scale**  
(Level 2.0 reflects a minimal level of proficiency)

**Standard(s):**

**NJSLSA.W2. Write informative/explanatory texts to examine and convey ideas and information.**

<b>4.0</b>	I can write in-depth informative/explanatory texts to examine and convey complex ideas and information clearly and accurately.
<b>3.0</b>	I can write informative/explanatory texts to examine and convey ideas and information clearly and accurately.
<b>2.0</b>	I can usually write informative/explanatory texts to examine and convey ideas and information clearly and accurately.
<b>1.0</b>	With help, partial success at level 2.0 content and level 3.0 content:
<b>0.0</b>	Even with help, no success

**Standard(s):**

**NJSLSA.SL.1 Prepare for and participate effectively in a range of conversations and collaborations with peers.**

<b>4.0</b>	I can prepare for, participate in and lead a range of conversation types with confidence. I can integrate the views of others while formulating an original point of view on a variety of subjects.
<b>3.0</b>	I can prepare for and participate effectively in a range of conversation types. I can evaluate information to support and persuade others.
<b>2.0</b>	I can usually prepare for and participate in most conversation types.
<b>1.0</b>	With help, partial success at level 2.0 content and level 3.0 content:
<b>0.0</b>	Even with help, no success

**Unit Modifications for Special Population Students**

<b>Advanced Learners</b>	Independent study, class "expert" as applicable.
<b>Struggling Learners</b>	Small group instruction, error correction, extra time to complete assignments, restate/repeat/rephrase, preview material/vocabulary, modification of material, IEP/504/IRT requirements.
<b>English Language Learners</b>	Small group instruction, error correction, extra time to complete assignments, restate/repeat/rephrase, preview material/vocabulary, Sheltered English Instruction strategies such as visuals to assist in decoding words.
Learners with an IEP	Each special education student has in Individualized Educational Plan (IEP) that details the specific accommodations, modifications, services, and support needed to level the playing field. This will enable that student to access the curriculum to the greatest extent possible in the least restrictive environment. These include: <ul style="list-style-type: none"> <li>• Variation of time: adapting the time allotted for learning, task completion, or testing</li> <li>• Variation of input: adapting the way instruction is delivered</li> <li>• Variation of output: adapting how a student can respond to instruction</li> </ul>

	<ul style="list-style-type: none"> <li>• Variation of size: adapting the number of items the student is expected to complete</li> <li>• Modifying the content, process or product</li> </ul> <p>Additional resources are outlined to facilitate appropriate behavior and increase student engagement. The most frequently used modifications and accommodations can be viewed <a href="#">here</a>. Teachers are encouraged to use the Understanding by Design Learning Guidelines (UDL). These guidelines offer a set of concrete suggestions that can be applied to any discipline to ensure that all learners can access and participate in learning opportunities. The framework can be viewed here <a href="http://www.udlguidelines.cast.org">www.udlguidelines.cast.org</a></p>
<b>Learners with a 504</b>	Refer to page four in the <a href="#">Parent and Educator Resource Guide to Section 504</a> to assist in the development of appropriate plans.

## Interdisciplinary Connections

### Indicators:

Accurately cite strong and thorough textual evidence, to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history and the social sciences; analyze the cumulative impact of specific word choices on meaning and tone.

Compare the point of view of two or more authors regarding how they treat the same or similar topics, including which details they include and emphasize in their respective accounts. Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text, to analyze information presented via different mediums.

Accurately cite strong and thorough evidence from the text to support analysis of science and technical texts, attending to precise details for explanations or descriptions.

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.

NJ Student Companion Standards for History, Social Studies, Science, and Technical Subjects Grades 11-12

## Integration of 21<sup>st</sup> Century Skills

### Indicators:

#### CREATIVITY AND INNOVATION

- Use a wide range of idea creation techniques (such as brainstorming).
- Create new and worthwhile ideas (both incremental and radical concepts).
- Elaborate, refine, analyze and evaluate their own ideas to improve and maximize creative efforts.
- Develop, implement and communicate new ideas to others effectively.
- Be open and responsive to new and diverse perspectives; incorporate group input and feedback into their work.
- Demonstrate originality and inventiveness in work and understand the real-world limits to adopting new ideas.
- View failure as an opportunity to learn; understand that creativity and innovation is a long-term, cyclical process of small successes and frequent mistakes.

#### SOCIAL AND CROSS-CULTURAL SKILLS

- Know when it is appropriate to listen and when to speak.



- Conduct themselves in a respectable, professional manner.
- Respect cultural differences and work effectively with people from a range of social and cultural backgrounds.
- Respond open-mindedly to different ideas and values.
- Leverage social and cultural differences to create new ideas and increase both innovation and quality of work.

#### PRODUCTIVITY AND ACCOUNTABILITY

- Set and meet goals, even in the face of obstacles and competing pressures.
- Prioritize, plan, and manage work to achieve the intended result.
- Demonstrate additional attributes associated with producing high quality products including the abilities to:
  - o Work positively and ethically.
  - o Manage time and projects effectively.
  - o Participate actively, as well as be reliable and punctual.
  - o Collaborate and cooperate effectively with groups.
  - o Respect and appreciate group diversity.
  - o Be accountable for results.

#### P21 Framework Definitions

[http://www.p21.org/storage/documents/docs/P21\\_Framework\\_Definitions\\_New\\_Logo\\_2015.pdf](http://www.p21.org/storage/documents/docs/P21_Framework_Definitions_New_Logo_2015.pdf)

### Unit Title: *Features, Sports and Editorials*

#### Unit Description:

This unit is designed to introduce students to types of journalistic writing that differ from straight news. Again, drawing extensively on models from the professional press, students will experiment with each of these forms. As always, attention will be given to clarity and accuracy of presentation.

**Unit Duration:** 6 weeks

### Desired Results

#### Standard(s):

#### NJ State Learning Standard(s):

#### Essential (Anchor) Standards for Writing

- NJSLSA.W.2, NJSLSA.W4-6, NJSLSA.W10

#### Essential (Anchor) Standards for Speaking and Listening:

- NJSLSA.S1

#### Learning Targets:

#### Writing

**Students will** write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. W.9-10.2 (A-F)

**Students will** produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose, and audience. W.9-10.4

**Students will** develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, 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.9-10.5

**Students will** use technology, including the Internet, to produce, share, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. W.9-10.6.

**Students will** write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. W.9-10.10

#### Speaking and Listening

**Students will** initiate and participate effectively in a range of collaborative discussions with peers on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. SL.9-10.1 (A-D)

<p><b>Understandings:</b>  <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>• ...feature writing provides insight into the story behind the story.</li> <li>• ...opinion pieces generate conversation and get people talking about and thinking about the issue at hand.</li> </ul>	<p><b>Essential Questions</b></p> <ul style="list-style-type: none"> <li>• How do feature stories differ from hard news stories? <ul style="list-style-type: none"> <li>○ Why should readers be interested in the subject?</li> <li>○ What is interesting about the subject?</li> <li>○ How does a writer provide an inside look at the subject and convey information to which readership was lacking access?:</li> </ul> </li> <li>• Why do a writer's opinions matter? <ul style="list-style-type: none"> <li>○ How does a writer express the issue clearly?</li> <li>○ How does a writer take a stand?</li> <li>○ Does a writer suggest a course of action?</li> </ul> </li> </ul>
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### Assessment Evidence

<p><b>Performance Tasks:</b></p> <ul style="list-style-type: none"> <li>• Write a feature story of a club on campus</li> <li>• Write a season wrap-up story for one of the fall sports on campus</li> <li>• Write an editorial on a topic of interest for the student body</li> <li>• Submit a proposal, introduction and first three submission for an original column</li> </ul>	<p><b>Other Evidence:</b></p> <ul style="list-style-type: none"> <li>• Teacher observation</li> <li>• Formative assessment</li> <li>• Student self-reflection</li> <li>• Informal check for understanding</li> <li>• Independent writing and conferences</li> <li>• Class discussion</li> <li>• Collaboration with others</li> <li>• Classwork</li> <li>• Homework</li> <li>• Standards based performance tasks and assessments</li> <li>• Teacher-created tests and quizzes</li> <li>• Teacher-created project-based learning experiences</li> </ul>
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### Benchmarks:

Students will complete an End of Unit standards-based assessment to measure acquisition of skills and knowledge.

### Learning Plan

#### Learning Activities:

- **Skill/ Topic Introduction: Writing Feature Stories** – characteristics, personality profiles, features and school papers; **Writing Sports Stories** – the good and the bad (clichés, sports “language”), understanding sports, sports coverage, sports features, pregame story, game story, postgame story; **Writing Editorials** – functions of editorials, selecting topics, writing the editorial, other elements (columns, reviews, letters to the editor, editorial cartoons, point-counterpoint)
- **Application:** given a list of sports terminology, connect the term with the sport to which it applies; use statistics effectively in sports stories; attend a sporting event and write a game story on the event
- **Accessing Prior Knowledge:** Use an anticipatory guide to further activate previous knowledge (Video clip, hands-on activity, discussion)
- **Discussion:** work in a whole group to brainstorm ideas for sports stories, features, and reviews
- **Exploring/Prewriting:** compile a list of questions for a club interview, student profile, staff profile, feature story, etc.
- **Examination:** using editorial pages from the professional press, classify editorials according to type
- **Reflection:** maintain writer’s notebook which contains ideas for stories, prewriting materials, and drafts of stories written for class
- **Innovation:** attend a sporting event and write a game story on the event; work in small groups to create a fictitious club, assign “responsibilities” and determine the function and purpose of the club, groups will interview each other and take notes to be used in constructing a feature story on the “club”, students will compare these stories with each other to see how the points emphasized vary with each writer; write an editorial on a topic the

writer sees as an issue of importance for the student body; establish an idea for a continuing column; submit a proposal, introduction, and the first three submissions for the column

- **Drafting:** write a feature story of a club on campus; write a profile of a student deemed newsworthy by the class; write a season preview or wrap-up for a sports team on campus; write an editorial on a topic of interest for the student body; write three editorials, each performing a different function
- **Revision:** eliminate clichés from sports stories
- **Proofreading/editing:** edit and revise sentences and paragraphs to eliminate instances of wordiness, redundancy, clichés, repetition, and passive voice
- **Publishing:** Submit the final draft of a feature story, sports story, and a column; submit stories to the school newspaper for publication consideration
- **Technology Integration:** infuse technology to complement and enhance the curriculum for a variety of purposes (e.g., the use of the writing process, publishing and sharing of formalized writing, and to give and receive feedback, reflection)

#### **Sample Activities/Mini-lessons:**

- *Feature stories – club interview:* After reviewing the specifics of a feature story as a whole group, students will be put into small groups and each group will create a fictitious “club”. Then, groups will interview each other and write a feature story about the club they interviewed. Groups will share their stories and examine the information that each group chose to highlight in their feature story.
- *Eliminating clichés from sports stories:* As a whole group, review the characteristics of a sports story. Students will examine sports stories that have not been edited and look for clichés in the writing. They will work in pairs to revise the sports story to eliminate clichés.

#### **Resources:**

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NJ Student Companion Standards for History, Social Studies, Science, and Technical Subjects Grades 11-12

## Integration of 21<sup>st</sup> Century Skills

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  - o Collaborate and cooperate effectively with groups.
  - o Respect and appreciate group diversity.
  - o Be accountable for results.

#### P21 Framework Definitions

[http://www.p21.org/storage/documents/docs/P21\\_Framework\\_Definitions\\_New\\_Logo\\_2015.pdf](http://www.p21.org/storage/documents/docs/P21_Framework_Definitions_New_Logo_2015.pdf)