



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.

Course Title:	Journalism 2-4
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Grade Level(s):	10-12
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Duration:	Full Year:	X	Semester:		Marking Period:	
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Course Description:	<p>Journalism II: This academically weighted course is designed to build on the concepts and skills taught in Journalism I with an emphasis on elevating student writing through editing and revision. Assignments will perfect the students' use of journalistic style through the writing of news and feature stories. Students will also have the opportunity to explore their voices as writers through editorials and column writing. In addition, students will learn headline writing, basic page design and layout through the use of Adobe InDesign, Illustrator, Photoshop, and/or similar desktop publishing applications. Working in conjunction with the school newspaper and the Journalism I classes, students will gain hands-on experience editing copy for conciseness, clarity, and correctness. This course should prove beneficial for students considering careers in the print or broadcast media.</p> <p>Journalism III: This academically weighted course is designed to build on the concepts and skills taught in Journalism I and II with an emphasis on elevating student writing through editing and revision. Assignments will continue to perfect the students' use of journalistic style through the writing of news and feature stories. Students will also continue to develop their voices as writers through editorials and column writing. Working in a leadership capacity with the school newspaper and the Journalism I and II classes, students will gain hands-on experience editing copy for conciseness, clarity, and correctness and will further hone their abilities in headline writing, page design and layout through the use of Adobe InDesign, Illustrator, Photoshop, and/or similar desktop publishing applications. This course should prove extremely beneficial for students considering careers in the print or broadcast media.</p> <p>Journalism IV: This academically weighted course is designed to build on the concepts and skills taught in Journalism 3 with an increased emphasis on student independence and leadership elevating student writing through editing and revision. Assignments will continue to perfect the students' use of journalistic style through the writing of news and feature stories. Students will also continue to develop their voices as writers through editorials and column writing. Working in a more prominent leadership capacity with the school newspaper and the Journalism 1, 2 and 3 classes, students will gain hands-on experience editing copy for conciseness, clarity, and correctness and will further hone their abilities in headline writing, both print and web page design and layout through the use of Adobe Indesign,</p>
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	Illustrator, Photoshop, WordPress and/or similar desktop publishing applications. This course should prove extremely beneficial for students considering careers in digital, print or broadcast media as well as students seeking to improve their communications skills.
Grading Procedures:	<ul style="list-style-type: none"> • Summative – 35%: Tests, Projects, Published Writing • Formative – 40%: Quizzes, Process Writing/Writing in Stages, Student Self Reflections, Classwork • Supportive – 25%: Homework, Conferences, Collaborative Work, Quick Writes, Journal Entries
Primary Resources:	<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 21st century skills for College and Career Readiness in a global society

Designed by:	Ashley Pierson
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Under the Direction of:	Melissa Barnett
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Written: _____ **Summer 2019** _____

Revised: _____

BOE Approval: _____

Unit Title: Thinking Like a Journalist/Gathering the News

Unit Description:

This unit is designed to reinforce concepts taught in Journalism I by reemphasizing the responsibilities a journalist has to the community and the importance of their maintaining a high standard for ethical conduct. Students will be encouraged to develop their personal standards of good sense, good judgment, and good writing.

Journalism II:

Students will review how to identify newsworthy subjects and effectively gather and organize information on those topics. Students will assume the roles and responsibilities of newspaper staff members in obtaining, organizing and producing a complete publication.

Continued emphasis will be placed upon the importance of conducting effective interviews and building effective interview skills. Students will be expected to display a greater degree of reporting independence and initiative than was required in Journalism I.

Journalism III:

Students will learn to go beyond the common, surface stories and to delve more deeply to find engaging, relevant topics through localizing major news stories and by utilizing feature angles to take a fresh approach to more common topics.

Students will assume the roles and responsibilities of senior newspaper staff members in obtaining, organizing, and producing a complete publication.

Students will be expected to display a greater degree of reporting independence and initiative than was required in Journalism II and will advise and assist Journalism II students in achieving a similar level of success.

Journalism IV:

This unit is designed reinforce concepts taught in Journalism 1-3 by reemphasizing the responsibilities a journalist has to the community and the importance of their maintaining a high standard for ethical conduct.

Students will aid classmates in achieving the following goals:

Students will learn to go beyond the common, surface stories and to delve more deeply to find engaging, relevant topics through localizing major news stories and by utilizing feature angles to take a fresh approach to more common topics.

Continued emphasis will be placed upon the importance of conducting effective interviews and building effective interview skills. Students will be expected to display a greater degree of reporting independence and initiative than was required in Journalism II and will advise and assist Journalism 2 and 3 students in achieving a similar level of success.

Unit Duration: Eight Weeks (approximate)

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 9-12.2

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 9-12.4

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.9-12.7.

Speaking and Listening

Students will initiate and participate effectively in a range of collaborative discussions with peers on grades 10-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. SL.9-12.1 (A-D)

Understandings:

Students will understand that...

- Stories should be written so that readers will read until they feel they are adequately informed.
- Freedom of the press means that, outside of their work violating a law, the only thing restricting a journalist is their ethic code.
- Their reputation as well as the readers' perception of the facts hinges upon the information they obtain and present.
- Journalists should strive to obtain sources of high rank which are close to the story.

Essential Questions:

1. How does newswriting differ from other forms of writing?
 - 1.1. Why does essential information appear early in the story?
 - 1.2. Why is there no suspense in a news story?
2. Under what restrictions do journalists operate?
 - 2.1. What punishment is there for violating the code?
 - 2.2. How can I avoid invasion of privacy?
 - 2.3. How can I win a libel suit?
3. Why is it important to interview sources directly?
 - 3.1. Have I covered both sides of the story?
 - 3.2. Have I used quotes fairly and in the proper context?
 - 3.3. Have I distorted any information by improper emphasis?
4. How do you determine the reliability of a source?
 - 4.1. Is the source directly involved?
 - 4.2. Does the source have a close connection to those directly involved?
 - 4.3. Are there any factors which may compromise the source's reliability?

Assessment Evidence**Performance Tasks:**

- Demonstrate understanding of the functions of the press by clipping articles from newspapers to

Other Evidence:

- Teacher observation
- Formative assessment
- Student self-reflection

<p>illustrate each of the functions and explain reasoning.</p> <ul style="list-style-type: none"> • 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. <p>*Note: Tasks will be scored and evaluated using separate rubrics for Journalism 2, 3 and 4.</p>	<ul style="list-style-type: none"> • 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
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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: Community Voices** – the value of voices, journalistic responsibilities, journalistic roles, many cultures many voices; **Making Ethical Choices** – legal and ethical boundaries, code of ethics, responsibilities, practical policies; **What is News?** – defining news, characteristics of news, determining news, factors influencing news, finding news; **Searching for Sources** – beat reporting, physical sources, human sources, computer search; **Interviewing** – planning an interview, preparing the questions, conducting the interview, interviewing groups
- **Application:** cite examples from the professional press of a larger story which has been given a local spin; given a newspaper, list which functions of the press are met by each; clip articles from the newspaper to illustrate each of the functions of the press; conduct a press conference in the classroom with a notable student, teacher, or administrator; conduct an interview with a group of individuals (club or sports team)
- **Accessing Prior Knowledge:** Use an anticipatory guide to further activate previous knowledge (Video clip, hands-on activity, discussion); understand how accuracy and objectivity contribute to a journalist's credibility
- **Discussion:** debate in small groups whether there are any circumstances in which a free press can create problems for a nation. Provide examples from history in which open or restricted access to information had positive/negative results for a country; attend the GSSPA Fall Press Day conference to participate in workshops centering on commonly faced obstacles and issues faced by student publications; in whole group, debate the merits and weaknesses of each concept groups come up with for a community project; work in whole group to brainstorm ideas for potential source material for news stories
- **Exploring/Prewriting:** use the internet to access news sites from around the nation and the world; ask five students from the study body at large how the school affects the quality of life in Washington Township – discuss the findings in whole group; talk to the student body at large – compile a list of subjects of interest to them – in whole group, brainstorm which would make good news stories; compile a list of stock questions for interviews for student and faculty profiles; compile a list of questions for writing club or sport team profiles; construct a personal checklist of procedures for conducting a successful interview
- **Examination:** evaluate various local newspapers, determine how much space is devoted to issues of local, national and international interest; compare the presentation of a given news item in various publications; given a series of situations involving ethical questions, work in small groups to decide upon a course of action and justify responses; identify the restrictions placed on the high school press by the three major Supreme Court decisions; identify the contribution of various individuals to the development of the American media; identify three sources on the internet that could be useful as sources for news for the school year; review a Q&A interview from the professional press – identify both good follow-up questions and missed opportunities for gaining information; clip three examples of news and feature stories you think demonstrate the results of good interviewing skills
- **Reflection:** take a finished list of ideas from a brainstorming session and prioritize the ideas based on the elements of news; find an example of journalistic behavior in the professional media which you view as potentially unethical – present your views to the class in an informal presentation; given a list of situations which

could result in libel suits, explain which would have any chance of being successful in court; identify examples from the professional media which could be considered for prosecution for invasion of privacy – debate in whole group the potential for success; review the front page of a newspaper and analyze in writing the reason each story was chosen to run on the front page; use the transcript of an interview to evaluate the interviewer's technique; review a classmate's list of interview questions – evaluate them for clarity and appropriateness; view a news program and/or talk show to evaluate the interviewer's technique

- **Innovation:** work to create a community project that the school newspaper can undertake; come up with an angle for localizing five news stories in today's newspaper; establish a working beat within the student body – report regularly on information gained from that source; establish a beat among the faculty or administration – report regularly on information gained;
- **Drafting:** construct a poll to be distributed to the student body – organize and evaluate the responses and construct a news story based on the results; hold a press conference with a WTHS graduate who is majoring in Journalism – create a news story from the interview notes
- **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:

- *Evaluating an interviewer's technique:* Students will view a short video clip of an interview and evaluate the strengths weaknesses of the interviewer. Then they will discuss their observations in whole group. Students will read a short transcript of an interview and do the same evaluation of the interviewer. Then students will work in groups of 3 or 4 to compile a list of guidelines for conducting an interview and submit this list for evaluation.
- *Ethics in Journalism:* After completing some independent reading/note-taking about ethical questions in Journalism in the *Journalism Matters* textbook, students will conduct some independent research to find an example of unethical behavior in the professional press. Each student will put together an informal presentation using some form of technology to share their findings with the class.

Resources:

Journalism Matters by James Schaffer, Randall McCutcheon, Kathryn T. Stofer pp. 1-110
The Radical Write – third edition by Bobby Hawthorne pp. 1-108

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

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

Standard(s):

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

4.0	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.
3.0	I can prepare for and participate effectively in a range of conversation types. I can evaluate information to support and persuade others
2.0	I can usually prepare for and participate in most conversation types.
1.0	With help, partial success at level 2.0 content and level 3.0 content:
0.0	Even with help, no success

Unit Modifications for Special Population Students

Advanced Learners	Independent study, class "expert" as applicable.
Struggling Learners	Small group instruction, error correction, extra time to complete assignments, restate/repeat/rephrase, preview material/vocabulary, modification of material, IEP/504/IRT requirements.
English Language Learners	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"> • Variation of time: adapting the time allotted for learning, task completion, or testing • Variation of input: adapting the way instruction is delivered • Variation of output: adapting how a student can respond to instruction

	<ul style="list-style-type: none"> • Variation of size: adapting the number of items the student is expected to complete • Modifying the content, process or product <p>Additional resources are outlined to facilitate appropriate behavior and increase student engagement. The most frequently used modifications and accommodations can be viewed here. 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 www.udlguidelines.cast.org</p>
Learners with a 504	Refer to page four in the Parent and Educator Resource Guide to Section 504 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 21st 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: Work positively and ethically. Manage time and projects effectively. Participate actively, as well as be reliable and punctual. Collaborate and cooperate effectively with groups. Respect and appreciate group diversity. Be accountable for results.

P21 Framework Definitions

http://www.p21.org/storage/documents/docs/P21_Framework_Definitions_New_Logo_2015.pdf

Unit Title: Writing the News

Unit Description:

Journalism II:

This unit is designed to help students improve the clarity and impact of their writing. Students will seek to raise the sophistication level of their work through writing effective leads, and using quotations and transitions in the corresponding stories. Extensive use will be made of models from the professional press. Students will also draw upon their knowledge of journalistic style to edit and revise the work of the high school newspaper staff and the students enrolled in the Journalism I classes.

Journalism III:

This unit is designed to help students improve the clarity and impact of their writing through their own work and by evaluating the work of their peers. Students will also draw upon their knowledge of journalistic style to edit and revise the work of the high school newspaper staff and the students enrolled in the Journalism I and II classes.

Journalism IV:

Students will also draw upon their knowledge of journalistic style to edit and revise the work of the high school newspaper staff and the students enrolled in the Journalism 1, 2 and 3 classes.

Unit Duration: Ten weeks (approximate)

Desired Results

Standard(s):

NJ State Learning Standard(s):

Essential (Anchor) Standards for Writing

- NJSLSA.W2 (A-F), NJSLSA.W4-5, NJSLSA.W7, 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.9-12.2 (A-F)

Students will produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose, and audience. W.9-12.4

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.9-12.5

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.9-12.7.

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.9-12.10

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.9-12.1 (A-D)

Understandings:

Students will understand that...

- ...the lead paragraph should draw the reader in as well as shape their perception of the story to follow.
- ...the reporter's opinions have no place in a news story and that objectivity is essential to maintaining credibility as a journalist.

Essential Questions:

1. How should I lead the story?
 - 1.1. Does my lead reflect the tone of the story to follow?
 - 1.2. Do I supply the essential information within the first three paragraphs?
 - 1.3. Is my lead concise?
2. How do I remain objective?
 - 2.1. Have I covered both sides of the story?
 - 2.2. Have I used quotes fairly and in the proper context?
 - 2.3. Have I distorted any information by improper emphasis?

Assessment Evidence

Performance Tasks:

- Write both summary and creative leads for a given news story.
- Using notes, write several news stories in inverted pyramid style.
- Using notes, write several stories in storytelling style.
- Use copyediting symbols to edit student work from Journalism I – eliminate wordiness, redundancy, repetition, clichés, etc.
- Edit student work to identify instances where a back-up quote is needed.
- Edit student work to identify instances where a transition word or phrase is needed.

***Note: Tasks will be scored and evaluated using separate rubrics for Journalism 2, 3 and 4.**

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 a News Story** – writing the lead, organizing the news story, writing the news story, editing the news; **Writing With Quotations** – information or quotation?, types of quotations, using quotations in broadcast, placing quotations, punctuating quotations, attribution; **Writing in Journalistic Style** – stylebooks and style, working with words, avoiding bias in language, working with copy; **In-Depth Reporting** - finding stories to cover, sharpening the focus, developing the report, specialized techniques, structuring longer stories
- **Application:** write in inverted pyramid style by prioritizing a list of facts related to a single subject; write effective transitions to introduce direct quotations; identify lapses in attribution; identify lapses in objectivity
- **Accessing Prior Knowledge:** Use an anticipatory guide to further activate previous knowledge (Video clip, hands-on activity, discussion)
- **Discussion:** attend the GSSPA Fall Press Day conference to participate in workshops centering on the writing process, stylistic techniques, and fair and accurate use of quotations
- **Exploring/Prewriting:** given a list of facts about a news subject, identify the most important details to be mentioned in the lead
- **Examination:** given several inferior leads, explain the flaws in each and write improved versions; identify the relevant and irrelevant facts in another student's news story
- **Reflection:** identify the most pertinent information in a long direct quotation to be excerpted and used as a partial quote; identify disorienting lapses in narratives and inappropriate sequencing in inverted pyramid style news stories
- **Innovation:** given news stories, construct both summary and creative leads; write at least two in-depth reports on a subject of your choice; write news stories using different types of quotations
- **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)
- **Revision:** edit and revise leads to include the 5 Ws and H; revise another writer's work, adding transitional statements, words and quotes to link ideas and make the story flow; edit and revise sentences and paragraphs to eliminate instances of wordiness, redundancy, repetition, clichés, and passive voice
- **Proofreading/editing:** when editing student work, replace longer words with simpler synonyms, replace unnecessary phrases with a word that expresses the same idea; when editing student work identify instances where a backup quote is needed to support the lead and transitions within the story; edit student work marking changes with copyediting symbols
- **Publishing:** make changes to a news story which has been marked with copyediting symbols; double check all facts within a news story before publication
- **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:

- *Inserting quotes into a news story:* After reading about how to use back up quotes in a news story in the *Journalism Matters* textbook, students will look at a few examples of news stories from the professional press that contain back-up quotes. In small groups, students will evaluate the effectiveness of including these quotes in the stories. Then, students will take their most recent news story and switch with a partner to identify instances where a back-up quote would add strength to the story. Finally, students will revise/edit news stories from Journalism I and the newspaper club to evaluate effectiveness of quotes.
- *Using copyediting symbols to edit student work:* After a short presentation on the most important/widely used copyediting symbols, students will examine some edited documents to strengthen their understanding of each symbol and how it is used. Students will work in groups of 3 or 4 to share their work and mark up the text with the symbols.

Resources:

Journalism Matters by James Schaffer, Randall McCutcheon, Kathryn T. Stofer pp. 111-226
The Radical Write – third edition by Bobby Hawthorne pp. 109-146

Standard(s): NJSLSA.W2. Write informative/explanatory texts to examine and convey ideas and information.	
4.0	I can write in-depth informative/explanatory texts to examine and convey complex ideas and information clearly and accurately.
3.0	I can write informative/explanatory texts to examine and convey ideas and information clearly and accurately.
2.0	I can usually write informative/explanatory texts to examine and convey ideas and information clearly and accurately.
1.0	With help, partial success at level 2.0 content and level 3.0 content:
0.0	Even with help, no success

Standard(s): NJSLSA.SL.1 Prepare for and participate effectively in a range of conversations and collaborations with peers.	
4.0	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.
3.0	I can prepare for and participate effectively in a range of conversation types. I can evaluate information to support and persuade others.
2.0	I can usually prepare for and participate in most conversation types.
1.0	With help, partial success at level 2.0 content and level 3.0 content:
0.0	Even with help, no success

Unit Modifications for Special Population Students	
Advanced Learners	Independent study, class "expert" as applicable.
Struggling Learners	Small group instruction, error correction, extra time to complete assignments, restate/repeat/rephrase, preview material/vocabulary, modification of material, IEP/504/IRT requirements.
English Language Learners	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	<p>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:</p> <ul style="list-style-type: none"> • Variation of time: adapting the time allotted for learning, task completion, or testing • Variation of input: adapting the way instruction is delivered • Variation of output: adapting how a student can respond to instruction • Variation of size: adapting the number of items the student is expected to complete

	<ul style="list-style-type: none"> • Modifying the content, process or product <p>Additional resources are outlined to facilitate appropriate behavior and increase student engagement. The most frequently used modifications and accommodations can be viewed here. 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 www.udlguidelines.cast.org</p>
Learners with a 504	Refer to page four in the Parent and Educator Resource Guide to Section 504 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 21st 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: Work positively and ethically. Manage time and projects effectively. Participate actively, as well as be reliable and punctual. Collaborate and cooperate effectively with groups. Respect and appreciate group diversity. Be accountable for results.

P21 Framework Definitions

http://www.p21.org/storage/documents/docs/P21_Framework_Definitions_New_Logo_2015.pdf

Unit Title: Beyond Page One

Unit Description:

Journalism II, III, and IV:

This unit is designed to help students master the art of writing through establishing a unique style and a writer's "voice" that will help distinguish their work. Toward that end, they will write a variety of articles including editorials, features, reviews and, as the opportunities emerge, they will explore in-depth reporting.

Unit Duration: Ten Weeks (approximate)

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.9-12.2 (A-F)

Students will produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose, and audience. W.9-12.4

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.9-12.5

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.9-12.6.

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.9-12.10

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.9-12.1 (A-D)

Understandings:

Students will understand that...

- ...opinion pieces can serve a variety of functions.
- ...there are several ways to approach a given topic. Each emphasizes a different aspect of the subject at hand.

Essential Questions:

1. What belongs on the opinion page?
 - 1.1. Do I take a stand on the topic at hand?
 - 1.2. Do I clearly support my stance with concrete evidence?
 - 1.3. Does the opinion piece enhance the readership's knowledge of the subject?
2. What does it mean to approach a story from a different angle?
 - 2.1. Is there a human interest angle to the story?
 - 2.2. Does the story relate multiple perspectives?
 - 2.3. Is the story newsworthy enough to approach from multiple angles?

Assessment Evidence

Performance Tasks:

- Write at least two feature stories of clubs on campus.
- Write at least five profiles of newsworthy students, administrators, and faculty members.
- Write a season preview and fall wrap-up for several sports teams on campus.
- Attend at least two sporting events and write game stories on them.
- Write at least two editorials on topics of interest to the student body.
- Write at least two editorials on topics the writer sees as issues 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.

***Note: Tasks will be scored and evaluated using separate rubrics for Journalism 2, 3 and 4.**

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 features** – finding ideas, getting the story down, checking your references, organizing your material, refining the story; **Editorials** – weighing opinions, writing editorials, involving readers, cartoons; **Column Writing and Reviewing** – building a column, types of columns; **Sports Writing** – preparations, pregame stories (advances), coverage (on-the-scene), postgame heroics (writing the story)
- **Application:** use statistics effectively in sports stories; write editorials performing at least four different functions
- **Accessing Prior Knowledge:** Use an anticipatory guide to further activate previous knowledge (Video clip, hands-on activity, discussion)
- **Discussion:** discuss in whole group the relative merits of the column to determine if it should be published in the high school newspaper; share ideas and discuss options via social networking sites
- **Exploring/Prewriting:** brainstorm ideas for feature stories; brainstorm ideas for sport stories, features and editorials; attend three sporting events and write game stories on them
- **Examination:** using the editorials pages from the professional press, classify editorials according to type
- **Innovation:** write at least five profiles of newsworthy students, administrators and faculty members; write at least five editorials on topics of interest to the student body; write at least five editorials on topics the writer sees as issues 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 at least two feature stories of clubs on campus; write a season preview and wrap-up for several sports teams on campus
- **Revision:** post pre-publication drafts to social media for opinions and critiques
- **Proofreading/editing:** eliminate clichés from sportswriting
- **Publishing:** submit final drafts of sports stories, features, and editorials to the newspaper staff for 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:

- *Creating a column – club interview:* After reviewing the guidelines for creating a column as a whole group, students will look at some examples of columns students have created for the school newspaper. Students will complete an evaluation form for each column demonstrating that they understand what makes this type of writing different from a typical feature or editorial. Then, students will work independently to brainstorm ideas for their own original column in preparation for writing a column proposal.
- *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:

***Journalism Matters* by James Schaffer, Randall McCutcheon, Kathryn T. Stofer pp. 227-299**
***The Radical Write – third edition* by Bobby Hawthorne pp. 147-214**

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.

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

Standard(s):

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

4.0	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.
3.0	I can prepare for and participate effectively in a range of conversation types. I can evaluate information to support and persuade others.
2.0	I can usually prepare for and participate in most conversation types.
1.0	With help, partial success at level 2.0 content and level 3.0 content:
0.0	Even with help, no success

Unit Modifications for Special Population Students

Advanced Learners	Independent study, class "expert" as applicable.
Struggling Learners	Small group instruction, error correction, extra time to complete assignments, restate/repeat/rephrase, preview material/vocabulary, modification of material, IEP/504/IRT requirements.
English Language Learners	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"> • Variation of time: adapting the time allotted for learning, task completion, or testing • Variation of input: adapting the way instruction is delivered • Variation of output: adapting how a student can respond to instruction

	<ul style="list-style-type: none"> • Variation of size: adapting the number of items the student is expected to complete • Modifying the content, process or product <p>Additional resources are outlined to facilitate appropriate behavior and increase student engagement. The most frequently used modifications and accommodations can be viewed here. 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 www.udlguidelines.cast.org</p>
Learners with a 504	Refer to page four in the Parent and Educator Resource Guide to Section 504 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 21st 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: Work positively and ethically. Manage time and projects effectively. Participate actively, as well as be reliable and punctual. Collaborate and cooperate effectively with groups. Respect and appreciate group diversity. Be accountable for results.

P21 Framework Definitions

http://www.p21.org/storage/documents/docs/P21_Framework_Definitions_New_Logo_2015.pdf

Unit Title: Producing the News

Unit Description:

Journalism II:

This unit is designed to teach students the basic principles of page design and layout. Toward that end, students will build proficiency in using digital cameras and working with desktop publishing applications. To make this experience more practical than theoretical, students will design pages and sections for the high school newspaper, *The Patriot*. They will utilize submissions from not only their own classes, but from the Journalism I students and the staff of *The Patriot*.

Journalism III:

This unit is designed to enhance the students' knowledge of page design and layout principles by assisting J2 students in the use of digital cameras and photo editing software and helping those students obtain a proficiency in using desktop publishing applications. To make this experience more practical than theoretical, students will utilize submissions from not only their own class, but from the Journalism I and II students and the high school newspaper staff.

Journalism IV:

This unit is designed to enhance the students' knowledge of page design and layout principles by assisting J2 and J3 students in the use of digital cameras and photo editing software and helping those students obtain a proficiency in using desktop publishing applications. To make this experience more practical than theoretical, students will utilize submissions from not only their own class, but from the Journalism I, II and III students and the high school newspaper staff.

Unit Duration: Ten 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.W2, NJSLSA.W4-6

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 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.9-12.2 (A-F)

Students will produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose, and audience. W.9-12.4

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.9-12.5

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.9-12.6.

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...

- ...without a compelling/engaging design, even the best written stories may go unread.
- ...photos must capture the moment and convey some of the drama and/or emotion of the story being covered.

Essential Questions:

1. Why is design important?
 - 1.1. Does each story contain a design element?
 - 1.2. Does each page contain art?
 - 1.3. Are the headlines engaging and informative?
2. How do I create good photos?
 - 2.1. Is my photo a first-hand image of the event?
 - 2.2. Does it show people directly involved?
 - 2.3. Have I sized and cropped the image to maximize impact?

Assessment Evidence

Performance Tasks:

- Photograph a sporting event, a club meeting, and an after-school activity to obtain images to be used in conjunction with a news story.
- Use Photoshop to edit images for printing.
- Write cutlines/captions for photos in the high school newspaper
- Design layout for a page of the high school newspaper
- Use desktop publishing to layout a page of the high school newspaper
- Write effective headlines for stories in the high school newspaper
- Design at least five infographics
- Write ads for school events

***Note: Tasks will be scored and evaluated using separate rubrics for Journalism 2, 3 and 4.**

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: Photojournalism** – the art of composition, camera-handling techniques, photo editing; **Newspaper design** – designing for the modern reader, elements of design, design principles; **Typography, headlines and infographics** – making good choices, writing and designing headlines, creating infographics; **Advertsing** – the message, the media, the makeup, the management
- **Application:** Learn the meaning of the following terms associated with photojournalism – composition, lens, aperture, shutter, exposure, time exposure, f-stop, depth of field, sizing, stand-alone; apply the rules of composition to a given set of photographs; learning the meaning of the following design terms – art, rule, deck, gutter, tabloid, broadsheet, entry point, modular design, story package, teaser, flag, initial cap, internal margin, mug shot, standing head, cutline, index, jump line, refer, folio, subhead, white space, pica, point, leg, paste-up, dummy, identity system, grid, dominant photo, tombstoning; understand the meaning of the following terms – typography, typeface, serif type, sans serif type, leading, tracking, kerning, flush left/right, justified, widow, orphan, outline, shadow, reverse, overburn, banner, kicker, slammer, raw wrap, hammer, tripod, sidesaddle, head, fever chart
- **Accessing Prior Knowledge:** Use an anticipatory guide to further activate previous knowledge (Video clip, hands-on activity, discussion); understand how accuracy and objectivity contribute to a journalist's credibility
- **Discussion:** view a film on the work of Dorothea Lang – discuss what makes her work so engaging; work in groups to discuss the effectiveness of the photos you took to promote Washington Township
- **Exploring/Prewriting:** draw a dummy before working in layout applications
- **Examination:** analyze the photos in a recent newspaper or magazine – cite examples of good composition; evaluate the truthfulness of selected advertisements – cite deceptive or vague language used
- **Reflection:** analyze headlines in the professional press – discuss if any convey a tone contrary to the article they head
- **Innovation:** take ten photos that you might use to illustrate a brochure promoting Washington Twp.; photograph a sporting event, a club meeting and an after-school activity to obtain images to be used in conjunction with a news story; assign appropriate emphasis in layout to stories of varying importance; select appropriate graphics and photos to accompany news stories, features, columns and editorials; design at least ten infographics
- **Drafting:** write cutlines for photos; use desktop publishing applications to place text, headlines and cuts in layout to create pages and sections for the high school newspaper; write headlines for stories that convey the topic as well as generate interest; write ads for school events
- **Revision/Editing:** Use Photoshop to edit and modify a digital image to make it more suitable for printing; use PageMaker to reframe photos through cropping; use PageMaker to effectively crop images for size
- **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 captions for photos* – students will read/take notes on the guidelines for captioning photos. Students will examine examples from the professional press and evaluate photo captions for effectiveness. Students will work in groups of three or four to write/revise captions for photos in the high school newspaper.
- *Layout design* – teacher will review the basics of page design after students have read independently and taken notes on the topic. Teacher will present examples from mentor text for students to evaluate. Students will work in small groups to design a page for the high school newspaper.

Resources:

***Journalism Matters* by James Schaffer, Randall McCutcheon, Kathryn T. Stofer pp. 301-398**

***The Newspaper Designers Handbook* 6th Edition by Tim Harrower pp. 1-291**

Adobe Indesign Software

Adobe Photoshop Software

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

Standard(s):

NJSLSA.W.6 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.

4.0	I can use technology creatively and effectively to produce, share, and update individual or shared writing products.
3.0	I can use technology effectively to produce, share, and update individual or shared writing products.
2.0	I can some times use technology to produce, share, and update individual or shared writing products.
1.0	With help, partial success at level 2.0 content and level 3.0 content:
0.0	Even with help, no success

Standard(s):

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

4.0	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.
3.0	I can prepare for and participate effectively in a range of conversation types. I can evaluate information to support and persuade others.
2.0	I can usually prepare for and participate in most conversation types.
1.0	With help, partial success at level 2.0 content and level 3.0 content:
0.0	Even with help, no success

Unit Modifications for Special Population Students

Advanced Learners	Independent study, class "expert" as applicable.
Struggling Learners	Small group instruction, error correction, extra time to complete assignments, restate/repeat/rephrase, preview material/vocabulary, modification of material, IEP/504/IRT requirements.
English Language Learners	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"> • Variation of time: adapting the time allotted for learning, task completion, or testing • Variation of input: adapting the way instruction is delivered

	<ul style="list-style-type: none"> • Variation of output: adapting how a student can respond to instruction • Variation of size: adapting the number of items the student is expected to complete • Modifying the content, process or product <p>Additional resources are outlined to facilitate appropriate behavior and increase student engagement. The most frequently used modifications and accommodations can be viewed here. 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 www.udlguidelines.cast.org</p>
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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 21st 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: Work positively and ethically. Manage time and projects effectively. Participate actively, as well as be reliable and punctual. Collaborate and cooperate effectively with groups. Respect and appreciate group diversity. Be accountable for results.

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