



English/Language Arts Department

Elective Course: Journalism II

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Last Updated: July 2023

Scope and Sequence

Month	Writing Workshop: Journalism Units
MP 1	Let's Publish!
MP 2	What Makes a Good Editor?
MP 3	Exploring Multiple Structures & Voices in Journalism
MP 4	A Deeper Study in Ethics

Unit 1	
Let's Publish!	
Summary and Rationale	
<p>After a full year's course in Journalism I, Journalism II students will hit the ground running and use their experiences to support their new classmates, as well as prepare for publication. To begin, students will have an opportunity to reflect upon their experience in Journalism I and present to the new Journalism I students. At this point, students will have completed the summer reading assignment: five story ideas and two written pieces - one news story and one review. After revising/editing their summer pieces, students will apply for and be assigned various positions: Student Editor-in-Chief, News Editor, Sports Editor, Features Editor, Arts & Entertainment Editor, Photo Editor, and Assistant Editors. Once roles are assigned, they will begin brainstorming for the digital publication and continue with pitching and selling advertising for the <i>Maroon and Gray</i>. The goal is for students to produce at least two digital issues during the first marking period. Students will be graded on a portfolio submission, as well as their participation in classroom activities and assignments.</p>	
Recommended Pacing	
8-10 weeks	
Standards	
Reading: Informational Text	
RI.11-12.1.	Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
RI.11-12.5.	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
RI.11-12.7.	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
Writing	
W.11-12.2.	<p>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.</p> <p>A. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings),</p>

	<p>graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>B. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p> <p>C. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>D. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</p> <p>E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.</p> <p>F. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).</p>
W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
W.11-12.5.	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.11-12.6.	Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
W.11-12.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
W.11-12.10.	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.
Speaking and Listening	
SL.11-12.2.	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.
SL.11-12.4.	Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.
SL.11-12.5.	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
Language	

L.11-12.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. A. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
L.11-12.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. A. Observe hyphenation conventions. B. Spell correctly.
L.11-12.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
Interdisciplinary Connections	
Social Studies	
6.3	Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.
Integration of Technology	
3	Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
6	Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.
Career Readiness, Life Literacies and Key Skills	
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas.
9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities.
9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition.
9.4.12.CT.1	Identify problem-solving strategies used in the development of an innovative product or practice.
9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving.
9.4.12.CT.3	Enlist input from a variety of stakeholders (e.g., community members, experts in the field) to design a service learning activity that addresses a local or global issue (e.g., environmental

	justice).
9.4.12.CT.4	Participate in online strategy and planning sessions for course-based, school-based, or other project and determine the strategies that contribute to effective outcomes.
9.4.12.DC.1	Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content.
9.4.12.DC.6	Select information to post online that positively impacts personal image and future college and career opportunities.
9.4.12.DC.7	Evaluate the influence of digital communities on the nature, content and responsibilities of careers, and other aspects of society.
9.4.12.IML.2	Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources.
9.4.12.IML.7	Develop an argument to support a claim regarding a current workplace or societal/ethical issue such as climate change.
9.4.12.IML.8	Evaluate media sources for point of view, bias, and motivations.
9.4.12.IML.9	Analyze the decisions creators make to reveal explicit and implicit messages within information and media.
9.4.12.TL.1	Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specific task.
9.4.12.TL.3	Analyze the effectiveness of the process and quality of a collaborative environment
9.4.12.TL.4	Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem.
Instructional Focus	
Enduring Understandings:	Essential Questions:
<ul style="list-style-type: none"> Journalists write to report on facts to inform audiences on different topics. Interviewing provides a way to uncover facts and insight into a topic or person. Interviewing provides direct quotes for an article. Writing articles enables budding journalists to find their voice and understand the need to answer the key questions: who, what, where, when and why. Journalists find topics within the school community that need to be explored and presented to an audience. 	<ul style="list-style-type: none"> What is the purpose and characteristics of journalism? What is the purpose and structure of interviewing? How do journalists experiment with writing various pieces? How do journalists uncover beats in their school community?
Evidence of Learning (Assessments)	

SUMMATIVE ASSESSMENT: Portfolio Submission

<https://classroom.google.com/c/NzI0NzAwOTk2NVpa/p/OTkzMzk4OTc3Nlpa/details>

INFORMATIVE					
Description	5 Exceptional	4 Skilled	3 Proficient	2 Developing	1 Inadequate
Focus: The text focuses on a topic to inform a reader with ideas, concepts, and information that creates a unified whole.	The text clearly focuses on a compelling topic that informs the reader with ideas, concepts, and information that creates a unified whole.	The text focuses on an interesting topic that informs the reader with ideas, concepts, and information that creates a unified whole.	The text has a topic that informs the reader with ideas, concepts, and information that creates a unified whole.	The text has an unclear topic with some ideas, concepts, and information.	The text has an unidentifiable topic with minimal ideas, concepts, and information.
Development: The text presents facts, extended definitions, concrete details, quotations, and examples. The text provides a conclusion that supports the topic and examines its implications and significance.	The text provides significant and relevant facts, extended definitions, concrete details, quotations and/or examples that thoroughly develop and explain the topic. The text provides an engaging conclusion that supports the topic and examines its implications and significance.	The text provides relevant facts, extended definitions, concrete details, quotations, and/or examples that sufficiently develop and explain the topic. The text provides a competent conclusion that supports the topic and examines its implications and significance.	The text provides facts, extended definitions, concrete details, quotations, and/or examples that develop the topic. The text provides a conclusion that supports the topic and examines its implications and significance.	The text provides facts, definitions, details, quotations, and/or examples that attempt to develop and explain the topic. The text may provide a conclusion that supports the topic.	The text contains limited facts and examples related to the topic. The text may or may not provide a conclusion.
Audience: The text anticipates the audience's background knowledge of the topic. The text includes formatting, graphics, and/or multimedia when useful to aiding comprehension.	The text consistently addresses the audience's knowledge level and concerns about the topic. The text includes effective formatting, graphics, and/or multimedia that enhance comprehension.	The text anticipates the audience's knowledge level and concerns about the topic. The text includes appropriate formatting, graphics, and/or multimedia that strengthen comprehension.	The text considers the audience's knowledge level about the topic. The text includes formatting, graphics, and/or multimedia when useful to aiding comprehension.	The text illustrates an inconsistent awareness of the audience's knowledge level about the topic. The text may include some formatting, graphics, and/or multimedia that may be distracting or irrelevant.	The text lacks an awareness of the audience's knowledge level about the topic. The text includes limited or inaccurate formatting, graphics, and/or multimedia that impedes comprehension.
Cohesion: The text explains the relationship between ideas and concepts. The text includes appropriate and varied transitions and syntax.	The text strategically uses words, phrases, and clauses to link the major sections of text. The text explains the relationships between the topic and the examples and/or facts.	The text skillfully uses words, phrases, and clauses to link the major sections of the text. The text identifies the relationship between the topic and the examples and/or facts.	The text uses words, phrases, and clauses to link the major sections of the text. The text connects the topic and the examples and/or facts.	The text contains limited words, phrases, and clauses to link the major sections of the text. The text attempts to connect the topic and the examples and/or facts.	The text contains few, if any, words, phrases, and clauses to link the major sections of the text. The text does not connect the topic and the examples and/or facts.
Language and Style: The text presents a formal style and objective tone and uses language, vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.	The text presents an engaging, formal, and objective tone. The text uses sophisticated language, vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.	The text presents a formal, objective tone. The text uses precise language, vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.	The text presents a formal, objective tone. The text uses relevant language, vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.	The text illustrates a limited awareness of formal tone. The text attempts to use language, vocabulary, and some techniques such as metaphor, simile, and analogy.	The text illustrates a limited or inconsistent tone. The text uses imprecise language, vocabulary, and limited techniques.
Conventions: The text demonstrates standard English conventions of usage and mechanics while attending to the norms of the discipline in which they are writing (MLA, APA, etc.).	The text intentionally uses standard English conventions of usage and mechanics while specifically attending to the norms of the discipline in which they are writing (MLA, APA, etc.).	The text demonstrates standard English conventions of usage and mechanics while suitably attending to the norms of the discipline in which they are writing (MLA, APA, etc.).	The text demonstrates standard English conventions of usage and mechanics while attending to the norms of the discipline in which they are writing (MLA, APA, etc.).	The text demonstrates some accuracy in standard English conventions of usage and mechanics.	The text contains multiple inaccuracies in Standard English conventions of usage and mechanics.

Objectives (SLO)

Students will know: (Goals)

- Journalists work to set the structure of the class's publications and launch their investigations.

Students will be able to: (Teaching Points)

- Journalism II students share their experiences with Journalism I students via oral presentations to reflect on their learnings from last year and establish their goals for this year.
- Journalists brainstorm beats that are important in their school and community.
 - They ask the question: "What do our readers need/want to know about?"
- Journalists work collaboratively to create a master calendar of school and community events to cover.
- Editors assign stories to specific writers and establish deadlines.
- Writers research, attend events, and interview in order to craft articles.

	<ul style="list-style-type: none"> ● Photographers attend events to capture images.
<ul style="list-style-type: none"> ● Journalists produce compelling, informative articles. 	<ul style="list-style-type: none"> ● Journalists look at varied pieces of their research and make a plan on how to compile the information in an effective manner. Journalists look at other high school newspapers. ● Journalists create headlines to convey a specific tone and grab the readers' attention. ● Journalists establish the who, what, where, when, and why in the lead paragraph. ● Journalists are selective with their words and descriptors. ● Journalists wrap-up their articles with a concise, meaningful final thought.
<ul style="list-style-type: none"> ● Journalists will learn and practice the editing process. 	<ul style="list-style-type: none"> ● Journalists understand, study, and practice conventional rules to support the editing process. ● Editors work in their respective departments to edit writers' work to prepare it for publication. ● Writers revise, based upon recommendations from editors, to polish work for publication. ● Layout & Design department members take finished work and images and assemble the publication.
<ul style="list-style-type: none"> ● Journalists work to set the structure of the class's publications and launch their investigations. 	<ul style="list-style-type: none"> ● Journalists brainstorm beats that are important in their school and community. <ul style="list-style-type: none"> ○ They ask the question: "What do our readers need/want to know about?" ● Journalists work collaboratively to create a master calendar of school and community events to cover. ● Journalists apply for and are assigned roles for the Maroon and Gray. ● Writers research, attend events, and interview in order to craft articles. ● Photographers attend events to capture images.
Suggested Resources/Technology Tools	
<i>Scholastic Journalism</i>	

Google Docs

Google Classroom

Digital Newspaper

- <https://maroonandgray.nutleyschools.org/>

PerspecsNews

- <http://www.perspecsnews.com/>

Ebsco: Points of View

- <http://search.ebscohost.com/>

Newsela

- <https://newsela.com/>

Slightly More Than 100 Exceptional Works of Journalism, 2016:

<https://www.theatlantic.com/entertainment/archive/2016/08/slightly-more-than-100-exceptional-works-of-journalism/490622/>

Tier 1 Modifications and Accommodations

Including special education students, Multilingual Language Learners (MLLs), students at risk of school failure, gifted and talented students, and students with 504 plans;

IEP/504:

- Give written directions to supplement verbal directions
- Provide due date on written assignments
- Provide clear, concise directions and concrete examples for assignments
- Make class notes, slides, and materials available to all on Schoology
- Provide opportunities for movement/activity change
- Use checklists/agendas to help the students get organized
- Reinforce students for appropriate behaviors
- Allow students to make corrections on returned tests for additional credit (as appropriate - modify as per individual IEP, 504, etc.)
- Allow student to edit a 'first draft' on essay questions and grade final edited copy
- Modify the content of the test (as appropriate - modify as per individual IEP, 504, etc.)
- Improve font/spatial organization of formative and summative assessments
- Use cooperative learning techniques
- Provide graphic organizers and outlines for writing assignments (also show students how to make their own graphic organizers for future assignments based on task, prompt, etc.)
- Add extended time of test as needed (as appropriate - modify as per individual IEP, 504, etc.)
- Allow additional time to complete work (as appropriate - modify as per individual IEP, 504, etc.)

English Language Learners (ELL):

- Sheltered instruction strategies:
 - Contextualize Key Vocabulary
 - Review the content—select key vocabulary terms that are critical to understanding the concept being taught.
 - Introduce and define terms simply and concretely.
 - Demonstrate how terms are used in context, and explain through the use of synonyms or cognates to clarify meaning.
 - Scaffolding

- Verbal Scaffolding—restating a student response to model correct English usage and grammar.
 - Model critical thinking by using “Think Aloud” strategies.
 - Reinforce contextual definitions by restating a term and giving its context or definition.
 - Procedural scaffolding—building a student’s independent knowledge of concepts and language to move a student from explicit teaching – to modeling – to practicing – to application.
 - Such practices should include grouping of students to build skills and increase independence.
- Questioning
 - Use a variety of question types.
 - Ask open-ended questions that require true communication from and between students.
- Interaction
 - Allow student discussion and interaction to provide peer support and opportunities to practice language.
 - Vary student groupings day-to-day and even within a lesson (partners, teams, triads).
- Wait Time
 - Many English language learners need more time to formulate answers and should be given ample wait time (up to 20 seconds).
- Clarifying Key Concepts in First Language
 - English language learners need to be allowed to confer in their primary language about subject matter and their own thinking—with each other or with the teacher.
- Application of Content and Language Knowledge
 - “Discussing and doing” make abstract concepts more concrete to students and allow students to practice English in a safe environment.

Gifted and Talented:

- **Tiered Assignments:**
 - Assignments that are graduated or tiered by level of **difficulty** or **completeness**. Creating an assignment in this manner allows the teacher to present content at varying levels of **complexity** as well as allows students to present their knowledge in varying **ways** of complexity.
- **Open-Ended Assignments - Extended Thinking:**
 - Student choice as to **how far** they take their **own** learning-making them both **responsible** and **accountable** for their own education. Students can be given a choice of both assignment content and product delivery. The ability to present their knowledge in a unique way allows for the potential of the further depth and breadth needed for gifted learners. Students can also extend their thinking based on the open-ended prompts to incorporate other disciplines, interest areas, etc. (while still staying on task).
- **Enrichment** (Independent Study, Independent Research, Sophistication of Projects):
 - Adding disciplines or areas of learning not normally found in the regular curriculum. Focus on the upper levels of Bloom’s Taxonomy: analysis, synthesis and evaluation-in their learning. Independent study falls under the category of enrichment along with **individually chosen projects** to match the interests of the gifted student. The introduction of research skills and critical thinking skills along with multidisciplinary connections are often taught as a way to enrich the program for gifted learners.
- **Acceleration** (Telescoping, Compacting, Ability or Need Grouping)
 - Educating the student at their level of ability rather than grade level expectations. They can also accelerate through the rate at which they are learning: commonly referred to as telescoping. There is extensive research that shows that gifted learners benefit greatly from interaction with their intellectual

peers, which makes grouping by ability a viable accommodation from both an academic and social perspective.

Career Readiness, Life Literacies, and Key Skills Practices (June 2020)

- Act as a responsible and contributing community members and employee.
- Attend to financial well-being.
- Consider the environmental, social and economic impacts of decisions.
- Demonstrate creativity and innovation.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Model integrity, ethical leadership and effective management.
- Plan education and career paths aligned to personal goals.
- Use technology to enhance productivity increase collaboration and communicate effectively.
- Work productively in teams while using cultural/global competence

Unit 2

What Makes a Good Editor?	
Summary and Rationale	
<p>During the second marking period, Journalism II students will explore what makes a good editor. They will take on tasks to read and edit the work of others through exercises in <i>Scholastic Journalism</i>. They will then be assigned as an editor to a group of Journalism I students and begin to read and edit their work to make ready for publication. In addition, students will continue to produce compelling, thoughtful and well-written articles for publication in the <i>Maroon and Gray</i>. The goal is for students to produce at least two digital issues during the second marking period. Students will be graded on a portfolio submission, as well as their participation in classroom activities and assignments.</p>	
Recommended Pacing	
8-10 weeks	
Standards	
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RI.11-12.1.	Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
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	<p>D. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</p> <p>E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.</p> <p>F. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).</p>
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9.4.12.TL.4	Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem.
Instructional Focus	
Enduring Understandings:	Essential Questions:
<ul style="list-style-type: none"> Journalists understand that various roles and responsibilities are necessary within a “newsroom” setting and experts work in various departments support the entire publication. Journalists understand there are differences between digital and print publications and clear benefits and shortcomings of each. Journalists understand the essential elements of research skills, dissecting facts, integrating direct quotes and compelling storytelling. Journalists learn and implement the editing process into their stories and the stories of their peers. 	<ul style="list-style-type: none"> What are newsroom roles and responsibilities and why are they necessary? What are the differences and benefits of print and digital publications? Which work best for our class/school/community? What are the elements of well-researched, compelling and informative pieces of journalism? What are the key principles and techniques of the editing process?
Evidence of Learning (Assessments)	
<p>SUMMATIVE ASSESSMENT: Completion of Digital or Printed Publication. Assessment of the way students perform in their given role as well as how they complete their writing and editing tasks in their given positions. Students will self-reflect and teacher will utilize the “standard of excellence” created by the class, with support by the teacher, to assess their work. https://maroonandgray.nutleyschools.org/</p>	
Objectives (SLO)	

Students will know: (Goals)	Students will be able to: (Teaching Points)
<ul style="list-style-type: none"> Journalists will understand the role of an editor and begin to take on the role with their peers. 	<ul style="list-style-type: none"> Editors evaluate what makes an effective editor. Editors practice individual editing techniques in order to strengthen their skill set. Editors identify their groups of writers. Editors begin to support their writers through a formalized process.
<ul style="list-style-type: none"> Journalists work to set the structure of the class's publications and launch their investigations. 	<ul style="list-style-type: none"> Journalists brainstorm beats that are important in their school and community. <ul style="list-style-type: none"> They ask the question: "What do our readers need/want to know about?" Journalists work collaboratively with Journalism II students to create a master calendar of school and community events to cover. Journalists discuss which type of publication, digital or printed, is most appropriate for NHS school and community. Editors assign stories to specific writers and establish deadlines. Writers research, attend events, and interview in order to craft articles. Photographers attend events to capture images.
<ul style="list-style-type: none"> Journalists produce compelling, informative articles. 	<ul style="list-style-type: none"> Journalists look at varied pieces of their research and make a plan on how to compile the information in an effective manner. Journalists look at other high school newspaper. Journalists create headlines to convey a specific tone and grab the readers' attention. Journalists establish the who, what, where, when, and why in the lead paragraph. Journalists are selective with their words and descriptors. Journalists wrap-up their articles with a concise, meaningful final thought.

<ul style="list-style-type: none"> ● Journalists will learn and practice the editing process. 	<ul style="list-style-type: none"> ● Journalists understand, study, and practice conventional rules to support the editing process. ● Editors work in their respective departments to edit writers' work to prepare it for publication. ● Writers revise, based upon recommendations from editors, to polish work for publication. ● Layout & Design department members take finished work and images and assemble the publication.
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Suggested Resources/Technology Tools

Scholastic Journalism

Google Docs

Google Classroom

Digital Newspaper

- <https://maroonandgray.nutleyschools.org/>

PerspecsNews

- <http://www.perspecsnews.com/>

Ebsco: Points of View

- <http://search.ebscohost.com/>

Newsela

- <https://newsela.com/>

Tier 1 Modifications and Accommodations

Including special education students, Multilingual Language Learners (MLLs), students at risk of school failure, gifted and talented students, and students with 504 plans;

IEP/504:

- Give written directions to supplement verbal directions
- Provide due date on written assignments
- Provide clear, concise directions and concrete examples for assignments
- Make class notes, slides, and materials available to all on Schoology
- Provide opportunities for movement/activity change
- Use checklists/agendas to help the students get organized
- Reinforce students for appropriate behaviors
- Allow students to make corrections on returned tests for additional credit (as appropriate - modify as per individual IEP, 504, etc.)
- Allow student to edit a 'first draft' on essay questions and grade final edited copy
- Modify the content of the test (as appropriate - modify as per individual IEP, 504, etc.)
- Improve font/spatial organization of formative and summative assessments
- Use cooperative learning techniques
- Provide graphic organizers and outlines for writing assignments (also show students how to make their own graphic organizers for future assignments based on task, prompt, etc.)
- Add extended time of test as needed (as appropriate - modify as per individual IEP, 504, etc.)
- Allow additional time to complete work (as appropriate - modify as per individual IEP, 504, etc.)

English Language Learners (ELL):

- Sheltered instruction strategies:
 - Contextualize Key Vocabulary
 - Review the content—select key vocabulary terms that are critical to understanding the concept being taught.
 - Introduce and define terms simply and concretely.
 - Demonstrate how terms are used in context, and explain through the use of synonyms or cognates to clarify meaning.
 - Scaffolding
 - Verbal Scaffolding—restating a student response to model correct English usage and grammar.
 - Model critical thinking by using “Think Aloud” strategies.
 - Reinforce contextual definitions by restating a term and giving its context or definition.
 - Procedural scaffolding—building a student’s independent knowledge of concepts and language to move a student from explicit teaching – to modeling – to practicing – to application.
 - Such practices should include grouping of students to build skills and increase independence.
 - Questioning
 - Use a variety of question types.
 - Ask open-ended questions that require true communication from and between students.
 - Interaction
 - Allow student discussion and interaction to provide peer support and opportunities to practice language.
 - Vary student groupings day-to-day and even within a lesson (partners, teams, triads).
 - Wait Time
 - Many English language learners need more time to formulate answers and should be given ample wait time (up to 20 seconds).
 - Clarifying Key Concepts in First Language
 - English language learners need to be allowed to confer in their primary language about subject matter and their own thinking—with each other or with the teacher.
 - Application of Content and Language Knowledge
 - “Discussing and doing” make abstract concepts more concrete to students and allow students to practice English in a safe environment.

Gifted and Talented:

- **Tiered Assignments:**
 - Assignments that are graduated or tiered by level of **difficulty** or **completeness**. Creating an assignment in this manner allows the teacher to present content at varying levels of **complexity** as well as allows students to present their knowledge in varying **ways** of complexity.
- **Open-Ended Assignments - Extended Thinking:**
 - Student choice as to **how far** they take their **own** learning-making them both **responsible** and **accountable** for their own education. Students can be given a choice of both assignment content and product delivery. The ability to present their knowledge in a unique way allows for the potential of the further depth and breadth needed for gifted learners. Students can also extend their thinking based

on the open-ended prompts to incorporate other disciplines, interest areas, etc. (while still staying on task).

- **Enrichment** (Independent Study, Independent Research, Sophistication of Projects):
 - Adding disciplines or areas of learning not normally found in the regular curriculum. Focus on the upper levels of Bloom's Taxonomy: analysis, synthesis and evaluation-in their learning. Independent study falls under the category of enrichment along with **individually chosen projects** to match the interests of the gifted student. The introduction of research skills and critical thinking skills along with multidisciplinary connections are often taught as a way to enrich the program for gifted learners.
- **Acceleration** (Telescoping, Compacting, Ability or Need Grouping)
 - Educating the student at their level of ability rather than grade level expectations. They can also accelerate through the rate at which they are learning: commonly referred to as telescoping. There is extensive research that shows that gifted learners benefit greatly from interaction with their intellectual peers, which makes grouping by ability a viable accommodation from both an academic and social perspective.

Career Readiness, Life Literacies, and Key Skills Practices (June 2020)

- Act as a responsible and contributing community members and employee.
- Attend to financial well-being.
- Consider the environmental, social and economic impacts of decisions.
- Demonstrate creativity and innovation.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Model integrity, ethical leadership and effective management.
- Plan education and career paths aligned to personal goals.
- Use technology to enhance productivity increase collaboration and communicate effectively.
- Work productively in teams while using cultural/global competence

Unit 3

Exploring Multiple Structures & Voices in Journalism

Summary and Rationale

The third marking period will allow students the opportunity to immerse themselves into journalism by studying different types of writing styles, structures and voices. Students will experiment with journalistic styles, analyze structures and write in various voices. They will understand the importance of word choice and the concept of how you say something being equally important to what you say. They will continue in their newsroom setting to publish digitally.

Recommended Pacing

8-10 weeks

Standards

Reading: Informational Text

RI.11-12.1.	Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
RI.11-12.5.	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
RI.11-12.7.	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

Writing

W.11-12.2.	<p>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.</p> <p>A. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>B. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p> <p>C. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>D. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</p> <p>E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.</p>
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	F. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).
W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
W.11-12.5.	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.11-12.6.	Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
W.11-12.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
W.11-12.10.	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.
Speaking and Listening	
SL.11-12.2.	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.
SL.11-12.4.	Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.
SL.11-12.5.	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
Language	
L.11-12.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. A. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
L.11-12.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. A. Observe hyphenation conventions.

	B. Spell correctly.
L.11-12.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
Interdisciplinary Connections	
Social Studies	
6.3	Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.
Integration of Technology	
3	Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
6	Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.
Career Readiness, Life Literacies and Key Skills	
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas.
9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities.
9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition.
9.4.12.CT.1	Identify problem-solving strategies used in the development of an innovative product or practice.
9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving.
9.4.12.CT.3	Enlist input from a variety of stakeholders (e.g., community members, experts in the field) to design a service learning activity that addresses a local or global issue (e.g., environmental justice).
9.4.12.CT.4	Participate in online strategy and planning sessions for course-based, school-based, or other project and determine the strategies that contribute to effective outcomes.
9.4.12.DC.1	Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content.
9.4.12.DC.6	Select information to post online that positively impacts personal image and future college and career opportunities.

9.4.12.DC.7	Evaluate the influence of digital communities on the nature, content and responsibilities of careers, and other aspects of society.
9.4.12.IML.2	Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources.
9.4.12.IML.7	Develop an argument to support a claim regarding a current workplace or societal/ethical issue such as climate change.
9.4.12.IML.8	Evaluate media sources for point of view, bias, and motivations.
9.4.12.IML.9	Analyze the decisions creators make to reveal explicit and implicit messages within information and media.
9.4.12.TL.1	Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specific task.
9.4.12.TL.3	Analyze the effectiveness of the process and quality of a collaborative environment
9.4.12.TL.4	Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem.
Instructional Focus	
Enduring Understandings:	Essential Questions:
<ul style="list-style-type: none"> Journalists understand the different types and structures of journalist writing and the purpose each style serves to the reader. Journalists learn how to craft articles with compelling and appropriate word choice and understand the way word choice affects the tonality of a piece. Journalists understand the essential elements of research skills, dissecting facts, integrating direct quotes and compelling storytelling. Journalists learn and implement the editing process into their stories and the stories of their peers. 	<ul style="list-style-type: none"> What are the different types and structures of journalism and what is the purpose of each? Why is word choice in journalism important? What are the elements of well-researched, compelling and informative pieces of journalism? What are the key principles and techniques of the editing process?
Evidence of Learning (Assessments)	
<p>SUMMATIVE ASSESSMENT: Completion of Digital Publication. Assessment of the way students perform in their given role as well as how they complete their writing and editing tasks in their given positions. Students will self-reflect and teacher will utilize the “standard of excellence” created by the class, with support by the teacher, to assess their works of writing. https://maroonandgray.nutleyschools.org/</p>	
Objectives (SLO)	

Students will know: (Goals)	Students will be able to: (Teaching Points)
<ul style="list-style-type: none"> Journalists analyze different types and structures of writing, consider the purpose of each, and experiment with varied styles, structures, and voices. 	<ul style="list-style-type: none"> Journalists review the following types of writing in the field: <ul style="list-style-type: none"> News Reporting Sports Reporting Featuring Writing Profile Writing Reviews (food, restaurant, concert, book, movie) Journalists deconstruct them understand the elements of each style Journalists experiment writing in each various journalist voice. Journalists will reflect upon types of articles/styles explored previously and set new goals. Journalists will commit to writing for new sections. Journalists begin to find news articles of interest, reflect upon how and why it was written, and then possibly inspire them to create a new piece and/or experiment with learned techniques in their writing.
<ul style="list-style-type: none"> Journalists consider the impact that word choice and tone have on the reader. 	<ul style="list-style-type: none"> Journalists recognize that perspective can have an impact on the story that is being told. <ul style="list-style-type: none"> Journalists will study various texts, often from different perspectives, and analyze the impact that tone and word choice have on meaning. Journalists understand and explore the ways in which something is said being equally important as what is being said. Journalists experiment with utilizing varied word choice to convey a specific tone and then consider the purpose and impact it might have on the reader.
<ul style="list-style-type: none"> Journalists produce compelling, informative articles for digital publication. 	<ul style="list-style-type: none"> Journalists continue to find beats and launch their investigations. <ul style="list-style-type: none"> Writers continue to find beats that matter in their school and community. Writers research, attend events, and interview in order to craft articles. Photographers attend events to capture images.

- Journalists brainstorm advertising opportunities within the Nutley community and contact local businesses to secure revenue.
- Journalists brainstorm ways to get the NHS community and Nutley community informed about the Maroon & Gray.
- Journalists create a timeline, calendar and deadlines for launch date.
- Journalists establish the who, what, where, when, and why in the lead paragraph.
- Journalists are selective with their words and descriptors.
- Journalists wrap-up their articles with a concise, meaningful final thought.
- Journalists write compelling headlines to grab readers' attention.
- Journalists understand, study, and practice conventional rules to support the editing process.
- Editors work in their respective departments to edit writers' work to prepare it for publication.
- Writers revise, based upon recommendations from editors, to polish work for publication.
- All students lay out articles, with appropriate photos, to make their final piece ready for publication.

Suggested Resources/Technology Tools

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Google Classroom

Digital Newspaper

- <https://maroonandgray.nutleyschools.org/>

PerspecsNews

- <http://www.perspecsnews.com/>

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- Provide due date on written assignments

- Provide clear, concise directions and concrete examples for assignments
- Make class notes, slides, and materials available to all on Schoology
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- Use checklists/agendas to help the students get organized
- Reinforce students for appropriate behaviors
- Allow students to make corrections on returned tests for additional credit (as appropriate - modify as per individual IEP, 504, etc.)
- Allow student to edit a 'first draft' on essay questions and grade final edited copy
- Modify the content of the test (as appropriate - modify as per individual IEP, 504, etc.)
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- Provide graphic organizers and outlines for writing assignments (also show students how to make their own graphic organizers for future assignments based on task, prompt, etc.)
- Add extended time of test as needed (as appropriate - modify as per individual IEP, 504, etc.)
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English Language Learners (ELL):

- Sheltered instruction strategies:
 - Contextualize Key Vocabulary
 - Review the content—select key vocabulary terms that are critical to understanding the concept being taught.
 - Introduce and define terms simply and concretely.
 - Demonstrate how terms are used in context, and explain through the use of synonyms or cognates to clarify meaning.
 - Scaffolding
 - Verbal Scaffolding—restating a student response to model correct English usage and grammar.
 - Model critical thinking by using “Think Aloud” strategies.
 - Reinforce contextual definitions by restating a term and giving its context or definition.
 - Procedural scaffolding—building a student’s independent knowledge of concepts and language to move a student from explicit teaching – to modeling – to practicing – to application.
 - Such practices should include grouping of students to build skills and increase independence.
 - Questioning
 - Use a variety of question types.
 - Ask open-ended questions that require true communication from and between students.
 - Interaction
 - Allow student discussion and interaction to provide peer support and opportunities to practice language.
 - Vary student groupings day-to-day and even within a lesson (partners, teams, triads).
 - Wait Time
 - Many English language learners need more time to formulate answers and should be given ample wait time (up to 20 seconds).
 - Clarifying Key Concepts in First Language

- English language learners need to be allowed to confer in their primary language about subject matter and their own thinking—with each other or with the teacher.
- Application of Content and Language Knowledge
 - “Discussing and doing” make abstract concepts more concrete to students and allow students to practice English in a safe environment.

Gifted and Talented:

- **Tiered Assignments:**
 - Assignments that are graduated or tiered by level of **difficulty** or **completeness**. Creating an assignment in this manner allows the teacher to present content at varying levels of **complexity** as well as allows students to present their knowledge in varying **ways** of complexity.
- **Open-Ended Assignments - Extended Thinking:**
 - Student choice as to **how far** they take their **own** learning-making them both **responsible** and **accountable** for their own education. Students can be given a choice of both assignment content and product delivery. The ability to present their knowledge in a unique way allows for the potential of the further depth and breadth needed for gifted learners. Students can also extend their thinking based on the open-ended prompts to incorporate other disciplines, interest areas, etc. (while still staying on task).
- **Enrichment** (Independent Study, Independent Research, Sophistication of Projects):
 - Adding disciplines or areas of learning not normally found in the regular curriculum. Focus on the upper levels of Bloom’s Taxonomy: analysis, synthesis and evaluation-in their learning. Independent study falls under the category of enrichment along with **individually chosen projects** to match the interests of the gifted student. The introduction of research skills and critical thinking skills along with multidisciplinary connections are often taught as a way to enrich the program for gifted learners.
- **Acceleration** (Telescoping, Compacting, Ability or Need Grouping)
 - Educating the student at their level of ability rather than grade level expectations. They can also accelerate through the rate at which they are learning: commonly referred to as telescoping. There is extensive research that shows that gifted learners benefit greatly from interaction with their intellectual peers, which makes grouping by ability a viable accommodation from both an academic and social perspective.

Career Readiness, Life Literacies, and Key Skills Practices (June 2020)

- Act as a responsible and contributing community members and employee.
- Attend to financial well-being.
- Consider the environmental, social and economic impacts of decisions.
- Demonstrate creativity and innovation.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Model integrity, ethical leadership and effective management.
- Plan education and career paths aligned to personal goals.
- Use technology to enhance productivity increase collaboration and communicate effectively.
- Work productively in teams while using cultural/global competence

Unit 4
A Deeper Study in Ethics

Summary and Rationale

The fourth marking period will allow students to explore the concepts of ethics in journalism in a deeper way. Ideas of plagiarism, bias, fabrication and betrayal of a source will be explored. During this exploration, students will self-select a current topic within the news media. They will research the issue, the ethics surrounding it, and write an analysis on the topic. Students will continue in their newsroom setting to publish digitally: writing, editing and selling advertising.

Recommended Pacing

8-10 weeks

Standards

Reading: Informational Text

RI.11-12.1.	Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
RI.11-12.5.	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
RI.11-12.7.	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

Writing

W.11-12.2.	<p>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.</p> <p>A. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>B. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p> <p>C. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>D. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</p> <p>E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.</p>
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	F. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).
W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
W.11-12.5.	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.11-12.6.	Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
W.11-12.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
W.11-12.10.	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.
Speaking and Listening	
SL.11-12.2.	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.
SL.11-12.4.	Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.
SL.11-12.5.	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
Language	
L.11-12.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. A. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
L.11-12.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. A. Observe hyphenation conventions. B. Spell correctly.

L.11-12.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
Interdisciplinary Connections	
Social Studies	
6.3	Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.
Integration of Technology	
3	Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
6	Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.
Career Readiness, Life Literacies and Key Skills	
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas.
9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities.
9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition.
9.4.12.CT.1	Identify problem-solving strategies used in the development of an innovative product or practice.
9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving.
9.4.12.CT.3	Enlist input from a variety of stakeholders (e.g., community members, experts in the field) to design a service learning activity that addresses a local or global issue (e.g., environmental justice).
9.4.12.CT.4	Participate in online strategy and planning sessions for course-based, school-based, or other project and determine the strategies that contribute to effective outcomes.
9.4.12.DC.1	Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content.
9.4.12.DC.6	Select information to post online that positively impacts personal image and future college and career opportunities.
9.4.12.DC.7	Evaluate the influence of digital communities on the nature, content and responsibilities of careers, and other aspects of society.

9.4.12.IML.2	Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources.
9.4.12.IML.7	Develop an argument to support a claim regarding a current workplace or societal/ethical issue such as climate change.
9.4.12.IML.8	Evaluate media sources for point of view, bias, and motivations.
9.4.12.IML.9	Analyze the decisions creators make to reveal explicit and implicit messages within information and media.
9.4.12.TL.1	Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specific task.
9.4.12.TL.3	Analyze the effectiveness of the process and quality of a collaborative environment
9.4.12.TL.4	Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem.
Instructional Focus	
Enduring Understandings:	Essential Questions:
<ul style="list-style-type: none"> Students will understand that there are common errors which journalists should avoid. Students will understand that confidentiality of sources and writing unbiased articles are key to becoming a good and trusted journalist. They will explore deception, conflict of interest, bias, fabrication, theft, betrayal of a source and plagiarism. 	<ul style="list-style-type: none"> What are the common errors journalists make when it comes to reporting and interviewing and how can we avoid them? What are the “seven deadly sins of journalists?”
Evidence of Learning (Assessments)	
<p>SUMMATIVE ASSESSMENT: Completion of Printed Publication. Assessment of the way students perform in their given role as well as how they complete their writing and editing tasks in their given positions. Students will self-reflect and teacher will utilize the “standard of excellence” created by the class, with support by the teacher, to assess their work.</p> <p>https://maroonandgray.nutleyschools.org/</p>	
Objectives (SLO)	
Students will know: (Goals)	Students will be able to: (Teaching Points)

<ul style="list-style-type: none"> ● Journalists understand ethics within journalist writing. 	<ul style="list-style-type: none"> ● Journalists continue to reflect upon the difference between “law” and “ethics” and are able to recognize a true ethical dilemma. ● Journalists understand journalistic ethical dilemmas and the process of decision-making based on the notion of duty. ● Journalists identify common ethical guidelines that journalists use, and apply these principles to hypothetical ethical dilemmas. ● Journalists understand the responsibility and ethical concerns in reporting various new stories. ● Journalists self-select a current topic in the news media, research the issue, identify the ethical dilemma which was faced and write an analysis on the topic.
<ul style="list-style-type: none"> ● Journalists produce compelling, informative articles for digital publication. 	<ul style="list-style-type: none"> ● Journalists continue to find beats and launch their investigations. <ul style="list-style-type: none"> ○ Writers continue to find beats that matter in their school and community. ○ Writers research, attend events, and interview in order to craft articles. ○ Photographers attend events to capture images. ● Journalists brainstorm advertising opportunities within the Nutley community and contact local businesses to secure revenue. ● Journalists brainstorm ways to get the NHS community and Nutley community informed about the Maroon & Gray. ● Journalists create a timeline, calendar and deadlines for launch date. ● Journalists establish the who, what, where, when, and why in the lead paragraph. ● Journalists are selective with their words and descriptors. ● Journalists wrap-up their articles with a concise, meaningful final thought. ● Journalists write compelling headlines to grab readers’ attention. ● Journalists understand, study, and practice conventional rules to support the editing process. ● Editors work in their respective departments to edit writers’ work to prepare it for publication. ● Writers revise, based upon recommendations from editors, to polish work for publication. ● All students lay out articles, with appropriate photos, to make their final article ready for publication.

Suggested Resources/Technology Tools

Scholastic Journalism

Google Docs

Google Classroom

Digital Newspaper

- <https://maroonandgray.nutleyschools.org/>

PerspecsNews

- <http://www.perspecsnews.com/>

Ebsco: Points of View

- <http://search.ebscohost.com/>

Newsela

- <https://newsela.com/>

Adobe InDesign

Deep Throat article

<https://www.vanityfair.com/news/politics/2005/07/deepthroat200507>

Websites:

<https://www.schooljournalism.org/journalism-ethics-lessons/>

<https://studentreportinglabs.org/resource/lesson-13-who-makes-news/>

<http://www.newsu.org/courses/ethics-journalism>

<https://teachingjournalismethics.wordpress.com/teaching-resources/unit-plan/>

Tier 1 Modifications and Accommodations

Including special education students, Multilingual Language Learners (MLLs), students at risk of school failure, gifted and talented students, and students with 504 plans;

IEP/504:

- Give written directions to supplement verbal directions
- Provide due date on written assignments
- Provide clear, concise directions and concrete examples for assignments
- Make class notes, slides, and materials available to all on Schoology
- Provide opportunities for movement/activity change
- Use checklists/agendas to help the students get organized
- Reinforce students for appropriate behaviors
- Allow students to make corrections on returned tests for additional credit (as appropriate - modify as per individual IEP, 504, etc.)
- Allow student to edit a 'first draft' on essay questions and grade final edited copy
- Modify the content of the test (as appropriate - modify as per individual IEP, 504, etc.)
- Improve font/spatial organization of formative and summative assessments
- Use cooperative learning techniques

- Provide graphic organizers and outlines for writing assignments (also show students how to make their own graphic organizers for future assignments based on task, prompt, etc.)
- Add extended time of test as needed (as appropriate - modify as per individual IEP, 504, etc.)
- Allow additional time to complete work (as appropriate - modify as per individual IEP, 504, etc.)

English Language Learners (ELL):

- Sheltered instruction strategies:
 - Contextualize Key Vocabulary
 - Review the content—select key vocabulary terms that are critical to understanding the concept being taught.
 - Introduce and define terms simply and concretely.
 - Demonstrate how terms are used in context, and explain through the use of synonyms or cognates to clarify meaning.
 - Scaffolding
 - Verbal Scaffolding—restating a student response to model correct English usage and grammar.
 - Model critical thinking by using “Think Aloud” strategies.
 - Reinforce contextual definitions by restating a term and giving its context or definition.
 - Procedural scaffolding—building a student’s independent knowledge of concepts and language to move a student from explicit teaching – to modeling – to practicing – to application.
 - Such practices should include grouping of students to build skills and increase independence.
 - Questioning
 - Use a variety of question types.
 - Ask open-ended questions that require true communication from and between students.
 - Interaction
 - Allow student discussion and interaction to provide peer support and opportunities to practice language.
 - Vary student groupings day-to-day and even within a lesson (partners, teams, triads).
 - Wait Time
 - Many English language learners need more time to formulate answers and should be given ample wait time (up to 20 seconds).
 - Clarifying Key Concepts in First Language
 - English language learners need to be allowed to confer in their primary language about subject matter and their own thinking—with each other or with the teacher.
 - Application of Content and Language Knowledge
 - “Discussing and doing” make abstract concepts more concrete to students and allow students to practice English in a safe environment.

Gifted and Talented:

- Tiered Assignments:
 - Assignments that are graduated or tiered by level of **difficulty** or **completeness**. Creating an assignment in this manner allows the teacher to present content at varying levels of **complexity** as well as allows students to present their knowledge in varying **ways** of complexity.
- Open-Ended Assignments - **Extended** Thinking:
 - Student choice as to **how far** they take their **own** learning-making them both **responsible** and **accountable** for their own education. Students can be given a choice of both assignment content and

product delivery. The ability to present their knowledge in a unique way allows for the potential of the further depth and breadth needed for gifted learners. Students can also extend their thinking based on the open-ended prompts to incorporate other disciplines, interest areas, etc. (while still staying on task).

- **Enrichment** (Independent Study, Independent Research, Sophistication of Projects):
 - Adding disciplines or areas of learning not normally found in the regular curriculum. Focus on the upper levels of Bloom's Taxonomy: analysis, synthesis and evaluation-in their learning. Independent study falls under the category of enrichment along with **individually chosen projects** to match the interests of the gifted student. The introduction of research skills and critical thinking skills along with multidisciplinary connections are often taught as a way to enrich the program for gifted learners.
- **Acceleration** (Telescoping, Compacting, Ability or Need Grouping)
 - Educating the student at their level of ability rather than grade level expectations. They can also accelerate through the rate at which they are learning: commonly referred to as telescoping. There is extensive research that shows that gifted learners benefit greatly from interaction with their intellectual peers, which makes grouping by ability a viable accommodation from both an academic and social perspective.

Career Readiness, Life Literacies, and Key Skills Practices (June 2020)

- Act as a responsible and contributing community members and employee.
- Attend to financial well-being.
- Consider the environmental, social and economic impacts of decisions.
- Demonstrate creativity and innovation.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Model integrity, ethical leadership and effective management.
- Plan education and career paths aligned to personal goals.
- Use technology to enhance productivity increase collaboration and communicate effectively.
- Work productively in teams while using cultural/global competence