

**Summit Public Schools
Summit, New Jersey
Grade 10-12 / Content Area: English
Length of Course: Full-Year**

Journalism II

Course Description: Journalism II (JII) is a full-year course that builds and hones newspaper reportage and production skills based on the theories and practices of gathering, processing, and delivering news mastered in the prerequisite Journalism I elective. This course continues to prepare students to be professional media journalists, editors, and managers, including continued instruction as follows: news writing and editing; reporting; photojournalism; layout and graphic design; journalism law and policy; professional standards and ethics; research methods; and criticism. In addition, students will work in a newsroom environment, where decisions are guided by both instructor and peer editorial leaders.

JII is designed to meet the 21st-Century Learning Standards, instructing specialized skills that are part of a career and technical education path. More specifically, students enrolled in this course will practice academic and technical skills for professional careers in communications and journalism leading to technical skill proficiency, credentials, certificates, licenses, and/or degrees. The goal is for all students to demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

The ultimate goal of this course is to deliver good writing as the main content of a student publication.

New Jersey's 21st Century standards, skills, and themes are as follows:

- Creativity and Innovation;
- Critical Thinking and Problem Solving;
- Communication and Collaboration;
- Information Literacy;
- Media Literacy;
- Life and Career Skills; and
- Economic, Business, and Civic Literacy.

Finally, the JII course content reinforces through practice the foundational skills of the J1 elective, beginning with practice of specific newsgathering and writing skills, and ending with editorial leadership.

Revised 2022

The content and pace of the course is as follows:

1st Quarter

1. Understand chain of command
2. Review writing process: determine newsworthiness, gather information, write article, peer edit, finalize article
 - a. Review five news determinants
 - b. Review and practice three methods of gathering information: observation, research, interview
 - c. Review AP style and editing checklists
3. Review common article types (their purpose, content and organization): news story, feature story, profile piece, review (movie, music, restaurant), advance, brief and poll
4. Review writing cutlines and headlines
5. Practice photojournalism: Intent, simplicity, rule of thirds, balance, lines
6. Understand copyright law
7. Learn about and use the resources available in the classroom for increase self-reliance
8. Check business managers' circulation mailing list against subscription forms and payments
9. Brainstorm content for October and November issues and hold a pitch meeting

2nd Quarter

1. Review more challenging article types (their purpose, content and organization): persuasive opinion editorial and columns
2. Explore and experiment with alternative story forms
3. Research and write content for December and January Issues
4. Review and apply Society of Professionalism Journalists' Code of Ethics to various scenarios
5. Select and assemble entry for the National Scholastic Press Association (NSPA) and American Scholastic Press Association (ASPA) critiques

3rd Quarter

1. Research/write/produce content for February, March, and April issues
2. Understand and practice writing satirical articles for *Curve*
3. Review and apply professional critique summaries and feedback to improve the remaining issues

4th Quarter

1. Apply for executive board and leadership positions for next year.
2. Skill building in layout via Adobe InDesign—create draft June pages to work in collaboration with current page editors
3. Research and write content for May & June issues
4. Produce June issue on Adobe InDesign—practical application of skills
5. Edit June issue content and establish line of communication with writers
6. Justify page content at administrative review
7. Select and assemble entry for the Columbia Scholastic Press Association (CSPA) and Garden State Scholastic Press Association (GSSPA) critiques
8. Leadership debriefing and editorial placements for following year

Revised: August, 2022

**Anchor Standard—Reading:
Text Complexity and the Growth of Comprehension**

Key Ideas and Details:

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure:

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g. section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas:

7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Text Complexity:

1. Read and comprehend complex literary and informational texts independently and proficiently.

**Anchor Standard—Writing:
Text Type and Purposes:**

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well chosen details, and well-structured event sequences.

Production and Distribution of Writing:

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge:

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing:

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, and audiences.

**Anchor Standard—Speaking and Listening:
Flexible Communication and Collaboration**

Comprehension and Collaboration:

1. Prepare for and participate in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively and orally.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas:

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task purpose and audience.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

**Anchor Standard—Language:
Conventions, Effective Use and Vocabulary**

Conventions of Standard English:

1. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language:

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

Vocabulary Acquisition and Use:

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials as appropriate.

5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
6. Acquire and use accurately a range of 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

Marking Period 1 Transition from Journalism I: Review and Time Management

Big Ideas: Course Objectives / Content Statement(s)

1. Understand a newsroom's chain of command
2. Understand Verve's production timeline and each issue's deadlines
3. Review and practice the news writing process: determine an ideas newsworthiness; gather information through observation, research and interview; write article
4. Review the purpose, content and organization of common article types: news stories, feature stories, profile pieces, reviews, briefs and advances
5. Understand and practice the elements of photojournalism
6. Understand and adhere to copyright law
7. Use classroom resources to become self-reliant

Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	Enduring Understandings <i>What will students understand about the big ideas?</i>
<p>As a staff writer, to whom do I report?</p> <p>Who can I contact to answer my questions?</p> <p>Who reads and edits my stories?</p> <p>How is the newspaper student-run?</p> <p>What is Verve's mission?</p> <p>What is the purpose of a mission statement?</p> <p>What is a production timeline and why does it matter?</p>	<p>Students will understand that...</p> <p>Verve operates smoothly by following a chain of command. Staff writers receive writing assignments and edits from their page editors, who are guided by the editors-in-chief</p> <p>Verve has a guiding mission statement to inform, entertain, and encourage thought and action.</p> <p>Deadlines are key to a newspaper's success. Staff must meet a succession of deadlines each month to ensure that each step leading toward production is fulfilled in a timely and thorough manner.</p> <p>Staff must adhere to a monthly/issue based calendar.</p>

<p>What's the difference between various article types, and how do I write them?</p> <p>How do we decide each issue's content?</p> <p>Why does photojournalism matter?</p> <p>What are the elements of photojournalism?</p> <p>Why does copyright law exist and how do I adhere to it?</p> <p>Where in the classroom can I find answers to my questions?</p>	<p>Content determines article type. Some articles are more informative and others are more entertaining. Each has a unique structure.</p> <p>Newsworthy determinants are used to select each issue's content. Pitches must be defended using those determinants.</p> <p>Photojournalism tells a story through image for readers and viewers. It can bring a story to life. For that purpose, news photographers should strive to capture action and humanity.</p> <p>Copyright laws protect the creations of writers and artists, allowing them to benefit from their work. Permission must be obtained before printing these creations, unless the creations fall under "fair use."</p> <p>The newsroom has multiple resources available to staff writers for increased self-reliance and resourcefulness, including the AP style manual, archived copies of the <i>Verve</i>, rubrics, the student photo privacy/permission list, the student directory, and more.</p>
Areas of Focus: Proficiencies (Cumulative Progress Indicators)	Examples, Outcomes, Assessments
<p>Students will</p>	<p>Instructional Focus: Assist students in understanding the purpose of a newspaper so they can craft a mission statement for the <i>Verve</i> that will remain their standard for the year.</p> <p><u>Example/Assessment #1:</u> Students will review the current mission statement and the current <i>Verve</i> Style Guide. They will then read the mission statements of various accredited news organizations. Finally, they will select and synthesize the best excerpts and compare their mission statement to the <i>Verve</i>'s. (RI.11-12.2.; RI.11-12.6.; RI.11-12.7.; W.11-12.8.)</p>
<p>READING</p>	
<p>Key Ideas and Details</p>	
<p>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.</p> <p>RI.11-12.2. Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.</p>	

<p>RI.11-12.3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.</p>	<p><u>Example/Assessment #2</u>: During our first pitch meeting, students will test their pitch and their peers' pitches against Verve's mission statement. (SL.11-12.1.)</p>
<p>Craft and Structure</p>	<p>Instructional Focus: Review various article types and indicate the differences in their purpose.</p>
<p>RI.11-12.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).</p> <p>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.</p> <p>RI.11-12.6. Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.</p>	<p><u>Example/Assessment #1</u>: To review the purpose, content and structure of various article types, students will read a model news story, feature story, profile, review, advance and brief. They will identify the article type, the article's lead, the article's structure, the article's purpose, and the article's content. (RI.11-12.2.; RI.11-12.5.; RI.11-12.6.; RI.11-12.7.)</p> <p><u>Example/Assessment #2</u>: During our pitch meetings, students will decide which article type best fits each pitch. (SL.11-12.1.)</p> <p>Instructional Focus: Review the structure of news and feature articles.</p>
<p>Integration of Knowledge and Ideas</p>	<p><u>Example/Assessment #1</u>: Students will be given various news and feature articles to review. (RI.11-12.5.; RI.11-12.6.)</p>
<p>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.</p> <p>RI.11-12.8. Describe and evaluate the reasoning in seminal U.S. and global texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., <i>The Federalist</i>, presidential addresses).</p> <p>RI.11-12.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical</p>	<p><u>Example/Assessment #2</u>: Students will practice writing in the inverted pyramid style and will follow the LQTQ structure when writing news and feature articles for the October and November issues. (See Appendices A and B for news and feature story rubrics, respectively.) (RI.11-12.5.; W.11-12.4)</p> <p>Instructional Focus: Review information-gathering methods for news and feature articles.</p> <p><u>Example/Assessment #1</u>: Students will read a model news or feature article and highlight</p>

<p>and literary significance for their themes, purposes and rhetorical features, including primary source documents relevant to U.S. and/or global history.</p>	<p>examples of information gained through observation, interview and research. The class will have a discussion on the importance of information-gathering for an informed, objective and credible story. (RI.11-12.2.; RI.11-12.6.; RI.11-12.7.)</p>
<p>Range of Reading and Level of Text Complexity</p>	<p><u>Example/Assessment #2:</u> Students will complete a research scavenger hunt to familiarize themselves with Summit Schools' website. (See Appendix C for research scavenger hunt assignment sheet.) (W.11-12.6.; W.11-12.7.)</p>
<p>RI.11-12.10. By the end of grade 11, read and comprehend literary nonfiction at grade level text-complexity or above with scaffolding as needed.</p>	<p><u>Example/Assessment #3:</u> Students will watch a model interview to recall the structure, tone and purpose of an interview. Afterwards, they will conduct an interview with a teacher or administrator. Students will research their interviewee to craft informed and stimulating questions and will tape their interview to self-assess their tone and demeanor. (See Appendix D for teacher interview assignment sheet and rubric.) (RI.11-12.2.; RI.11-12.5.; RI.11-12.6.; RI.11-12.7.)</p>
<p>WRITING</p>	<p><u>Example/Assessment #4:</u> Students will practice information-gathering for their October and November issue stories. (RI.11-12.7.; RI.11-12.8.; W.11-12.2.; W.11-12.4.; (W.11-12.6.; W.11-12.7.; W.11-12.8.)</p>
<p>Text Types and Purpose</p>	<p>Instructional Focus: Review the stylistic conventions that need to be followed in journalistic writing.</p>
<p>W.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>W.11-12.2. 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>W.11-12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p>	<p><u>Example/Assessment #1:</u> Students will correct sentences using the AP style manual. (See Appendix E for sentence correction worksheet.)</p>
<p>Production and Distribution of Writing</p>	<p><u>Example/Assessment #2:</u> Students will take a quiz on AP style, using their knowledge from example/assessment #1, above.</p>
<p>W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>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.</p> <p>W.11-12.6. Use technology, including the Internet, to produce, share, and update individual or shared</p>	

writing products in response to ongoing feedback, including new arguments or information.	
Research to Build and Present Knowledge	
<p>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.</p> <p>W.11-12.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. (MLA Style Manual).</p> <p>W.11-12.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p><u>Example/Assessment #3:</u> Students will follow AP style rules, and other conventions in style, grammar, spelling and punctuation, when they write articles for the October and November issues. (W.11-12.4; W.11-12.5; L.11-12.1.; L.11-12.2.)</p> <p>Instructional Focus: Review tips on narrative-writing and storytelling in news, and especially feature stories, to create engaging stories and human-interest pieces.</p> <p><u>Example/Assessment #1:</u> Students will identify elements of strong storytelling in a model article to create a list of techniques. (RI.11-12.2.; RI.11-12.6.; RI.11-12.7.)</p> <p><u>Example/Assessment #2:</u> Students will employ storytelling techniques when they write a profile piece about a peer in our class. The anecdote will need to be engaging, with a central conflict or action, descriptive, and supportive of the article's message. (See Appendix G for profile rubric.) (RI.11-12.7.; W.11-12.3.)</p>
Range of Writing	
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.	<p><u>Example/Assessment #3:</u> Students will employ storytelling techniques when writing articles for the October and November issues. (See Appendix H for storytelling tips and activity.) (RI.11-12.7.; W.11-12.3.; W.11-12.4)</p>
SPEAKING & LISTENING	
Comprehension and Collaboration	
<p>SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on- one, in groups, and teacher-led) with peers on <i>grades 11–12 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly and persuasively.</p> <p>A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by</p>	<p>Instructional Focus: Introduce and enforce deadlines for timely and high-quality publications.</p> <p><u>Example/Assessment #1:</u> Deadlines will be determined by the editors-in-chief and posted on Google Classroom and the whiteboard. To ensure articles are of high quality, deadlines will be set for brainstorming ideas, first article drafts, edits on articles, final article drafts, and final pages. (See Appendix I for model</p>

<p>referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.</p> <p>B. Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g. student developed rubrics), and establish individual roles as needed.</p> <p>C. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</p> <p>D. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</p> <p>SL.11-12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p> <p>SL.11-12.3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p>	<p>monthly schedule) (W.11-12.5; W.11-12.10.; SL.11-12.1.)</p> <p><u>Example/Assessment #2:</u> Students will understand the newspaper's chain of command and will communicate regularly with their editors via email and Google Docs about their articles. Editors and the adviser will clearly communicate each deadline and post them on the board and Google Classroom. After the pitch meeting, editors will list their page's articles, angles, word length, and graphics on a Google Doc. During the writing stage, editors will check in on their staff writers to ensure varied and credible sources are interviewed and relevant information is researched. During the editing stage, editors will make electronic comments on their writer's article via Google Docs. Students will routinely write, devoting several weeks to research and interviews, drafts, and edits. They will have an extended period of time to complete their article, but that period will be highly structured and segmented into shorter time frames devoted to each stage of the writing process. (See Appendix J for peer critique checklist) (W.11-12.5; W.11-12.6.; W.11-12.10.; SL.11-12.1.; L.11-12.1.; L.11-12.2.)</p> <p>Instructional Focus: Introduce and implement in-school and subscriber distribution practices.</p> <p><u>Example/Assessment #1:</u> Students will be introduced to Verve's distribution methods. They will assist in distributing the paper on school grounds during lunch time and in preparing mailings for subscribers. (See Appendices K and L for distribution methods.)</p> <p><u>Example/Assessment #2:</u> Students will be introduced to issuu.com and will check that</p>
<p>Presentation of Knowledge and Ideas</p>	
<p>SL.11-12.4 Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development,</p>	

<p>and style are appropriate to task, purpose, and audience.</p> <p>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.</p> <p>SL.11-12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.</p>	<p>the paper is electronically distributed. (W.11-12.6.)</p> <p>Instructional Focus: Review newsworthy determinants and apply them during pitch meetings to select each issue's content.</p> <p><u>Example/Assessment #1:</u> Students will review the five news determinants and take a quiz. (See Appendix M for the news determinants handout.)</p>
<p>LANGUAGE</p>	
<p>Conventions of Standard English</p>	
<p>L.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.</p> <p>L.11-12.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>A. Observe hyphenation conventions. Spell correctly.</p>	<p><u>Example/Assessment #2:</u> Students will list brainstorming ideas for each issue prior to the pitch meeting, identifying each pitch's news determinants. (SL.11-12.1.)</p> <p><u>Example/Assessment #3:</u> Students will collaboratively discuss and decide the content of each issue at the monthly pitch meeting by introducing their ideas and assessing the newsworthiness of their peers' ideas. (RI.11-12.6.; SL.11-12.1.)</p> <p>Instructional Focus: Break down copyright law and its application to school publications so students can follow copyright and fair use guidelines.</p> <p><u>Example/Assessment #1:</u> Students will learn about copyright law and fair use through a jigsaw activity. They'll read and discuss one section of a packet on copyright law in a group of four to five students before being placed in a new group that will contain one student from every other group. Each student will explain their section to their peers, and together the students will decide how to proceed on specific copyright scenarios. (See Appendix N for copyright law and fair use packet.) (RI.11-12.2.; RI.11-12.6.; RI.11-12.8.; SL.11-12.1.)</p>
<p>Knowledge of Language</p>	
<p>L.11-12.3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p>A. Vary syntax for effect, apply an understanding of syntax to the study of complex texts.</p> <p>L.11-12.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases</p>	

<p>based on <i>grades 11–12 reading and content</i>, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>conceive</i>, <i>conception</i>, <i>conceivable</i>). C. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage. D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). <p>L.11-12.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> A. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. B. Analyze nuances in the meaning of words with similar denotations. <p>L.11-12.6. Acquire and use accurate 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.</p>	<p><u>Example/Assessment #2:</u> Students will take a quiz on copyright law and fair use. (RI.11-12.8.)</p> <p><u>Example/Assessment #3:</u> Students will use their understanding of copyright law when seeking photographs, charts, or other material from other news sources. (RI.11-12.8.; W.11-12.6.)</p> <p>Instructional Focus: Introduce students to the resources available in the room to encourage initiative and self-reliance.</p> <p><u>Example/Assessment #1:</u> Students will participate in a classroom scavenger hunt. (See Appendix O for classroom scavenger hunt assignment sheet.)</p> <p><u>Example/Assessment #2:</u> Throughout the year, students can independently find rubrics, the AP style manual, the student photo privacy/permission list, archived copies of the <i>Verve</i>, contest critiques, and more, to become more self-reliant in the newsroom. (W.11-12.5; W.11-12.6.)</p> <p>Instructional Focus: Understand the purpose and elements of effective photojournalism.</p> <p><u>Example/Assessment #1:</u> Students will view a powerpoint with various photos from student publications to select the most engaging and eye-catching photos. They'll discuss the appeal of image for "scanners" who will be drawn to photos and cutlines rather than full articles.</p> <p><u>Example/Assessment #2:</u> Students will be assigned to specific locations in the high school (with advance permission from the staff members who work in those locations) to capture action shots. (See Appendix P for photojournalism assignment sheet.) (SL.11-12.5.)</p>
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	<p><u>Example/Assessment #3:</u> Students will view a powerpoint to identify the components of a photograph cutline and practice writing cutlines.</p> <p><u>Example/Assessment #4:</u> Students will practice taking action shots and write cutlines for the October and November issues. (See Appendix Q for cutlines and photograph rubrics.) (SL.11-12.5.)</p> <p>Technology Integration</p> <ul style="list-style-type: none">• Practice photojournalism with the newspaper's camera• Supervise electronic newspaper distribution• Use web tools to gather information for news and feature articles• Use comment features on Google Documents to communicate with page editor during the editing stage• Use school email to communicate with page editor• Begin creating a personalized digital portfolio that contains a résumé, exemplary projects, and activities, reflecting journalistic achievements <p>Media Literacy Integration</p> <ul style="list-style-type: none">• Use digital tools for research, communication and design• Analyze and evaluate author's purpose/point of view• Identify ethical issues for author and audience• Judge the credibility of sources• Maintain electronic distribution <p>Global Perspectives</p> <ul style="list-style-type: none">• Read award-winning articles as models of various article types• Interview members of the SHS or Summit communities to practice questioning, listening, and note-taking techniques
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	21st Century Skills: <ul style="list-style-type: none"> • Creativity and Innovation • Critical Thinking and Problem Solving • Communication and Collaboration • Information Literacy • Life and Career Skills
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Marking Period II Review and Production

Big Ideas: Course Objectives / Content Statement(s) <ol style="list-style-type: none"> 1. Review more challenging article types (their purpose, content and organization): persuasive opinion editorial and columns 2. Explore and experiment with alternative story forms 3. Research and write content for December and January Issues 4. Review and apply Society of Professionalism Journalists' Code of Ethics to various scenarios 5. Select and assemble entry for the National Scholastic Press Association (NSPA) and American Scholastic Press Association (ASPA) critiques 	
Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	Enduring Understandings <i>What will students understand about the big ideas?</i>
<p>What is the purpose, structure and content of opinion editorials and columns?</p> <p>What are some alternative forms of news presentation?</p> <p>How do I approach an ethical dilemma?</p> <p>What's the purpose of entering contests, and how are publications evaluated?</p>	<p>Students will understand that...</p> <p>Opinion editorials and columns must include claims and credible evidence.</p> <p>News can be presented through a combination of text and graphics.</p> <p>They can refer to the Society of Professional Journalists' (SPJ) Code of Ethics to resolve ethical dilemmas.</p> <p>Verve enters contests to receive critiques from professionals in order to reflect on and continue improving the paper.</p>
Areas of Focus: Proficiencies (Cumulative Progress Indicators)	Examples, Outcomes, Assessments
Students will	

READING	Instructional Focus: Demonstrate the differences in purpose, structure and content of an op-ed as opposed to a traditional news or feature article.	
Key Ideas and Details		
<p>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.</p> <p>RI.11-12.2. Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.</p> <p>RI.11-12.3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.</p>		
Craft and Structure		
<p>RI.11-12.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).</p> <p>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.</p> <p>RI.11-12.6. Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.</p>		
Integration of Knowledge and Ideas		
<p>RI.11-12.7. Integrate and evaluate multiple sources of information presented in different media or</p>	<p>Example/Assessment #1: Students will read a model op-ed and identify its components—claim, evidence, refutation of counterargument, solution, and restatement of claim—and how the author supports their claim. (See Appendix R for model op-ed.) (RI.11-12.1.; RI.11-12.2.; RI.11-12.5.; RI.11-12.6.)</p> <p>Example/Assessment #2: Students will take a quiz on the purpose and structure of an op-ed. (RI.11-12.1.; RI.11-12.2.; RI.11-12.5.; RI.11-12.6.)</p> <p>Example/Assessment #3: Students will brainstorm a debatable school- or community-based topic to research. They'll apply to relevant, credible sources online and through interviews to gather evidence. After gathering information, students will compose an op-ed following the structure of the model and the rubric. (See Appendix S for op-ed assignment sheet and rubric.) (RI.11-12.1.; RI.11-12.2.; RI.11-12.5.; RI.11-12.6.; RI.11-12.7.; W.11-12.1.; W.11-12.2.; W.11-12.4.; W.11-12.7.; W.11-12.8.; SL.11-12.2.; L.11-12.1.; L.11-12.2.)</p> <p>Example/Assessment #4: Students will practice looking at both sides of an issue by researching a school-based or community-based topic of their choice and creating a pro/con list on it. (RI.11-12.1.; RI.11-12.2.; RI.11-12.5.; RI.11-12.6.; RI.11-12.7.; W.11-12.1.; W.11-12.2.; W.11-12.4.; W.11-12.7.; W.11-12.8.; SL.11-12.2.; L.11-12.1.; L.11-12.2.)</p>	

<p>formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.</p> <p>RI.11-12.8. Describe and evaluate the reasoning in seminal U.S. and global texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., <i>The Federalist</i>, presidential addresses).</p> <p>RI.11-12.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes and rhetorical features, including primary source documents relevant to U.S. and/or global history.</p>	<p>Instructional Focus: Display alternative forms of news presentation and their benefits and selection process.</p> <p><u>Example/Assessment #1:</u> Students will be shown a powerpoint on alternative story forms (ASFs). Using the models provided in the powerpoint, the class will have a discussion on the benefits and drawbacks of various ASFs. (RI.11-12.5.; RI.11-12.6.; SL.11-12.1.)</p> <p><u>Example/Assessment #2:</u> Students will understand that content drives formatting. They will be presented with a list of pitches and will select one to two ASFs that will best present each pitch's content.</p>
<p>Range of Reading and Level of Text Complexity</p>	
<p>RI.11-12.10. By the end of grade 11, read and comprehend literary nonfiction at grade level text-complexity or above with scaffolding as needed.</p>	<p><u>Example/Assessment #3:</u> After assessing the newsworthiness of their peers' ideas during Verve's monthly pitch meetings, students will brainstorm the best format/ASF for several pitches. (RI.11-12.5.; RI.11-12.6.; SL.11-12.1.)</p>
<p>WRITING</p>	
<p>Text Types and Purpose</p>	<p><u>Example/Assessment #4:</u> Students will practice creating ASFs digitally through programs such as Piktochart. (W.11-12.6.; SL.11-12.5.)</p>
<p>W.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>W.11-12.2. 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>W.11-12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p>	<p>Instructional Focus: Introduce journalistic ethical guidelines for students to follow in case of an ethical dilemma.</p> <p><u>Example/Assessment #1:</u> Students will watch <i>Fantastic Lies</i>, ESPN's documentary on the media's coverage of the Duke lacrosse scandal, and take note of unethical behavior committed by the media. They will use the SPJ's code of ethics to pinpoint specific ethical guidelines that were broken and propose a more ethical approach. (See Appendix T for <i>Fantastic Lies</i> movie guide.) (RI.11-12.1.; RI.11-12.2.; RI.11-12.6.; RI.11-12.7.)</p>
<p>Production and Distribution of Writing</p>	

<p>W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>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.</p> <p>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.</p>	<p><u>Example/Assessment #2:</u> Students will move in groups through stations that present ethical dilemmas through real case studies. They'll use the SPJ's Code of Ethics to agree on the best response to each dilemma. (See Appendix U for SPJ's Code of Ethics.) (W.11-12.1; SL.11-12.1.)</p> <p><u>Example/Assessment #3:</u> Students will apply to the SPJ's Code of Ethics if and when they come across ethical dilemmas in their own reporting.</p> <p>Instructional Focus: Demonstrate the benefit of entering contests for continued improvement through expert feedback.</p>
<p>Research to Build and Present Knowledge</p>	<p><u>Example/Assessment #1:</u> Students will read professional critiques on our CSPA and GSSPA contest entries, submitted in June. They will use those critiques to create a list of short- and long-term goals, as well as immediate and long-term solutions to attain those goals. In doing so, they will understand that professional critiques offer Verve staff an opportunity to reflect on the paper's strengths and weaknesses, and to continue improving. (RI.11-12.2.; SL.11-12.1.)</p> <p><u>Example/Assessment #2:</u> Students will sort through our spring and fall issues to select entries for the NSPA and ASPA winter contests. They will use rubrics to provide a rationale for their selections, giving them an opportunity to reflect on the paper's progress. Students will also assist in completing the contests' paperwork and communicating with business managers to meet the contests' requirements and deadlines. (RI.11-12.2.; RI.11-12.5.; RI.11-12.6.; SL.11-12.1.)</p>
<p>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.</p> <p>W.11-12.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. (MLA Style Manual).</p> <p>W.11-12.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	
<p>Range of Writing</p>	
<p>W.11-12.10. Write routinely over extended time frames (time for research, reflection, and revision)</p>	

<p>and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.</p>	<p>Instructional Focus: Continue to assist students in the material covered in quarter 1 as they brainstorm ideas for the December and January issues; collaboratively discuss those ideas to test their newsworthiness; research and gather information on their story assignments; synthesize information to write their articles; edit their articles through collaboration with their page editors; take photographs that complement their articles; and publish their articles.</p> <p>Example/Assessment: Production of December and January articles. (RI.11-12.1.; RI.11-12.2.; RI.11-12.5.; RI.11-12.6.; RI.11-12.7.; RI.11-12.8.; W.11-12.1; W.11-12.2.; W.11-12.3.; W.11-12.4.; W.11-12.5.; W.11-12.6.; W.11-12.7.; W.11-12.8.; W.11-12.10.; SL.11-12.1.; SL.11-12.2.; SL.11-12.4; SL.11-12.5.; L.11-12.1.; L.11-12.2.)</p> <p>Technology Integration</p> <ul style="list-style-type: none"> • Demonstrate appropriate use of copyrights as well as fair use and Creative Commons guidelines. • Continue expanding personalized digital portfolio that contains a résumé, exemplary projects, and activities, reflecting journalistic achievements. • Use online software to create infographics • Use web tools to gather information for news and feature articles • Use comment features on Google Documents to communicate with page editor during the editing stage • Use school email to communicate with page editor <p>Media Literacy Integration</p> <ul style="list-style-type: none"> • Use digital tools for research, communication, and design • Analyze and evaluate author's purpose/point of view
<p>SPEAKING & LISTENING</p>	
<p>Comprehension and Collaboration</p>	
<p>SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on- one, in groups, and teacher-led) with peers on <i>grades 11–12 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas. Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g. student developed rubrics), and establish individual roles as needed. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. <p>SL.11-12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating</p>	

<p>the credibility and accuracy of each source and noting any discrepancies among the data.</p> <p>SL.11-12.3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p>	<ul style="list-style-type: none"> • Identify ethical issues for author and audience • Judge the credibility of sources • Maintain electronic distribution • Gather information about NSPA and ASPA contests via their website for contest entry
<p>Presentation of Knowledge and Ideas</p>	<p>Global Perspectives</p>
<p>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.</p> <p>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.</p> <p>SL.11-12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.</p>	<ul style="list-style-type: none"> • Read award-winning opinion editorials as models • Interview members of the SHS or Summit communities to practice questioning, listening, and note-taking techniques <p>21st Century Skills:</p> <ul style="list-style-type: none"> • Creativity and Innovation • Critical Thinking and Problem Solving • Communication and Collaboration • Information Literacy • Life and Career Skills
<p>LANGUAGE</p>	
<p>Conventions of Standard English</p>	
<p>L.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.</p> <p>L.11-12.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>A. Observe hyphenation conventions. Spell correctly.</p>	
<p>Knowledge of Language</p>	

<p>L.11-12.3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p>A. Vary syntax for effect, apply an understanding of syntax to the study of complex texts.</p> <p>L.11-12.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11–12 reading and content</i>, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none">A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>conceive</i>, <i>conception</i>, <i>conceivable</i>).C. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). <p>L.11-12.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none">A. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.B. Analyze nuances in the meaning of words with similar denotations.	
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<p>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.</p>	
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Marking Period III Production and Layout

<p>Big Ideas: Course Objectives / Content Statement(s)</p> <ol style="list-style-type: none"> 1. Research/write/produce content for February, March, and April issues 2. Understand and practice writing satirical articles for Curve 3. Decipher and report on the school district's budget 4. Review and utilize professional critique summaries and feedback 	
<p>Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i></p>	<p>Enduring Understandings <i>What will students understand about the big ideas?</i></p>

<p>What is the purpose of a satirical article?</p> <p>How do I brainstorm a pitch for a satirical article and judge its humor?</p> <p>What are some the characteristics of a satirical article?</p> <p>How and why should a student publication report on the school district's budget?</p> <p>How can <i>Verve</i> be improved?</p>	<p>Students will understand that...</p> <p>Satirical articles reveal flaws in our society and institutions in a humorous manner.</p> <p>Brainstorming pitches for satirical articles involves considering the follies of our society (individuals, government, schools, etc.) that are timely and recognized.</p> <p>Satirical articles can use gentle humor or sharp, abrasive humor. A gentler, mocking tone will be more inviting. Devices available to satirists include irony, sarcasm, double entendre, hyperbole, analogy, and parody.</p> <p>The school district's superintendent and assistant superintendent prepare an annual budget for the school district that indicates upcoming changes in the schools. That budget is available to the public. Students and parents should be aware of the areas that will see more or less funding in the following school year.</p> <p><i>Verve</i> is a member of a student press organization, entitled to professional guidance and constructive criticism.</p>
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Areas of Focus: Proficiencies (Cumulative Progress Indicators)	Examples, Outcomes, Assessments
Students will	<p>Instructional Focus: Understand the function of satire in publications.</p> <p><u>Example/Assessment #1:</u> Students will read satirical articles from <i>The Onion</i> and watch clips from <i>The Colbert Report</i> and <i>Saturday Night Live</i>. They'll create a definition of satire as a class before discussing the function of satire in our society. (RI.11-12.1.; RI.11-12.2.; RI.11-12.5.; RI.11-12.6.; RI.11-12.7.; W.11-12.1.; SL.11-12.1.)</p>
READING	
Key Ideas and Details	
<p>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.</p>	

<p>RI.11-12.2. Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.</p> <p>RI.11-12.3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.</p>	<p><u>Example/Assessment #2:</u> Students will read satirical articles in past issues of <i>Curve</i> to identify the flaws being mocked and the articles' tones. (RI.11-12.1.; RI.11-12.2.; RI.11-12.5.; RI.11-12.6.; SL.11-12.1.)</p> <p>Instructional Focus: Identify satirical forms and devices.</p>
<p>Craft and Structure</p>	
<p>RI.11-12.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).</p> <p>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.</p> <p>RI.11-12.6. Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.</p>	<p><u>Example/Assessment #1:</u> Students will create a chart of satirical devices and fill it out with examples from various satirical articles and clips. (See Appendix V for satire activity.) (RI.11-12.1.; RI.11-12.2.; RI.11-12.5.; RI.11-12.6.; RI.11-12.7.)</p> <p><u>Example/Assessment #2:</u> Students will complete a quiz in which they identify devices in a sample satire.</p> <p><u>Example/Assessment #3:</u> Students will read and contrast examples of Horatian and Juvenalian satire. They'll note the differences in tone and select the more effective form for <i>Verve's</i> readership. (RI.11-12.1.; RI.11-12.2.; RI.11-12.5.; RI.11-12.6.; RI.11-12.7.; SL.11-12.1.; SL.11-12.4.)</p> <p>Instructional Focus: Produce satirical articles.</p>
<p>Integration of Knowledge and Ideas</p>	
<p>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.</p> <p>RI.11-12.8. Describe and evaluate the reasoning in seminal U.S. and global texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public</p>	<p><u>Example/Assessment #1:</u> Students will pitch ideas to their peers for satirical articles by identifying flaws in our society that can be gently mocked. (SL.11-12.1.)</p> <p><u>Example/Assessment #2:</u> Before and during pitch meetings, students will identify the appropriate satirical form and various devices for their particular article. (SL.11-12.1.)</p> <p><u>Example/Assessment #3:</u> Students will draft and edit satirical articles for April's <i>Curve</i> issue. (W.11-12.1.; W.11-12.2.; W.11-12.3.; W.11-12.4.;</p>

<p>advocacy (e.g., <i>The Federalist</i>, presidential addresses).</p> <p>RI.11-12.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes and rhetorical features, including primary source documents relevant to U.S. and/or global history.</p>	<p>W.11-12.5.; W.11-12.6.; W.11-12.7.; W.11-12.8.; SL.11-12.4.; L.11-12.1.; L.11-12.2.)</p> <p>Instructional Focus: Introduce and unpack school district budget proposal.</p> <p><u>Example/Assessment #1:</u> Students will navigate through the Summit school district website to find the draft budget proposal. They will work in pairs to identify the source of the budget's funds, the areas that get the most funds, and the areas that will see increases or decreases in funding next year. (RI.11-12.1.; RI.11-12.2.; RI.11-12.6.; RI.11-12.7.)</p>
<p>Range of Reading and Level of Text Complexity</p>	
<p>RI.11-12.10. By the end of grade 11, read and comprehend literary nonfiction at grade level text-complexity or above with scaffolding as needed.</p>	
<p>WRITING</p>	
<p>Text Types and Purpose</p>	<p><u>Example/Assessment #2:</u> Students will identify aspects of the budget that <i>Verve's</i> readership will find meaningful or impactful and will draft an article on the proposed budget. (W.11-12.2.; W.11-12.4.; W.11-12.5.; W.11-12.6.; W.11-12.7.; W.11-12.8.; SL.11-12.4.; L.11-12.1.; L.11-12.2.)</p>
<p>W.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>W.11-12.2. 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>W.11-12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p>	<p>Instructional Focus: Apply contest critiques to improve <i>Verve</i>.</p> <p><u>Example/Assessment #1:</u> Students will read through CSPA and GSSPA's critiques and create long and short-term goals, along with long and short-term changes that will help <i>Verve</i> attain those goals. (RI.11-12.2.; SL.11-12.1.; SL.11-12.4.)</p>
<p>Production and Distribution of Writing</p>	
<p>W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>W.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual</p>	<p><u>Example/Assessment #2:</u> Students will brainstorm, write and edit their February and March articles while applying CSPA and GSSPA's content and writing critiques. (W.11-12.1.; W.11-12.2.; W.11-12.3.; W.11-12.4.; W.11-12.5.; W.11-12.6.; W.11-12.7.; W.11-12.8.; SL.11-12.4.; L.11-12.1.; L.11-12.2.)</p> <p>Instructional Focus: Continue to assist students in the material covered in quarter 1 as they brainstorm ideas for the February, March and April issues; collaboratively</p>

<p>(such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.</p> <p>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.</p>	<p>discuss those ideas to test their newsworthiness; research and gather information on their story assignments; synthesize information to write their articles; edit their articles through collaboration with their page editors; take photographs that complement their articles; and publish their articles.</p>
<p>Research to Build and Present Knowledge</p>	<p><u>Example/Assessment:</u> Production of February, March and April articles. (RI.11-12.1.; RI.11-12.2.; RI.11-12.5.; RI.11-12.6.; RI.11-12.7.; RI.11-12.8.; W.11-12.1; W.11-12.2.; W.11-12.3.; W.11-12.4.; W.11-12.5.; W.11-12.6.; W.11-12.7.; W.11-12.8.; W.11-12.10.; SL.11-12.1.; SL.11-12.2.; SL.11-12.4; SL.11-12.5.; L.11-12.1.; L.11-12.2.)</p> <p>Technology Integration</p> <ul style="list-style-type: none"> • Demonstrate appropriate use of copyrights as well as fair use and Creative Commons guidelines. • Continue expanding personalized digital portfolio that contains a résumé, exemplary projects, and activities, reflecting journalistic achievements • Explore <i>The Onion's</i> website for a better understanding of satire; view <i>The Colbert Report</i> for a visual presentation of satirical news <p>Media Literacy Integration</p> <ul style="list-style-type: none"> • Use digital tools for research, communication and design • Analyze and evaluate author's purpose/point of view • Identify ethical issues for author and audience • Judge the credibility of sources • Navigate the Summit school district's website to find public documents, including the school budget, to unpack for Verve's readership
<p>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.</p> <p>W.11-12.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. (MLA Style Manual).</p> <p>W.11-12.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	
<p>Range of Writing</p>	
<p>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.</p>	
<p>SPEAKING & LISTENING</p>	
<p>Comprehension and Collaboration</p>	
<p>SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on- one, in groups, and teacher-led) with peers on <i>grades</i></p>	

<p>11–12 <i>topics, texts, and issues</i>, building on others' ideas and expressing their own clearly and persuasively.</p> <p>A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.</p> <p>B. Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g. student developed rubrics), and establish individual roles as needed.</p> <p>C. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</p> <p>D. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</p> <p>SL.11-12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p> <p>SL.11-12.3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p> <p>Presentation of Knowledge and Ideas</p>	<p>Global Perspectives</p> <ul style="list-style-type: none">● Write for publication by synthesizing information from multiple sources and perspectives● Participate in staff discussions and brainstorming sessions to reach a diverse audience.● Interview members of the SHS or Summit communities to practice questioning, listening, and note-taking techniques● Comprehend and apply expert feedback on critiques from the CSPA and GSSPA to improve the <i>Verve's</i> content and presentation <p>21st Century Skills:</p> <ul style="list-style-type: none">● Creativity and Innovation● Critical Thinking and Problem Solving● Communication and Collaboration● Information Literacy● Life and Career Skills
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<p>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.</p> <p>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.</p> <p>SL.11-12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.</p>	
LANGUAGE	
Conventions of Standard English	
<p>L.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.</p> <p>L.11-12.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>A. Observe hyphenation conventions. Spell correctly.</p>	
Knowledge of Language	
<p>L.11-12.3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p>A. Vary syntax for effect, apply an understanding of syntax to the study of complex texts.</p>	

<p>L.11-12.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11–12 reading and content</i>, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none">A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>conceive</i>, <i>conception</i>, <i>conceivable</i>).C. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). <p>L.11-12.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none">A. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.B. Analyze nuances in the meaning of words with similar denotations. <p>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.</p>	
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Marking Period IV Review and Production

Big Ideas: Course Objectives / Content Statement(s) <ol style="list-style-type: none"> 1. Skill building in layout via Adobe InDesign 2. Establish and maintain line of communication with writers; practice Verve's chain of command 3. Peer edit writers' articles 4. Defend page content at administrative review 5. Select and assemble entry for the Columbia Scholastic Press Association (CSPA) and Garden State Scholastic Press Association (GSSPA) critiques 6. Understand and apply for next year's leadership roles 	
Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	Enduring Understandings <i>What will students understand about the big ideas?</i>
<p>How can professional critique improve the performance of Verve?</p> <p>What are the qualities of leadership?</p> <p>What are the elements of page design?</p>	<p>Students will understand that...</p> <p>Following professional guidelines will increase Verve's quality.</p> <p>An organization's leaders have specific roles and responsibilities.</p> <p>An appealing page design balances text and graphics, offers a point of entry through the most significant article, and includes items for scanners.</p>
Areas of Focus: Proficiencies (Cumulative Progress Indicators)	Examples, Outcomes, Assessments
Students will	Instructional Focus: Designing an appealing and engaging newspaper page. <u>Example/Assessment #1:</u> Students will view model newspaper pages to identify page design tips. (SL.11-12.1.) <u>Example/Assessment #2:</u> Students will use the page layout rubric to critique previous issues of the Verve. (See Appendix W for page layout rubric.) (SL.11-12.1.)
READING	
Key Ideas and Details	
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.11-12.2. Determine two or more central ideas of a text, and analyze their development and how they	

<p>interact to provide a complex analysis; provide an objective summary of the text.</p> <p>RI.11-12.3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.</p>	<p><u>Example/Assessment #3:</u> Students will sketch a draft page for the May issue to create on In-Design as a test run. The following month, students will complete a full page on In-Design for publication. (W.11-12.6.; SL.11-12.4.; SL.11-12.5.)</p>
<p>Craft and Structure</p>	<p>Instructional Focus: Skill building in layout via Adobe InDesign—create test pages for May and June issues.</p>
<p>RI.11-12.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).</p> <p>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.</p> <p>RI.11-12.6. Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.</p>	<p><u>Example/Assessment:</u> Students will view In-Design tutorials and get comfortable with the software by creating draft May issue pages. They will use the software the following month to produce June pages for distribution. For further assistance, students will be working with current page editors who have experience with In-Design. (W.11-12.6.; SL.11-12.1.; SL.11-12.4.; SL.11-12.5.) (See Appendix X for page design assignment sheet.)</p> <p>Instructional Focus: Preparing students for their leadership roles next year.</p>
<p>Integration of Knowledge and Ideas</p>	<p><u>Example/Assessment #1:</u> Students will decide on the content of the June issue in a pitch meeting. They’ll apply the same elements of newsworthiness to judge each pitch’s appeal and relevance and the same goal of representing various subject areas in the school and the great Summit community. (SL.11-12.1.)</p>
<p>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.</p> <p>RI.11-12.8. Describe and evaluate the reasoning in seminal U.S. and global texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., <i>The Federalist</i>, presidential addresses).</p>	<p><u>Example/Assessment #2:</u> Students will practice maintaining communication with their staff writers by providing their page’s story details via Google Docs, commenting on their writers’ articles via Google Docs, emailing about progress, and meeting in person. (W.11-12.5.; W.11-12.6.; SL.11-12.1.; L.11-12.1.; L.11-12.2.)</p> <p><u>Example/Assessment #3:</u> Students will edit the articles on their page via Google Docs, following a rubric. (RI.11-12.1.; RI.11-12.2.; RI.11-12.5.;</p>

<p>RI.11-12.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes and rhetorical features, including primary source documents relevant to U.S. and/or global history.</p>	<p>RI.11-12.6.; W.11-12.5.; W.11-12.6.; SL.11-12.1.; L.11-12.1.; L.11-12.2.)</p> <p><u>Example/Assessment #4:</u> Students will attend administrative review to answer questions about their page's content and receive feedback. (SL.11-12.1.; L.11-12.1.; L.11-12.2.)</p>
<p>Range of Reading and Level of Text Complexity</p>	
<p>RI.11-12.10. By the end of grade 11, read and comprehend literary nonfiction at grade level text-complexity or above with scaffolding as needed.</p>	<p>Instructional Focus: Selecting content for contests.</p>
<p>WRITING</p>	<p><u>Example/Assessment #1:</u> Students will read and view award-winning school publication articles and page designs. They'll follow CSPA's rubric to rate the content and design. (RI.11-12.2.)</p>
<p>Text Types and Purpose</p>	
<p>W.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>W.11-12.2. 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>W.11-12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p>	<p><u>Example/Assessment #2:</u> Students will follow the same rubric to select <i>Verve's</i> best articles and page designs to submit to the CSPA and GSSPA contests in June. (RI.11-12.1.; RI.11-12.2.; RI.11-12.5.; RI.11-12.6.; SL.11-12.1.)</p> <p>Instructional Focus: Selecting staff roles for next year.</p> <p><u>Step #1:</u> Students will read about the various leadership roles available to Journalism III members and their responsibilities. (See Appendix Y for leadership role descriptions.)</p>
<p>Production and Distribution of Writing</p>	
<p>W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>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</p>	<p><u>Step #2:</u> Students will apply for up to three roles for next year, submitting a short written response on their qualifications and interest, along with a portfolio. (L.11-12.1.; L.11-12.2.)</p> <p><u>Step #3:</u> The current editors-in-chief and adviser will read the applications and place students in the roles that best fit their strengths. The adviser will communicate the assignments to students in class.</p>

<p>addressing what is most significant for a specific purpose and audience.</p> <p>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.</p>	<p>Instructional Focus: Continue to assist students in the material covered in quarter 1 as they brainstorm ideas for the May and June issues; collaboratively discuss those ideas to test their newsworthiness; research and gather information on their story assignments; synthesize information to write their articles; edit their articles through collaboration with their page editors; take photographs that complement their articles; and publish their articles.</p> <p><u>Example/Assessment:</u> Production of May articles and June pages. (RI.11-12.1.; RI.11-12.2.; RI.11-12.5.; RI.11-12.6.; RI.11-12.7.; RI.11-12.8.; W.11-12.1.; W.11-12.2.; W.11-12.3.; W.11-12.4.; W.11-12.5.; W.11-12.6.; W.11-12.7.; W.11-12.8.; W.11-12.10.; SL.11-12.1.; SL.11-12.2.; SL.11-12.4; SL.11-12.5.; L.11-12.1.; L.11-12.2.)</p> <p>Technology Integration</p> <ul style="list-style-type: none"> • Demonstrate appropriate use of copyrights as well as fair use and Creative Commons guidelines. • Continue expanding personalized digital portfolio that contains a résumé, exemplary projects, and activities, reflecting journalistic achievements • Produce and edit a multi-page document using desktop publishing and/or graphics software • Use online software to create infographics • Use web tools to gather information for news and feature articles • Use comment features on Google Documents to communicate with page editor during the editing stage • Use school email to communicate with page editor • View award-winning school publications online to select Verve issues and individual
<p>Research to Build and Present Knowledge</p>	
<p>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.</p> <p>W.11-12.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. (MLA Style Manual).</p> <p>W.11-12.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	
<p>Range of Writing</p>	
<p>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.</p>	
<p>SPEAKING & LISTENING</p>	
<p>Comprehension and Collaboration</p>	
<p>SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on- one, in groups, and teacher-led) with peers on <i>grades 11–12 topics, texts, and issues</i>, building on others'</p>	

<p>ideas and expressing their own clearly and persuasively.</p> <ul style="list-style-type: none"> A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas. B. Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g. student developed rubrics), and establish individual roles as needed. C. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. D. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. <p>SL.11-12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p> <p>SL.11-12.3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p>	<p>pieces for CSPA and GSSPA contest submission.</p> <p>Media Literacy Integration</p> <ul style="list-style-type: none"> ● Use digital tools for research, communication and design ● Analyze and evaluate author's purpose/point of view ● Identify ethical issues for author and audience ● Judge the credibility of sources <p>Global Perspectives</p> <ul style="list-style-type: none"> ● Interview members of the SHS or Summit communities to practice questioning, listening, and note-taking techniques ● Discuss June issue with high school administrators during the review process <p>21st Century Skills:</p> <ul style="list-style-type: none"> ● Creativity and Innovation ● Critical Thinking and Problem Solving ● Communication and Collaboration ● Information Literacy ● Life and Career Skills
<p>Presentation of Knowledge and Ideas</p>	

<p>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.</p> <p>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.</p> <p>SL.11-12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.</p>	
LANGUAGE	
Conventions of Standard English	
<p>L.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.</p> <p>L.11-12.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>A. Observe hyphenation conventions. Spell correctly.</p>	
Knowledge of Language	
<p>L.11-12.3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p>A. Vary syntax for effect, apply an understanding of syntax to the study of complex texts.</p>	

<p>L.11-12.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11–12 reading and content</i>, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none">A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>conceive</i>, <i>conception</i>, <i>conceivable</i>).C. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). <p>L.11-12.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none">A. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.B. Analyze nuances in the meaning of words with similar denotations. <p>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.</p>	
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Addendum to Course of Study
Journalism
21 Century Life and Career Competencies

In addition to meeting the New Jersey Student Learning Standards for English / Language Arts, the Journalism program addresses curricular competencies for 21st Century Life and Career ready practices. These are “the career-ready skills that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increased college, career, and life success. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.” As the journalism program prepares students to exercise the skills in writing and communication related to English and Media Literacy, it also enables students to explore the various career paths in 21st Century Media and introduces them to the responsibilities, roles and experiences that come with being a successful journalist in the industry.

This addendum enumerates the 21st Century Life and Career competencies that are addressed throughout the journalism courses (I-IV).

21st Century Career Ready Practices

CRP1. Act as a responsible and contributing citizen and employee.

Students in the Journalism Program:

- understand the obligations and responsibilities of being a student journalist and member of the newspaper staff, and they demonstrate this understanding every day through their interactions with others.
- are conscientious of the impacts of their decisions on others and the environment around them.
- think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of the journalism program and newspaper staff.
- are reliable and consistent in going beyond the minimum expectation and in participating in the program to serve the greater good.

CRP2. Apply appropriate academic and technical skills.

Students in the Journalism Program:

- readily access and use the knowledge and skills acquired through experience and education to be more productive.
- make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.

CRP4. Communicate clearly and effectively and with reason.

Students in the Journalism Program:

- communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods.

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- communicate in the classroom/newsroom with clarity and purpose to make maximum use of their own and others' time.
- are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas.
- are skilled at interacting with others; they are active listeners and speak clearly and with purpose.
- think about the audience for their communication and prepare accordingly to ensure the desired outcome.

CRP5. Consider the environmental, social and economic impacts of decisions.

Students in the Journalism Program:

- understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment.
- are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.

CRP6. Demonstrate creativity and innovation.

Students in the Journalism Program:

- regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization.
- consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value.
- seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own classroom/newsroom.
- take action on their ideas and understand how to bring innovation to an organization.

CRP7. Employ valid and reliable research strategies.

Students in the Journalism Program:

- are discerning in accepting and using new information to make decisions, change practices or inform strategies.
- use reliable research processes to search for new information.
- evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

Students in the Journalism Program:

- readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem.
- are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions.
- carefully consider the options to solve the problem; once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

Revised: August, 2022

CRP9. Model integrity, ethical leadership and effective management.

Students in the Journalism Program:

- consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace.
- have a clear understanding of integrity and act on this understanding in every decision.
- use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' action, attitudes and/or beliefs.
- recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.

CRP10. Plan education and career paths aligned to personal goals.

Students in the Journalism Program:

- take personal ownership of their own educational and career goals, and they regularly act on a plan to attain these goals.
- understand their own career interests, preferences, goals, and requirements related to media/journalism.
- have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each.
- recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience.

CRP11. Use technology to enhance productivity.

Students in the Journalism Program:

- find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems.
- are flexible and adaptive in acquiring new technology.
- are proficient with ubiquitous technology applications related to journalism, media and publishing.
- understand the inherent risks—personal and organizational—of technology applications, and they take actions to prevent or mitigate these risks.

CRP12. Work productively in teams while using cultural global competence.

Students in the Journalism Program:

- positively contribute as members of the newspaper staff, whether formal or informal.
- apply an awareness of cultural differences to avoid barriers to productive and positive interaction.
- find ways to increase the engagement and contribution of all team members.
- plan and facilitate effective team meetings.

9.2 CAREER AWARENESS, EXPLORATION, AND PREPARATION

CONTENT AREA: 21st CENTURY LIFE AND CAREERS

STRAND C:

Standard Statement: By the end of Grade 12, students will be able to:

- 9.2.12.C.1 Review career goals and determine steps necessary for attainment.
- 9.2.12.C.2 Modify Personalized Student Learning Plans to support declared career goals.
- 9.2.12.C.3 Identify transferable career skills and design alternate career plans.
- 9.2.12.C.4 Analyze how economic conditions and societal changes influence employment trends and future education.
- 9.2.12.C.5 Research career opportunities in the United States and abroad that require knowledge of world languages and diverse cultures.
- 9.2.12.C.6 Investigate entrepreneurship opportunities as options for career planning and identify the knowledge, skills, abilities, and resources required for owning and managing a business.
- 9.2.12.C.7 Examine the professional, legal, and ethical responsibilities for both employers and employees in the global workplace.
- 9.2.12.C.8 Assess the impact of litigation and court decisions on employment laws and practices.
- 9.2.12.C.9 Analyze the correlation between personal and financial behavior and employability.

Texts and Resources

Supplemental Textbooks:

- Brooks, Brian S. and The Missouri Group. *Telling the Story: The Convergence of Print, Broadcast, and Online Media, Fourth Edition*. New York: Bedford, 2010.
- Brooks, Brian S. and The Missouri Group. *Workbook for Telling the Story: The Convergence of Print, Broadcast, and Online Media, Fourth Edition*. New York: Bedford, 2010.
- Campbell, Martin, Fabos (Eds.). *Media & Culture: An Introduction to Mass Communication 7*. New York: Bedford, 2011.
- Harwood, William N and Hudnall, John C. *Writing and Editing School News, Fifth Edition*. Topeka: Clark, 2000.
- Osborne, Patricia. *School Newspaper Adviser's Survival Guide*. New York: Center for Applied Research, 2010.
- A variety of primary and secondary source packets relevant to topics at hand prepared and photocopied by the instructor.

Reference and Additional Resources:

- www.nyt.com *The New York Times* Online Edition
- www.wsj.com *The Wall Street Journal* Online Edition
- www.nj.com *The Star-Ledger* Online Edition
- Knopes, Carol. "Broadcast in a Box." *High School Broadcast Journalism Project*. RTDNA, 2005. Web. 25 Jul 2010. <Knopes, Carol. "High School Broadcast Journalism Project". RTDNA. 25 July 2010.>
- www.spj.org: The Society of Professional Journalists is the primary membership organization for working journalists, regardless of medium.
- www.studentpress.org/nspace: the National Scholastic Press Association
- www.cspa.org: The Columbia University Scholastic Press Association
- www.poynter.com: scholarly and professional articles on journalistic interviewing. Print, television, and online are all included.
- www.cjr.org: this is the site of the Columbia Journalism Review.
- www.ajr.org: this is the site of the American Journalism Review.
- www.lexis-nexis.com: This excellent database is a collection of newspaper, magazine, and other resources and permits full text searching of published articles.
- www.nicar.org: the National Institute for Computer-Assisted Reporting provides databases and technical support to those engaged in data analysis.
- <https://owl.english.purdue.edu/owl/resource/735/05/>: Owl Purdue Online Writing Lab
- www.splc.org: Student Press Law Center
- Database subscriptions at the SHS Media Center

Audio-Visual:

- "Getting Started with InDesign CS6." *Learn InDesign CS6*. N.p., n.d. Web. 14 Aug. 2012. <<https://helpx.adobe.com/indesign/how-to/get-started-indesign.html>>.

APPENDIX A**News Story Rubric**

Structure	Story used inverted pyramid style and LQTQ effectively, without appearing formulaic. Paragraphs are 1-3 sentences in length. Each quotation from a different source gets its own paragraph. Transitions are used before and after quotations.	/20
Lead	Lead provides critical information (5 W's and H) while remaining engaging	/10
Writing	Active verbs are used; adjectives are only used when necessary; active voice is used; writing remains concise and clear rather than wordy and verbose	/10
Objectivity & Accuracy	Story includes at least three varied sources for objectivity. Quotations are relevant and substantive. Story has at least 4-5 direct quotations, in addition to paraphrased statements. Story is written in third person. Writer sticks to the facts and makes no opinion statements. Quotations are attributed properly and are introduced with the verb, "Said."	/30
Headline	Headline is clever, accurate, engaging, and reflects the story without giving it all away. Headline includes a noun and an active verb.	/10
AP Style	AP rules are followed, with no errors in style, grammar, or spelling	/10
Length	Article follows the assigned length	/10

TOTAL: /100

APPENDIX B**Feature Story Rubric**

Structure	Each paragraph advances a point in the story and advances the story overall. The article advances a single , clear message from start to finish Story used LQTQ effectively, with transitions before and after each quotation Paragraphs are 1-3 sentences in length. Each quotation from a different source gets its own paragraph.	/20
Lead	Lead engages the reader using soft lead techniques like anecdotes, descriptions or narration	/10
Writing	Colorful, active verbs and descriptive adjectives are used to create vivid language Active voice is used; passive voice is avoided Writing remains concise and clear rather than wordy and verbose Story is written in third person; author makes no opinion statements “Authorial presence” is not existent, including “cheering” for the subject Quotations are attributed properly and are introduced with the verb, “Said.”	/10
News gathering, research, interview, observation	Story includes at least three varied sources whose story-telling quotes add depth and advance the article’s message Story includes at least one anecdote that advances the article’s message Story focuses on story-telling, with facts interspersed throughout Direct quotations present opinions, observations and descriptions, not facts Story has at least four direct quotations, in addition to paraphrased statements.	/30
Headline	Headline is clever, accurate, engaging, and reflects the story without giving it all away. Headline includes a noun and active verb and capitalizes only the first word and proper nouns.	/5
Clincher	Clincher clarifies that the story is over, reinforces the story’s central message, and resonates.	/5
AP Style	AP rules are followed, with no errors in style, grammar, or spelling	/10
Length	Article meets page editor’s length requirements	/10

TOTAL: /100

APPENDIX C

Verve Research Scavenger Hunt

Directions for questions 1-20: Provide the names of the individuals in the positions listed below.

1. SHS Principal:
2. SHS Assistant Principals:
3. SHS School Counseling Assistants:
4. SHS Student Assistance Counselor:
5. SHS College Counselor:
6. Summit Athletic Director:
7. SHS Athletic Trainers:
8. Select three SHS sports teams and write their coaches' names:
9. SHS Speech and Debate adviser/coach:
10. SHS's science department supervisor:
11. The name of Washington Elementary's school nurse and her work phone number:
12. Superintendent of Summit schools:
13. Assistant superintendent for business:
14. Co-presidents of the PTO:
15. Which teacher runs the high school's orchestra?
16. Which teacher advises the high school's marching band?
17. Who is the high school's transition coordinator?
18. Who is the district's anti-bullying coordinator?

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19. Who is the Board of Education's president? Vice-president?

20. Where can you find a listing of all student-created clubs?

21. Which assistant principal handles co-curricular clubs?

Directions for questions 21-30: Provide the requested information.

22. Date of Brayton's spring concert:

23. Find the webpage on Summit's "Food Services." Does the district have a school breakfast program?

24. Do we operate an afterschool snack program?

25. Are teachers allowed to keep students in from recess as a punishment?

26. How are our district's Board of Education members selected?

27. The Board of Education can meet in private and in public. What matters are discussed in closed session (private sessions)?

28. Which group adopts and certifies our school district budget?

29. On what date this year was the 2022-2023 school district budget adopted and certified?

30. When and where is the special education eighth grade orientation taking place?

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APPENDIX D

New Teacher Interview

Objectives: Practice establishing a rapport with your source; turn your interview into a conversation; gain your source's trust and respect; arrive at the interview prepared with researched questions.

Instructions: You will interview a newly hired teacher at SHS to produce a biographical blurb on that teacher for the October issue. This assignment is an opportunity to get comfortable with conducting interviews. You will practice researching your source in preparation for the interview and then establishing a rapport and gaining the trust of your source during the interview.

Directions:

1. Research your assigned teacher- where did they work prior to SHS? Where did they attend school? Where did they grow up?
2. Interview other sources about your assignment teacher- record the interview on your phone. According to their supervisor, what are their strengths? Which courses will they be teaching? How are they a good fit for Summit?
3. Prepare your interview questions- remember to begin with easier, "softball" questions, then move on to more open-ended questions that might require more reflection on the part of the teacher.
4. Interview your teacher- video record the interview!! Be friendly, make small talk, put the teacher at ease.

What do submit:

1. Your notes with your research and quotes from interviews with other sources
2. A videorecording of your interview with the teacher

APPENDIX E

Sentence Correction Activity

1. The American placed 1st in the race.
 - a. "1st" should be spelled out (first)
2. Seniors ads are due Oct. 15th.
 - a. Remove "th" in "15th"
3. At the assembly, former President of the student body, Jesse James, handed over the microphone to his successor, Shawna Stevenson.
 - a. "President" should be lowercase
4. The republican party didn't want to lose Donald Trump as a candidate.
 - a. "republican party" should be capitalized
5. The Fall semester flew by.
 - a. "Fall" should be lowercase
6. The last day to buy a yearbook for 65 dollars is Oct. 8.
 - a. "65 dollars" should be "\$65"
7. The play begins at 7 P.M.
 - a. "P.M." should be lowercase
8. Mr. Sullivan was the principle of the school in 2010.
 - a. "Principle" should be spelled "principal"

APPENDIX F

AP Style Quiz

Directions: Select the answer option that accurately follows AP style rules.

1. Dates
 - a. On December 12
 - b. On Dec. 12
 - c. On Dec. 12th
 - d. On December 12th
2. Time
 - a. At 3 pm
 - b. At 3 p.m.
 - c. At 3 PM
 - d. At 3 P.M.
3. Months with no date
 - a. In September
 - b. In Sept.
4. First reference of a teacher
 - a. Mrs. Jane Doe
 - b. Mrs. Doe
 - c. Jane Doe
 - d. Doe
5. Subsequent references of a teacher
 - a. Mrs. Jane Doe
 - b. Mrs. Doe
 - c. Jane Doe
 - d. Doe
6. Capitalization of grade levels
 - a. John Doe, a Senior
 - b. John Doe, a senior

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7. Capitalization of grade levels when used as a title
 - a. We all like senior John Doe
 - b. We all like Senior John Doe
8. Departments at school
 - a. We all like math
 - b. We all like Math
9. More departments at school
 - a. We all like english
 - b. We all like English
10. More titles
 - a. We told coach Doe
 - b. We told Coach Doe
11. Numbers
 - a. We have 6 captains
 - b. We have six captains
12. More numbers
 - a. We have 12 captains
 - b. We have twelve captains
13. Even more numbers
 - a. We saw 3 million people
 - b. We saw three million people
14. Still more numbers
 - a. They kept 3 percent of the profits
 - b. They kept three percent of the profits
15. Ages
 - a. The twelve-year-old girl
 - b. The 12-year-old girl
16. Numbers as the first word of a sentence
 - a. 5 people came to the game.
 - b. Five people came to the game.

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17. Decades

- a. The 1960's
- b. The 1960s

18. Capitalization of terms

- a. Internet
- b. internet

19. Capitalization of degrees

- a. She earned her bachelor's degree
- b. She earned her Bachelor's degree

20. Capitalization of seasons

- a. In the Fall
- b. In the fall

21. Capitalization of sports levels

- a. We played on the Varsity team
- b. We played on the varsity team

22. Apostrophes in sports teams

- a. We played on the girls' team
- b. We played on the girl's team

23. Titles

- a. We read "To Kill a Mockingbird"
- b. We read *To Kill a Mockingbird*

24. Punctuation of quotations

- a. He said "we loved the play."
- b. He said "We loved the play."
- c. He said, "we loved the play."
- d. He said, "We loved the play."

25. More punctuation of quotations

- a. He said "The play had merit," although others disagreed.
- b. He said "the play had merit," although others disagreed

APPENDIX G

Profile Rubric

Structure	Each paragraph advances a point in the story and advances the story overall. The article advances a single , clear message from start to finish Story used LQTQ effectively, with transitions before and after each quotation Paragraphs are 1-3 sentences in length. Each quotation from a different source gets its own paragraph.	/20
Lead	Lead engages the reader using soft lead techniques like anecdotes, descriptions or narration	/10
Writing	Colorful, active verbs and descriptive adjectives are used to create vivid language Active voice is used; passive voice is avoided Writing remains concise and clear rather than wordy and verbose Story is written in third person; author makes no opinion statements “Authorial presence” is not existent, including “cheering” for the subject Quotations are attributed properly and are introduced with the verb, “Said.”	/10
News gathering-research, interview, observation	Profile includes at least three varied sources whose story-telling quotes add depth and advance the article’s message Profile includes multiple periods in time Profile includes at least one anecdote that advances the article’s message Profile focuses on story-telling, with facts interspersed throughout Profile includes, if relevant, achievements, rewards, but also challenges and trials that advance the article’s message Direct quotations present opinions, observations and descriptions, not facts Story has at least four direct quotations, in addition to paraphrased statements.	/30
Headline	Headline is clever, accurate, engaging, and reflects the story without giving it all away. Headline includes a noun and active verb and capitalizes only the first word and proper nouns.	/5
Clincher	Clincher clarifies that the story is over, reinforces the story’s central message, and resonates.	/5
AP Style	AP rules are followed, with no errors in style, grammar, or spelling	/10
Length	Article meets page editor’s length requirements	/10

APPENDIX H

Tips on Writing Anecdotes

1. Start at the peak of the drama or excitement or conflict. Jump right in! (You will just back up and explain it later.)
2. Set the scene: Describe what you see, what you hear, what you feel (both literally and figuratively), what you smell and taste, if relevant. These are called sensory details.
3. Use the 5 Ws—Who was involved? What happened? Where did it happen? When did it happen? Why did it happen? (“H”: How did it happen?)
4. Paint a picture with your words, or even better, describe a snippet of video. Zoom in on the action. Usually the “action” in your anecdote takes place in a matter of a few minutes.
5. Throw in a line or two of dialogue to add drama or move the action forward.
6. Use “concrete details.” Be specific! Instead of saying, “The dog ran up to me.” Say, “the neighbor’s bull terrier, Brutus, charged me...”
7. In general, use short sentences or mix up the short and long.
8. Don’t worry about the background or explaining the larger context of the moment. You can back up and explain that in the next paragraph.
9. Write with nouns and action verbs. Go easy on the adjectives.
10. If your mini-story (anecdote) takes three paragraphs to relate, try to go back and see if you can cut it down by keeping only what you need to recreate the moment.

From SMUSD

Example:

From Dan Ralescu's sun-warmed beach chair in Thailand, the Indian Ocean began to look, oddly, not so much like waves but bread dough.

Moments later amid the chaos, screams and floating debris, Ralescu, a cellist with the Kentucky Symphony Orchestra and mathematics professor at the University of Cincinnati, began to understand why.

At one point, "I swallowed water," he recalled Friday. "I thought, OK, this is my end."

Directions: Go back to the person you interviewed for the profile piece and ask them to describe one moment that helps reinforce your article’s message. Then, recreate that moment using the above techniques. Have them read the anecdote after you finish for accuracy and for your ability to put them back in that moment.

APPENDIX I

Model Monthly Calendar (this will be laid out in a calendar format, but this is the general time frame)

- Day 1-2: Solo. Reporters and editors seek leads; staff writers brainstorm
Day 2: Full class: Journalism III/IV pitch meeting and Journalism II pitch meeting- leads are shared, discussed, and evaluated for newsworthiness
Day 3: Articles and Freelance work assigned. Page editors produce a rough draft on their page on InDesign with assistance from production editors and assign word counts. Reporters formulate questions and angles. Consult with editors/advisor as needed.
Day 4-8: Reporters: Research and interview
Editors: Oversight and preliminary page layouts.

Weekend

- Day 4-8 Reporters: Research and interview
Reporters: Write copy
Reporters: Edit and proofread. Submit first draft
Day 9: Teams. Peer editing. Slugline and headline required.
Day 10: Solo. Revise and copy to page editor by 8PM--all changes must be updated in Shared Google Drive folder

Weekend

- Day 11: Editorial Board. Page editors revise/edit their page copy, and update in the shared Google Drive folder.
Day 12: Editorial Board. Editor in chief copy edit to advisor / print
Day 13: Other duties. Advisor comments due; production editor follow-ups.
Day 14: Page editors finalize edits and layout due
Production editor: All artwork due to page editors.
Day 15: Other duties. To administration for review

Weekend

- Day 16: Editorial board. Administration meeting
Day 17: Editorial board. Changes due
Day 18: Editorial board: Signoffs
Editorial board: Submit before NOON/same day; 3PM/next day, post- 3PM/2nd day early.
Day 19: Other duties. At printer.
Business Manager: Prepare mailing labels and envelopes.
Day 20: Staff: Fulfill subscriptions
Staff: School distribution

Weekend Homework: Review/Debrief each section for style, content, ethics, and determinants

APPENDIX J

Peer Critique Checklist

STEP ONE: READ THE ARTICLE THROUGH WITHOUT MARKING UP.

STEP TWO: HEADLINE ANALYSIS

Use your checklist to analyze the effectiveness of the headline in summarizing the story and getting the reader's attention. (If no headline or a poor headline is provided, you must come up with an effective alternative that follows professional guidelines.) *Suggested headline(s):*

STEP THREE: LEAD ANALYSIS

Use your lead checklist to analyze the effectiveness of the lead in capturing the reader's attention. (If a poor lead is provided, your team must come up with an effective alternate that follows professional guidelines.) *Suggested lead(s):*

BODY PARAGRAPHS

- _____ one - three sentences
- _____ smooth transitions
- _____ quotation in every other ¶

CONCLUSION

- _____ clincher that wraps up the article. Okay to end with a quotation.

WRITING STYLE AND MECHANICS

- _____ active voice (is the subject carrying the action? are the verbs appropriate, interesting?)
- _____ precise, concise wording
- _____ interesting and varied word choices (avoid "thing"; "everyone"; "most")
- _____ unbiased reporting; third-person only; opinions should come from sources, not reporter

SOURCES AND QUOTATIONS

Did the use of quotations....

- _____ add to the credibility of the story? Did the reporter use at least three varied sources?
- _____ make the story more interesting? Were the quotations substantive?
- _____ present differing points of view about the topic?

NEWSWORTHINESS (check only those that apply)

- _____ Timeliness (to publication date)
- _____ proximity
- _____ prominence
- _____ consequence
- _____ Human Interest

DRIVING READER INTEREST:

Describe or sketch below a photo, cartoon, or info-graphic that would complement the article

APPENDIX K In-School Distribution

Two students will take a box of *Verve* issues and distribute to the below locations. The other students will stuff envelopes for subscribers. The remaining issues will be distributed outside the cafeteria at the start of lunch by another two students.

1. 9 to Main office (hand one each to Ms. Grimaldi, Ms. Aaron, Mr. Murtagh)
2. 15 to central office: Mrs. Soltis or another secretary can explain how to interoffice mail them
3. 20 to table in teacher mailroom (adjacent to main office)
4. 10 to counseling
5. 10 to library
6. 25 to each senior lounge (upstairs and downstairs)
7. 25 to any tables throughout the school where students sit at lunch
8. 30 to study halls
9. 30 to cafeteria & aux gym before lunch
10. 10 to English, History, Science, FPPA offices

APPENDIX L Subscriber Distribution

1. Business Managers: Print labels
 - a. Go to main office and ask Mrs. Soltis or Mrs. Terrett to help print labels
 - b. Check that the correct amount of labels have printed
2. Journalism II Staff Writers: Stuff, stamp, label, and submit
 - a. Stuff envelopes
 - b. Stamp return address
 - c. Place label sticker
 - d. A group of staff writers will check envelope count and bring to main office

APPENDIX M

The 5 News Determinants

Timeliness

- ★ News is perishable. It loses value as it ages.
- ★ The more recent a story is, the more newsworthy it is.
- ★ A new twist, angle, discovery or disclosure can make an old story timely.
- ★ The closer a future event is to publication, the more newsworthy it is.

Prominence

- ★ People in the public eye are more newsworthy than others.
- ★ Those who hold offices are more prominent.
- ★ Facts can have prominence, too. For example, a national award is more newsworthy than a local award.

Proximity

- ★ Stories close to home are more newsworthy than those farther away.
- ★ But, if a far-away event involves local people, it becomes more newsworthy.

Consequence

- ★ A story that directly affects readers is newsworthy. Will the event affect their jobs or health?
- ★ The greater the impact and the number of readers affected, the more newsworthy the story.

Human Interest

- ★ Oddity: Readers are intrigued by the unusual or out-of-the-ordinary.
- ★ Conflict: Readers want to know who will win in elections, wars, sports games...
- ★ Emotion: Readers become emotionally involved with stories about children, animals, etc. Other stories can evoke humor, sympathy, anger or other emotions.

Directions: Read the headlines below and list the “news determinants” that make the story newsworthy.

1. “Pence joins Putin fan club”
2. “Injured mockingbird given pair of wee ‘snowshoes’ to heal its feet.”
3. “Questions we all have about Apple’s new wireless earbuds”
4. “Lumbering Hermine could impact N.J. until mid-week, forecasters say”
5. “Buckle up, Rutgers fans: Chris Ash will need patience after 48-13 opening loss”

APPENDIX N

Copyright Laws Packet & Activity

WHAT IS COPYRIGHT?

Copyright is a set of federal laws, stemming from Article I, Section 8, Clause 8, of the U.S. Constitution, which grant authors and artists the exclusive right to benefit from their creations.

The basics of copyright are fairly straightforward. A copyright is a property right. A person owns a copyright in much the same way he owns a car. Just as it is against the law to use or borrow someone else's car without the owner's permission, it is generally against the law to use someone's copyrighted work without first obtaining her consent. Additionally, just as no one but the automobile owner can legally sell, give away or change the appearance of a car, no one but the copyright owner, with a few exceptions, may legally transfer or alter a copyrighted work.

Copyright law encourages and rewards the creativity of authors and artists. If, for example, members of the public (or a movie studio) could freely copy the novel *The Fault in Our Stars* without compensating or obtaining permission from author John Green, he and other authors would likely be unwilling to invest the time, energy and resources necessary to create books in the first place. Copyright, therefore, ensures a robust collection of original works available for public enjoyment and benefit, which is its main goal.

RELATIONSHIP TO TRADEMARK AND PATENT LAW

Copyright is just one means of providing legal protection for creative works. Patent law protects inventions. Trademark law protects the symbols and slogans that identify businesses to their consumers. Together with copyright, these two comprise the area of the law known as intellectual property.

Patent law issues should cause little or no problem for the student media. You do not, for example, violate a patent by publishing information about a new invention or explaining -- even in very specific detail -- how something works.

Likewise, trademark law presents relatively few concerns for the student media. While copyright protects a creator's rights, trademark law should be viewed more as a protection for consumers. Trademarks -- for example, the Nike "Swoosh" symbol or the brand name "Coke" -- and service marks

Revised 2022

-- for example, the "Golden Arches" used to identify a McDonald's restaurant -- are unique symbols, names or other "marks" that companies use and consumers rely upon to distinguish one product or service from another. Trademark law is generally only a problem when a trademark or service mark is used in a way that would confuse a potential consumer. For example, it would be a trademark violation for the El Cheapo Shoe Company to start putting a "Swoosh" symbol on its tennis shoes. If this were allowed, buyers might purchase El Cheapo's tennis shoes thinking they were actually Nike brand tennis shoes, which clearly would not be fair to either the consumer or Nike. If, on the other hand, there is no likelihood that a consumer would be confused by the use of a trademark, there is generally no violation. That's why, for example, there would be no problem in a student yearbook publishing a photograph of a pair of Nike shoes (complete with the "Swoosh") to illustrate a feature story on popular footwear worn by students. There is, obviously, no likelihood that a consumer would pick up the yearbook thinking it was a Nike shoe -- or, if published in the context of a "regular" news story, even an official Nike publication.

A potentially troublesome branch of trademark law for the student media is that of trademark dilution. Trademark dilution statutes generally prevent the use of a mark by a non-owner if such use would whittle away at the distinctiveness of or otherwise "tarnish" an existing mark. Unlike traditional trademark infringement claims, it is not necessary that the owner show a likelihood of confusion. For example, the Coca-Cola Company was successful in preventing a T-shirt maker from printing shirts with the slogan: "Enjoy Cocaine," in the well-known Coke script and typeface. Clearly, no reasonable person would have thought they were purchasing a shirt made by the Coca-Cola Company. Rather, the court found that the T-shirt slogan tarnished the reputation of the famous Coke trademark. Most state statutes and the federal Trademark Dilution Act do not allow prosecution in cases involving news commentary and news reporting, and they even provide great leeway for parody.

WHAT DOES COPYRIGHT PROTECT?

Copyright protects literary works, sound recordings, works of art, musical compositions, computer programs and architectural works, provided that the work satisfies certain requirements.

First, the work must be original. This means that the author must have shown at least a small spark of creativity when she made the work. For example, courts have said that simply arranging listings in a telephone book alphabetically according to the last name of the phone service subscriber lacks the creativity necessary to qualify for a copyright.

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Second, the work must be "fixed in any tangible medium of expression." This "fixation" requirement means that only works preserved in a tangible form (a book, a newspaper, a video, a website, etc.) -- as opposed to those existing entirely in an artist's mind -- will receive copyright protection.

WHAT CANNOT BE COPYRIGHTED?

Copyright does not extend to some forms of expression, even though they are arguably original and fixed. Slogans, titles, names, words and short phrases, instructions, lists of ingredients and familiar symbols or designs are generally ineligible for copyright because they lack the necessary originality and creativity necessary to distinguish them from the ideas they represent. For example, the words in Nike's slogan "Just Do It" cannot be copyrighted and therefore could be used as a headline or tag to illustrate a photo collage of school athletes in a high school yearbook. The actual slogan (words in special typeface with "Swoosh" logo) probably cannot be used -- barring permission or a "fair use" argument -- because unlike the three "bare" words, the design of the ad is sufficiently creative and can be copyrighted.

FACTS/IDEAS NOT SUBJECT TO COPYRIGHT PROTECTION

Copyright law also recognizes a distinction between "expression" and "ideas." Only creative expression, and not mere ideas or facts, qualifies for copyright protection. So while *Time* magazine will have a copyright in the exact words and arrangement of an article on teen drug use, the facts discovered in *Time's* reporting belong to no one and can therefore be used as a source for other reporters. Additionally, ideas, thoughts or scientific research are not -- by themselves -- subject to copyright protection, though the description of such ideas, thoughts or research may be.

OBTAINING PERMISSION TO USE A COPYRIGHTED WORK

The surest way to use a copyrighted work legitimately is to get permission from the copyright holder. Simply giving the copyright owner credit for their work is not enough. Explicit permission is required. Sometimes that is not difficult. For example, a daily commercial newspaper would probably agree to allow a nearby high school student yearbook to reprint a photo of a local news event, as long as the students gave credit to their source. On the other hand, getting permission can sometimes pose a challenge. Many organizations have strict policies regulating the use of their copyrighted work, from barring permission altogether to detailed, time-consuming procedures by which permission must be secured to charging expensive licensing fees. Video yearbooks and other non-print media will often

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find that obtaining permission to use popular music or films can be an especially trying experience. You may want to limit your use of these items to what would be considered a "fair use," (for example, to accompany your official survey of the five most popular music videos at your high school, you could probably run a very short clip of each) or you may want to contact a company that specializes in obtaining copyright permissions.

FAIR USE

This is a very important exception to the general rule that copyrighted material cannot be used without consent. It is particularly significant to the news media, which is in the business of conveying information, some of it based on copyrighted work.

Federal copyright law states that an individual other than the copyright owner can use a copyrighted work without permission if the use would be considered a "fair use." The Fair Use Doctrine is, in effect, a compromise. It represents a balance by lawmakers of the need to encourage scientific and cultural progress by making sure creators get credit for what they do against society's need for readily accessible information. Recognizing the inherent conflict in these two goals, fair use strives to find a reasonable middle ground.

Whether or not the use of a copyrighted work by a non-owner would be considered a "fair use" is not always an easy call. There is no black and white rule; each case must be examined on its own. Indeed, it is this lack of a hard and fast standard that has led some to label fair use "the metaphysics of law." Nevertheless, as one of the country's leading experts on copyright law has said: "Ninety-nine times out of a hundred a scholar who wants to quote a reasonable portion of a copyrighted work can do so without obtaining permission as long as the quotation does not constitute a substitute for the original."

Courts look at four factors to determine if the use of a copyrighted work is a fair use:

- *The purpose and character of the use.* Non-commercial uses for purposes like news reporting, teaching, criticism or commentary are more likely to be fair.
- *The nature of the copyrighted work.* Uses of works containing mostly factual material like maps or biographies are more likely to be fair than uses of highly creative and original works like novels and cartoons.

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- *How much of the original work is used.* No more of the work than what is necessary may be used fairly. The test is both quantitative (how many words of a 200,000 word book are reproduced?) and qualitative (using the "core" or "heart" of a work -- no matter how small -- is less likely to be a fair use).
- *The effect of the use on the commercial value of the copyrighted work.* This is the most important factor. If consumers are likely to buy the use as a substitute for the original, it probably will not qualify as a fair use.

The most important factor is usually the first, which courts use to determine whether the use is "transformative." 31 The more the use "transforms" the copyrighted work by adding new value -- such as attaching new meaning, information or aesthetics -- the less weight other factors (such as commercial use) will be given and the more likely the use will be labeled a fair use. A work that just involves the same material but in a new form, though, is not "transformative" because it does not add anything to the copyrighted work.³² For example, compiling news stories from the print edition of the *New York Times* to post on a blog, but making no other changes, is not transformative. However, copying parts of *New York Times* stories into a blog post critiquing their coverage of a particular topic would likely be transformative.

From the Student Press Law Center

1. Decide whether these items can be copyrighted:
 - a. A photograph taken by a *National Geographic* photographer
 - b. A fact about a politician, revealed by an investigative reporter
 - c. A work of fiction
 - d. The popular term "Brexit," coined by a news organization
 - e. A seismograph, produced by an instrument that measures earthquakes
 - f. The Campbell's soup saying, "Mm mm, good"
 - g. The Olympics logo (the five intertwined circles)
2. Decide whether these actions fall under fair use:
 - a. In your review of a newly released movie, you briefly explain the plot and include an image from one of the scenes. You attribute it to the original source.
 - b. On your newspaper's front page, you include a large photograph from the Huffington Post as stand-alone art without an accompanying article. You attribute it to the original source.

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- c. In your article on the depiction of women in film, you include a few images from recent movies as evidence. You attribute it to the original source.
- d. In your critique of a politician, you include a snippet from his/her book. You attribute it to the original source.
- e. In your article on a celebrity, you include a shocking fact unearthed in another article. You attribute it to the original source.
- f. In a photo collage, you crop, cut up and rearrange a photographer's photos. You attribute it to the original source.
- g. In an article on summer holiday destinations, you include a map from a tourism website that identifies the most popular cities to visit with superimposed graphics of the most popular tourist sites. You attribute it to the original source.

APPENDIX O

Verve Classroom Scavenger Hunt

Directions: Work in pairs to find and describe the location of the below items. Note, some are digital!

1. Secretary names/"go to" contact people
2. Student directory
3. Archived issues of the "Verve"- hard copies
4. Last year's issues of the "Verve"- digital copies
5. Verve rubrics- digital copies
6. Labels (the blank white stickers on which we print our subscribers' addresses)
7. Stampers for school address
8. Envelopes
9. Tabloid paper for the printer
10. Other schools' newspapers- hard copies
11. AP style manual- digital copy
12. "Verve" style manual- digital copy
13. "Verve" staff members' phone numbers
14. "People and places" we have interviewed already list
15. How to upload your story and what goes in the document (how to name it, process, etc.)

APPENDIX P

Photojournalism Assignment Sheet

Objective: Practice taking photographs that “tell a story” and evoke emotion at a location in the school.

Directions:

1. Find the location assigned to you.

Location	Journalists
Room 126- Mrs. Wright	
Library- Mrs. Shue/Ms. Zarabi	
Main Office- Mrs. Terrett	
Gym- Mr. Siracusa	
CHOOSE YOUR OWN	
Orchestra-Dr. Sato	
Kitchen- Chef	

2. In small groups, make your way down to the location and stay there for ten minutes.
3. Stay absolutely silent and talk to NO ONE, including the students in the class and in your group. You want to take authentic photos, so do not disrupt your setting. **You are only watching and photographing, not interacting.** You should also sit apart from your peers.
4. Take at least five photographs that tell a story and evoke emotion. Follow the guidelines reviewed in class prior to this task.
5. After ten minutes, return to the classroom.

**** This handout will serve as your assignment sheet and your hall pass.****

**** You must remain silent during your ten-minute photograph shoot. The participating staff members have generously agreed to accommodate you- show them respect in return. ****

APPENDIX Q**Cutline & Photograph Rubric**

Photo content	Candid, natural-looking photo Action shot; photo is not posed	/10
Photo Cutline & Credit	Photo is appropriately credited Photo caption explains activity in photo in first sentence using <u>present</u> tense, answering all necessary 5 W's and H, without obvious information Photo caption includes a second sentence with any additional details about the event in <u>past</u> tense that connects the photo's content to the article's topic. Photo caption names individuals in photo. For sports photo, photo's action is described in present tense in the first sentence and the result of the photo's action is mentioned in the second sentence in past tense, including winner of game and opposing team's name.	/10
Photo Quality	Photo is clear and sharp Each face is easily recognizable	/5

APPENDIX R

Model Op-Ed & Activity

Tipping system exacerbates unfairness of restaurant pay

(1) Tipping is said to have started in the Roman Empire as a means to reward servants and slaves. Americans adopted the custom only after the Civil War, but it stuck: Diners doled out some \$40 billion in gratuities in 2012, according to industry experts. (2) Yet the entrenchment of tipping has given restaurant owners a pretext to avoid paying their workers a proper wage. (3) The tip system should be uprooted — or at least returned to its roots as a purely voluntary reward for excellent service.

Other than restaurants, few other industries let bosses rely mainly on customers' generosity to set employee wages. Owners are happy to save on labor costs. Back when tips still came mainly in cash (and therefore could conveniently be left off income tax forms), this arrangement probably made sense to workers, too.

That's changed in the era of credit card payments. Only the wait staff at the priciest establishments can count on big tips leading to livable incomes. Wage theft — the nonpayment of owed wages or tips — is now commonplace at restaurants. **(4) Overall, the vast majority of servers and other front-of-the-house employees have been left with little control over how much income they make each week.**

A busy Friday evening shift can mean good money, only to be followed by a slow Sunday afternoon where tips total \$20 for a whole shift. If a diner doesn't like his meal, his dissatisfaction with the kitchen could reduce the take-home pay of his server, the busser who cleared his table, and even the host who seated him. Work performed outside regular shifts typically goes unpaid, and bad weather or illness may lead to no pay at all.

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(5) Rakel Papke earned good tips as a waitress at Braza Bar and Grill, a popular Everett restaurant. Yet in nine months of working there, she received only six paychecks — and, she says, those checks arrived only after she asked. “They basically only paid me to keep me quiet,” Papke adds. So she recently filed a formal complaint with Attorney General Martha Coakley’s office, asking her former employer for the more than \$4,000 she is owed in back pay.

Some of the volatility that Papke and others like her experience would be eased if restaurant-goers routinely left higher tips. But while most people are accustomed to adding a 15 to 20 percent gratuity regardless of the quality of service, others set their own tipping standards, which may include a host of factors beyond a server’s control. Still others — angry customers, foreigners who don’t understand the custom — leave nothing at all. American restaurants could emulate most of the rest of the developed world, where service charges are automatically tacked on to dinner tabs. Some eateries in New York and California have made headlines for simply including the cost of labor in their menu prices and banning tips altogether.

More realistic, however, would be systemic change through stronger wage laws and better enforcement of those regulations. The Massachusetts Legislature is currently debating whether to raise the minimum wage, and the state Senate last November voted to raise the minimum for tipped workers, pegging it to 50 percent of the minimum for other workers. Whether the House will follow suit is unclear. Such an oversight would be shocking. Four out of five states — Arizona, Colorado, North Dakota, and Florida — where the National Restaurant Association projects the fastest growth in the restaurant industry for 2014 have a tipped minimum wage of at least \$4.86, or nearly twice Massachusetts’ current law.

The Massachusetts Restaurant Association, the industry’s lobbying group, has devoted intense resources to keeping the tip wage unchanged. **(6) Its CEO, Bob Luz, notes that waiters and waitresses in the state already make some of the highest average wages in the country,**

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significantly more than cooks and kitchen workers, and that raising the tipped minimum could increase menu prices for customers. “No victim here if the tipped minimum doesn’t go up,” Luz says. His argument, however, rests on potentially unreliable data that employers, rather than servers themselves, report to the US Department of Labor.

Even if Massachusetts diners are more generous with tips — as the Labor Department data imply — why not extend a greater level of wage security to all servers in the state? Advocates want the tipped wage to be at least 60 percent of the full minimum wage guaranteed to all other workers.

(7) Even better, however, would be to pass a law that would prohibit a separate tipped minimum wage, as seven other states have done. Workers would be guaranteed \$8, or whatever the current full minimum wage is. Then, any tips they received would be what most customers already see them as — bonuses.

The nation’s largest state, California, for decades has not allowed tipped workers’ base pay to fall below the regular minimum wage. From fusion bistros in Los Angeles to sushi bars in San Francisco where the fish is flown in daily, the industry is booming and expected to expand by 9.1 percent over the next decade. In fact, in California and the six other states without a separate tipped wage — Alaska, Nevada, Montana, Minnesota, Oregon, and Washington state — job growth in the industry is expected to exceed Massachusetts’ over the next 10 years, in some cases by more than double. The poverty rate for tipped workers in these states was 12.1 percent, compared with 16.1 percent in states with the lowest tipped minimum, according to a 2011 analysis by the Economic Policy Institute.

Massachusetts, which often prides itself on its progressive values, is a laggard in protecting restaurant workers. Its current tipped minimum wage is worth just one-third of the regular minimum wage, and is lower than the tipped wage in 27 other states, including all other New England states, according to the Massachusetts Budget and Policy Center.

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Women, who make up about 73 percent of tipped workers, are disproportionately harmed. Waitresses in some gritty bars and grills say they feel compelled to flirt with customers and laugh at offensive jokes just to preserve their income. Even then, they earn an average of \$0.50 less per hour than male tipped workers, government statistics show. Doing away with the tipped minimum and giving these women a steadier paycheck would be the quickest way to restore their dignity.

Under the current system, restaurants must pay wait staff \$2.63 an hour. A server's wages plus her tips for every two-week pay period must also average out to at least \$8 an hour, the regular state minimum wage. If not, then her employer is legally required to make up the difference.

Reality is messier. The government agencies that enforce wage laws largely depend on violations being reported, and some restaurant owners have found they can underpay workers without consequence. Nationwide, an Aspen Institute study suggests that nearly 40 percent of restaurant workers earn at or below the federal minimum wage of \$7.25, even with tips factored in.

A 2009 study of 4,400 workers in New York, Los Angeles, and Chicago found that more than one-quarter of tipped workers were not even paid the lower tipped minimum wage, and 12 percent had seen their tips stolen by an employer or supervisor, which is illegal. There's no reason to believe Massachusetts is an exception. In 2012, Starbucks was ordered by a federal appeals court to pay Bay State baristas \$14 million in tips that had been illegally meted out to managers.

(8) Ending the tipped minimum wage would be the first step to preventing this kind of abuse.

Frequenting and encouraging eateries that include a service charge in the price of a meal is another.

Until then, tip well.

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1. What do each of the numbered sentences accomplish?

Sentence 1	
Sentence 2	
Sentence 3	
Sentence 4	
Sentence 5	
Sentence 6	
Sentence 7	
Sentence 8	

2. List three sources that the author used.

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APPENDIX S
Editorial Assignment

For this assignment, you will write an editorial in which you take a position on a school policy or procedure (new or old) of your choice.

To do well on this assignment, your editorial should...

1. Include a grabber, introduce a school policy or procedure, and take a position on the policy or procedure;
2. Include at least two arguments to support your position;
3. Include at least two pieces of evidence PER argument to support your position;
4. Include at least one argument that an opponent would make;
5. Include a rebuttal of the opponent's argument;
6. Offer a solution; and
7. Recap your position.

Additional tips:

1. Your evidence should match your topic.
 - a. For example, if you're writing about the use of bathroom passes, you can look at how often the average teenager uses the restroom, the hygienics of bringing an object into a restroom, etc.
2. Use varied evidence.
 - a. You can offer a single person's experience, but you should balance that with holistic evidence that applies to more than just one person.
3. Your opponent's argument should be reasonable. Don't choose a simple argument so you can easily rebut it.
4. Your solution should be feasible. Avoid simple solutions that don't address underlying issues.
 - a. For example, the bathroom policy was implemented to stop vandalism in the bathroom. Simply doing away with the policy won't address the problem of vandalism.

Editorial Rubric

- | | |
|---|-----|
| 1. Opinion: A <u>clear</u> stance is taken on a school policy or procedure..... | /5 |
| 2. Organization: The following organization is followed: introduction of problem or situation; stance; 2-3 arguments with evidence for <u>each</u> argument; at least one opposing viewpoint is mentioned and effectively rebutted; logical and feasible solution; stance is restated..... | /10 |

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3. **Facts/evidence:** At least two pieces of relevant, specific, credible and varied evidence support each argument and the rebuttal. Evidence is taken from interviews and research of accredited sources /10
 4. **Rebuttal:** A realistic argument that an opponent would make is introduced and then effectively rebutted with relevant evidence..... /10
 5. **Solution:** A viable solution is proposed after the rebuttal that addresses underlying issue/5
 6. **Voice/tone:** A professional tone is adopted that remains formal and firm without sounding sarcastic or hostile..... /5
 7. **Mechanics:** No spelling or grammar errors. Writing is clear and concise. Transitions are used before and after quotations..... /5
- /50

APPENDIX T
***Fantastic Lies* Movie Guide**

1. Compare Duke University and Durham.
2. What made the Duke lacrosse situation explosive?
3. What was Mike Nifong's role in the Durham district?
4. When national news sources started covering this story, how was the lacrosse team advised to act? Was this a good idea? Why or why not?
5. What was the lacrosse team's reputation?
6. How was Crystal Mangum being portrayed by the media?
7. What was the impact of McFadyen's email?
8. Nifong said he'd "rather do the right thing than win this election." Do you think his involvement in the Duke lacrosse case was hurting or helping his election? Why?
9. What were the DNA results?
10. What was wrong with the use of the photo lineup?
11. What was wrong with Nifong's use of a private DNA lab?
12. What was the impact of Dave Evans' speech to the media?
13. How did Nifong's behavior start to become unethical?
14. When did this case implode?
15. This documentary devotes considerable time to establish Reade and Collin's character through their parents' testimony. What is the impact of that on the viewer?
16. How does this situation weave together fake news and unethical journalism?
17. Where do we see confirmation bias in the media's portrayal of the Duke lacrosse case?

APPENDIX U SPJ Code of Ethics

[Link to SPJ Code of Ethics](#)

APPENDIX V Satire Activity

1. Watch SNL's spoof of Sean Spicer. As you watch, list 3-5 humorous moments.
2. Read over the satirical techniques listed below and then label the moments you listed above.
 - a. **Diminution:** Reduces the size of something in order that it may be made to appear ridiculous or in order to be examined closely and have its faults seen close up. For example, treating the Canadian Members of Parliament as a squabbling group of little boys is an example of diminution. Gulliver's Travels is a diminutive satire.
 - b. **Inflation:** A common technique of satire is to take a real-life situation and exaggerate it to such a degree that it becomes ridiculous and its faults can be seen, and thus satirical. For example, two boys arguing over a possession of a car can be inflated into an interstellar war. The Rape of the Lock is an example of inflation.
 - c. **Juxtaposition:** Places things of unequal importance side by side. Juxtaposition can also be created by presenting things that are absurd or out of place in their surroundings. For example, if a guy says his important subjects in school include Calculus, Computer Science, Physics, and girl-watching, he has managed to take away some of the importance of the first three. The Rape of the Lock is also an example of juxtaposition.
 - d. **Parody:** Imitates the techniques and style of some person, place, or thing. Parody is used for mocking or mocking its idea of the person, place, or thing. Monty Python is an example of parody.

APPENDIX W**Page Layout Rubric**

Organization	Content should determine the page's makeup Most important news story should appear on the top right corner of the page Most important news story should take up the most space AND have the largest image (2.5 times bigger than the others)	/5
Balance	Graphics and text should be balanced Text and items for "scanners" should be balanced- include at least one item for a scanner and at least one pull out quote in EVERY traditional, lengthy article Scatter pictures throughout the page rather than placing all pictures at the top or bottom of the page Use white space modestly. Too much and not enough aren't worthwhile. Don't use too many colors. That just looks messy. Know what colors go well together and which ones clash	/10
Headlines	Vary headline sizes- most important story should get the largest headline Don't extend the story beyond the width of the headline Avoid "tombstoning" (placing two or more headlines in the same type face and point size directly next to each other) All headlines should have a noun + verb and identify story's specific topic without giving it all away	/10
Ads	Never place advertisements on the Opine page Pictures shouldn't be placed next to the ads so they don't appear like an ad	/5
Photos	Don't use posed pictures; show action Crop pictures carefully; cut away everything that does not add to the story Make pictures large enough to identify people Make pictures fill the column space completely Don't put pictures in the middle of a story Don't put pictures between headlines and the lead Photo captions: 10-points font; italicized; lead in is italicized and bold; caption explains the photo (some of 5Ws and H) without stating the obvious All photos have a 1-point border	/10
Body of article	If a story runs more than one column, don't start a new paragraph in the new column; make the break in the middle of the paragraph 11-point font; Times New Roman sans serif; justified; all lines across five columns perfectly aligned	/10

	Pull quotes are centered, italicized, with a line below and above them	
--	--	--

APPENDIX X

Page Design Assignment Sheet

Objective: You and a partner will begin learning about InDesign by creating a page for our May issue.

Instructions:

1. After viewing the InDesign tutorials, you will be assigned a partner and a page
2. Create a new InDesign Page with five columns, tabloid-size
3. Use the “May Issue Ideas” document to check the articles, and their length, that will appear on your page
4. Find the articles and images in the “May Issue” folder
5. Day 1: Insert the articles, headline, byline, and images on your page.
 - a. Byline: 12-point, TNR; writer’s name in bold and position in italics
 - b. Body copy: 11-point, TNR
6. Days 2 & 3:
 - a. Insert photo captions and photo credits
 - i. Photo captions should have two sentences with the first in present tense explaining the 5 Ws of the photo and the second in past tense connecting the photo’s content to the article’s lead
 - ii. Photo captions should be italicized, 10-point font
 - iii. Photo credits should be italicized and read “*Photo credit: [insert name of photographer]*”
 - b. Include pull-out quotes in traditional, lengthy news articles and feature articles
 - i. Pull-out quotes should be centered, italicized, in quotation marks, with a line above and below them
 - c. Place borders around your images
 - i. 1-point border
 - d. Check that the lines across the five columns perfectly align
 - e. Check that your text is justified
 - f. Insert a rule line the width of your column between your byline and the body copy
 - g. Every paragraph should be indented .2 inches
 - h. Check the “Page Layout Rubric” in the “Rubrics” folder, within our Verve folder to check your work

APPENDIX Y

Verve Staff Duties

Editors-in-chief

1. Serve as spokesperson for the staff; sets its tone and represents the paper in dealings with school administration and the Summit community
2. Oversee staff assignments and checks with other editors to resolve problems; verifies that work is progressing and deadlines are being met.
3. Set deadlines for each issue at the start of each month and posts them in the *Verve* folder and on the board
4. Lead pitch meetings
 - a. Final word on pitches- ensure newsworthiness and variety of subject areas (academics; extracurriculars; school sports teams; the arts- music, drama, speech/debate, visual arts; student council; vocational technology; guidance department; greater Summit community)
5. Assist page editors with draft page layout decisions and word count
6. Write the lead editorial, which represents the agreed-upon policy of the paper. May also delegate this task to Opine Editor.
7. Copy-edits assignments after they have undergone first revision with page editors, and then submits the same to the advisor. If time, co-edit with the advisor.
8. Responsible for overseeing layouts, progress, and production of the entire paper. Assists with inDesign and layout on an as-needed basis
9. Leading role at admin review- understand and defend articles
10. Assemble issue and transmit PDF files to the printer
11. Check in on distribution (J2)

Production Manager

1. Participate in pitch meetings to ensure each page has a variety of graphics
 - a. Encourage student-produced illustrations and cartoons
2. Assist page editors in the placement of graphics and advertisements on their draft In-Design pages
3. Assist staff writers with ASFs
4. Evaluate the quality and relevance of photographs
5. Evaluate the clarity of advertisements

Business Managers

1. Subscribers: compile spreadsheet of subscribers; deposit subscriber checks; answer emails from subscribers; create and update subscriber labels

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2. Contests/awards: check membership status with four organizations-ASPA, NSPA, GSSPA, CSPA ; submit issues to contests (NSPA and ASPA in the winter; GSSPA and CSPA in June); compose two press releases about our contest awards (one in the middle of the year for CSPA and GSSPA awards and one at the end of the year for the NSPA and ASPA critiques)
3. Ads: Reach out to local businesses about advertising with Verve
4. Bookkeeping: Maintain finances binder (hard copies and photocopies of invoices, check requests, check copies, photocopies of deposit slip) and finances spreadsheet
5. Newspaper distribution: Print subscriber labels each month

Page Editors

1. Beat reporters will check with sources for story leads and present them to the editors-in-chief at pitch meetings; speak to the newsworthiness and variety of subject areas on their page
2. Draft page on InDesign and save in Verve folder; enter filler text for all articles to determine word count; consult with production editors on graphics, photos, and sidebar material
3. Consult with writers on possible angles and approaches, tips on news sources.
4. Enter story assignment details in Verve folder and email staff writers
5. Check on the progress of reporters daily. Follow-up with staff writers regarding their questions and progress
6. May sit down with a reporter after preliminary research to discuss which elements to stress, additional sources to seek and additional questions to ask and answer.
7. Responsible for copy editing first through final drafts.
8. After first revision(s), submits edited drafts to editors-in-chief.
9. Approves or rewrites headlines, photo captions, and cutlines for stories. Checks to see that everyone in photos is identified correctly and on student photo permission list.
10. Create page on In-Design
 - a. Variety of graphics and text
 - b. Clear point of entry- largest article on top right corner of page
11. Understand and answer questions about page content at administrative review

Copy Editors

1. Equally divide up and edit articles
 - a. Check for errors in spelling, grammar, syntax, AP style, punctuation
 - b. Check the accuracy of facts (names, dates, locations, etc.)
 - c. Check the math, if applicable
 - d. Ensure article establishes a clear angle in the lead and sticks to it
 - e. Help keep the article concise
 - f. Help staff writer with headline
2. Edit pages
 - a. Check that style guide rules (font type and size; justification, etc.) are followed
3. Edit graphics

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- a. Check that students featured in photographs are on the student photo permission list
- b. Check that copyright laws are followed
 - i. Artistic pieces must get permission from original creator, unless they fall under “fair use”
 - ii. Credits are included on the page, next to the graphic
4. Continue to update our style manual as AP style rules change

Special Projects Editors

1. At each pitch meeting, propose a unique idea for the centerfold that hasn’t appeared in past issues
 - a. Special project should go beyond a traditional article or ASF- the graphics can be more engaging and prominent, the article can be part of a larger, extended story, etc.
2. Work closely with the special pages editors as they design a draft page on In-Design

Staff Reporter

1. Fulfills assignments by doing necessary research and interviews, submitting carefully proofread stories, written in acceptable journalistic style, complete with suggested headlines, on or before assigned deadlines.
2. When the first draft of the assigned story is copy-edited and returned, it has ONE full day to make suggested revision and resubmit. Editor in chief may grant an extension only if further research is needed.
3. Successive drafts will be reedited, then either approved or returned to the reporter for further revision until acceptable.
4. Reporter also provides data for infographics and factoids for sidebars; suggests brief, punchy excerpts to use as pull quotes; and writes needed cutlines and captions to accompany photos.
5. Should notify the editor as soon as a problem arises concerning the deadline so a solution may be found or another story be assigned.
6. Is expected to complete at least 10 inches (300-350 words, pyramid-style) of approved and publishable copy for each issue. Full credit will be given whether or not space allows for publication.
7. If assignment will not pan out by deadline, the reporter, at the editor’s discretion, can be given another assignment.
8. Before the brainstorming begins for a new issue, will check his or her assignments, giving promising ideas for news stories or features to the editor in chief. Writes up those suitable for news briefs and submits drafts to the appropriate editor.