**Course Description:** Journalism III (JIII) is a full-year course for the editorial staff of Verve. It is a production course with an emphasis on 21st Century Life and Career Skills. Students must successfully complete Journalism II to register for this class.

This course produces the Summit High School student newspaper, with a transferable career emphasis on editorial policy and responsibility. Students will be evaluated on both the processes and products of their endeavors. Leadership and active participation in discussion and on projects is required. Fulfillment of all written assignments according to journalistic law and conventions is required. Meeting deadlines is mandatory.

JIII students will work in a newsroom environment, where decisions are guided by both instructor and peer editorial leaders. Given instructional advice and guidance, JIII students will participate in the coaching of JI and JII staff reporters in the areas of news writing and editing; reporting; photojournalism; layout and graphic design; journalism law and policy; professional standards and ethics; research methods; and criticism.

JII is designed to meet the 21st-Century Life and Careers standards, instructing specialized skills that are part of a career and technical education path.

Further, this course was developed to complement the 21st Century Learning standards present in both the 21st Century Media (21CM) and Broadcast Media (BM) course offerings at Summit High School, incorporating the Framework for 21st Century Learning standards, skills, and themes, and reflecting them in the design of units and lessons.

Because the newspaper follows a cyclical, repetitive production cycle, the JIII curriculum is organized thematically according to New Jersey’s 21st Century standards, as follows:

1. Creativity and Innovation;
2. Critical Thinking and Problem Solving;
3. Communication and Collaboration;
4. Information Literacy;
5. Media Literacy;
6. Life and Career Skills
1. Creativity and Innovation

**Standard**

**Big Ideas: Course Objectives / Content Statement(s)**

CLUSTER TOPIC ARC01 ACADEMIC FOUNDATIONS: Achieve additional academic knowledge and skills required to pursue the full range of career and postsecondary education opportunities within journalism.

CLUSTER TOPIC ARC02 COMMUNICATIONS: Use oral and written communication skills in creating, expressing and interpreting information and ideas including technical terminology and information.

CLUSTER TOPIC ARC03 PROBLEM-SOLVING AND CRITICAL THINKING: Solve problems using critical thinking skills (analyze, synthesize, and evaluate) independently and in teams. Solve problems using creativity and innovation.

CLUSTER TOPIC ARC04 INFORMATION TECHNOLOGY APPLICATIONS: Use information technology tools specific to the journalism career to access, manage, integrate, and create information.

CLUSTER TOPIC ARC05 SYSTEMS: Understand roles within teams, work units, departments, organizations, inter-organizational systems, and the larger environment. Identify how key organizational systems affect organizational performance and the quality of products and services. Understand global context of industries and careers.

CLUSTER TOPIC ARC07 LEADERSHIP AND TEAMWORK: Use leadership and teamwork skills in collaborating with others to accomplish organizational goals and objectives.

### Essential Questions

What provocative questions will foster inquiry, understanding, and transfer of learning?

Where do story ideas come from?

### Enduring Understandings

What will students understand about the big ideas?

Students will understand that...

...reading a variety of materials, observing the habits and interests of others, listening respectfully, and debating current events are methods for spurring creativity.

...the 5 News Determinants are valid criteria for seeking newsworthy stories.

### Areas of Focus: Proficiencies

(Cumulative Progress Indicators)

21st Century Skills and Themes are the foundation of this course. Note: The following essential knowledge and skills are presumed to have been met by grade 9:

1. Reading and writing Language Arts CCCS are met and incorporated in the Career Cluster standards for Communications and Journalism, and ARC01 (Academic Foundations) and ARC02 (Communications).
2. Speaking and listening Language Arts CCCS for lessons and activities requiring problem solving and teamwork/leadership also fall under the umbrella Career Cluster standards ARC03 (Problem-solving and critical thinking) and ARC07 (Teamwork and Leadership).
3. Viewing Language Arts CCCS for lessons and activities involving Information Technology, as these are included in the ARC04 (Information Technology Applications) Career Cluster.

#### Instructional Focus:

- Review: News Determinants and their effects on both storytelling and editorial decision-making
- Review: story craft: strive for a high level of competency in the technical aspects of writing, including grammar, spelling, clarity, and precision.
- Career: discovering leadership skills and qualities: proactivity and responsibility.

#### Sample Assessments:

- News Determinants quiz
- Initiating discussion during brainstorming
- Contributing meaningfully to roundtable discussions
- Elaboration on the ideas of others
- Expressing ideas clearly and with evidence
- Public speaking
- Meeting deadlines

#### Instructional Strategies:

Interdisciplinary Connections

**Visual and Performing Arts:**
3.5.12A.1-4; 3.5.12.B.1-4; 3.5.12.C.1-4

**Technology Literacy:**

**Career Education/Consumer Family Life**
9.2.12.A.1

**Conceptual Objectives:**
To publish news, information, entertainment, and opinion articles for and about students, faculty, administration, community, and international activities and policies

To maintain high ethical standards with regard to fairness, personal and legal rights, responsibilities and accuracy.

To strive for a high level of competency in the technical aspects of writing, including grammar, spelling, clarity, and precision.

- Keep an idea file of potential stories.
- Encourage staff reporters to seek news leads and string stories collaboratively.

**Technology Integration**
- Produce and edit a multi-page document using desktop publishing and/or graphics software
- Evaluate the positive and negative impacts in a design by providing a digital overview of a chosen product and suggest potential modifications to address the negative impacts.
- Determine and use the appropriate application of resources in the design, development, and creation of a technological product or system.
- Analyze the capabilities and limitations of Adobe InDesign CS6 against competing products and services and assess ability to meet *Verve’s* needs.
- Demonstrate appropriate use of copyrights as well as fair use and Creative Commons guidelines.
- Create a personalized digital portfolio that contains a résumé, exemplary projects, and activities, reflecting journalistic achievements.

**Media Literacy Integration**
- 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

**Global Perspectives**
- Seek global news leads (by perusing, for example, *The New York Times Digest, The Economist, The Financial Times*)
2. Critical Thinking and Problem Solving

**Standard**

**Big Ideas: Course Objectives / Content Statement(s)**

CLUSTER TOPIC ARC01 ACADEMIC FOUNDATIONS: Achieve additional academic knowledge and skills required to pursue the full range of career and postsecondary education opportunities within journalism.

CLUSTER TOPIC ARC02 COMMUNICATIONS: Use oral and written communication skills in creating, expressing and interpreting information and ideas including technical terminology and information.

CLUSTER TOPIC ARC03 PROBLEM-SOLVING AND CRITICAL THINKING: Solve problems using critical thinking skills (analyze, synthesize, and evaluate) independently and in teams. Solve problems using creativity and innovation.

CLUSTER TOPIC ARC07 LEADERSHIP AND TEAMWORK: Use leadership and teamwork skills in collaborating with others to accomplish organizational goals and objectives.

CLUSTER TOPIC ARC08 ETHICS AND LEGAL RESPONSIBILITIES: Know and understand the importance of professional ethics and legal responsibilities.

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<td>What will students understand about the big ideas?</td>
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- Will I know libel when I see it?  
  Students will understand that...
  ...there are 4 conditions for libel: false statement; 3rd party publication; public concern, damaged reputation.

- What are the trouble areas a reporter should avoid?  
  ...there are common errors that all reporters can and should avoid.

- Is censorship allowed?  
  ...censorship can be external (administrative review) or internal (self-censorship) for Verve.

- What do I need to know about copyright law?  
  ...Verve follows a code of ethics with respect to copyright.

- How can I improve page design?  
  ...seeking inspiration through others’ styles and designs can lead to pleasing innovations.

**Areas of Focus: Proficiencies (Cumulative Progress Indicators)**

1. Reading and writing Language Arts CCCS are met and incorporated in the Career Cluster standards for Communications and Journalism, and ARC01 (Academic Foundations) and ARC02 (Communications).
2. Speaking and listening Language Arts CCCS for lessons and activities requiring problem solving and teamwork/leadership fall under the umbrella Career Cluster standards ARC03 (Problem-solving and critical thinking) and ARC07 (Teamwork and Leadership).
3. Viewing Language Arts CCCS for lessons and activities involving Information Technology are included in ARC04 (Information Technology Applications).

**21st Century Life and Career Skills:**


**Visual and Performing Arts:**

3.5.12A.1-4; 3.5.12.B.1-4; 3.5.12.C.1-4

**Technology Literacy:**

**Instructional Focus:**

- Peer editing: with instructor guidance, strive to develop professional competency in the technical aspects of writing, including grammar, spelling, clarity, and precision.
- Self-editing: utilize a newspaper design report card to assess and improve layout and content over time.
- Growing leadership: Guide and consult with writers on possible angles and approaches, tips on news sources, and the types of photos, graphics, and sidebar material to gather.
- Consult with editor-in-chief, or adviser if an article has potential trouble spots:
  - Vulgar language
  - Offensive topics
  - Conflict of interest
  - Legal/ethical issues
  - Reporting flaws

**Sample Assessments:**

- Assess page layout using checklists and report cards.
- Use style guide to aid layout decision-making.
Conceptual Objectives:
To strive for a high level of competency in the technical aspects of writing, including grammar, spelling, clarity, and precision.

To publish news, information, entertainment, and opinion articles for and about students, faculty, administration, community, and international activities and policies

To maintain high ethical standards with regard to fairness, personal and legal rights, responsibilities and accuracy.

To provide a forum for newsworthy and responsible expression of student opinion and present a well-balanced and researched coverage of issues of broader student interest.

Instructional Strategies:
- Use Adobe InDesign to publish
- Explain why an article should be printed, or ”pulled.”
- Peer editing via Article Editing checklist (see APPENDIX A)
- Portfolio reflection

Instructional Strategies:
Interdisciplinary Connections
- Responsible for making sure of dates and times for special events, such as sports, so that no ”one-time” reporting and photo opportunities are missed.

Technology Integration
- Produce and edit a multi-page document using desktop publishing and/or graphics software
- Evaluate the positive and negative impacts in a design by providing a digital overview of a chosen product and suggest potential modifications to address the negative impacts.
- Determine and use the appropriate application of resources in the design, development, and creation of a technological product or system.
- Analyze the capabilities and limitations of Adobe InDesign CS6 against competing products and services and assess ability to meet Verve’s needs.
- Demonstrate appropriate use of copyrights as well as fair use and Creative Commons guidelines.
- Create a personalized digital portfolio that contains a résumé, exemplary projects, and activities, reflecting journalistic achievements

Media Literacy Integration
- 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

Global Perspectives
- Write for publication by synthesizing information from multiple sources and perspectives

3. Communication and Collaboration

Standard

Big Ideas: Course Objectives / Content Statement(s)
CLUSTER TOPIC ARC01 ACADEMIC FOUNDATIONS: Achieve additional academic knowledge and skills required to pursue the full range of career and postsecondary education opportunities within journalism.
CLUSTER TOPIC ARC03 PROBLEM-SOLVING AND CRITICAL THINKING: Solve problems using critical thinking skills (analyze, synthesize, and evaluate) independently and in teams. Solve problems using creativity and innovation.
CLUSTER TOPIC ARC04 INFORMATION TECHNOLOGY APPLICATIONS: Use information technology tools specific to the journalism career to access, manage, integrate, and create information.
CLUSTER TOPIC ARC05 SYSTEMS: Understand roles within teams, work units, departments, organizations, inter-organizational systems, and the larger environment. Identify how key organizational systems affect organizational performance and the quality of products and services. Understand global context of industries and careers.
CLUSTER TOPIC ARC07  LEADERSHIP AND TEAMWORK: Use leadership and teamwork skills in collaborating with others to accomplish organizational goals and objectives.

CLUSTER TOPIC ARC09  EMPLOYABILITY AND CAREER DEVELOPMENT: Know and understand the importance of employability skills. Explore, plan, and effectively manage careers. Know and understand the importance of entrepreneurship skills.

CLUSTER TOPIC ARC10  TECHNICAL SKILLS: Use the technical knowledge and skills required to pursue the targeted careers for all pathways in the career cluster, including knowledge of design, operation, and maintenance of technological systems critical to the career cluster.

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<td>What provocative questions will foster inquiry, understanding, and transfer of learning?</td>
<td>Students will understand that…</td>
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<tr>
<td>What is a production timeline?</td>
<td>…production begins with brainstorming and ends with product distribution.</td>
</tr>
<tr>
<td>How do I support my staff reporters?</td>
<td>…editors are key to developing the confidence and skills of staff reporters.</td>
</tr>
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Areas of Focus: Proficiencies (Cumulative Progress Indicators)  
Examples, Outcomes, Assessments

1. Reading and writing Language Arts CCCS are met and incorporated in Career Cluster for Communications and Journalism, and ARC01 (Academic Foundations) and ARC02 (Communications).  
2. Speaking & listening Language Arts CCCS for lessons and activities requiring problem solving and teamwork/leadership fall under the umbrella Career Cluster standards ARC03 (Problem-solving and critical thinking) and ARC07 (Teamwork and Leadership).  

21st Century Life and Career Skills:  

Visual and Performing Arts:  
3.5.12.A.1-4; 3.5.12.B.1-4; 3.5.12.C.1-4

Social Studies:  

Technology Literacy:  

Career Education/Consumer Family Life  
9.2.12.A.1

Conceptual Objectives:  
To provide a forum for newsworthy and responsible expression of student opinion and present a well-balanced and researched coverage of issues of broader student interests.  
To publish news, information, entertainment, and opinion articles for and about students, faculty, administration, community, and

Instructional Focus:  
- Review: School Administration roles and responsibilities  
- Review: Leading a peer editing process.  
- Review and apply standard copy editor’s marks when proofreading.  
- Career: Setting the foundation for an organized portfolio that will serve as an enduring professional reference

Sample Assessments:  
- Participate in staff discussions and brainstorming sessions  
- Writing a proposal  
- Persuasive speaking presentation  
- Writing a thank you note  
- Utilize standard editing marks when proofreading.  
- Providing verbal and written feedback to staff reporters  
- Peer editing via Article Editing checklist (see APPENDIX A)  
- Portfolio reflection

Instructional Strategies  
Interdisciplinary Connections  
- Track calendars for all school events, schedules, coaches, advisers, rosters, records; assign stories on basis of greatest interest to Verve community.

Technology Integration  
- Produce and edit a multi-page document using desktop publishing and/or graphics software  
- Evaluate the positive and negative impacts in a design by providing a digital overview of a chosen product and suggest potential modifications to address the negative impacts.  
- Determine and use the appropriate application of
International activities and policies
To maintain high ethical standards with regard to fairness, personal and legal rights, responsibilities and accuracy. To strive for a high level of competency in the technical aspects of writing, including grammar, spelling, clarity, and precision.

- Analyze the capabilities and limitations of Adobe InDesign CS6 against competing products and services and assess ability to meet Verve’s needs.
- Demonstrate appropriate use of copyrights as well as fair use and Creative Commons guidelines.
- Create a personalized digital portfolio that contains a résumé, exemplary projects, and activities, reflecting journalistic achievements.

Media Literacy Integration
- 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

4. Information Literacy

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<tbody>
<tr>
<td>What provocative questions will foster inquiry, understanding, and transfer of learning?</td>
<td>What will students understand about the big ideas?</td>
</tr>
<tr>
<td>What is a code of ethics?</td>
<td>Students will understand that…</td>
</tr>
<tr>
<td>How can I know if a story is unfair?</td>
<td>…a code of ethics instills public trust and increases the value and influence of a media outlet’s editorial power.</td>
</tr>
<tr>
<td></td>
<td>…a code of ethics promotes personal truthfulness, independence, accountability, and caution.</td>
</tr>
</tbody>
</table>

Areas of Focus: Proficiencies (Cumulative Progress Indicators)

- 1. Reading and writing Language Arts CCCS are incorporated in the Career Cluster standards for Communications and Journalism, and ARC01 (Academic Foundations) and ARC02 (Communications)
- 2. Speaking and listening Language Arts

Instructional Focus:
- Review of Society of Professional Journalists (SPJ) Code of Ethics
- Review of landmark Supreme Court Cases
- Review of Verve mission statement
- Review fact-checking techniques and responsibilities
CCCS for lessons and activities requiring problem solving and teamwork/leadership fall under Career Cluster standards ARC03 (Problem-solving and critical thinking) and ARC07 (Teamwork and Leadership).

3. Viewing Language Arts CCCS for lessons and activities involving Information Technology are included in ARC04 (Information Technology Applications) Career Cluster.

21st Century Life and Career Skills:

Visual and Performing Arts:
3.5.12A.1-4; 3.5.12.B.1-4; 3.5.12.C.1-4  

Social Studies:

Technology Literacy:

Career Education/Consumer Family Life
9.2.12.A.1

Conceptual Objectives:
To increase knowledge of the technical aspects of newspaper editing and layout.

To publish news, information, entertainment, and opinion articles for and about students, faculty, administration, community, and international activities and policies.

To provide a forum for newsworthy and responsible expression of student opinion and present a well-balanced and researched coverage of issues of broader student interest.

Sample Assessments:
- Evaluate quality of published facts
- Take an ethics survey
- Discuss and debate current event ethical dilemmas
- Respond to “Reporter’s Guide to Trouble”
- Write an opinion editorial in response to “Censorship in the Post Hazelwood Era”
- Portfolio reflection

Instructional Strategies:
Information Literacy
- Accessing online copyright laws
- Accessing online student journalism resources
- Fact checking

Interdisciplinary connections
- Ethics in medicine, politics, other media, etc.

Technology Integration
- Produce and edit a multi-page document using desktop publishing and/or graphics software
- Evaluate the positive and negative impacts in a design by providing a digital overview of a chosen product and suggest potential modifications to address the negative impacts.
- Determine and use the appropriate application of resources in the design, development, and creation of a technological product or system.
- Analyze the capabilities and limitations of Adobe InDesign CS6 against competing products and services and assess ability to meet Verve’s needs.
- Demonstrate appropriate use of copyrights as well as fair use and Creative Commons guidelines.
- Create a personalized digital portfolio that contains a résumé, exemplary projects, and activities, reflecting journalistic achievements

Media Literacy Integration
- Use digital tools
- Analyze and evaluate author’s purpose/point of view
- Identify ethical issues for author and audience
- Judge the credibility of sources

5. Media Literacy

Standard

Big Ideas: Course Objectives / Content Statement(s)
CLUSTER TOPIC ARC02 COMMUNICATIONS: Use oral and written communication skills in creating, expressing and interpreting information and ideas including technical terminology and information.
CLUSTER TOPIC ARC03 PROBLEM-SOLVING AND CRITICAL THINKING: Solve problems using critical thinking skills (analyze, synthesize, and evaluate) independently and in teams. Solve problems using creativity and innovation.
CLUSTER TOPIC ARC05 SYSTEMS: Understand roles within teams, work units, departments, organizations, inter-organizational systems, and the larger environment. Identify how key organizational systems affect
organizational performance and the quality of products and services. Understand global context of industries and careers.

CLUSTER TOPIC ARC07 LEADERSHIP AND TEAMWORK: Use leadership and teamwork skills in collaborating with others to accomplish organizational goals and objectives.

CLUSTER TOPIC ARC09 EMPLOYABILITY AND CAREER DEVELOPMENT: Know and understand the importance of employability skills. Explore, plan, and effectively manage careers. Know and understand the importance of entrepreneurship skills.

CLUSTER TOPIC ARC10 TECHNICAL SKILLS: Use the technical knowledge and skills required to pursue the targeted careers for all pathways in the career cluster, including knowledge of design, operation, and maintenance of technological systems critical to the career cluster.

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<td>What provocative questions will foster inquiry, understanding, and transfer of learning?</td>
<td>What will students understand about the big ideas?</td>
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<tr>
<td>What kinds of mistakes can end a reporter’s career?</td>
<td>Students will understand that…</td>
</tr>
<tr>
<td>How can I improve the design of my publication?</td>
<td>…there are common errors that all reporters should avoid.</td>
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<tr>
<td>…InDesign is a rich design tool.</td>
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<tr>
<th>Areas of Focus: Proficiencies (Cumulative Progress Indicators)</th>
<th>Examples, Outcomes, Assessments</th>
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<tr>
<td>1. Reading and writing Language Arts CCCS are incorporated in the Career Cluster standards for Communications and Journalism, and ARC01 (Academic Foundations) and ARC02 (Communications)</td>
<td>Instructional Focus:</td>
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<td>2. Speaking and listening Language Arts CCCS for lessons and activities requiring problem solving and teamwork/leadership fall under Career Cluster standards ARC03 (Problem-solving and critical thinking) and ARC07 (Teamwork and Leadership)</td>
<td>• Review of the 7 Deadly Sins of Journalism</td>
</tr>
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<td>3. Viewing Language Arts CCCS for lessons and activities involving Information Technology are included in ARC04 (Information Technology Applications) Career Cluster.</td>
<td>o Deception, conflict of interest, bias, fabrication, theft, betrayal of source, plagiarism.</td>
</tr>
<tr>
<td>21st Century Life and Career Skills:</td>
<td>• Editors coach peers via InDesign</td>
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<tr>
<td>Visual and Performing Arts:</td>
<td>• Complete guided review of 7 Deadly Sins PowerPoint</td>
</tr>
<tr>
<td>3.5.12A.1-4; 3.5.12.B.1-4; 3.5.12.C.1-4</td>
<td>• Define key terms</td>
</tr>
<tr>
<td>Social Studies:</td>
<td>• Open a work area in InDesign</td>
</tr>
<tr>
<td>6.2.12.A.2-8; 6.2.12.E.13; 6.4.12.L.7;</td>
<td>• Create a 1- or 2-page template in InDesign</td>
</tr>
<tr>
<td>Technology Literacy:</td>
<td>• Import and edit text</td>
</tr>
<tr>
<td>Career Education/Consumer Family Life</td>
<td>• Application of style guide to design</td>
</tr>
<tr>
<td>9.2.12.A.1</td>
<td>• Portfolio reflection</td>
</tr>
<tr>
<td>Conceptual Objectives:</td>
<td>Instructional Strategies:</td>
</tr>
<tr>
<td>To increase knowledge of the technical aspects of newspaper editing and layout.</td>
<td>Information Literacy</td>
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<tr>
<td>To publish news, information, entertainment, and opinion articles for and about students, faculty, administration, community, and international activities and policies.</td>
<td>• Accessing online tutorials and data</td>
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<td>• Accessing online student journalism resources</td>
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<td>• Fact checking</td>
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To provide a forum for newsworthy and responsible expression of student opinion and present a well-balanced and researched coverage of issues of broader student interest.

- Analyze the capabilities and limitations of Adobe InDesign CS6 against competing products and services and assess ability to meet Verve’s needs.
- Demonstrate appropriate use of copyrights as well as fair use and Creative Commons guidelines.
- Create a personalized digital portfolio that contains a résumé, exemplary projects, and activities, reflecting journalistic achievements.

Media Literacy Integration
- 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

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<td>What will students understand about the big ideas?</td>
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<tr>
<td>Why are deadlines important?</td>
<td>Students will understand that…</td>
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<tr>
<td></td>
<td>….deadlines are shared goals of a media work community.</td>
</tr>
<tr>
<td>How can I be a successful manager?</td>
<td>…a successful editor is a manager who engenders the success of his or her staff</td>
</tr>
</tbody>
</table>

Areas of Focus: Proficiencies (Cumulative Progress Indicators)

Examples, Outcomes, Assessments

6. Life and Career Skills

Standard

Big Ideas: Course Objectives / Content Statement(s)

- CLUSTER TOPIC ARC02 COMMUNICATIONS: Use oral and written communication skills in creating, expressing and interpreting information and ideas including technical terminology and information.
- CLUSTER TOPIC ARC03 PROBLEM-SOLVING AND CRITICAL THINKING: Solve problems using critical thinking skills (analyze, synthesize, and evaluate) independently and in teams. Solve problems using creativity and innovation.
- CLUSTER TOPIC ARC05 SYSTEMS: Understand roles within teams, work units, departments, organizations, inter-organizational systems, and the larger environment. Identify how key organizational systems affect organizational performance and the quality of products and services. Understand global context of industries and careers.
- CLUSTER TOPIC ARC07 LEADERSHIP AND TEAMWORK: Use leadership and teamwork skills in collaborating with others to accomplish organizational goals and objectives.
- CLUSTER TOPIC ARC09 EMPLOYABILITY AND CAREER DEVELOPMENT: Know and understand the importance of employability skills. Explore, plan, and effectively manage careers. Know and understand the importance of entrepreneurship skills.
- CLUSTER TOPIC ARC10 TECHNICAL SKILLS: Use the technical knowledge and skills required to pursue the targeted careers for all pathways in the career cluster, including knowledge of design, operation, and maintenance of technological systems critical to the career cluster.
1. Reading and writing Language Arts CCCS are incorporated in the Career Cluster standards for Communications and Journalism, and ARC01 (Academic Foundations) and ARC02 (Communications).

2. Speaking and listening Language Arts CCCS for lessons and activities requiring problem solving and teamwork/leadership fall under Career Cluster standards ARC03 (Problem-solving and critical thinking) and ARC07 (Teamwork and Leadership).

3. Viewing Language Arts CCCS for lessons and activities involving Information Technology are included in ARC04 (Information Technology Applications) Career Cluster.

### 21st Century Life and Career Skills:

### Visual and Performing Arts:
- 3.5.12A.1-4; 3.5.12.B.1-4; 3.5.12.C.1-4

### Social Studies:

### Technology Literacy:

### Career Education/Consumer Family Life
- 9.2.12.A.1

### Conceptual Objectives:
- To increase knowledge of the technical aspects of newspaper editing and layout.
- To publish news, information, entertainment, and opinion articles for and about students, faculty, administration, community, and international activities and policies.
- To provide a forum for newsworthy and responsible expression of student opinion and present a well-balanced and researched coverage of issues of broader student interest.

### Instructional Focus:
- Deadline management
- Rewriting on deadline
- Staff motivation and reward

### Sample Assessments:
- Consult with staff daily to monitor progress
- Recommend story angles, content, and sources
- Compose memo detailing progress of stories in development
- Quality of copy edits
- Ability to work independently
- Quiz on management dilemmas
- Managing delays and assignment extensions
- Recommendations for problem-solving
- Meeting deadlines
- Portfolio reflection
- Final Examination

### Instructional Strategies:

#### Technology Integration
- Produce and edit a multi-page document using desktop publishing and/or graphics software
- Evaluate the positive and negative impacts in a design by providing a digital overview of a chosen product and suggest potential modifications to address the negative impacts.
- Determine and use the appropriate application of resources in the design, development, and creation of a technological product or system.
- Analyze the capabilities and limitations of Adobe InDesign CS6 against competing products and services and assess ability to meet Verve’s needs.
- Demonstrate appropriate use of copyrights as well as fair use and Creative Commons guidelines.
- Create a personalized digital portfolio that contains a résumé, exemplary projects, and activities, reflecting journalistic achievements

#### Media Literacy Integration
- 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
Texts and Resources

Supplemental Textbooks:

Reference and Additional Resources:
- www.nj.com  *The Star-Ledger Online* Edition
- www.spj.org: The Society of Professional Journalists is the primary membership organization for working journalists, regardless of medium.
- www.studentpress.org/nspa: the National 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.
- Database subscriptions at the SHS Media Center
Audio-Visual:

APPENDIX A

Reporter: ___________________________ Slugline: _____________________
Ed. Ini/Keyword/Volume

VERVE ARTICLE EDITING CHECKLIST

SLUGLINE
____ Meets Verve style standards ______ / 10

HEADLINE
____ Meets professional standards ______ / 15

LEDE
____ Meets professional standards ______ / 15

BODY PARAGRAPHS
____ one - three sentences ______ / 15
____ transitions
____ Topics in the body of the writing support the thesis.
____ I can find ___ 1, ___ 2, or ___ 3 details to support the author’s position. (check one)
____ Writing progresses smoothly/logically from intro, through supporting points, to closing.
____ Quotations every other ¶

SOURCE CRITIQUE
Uses reliable, authoritative sources of evidence: ___ Yes ___ No ______ / 15

Comments and suggestions on sources:

CONCLUSION
____ ______ / 10

MECHANICS
____ spelling ______ / 10
____ capitalization
____ punctuation
____ sentence variety

NEWS DETERMINANTS
____ Timeliness (to publication date) ______ / 10
____ Prominence
____ Proximity
____ Consequence
____ Human Interest
### Curricular Addendum

<table>
<thead>
<tr>
<th><strong>Career-Ready Practices</strong></th>
<th><strong>Interdisciplinary Connections</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CRP1</strong>: Act as a responsible and contributing citizen and employee.</td>
<td>Close Reading of works of art, music lyrics, videos, and advertisements.</td>
</tr>
<tr>
<td><strong>CRP2</strong>: Apply appropriate academic and technical skills.</td>
<td>Use <a href="https://www.corestandards.org/Math/Practice/">Standards for Mathematical Practice</a> and <a href="https://www.nextgenlearning.org/ncs/history">Cross-Cutting Concepts</a> in science to support debate/inquiry across thinking processes.</td>
</tr>
<tr>
<td><strong>CRP3</strong>: Attend to personal health and financial well-being.</td>
<td><strong>Technology Integration</strong></td>
</tr>
<tr>
<td><strong>CRP4</strong>: Communicate clearly and effectively and with reason.</td>
<td>Ongoing:</td>
</tr>
<tr>
<td><strong>CRP5</strong>: Consider the environmental, social and economic impacts of decisions.</td>
<td>- Listen to books on CDs, Playaways, videos, or podcasts if available.</td>
</tr>
<tr>
<td><strong>CRP6</strong>: Demonstrate creativity and innovation.</td>
<td>- Use document camera or overhead projector for shared reading of texts.</td>
</tr>
<tr>
<td><strong>CRP7</strong>: Employ valid and reliable research strategies.</td>
<td><strong>Other</strong>:</td>
</tr>
<tr>
<td><strong>CRP8</strong>: Utilize critical thinking to make sense of problems and persevere in solving them.</td>
<td>- Use Microsoft Word, Inspiration, or SmartBoard Notebook software to write the words from their word sorts.</td>
</tr>
<tr>
<td><strong>CRP9</strong>: Model integrity, ethical leadership and effective management.</td>
<td>- Use available technology to create concept maps of unit learning.</td>
</tr>
<tr>
<td><strong>CRP10</strong>: Plan education and career paths aligned to personal goals.</td>
<td><strong>Technology Integration</strong></td>
</tr>
<tr>
<td><strong>CRP11</strong>: Use technology to enhance productivity.</td>
<td>Ongoing:</td>
</tr>
<tr>
<td><strong>CRP12</strong>: Work productively in teams while using cultural global competence.</td>
<td>- Listen to books on CDs, Playaways, videos, or podcasts if available.</td>
</tr>
<tr>
<td></td>
<td>- Use document camera or overhead projector for shared reading of texts.</td>
</tr>
</tbody>
</table>

### Interdisciplinary Connections

- Close Reading of works of art, music lyrics, videos, and advertisements
- Use [Standards for Mathematical Practice](https://www.corestandards.org/Math/Practice/) and [Cross-Cutting Concepts](https://www.nextgenlearning.org/ncs/history) in science to support debate/inquiry across thinking processes
### Instructional Strategies: Supports for English Language Learners:

<table>
<thead>
<tr>
<th>Sensory Supports</th>
<th>Graphic Supports</th>
<th>Interactive Supports</th>
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</thead>
<tbody>
<tr>
<td>Real-life objects (models)</td>
<td>Charts</td>
<td>In pairs or partners</td>
</tr>
<tr>
<td>Manipulatives</td>
<td>Graphic organizers</td>
<td>In triads or small groups</td>
</tr>
<tr>
<td>Pictures &amp; photographs</td>
<td>Tables</td>
<td>In a whole group</td>
</tr>
<tr>
<td>Illustrations, diagrams, &amp; drawings</td>
<td>Graphs</td>
<td>Using cooperative group structures</td>
</tr>
<tr>
<td>Magazines &amp; newspapers</td>
<td>Timelines</td>
<td>With the Internet (web-based) or software programs</td>
</tr>
<tr>
<td>Physical activities</td>
<td>Number lines</td>
<td>In the home language</td>
</tr>
<tr>
<td>Video &amp; films</td>
<td></td>
<td>With mentors</td>
</tr>
<tr>
<td>Broadcasts</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Models &amp; figures</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

From [https://wida.wisc.edu](https://wida.wisc.edu)

### Media Literacy Integration

- Use multiple forms of print media (including books, illustrations/photographs/artwork, video clips, commercials, podcasts, audiobooks, Playaways, newspapers, magazines) to practice reading and comprehension skills.

### Global Perspectives

- [The Global Learning Resource Library](https://wida.wisc.edu)

### Differentiation Strategies:

<table>
<thead>
<tr>
<th>Accommodations</th>
<th>Interventions</th>
<th>Modifications</th>
</tr>
</thead>
<tbody>
<tr>
<td>Allow for verbal responses</td>
<td>Multi-sensory techniques</td>
<td>Modified tasks/expectations</td>
</tr>
<tr>
<td>Repeat/confirm directions</td>
<td>Increase task structure (e.g., directions, checks for understanding, feedback)</td>
<td>Differentiated materials</td>
</tr>
<tr>
<td>Permit response provided via computer or electronic device</td>
<td>Increase opportunities to engage in active academic responding (e.g., writing, reading aloud, answering questions in class)</td>
<td>Individualized assessment tools based on student need</td>
</tr>
<tr>
<td>Audio Books</td>
<td>Utilize prereading strategies and activities: previews, anticipatory guides, and semantic mapping</td>
<td>Modified assessment grading</td>
</tr>
</tbody>
</table>