

Summit Public Schools
Summit, New Jersey
Grade 11-12 / Content Area: English
Length of Course: Full-Year

Journalism III

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 media literacy. 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. Most JIII students will take the role of page editor or art editor.

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

**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

1. Creativity and Innovation

<p>Big Ideas: Course Objectives / Content Statement(s)</p> <ul style="list-style-type: none"> • Brainstorming story ideas involves listening and talking to others • Stories can be presented in non-traditional styles • Photos must trigger a response from the viewer • Centerspreads should have a central message and sequential graphics and text • Newspaper graphics can go beyond photographs 	
<p>Essential Questions</p> <p><i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i></p>	<p>Enduring Understandings</p> <p><i>What will students understand about the big ideas?</i></p>
<ul style="list-style-type: none"> • Where do story ideas come from? • What are alternative story forms? • What is the criteria for a strong photo? • How can we design an eye-catching centerspread? • What types of graphics can be published in a newspaper? 	<p>Students will understand that...</p> <ul style="list-style-type: none"> • reading a variety of materials, observing the habits and interests of others, listening respectfully, and debating current events are methods for spurring creativity. • alternative story forms are news stories presented in non-traditional styles, usually combining graphics and text, to grab readers' attention and save reading time • strong photos tell a story, spark interest, trigger emotions, and inspire readers to think and act • eye-catching centerspreads should have a central theme that ties together the graphics and text; an entry-point followed by sequential art and text; a clear message; a color scheme • newspapers can publish a variety of graphics, including photographs, digital art, and hand-drawn illustrations
<p>Areas of Focus: Proficiencies (Cumulative Progress Indicators)</p>	<p>Examples, Outcomes, Assessments</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</p>	<p>Instructional Focus:</p> <ul style="list-style-type: none"> • Students will receive and add to a list of sources that can help them brainstorm story pitches, including the Board of Education's webpage, New Jersey legislature's website, a list of the school's clubs, and more. • Review: News determinants and their effects on both storytelling and editorial decision-making • Review: powerpoint featuring a variety of alternative story forms • Review: powerpoint featuring a variety of strong photos that tell a story, trigger emotions, and spark interest • Centerspread page editors will be provided with a large selection of eye-catching spreads for inspiration • Editors will be provided with a large selection of graphics published in scholastic and professional

over the course of the text.	newspapers for inspiration
Craft and Structure	Sample Assessments:
<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 <i>Federalist No. 10</i>).</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>	<ul style="list-style-type: none"> ● News Determinants quiz ● Beat reporters' spreadsheet on source contacts ● Submitting brainstorming ideas ● Contributing meaningfully to roundtable discussions ● Elaboration on the ideas of others ● Expressing ideas clearly and with evidence ● Public speaking ● Meeting deadlines ● Producing an eye-catching centerspread for each monthly issue ● Producing relevant, informative graphics ● Publishing clear, moving photos in each monthly issue <p>Instructional Strategies:</p> <p>Interdisciplinary Connections</p> <ul style="list-style-type: none"> ● Practicing photography skills ● Collaborating on story ideas ● Utilizing artistic skills
Integration of Knowledge and Ideas	Technology Integration
<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 and literary significance for their themes, purposes and rhetorical features, including primary source documents relevant to U.S. and/or global history.</p>	<ul style="list-style-type: none"> ● 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 <i>Verve's</i> needs. ● Create a personalized digital portfolio that contains a résumé, exemplary projects, and activities, reflecting journalistic achievements ● Using <i>Verve's</i> camera to take a variety of shots <p>Media Literacy Integration</p> <ul style="list-style-type: none"> ● Access media for brainstorming ideas and research ● Evaluate the credibility of sources for brainstorming and information gathering ● Evaluate the message, relevance and power of staff writers' graphics ● Evaluate professional and scholastic publications for inspiration on content and layout ● Create media that is objective, informative, accurate and valuable ● Create graphic-heavy stories that communicate messages in a manner more efficient than traditional story forms
Range of Reading and Level of Text Complexity	
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.	
WRITING	
Text Types and Purpose	

<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>Global Perspectives</p> <ul style="list-style-type: none"> • Seek global news leads (by perusing, for example, <i>The New York Times Digest</i>, <i>The Economist</i>, <i>The Financial Times</i>) • Brainstorm leads that identify the impact of global stories on local community
Production and Distribution of Writing	
<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>	
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</p>	

<p>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' 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</p>	

<p>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>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>	
<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</p>	

<p>phrases based on <i>grades 11–12 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>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.</p> <p>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>).</p> <p>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.</p> <p>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> <p>L.11-12.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>A. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.</p> <p>B. Analyze nuances in the meaning of words with similar denotations.</p> <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>	
<p>The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.</p>	<p>21st Century Skills:</p> <ul style="list-style-type: none"> ● Creativity and Innovation ● Critical Thinking and Problem Solving ● Communication and Collaboration ● Information Literacy ● Media Literacy ● Life and Career Skills <p>21st Century Themes (as applies to content area):</p> <ul style="list-style-type: none"> ● Financial, Economic, Business, and Entrepreneurial Literacy ● Civic Literacy ● Health Literacy ● S.T.E.A.M.

2. Critical Thinking and Problem Solving

<p>Big Ideas: Course Objectives / Content Statement(s)</p> <ul style="list-style-type: none"> • Editors must evaluate their staff writers' stories and graphics for common trouble areas • Editors can "pull" stories after consultation with the writer, editor-in-chief and adviser • Editors can apply the code of ethics to self-censor • Editors who understand libel and copyright law will be well-equipped to evaluate their staff writers' stories • Editors are responsible for the content on their page 	
<p>Essential Questions</p> <p><i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i></p>	<p>Enduring Understandings</p> <p><i>What will students understand about the big ideas?</i></p>
<ul style="list-style-type: none"> • Will I know libel when I see it? • What are the trouble areas a reporter should avoid? • Is censorship allowed? • What do I need to know about copyright law? • How do I know if I'm behaving unethically? 	<p>Students will understand that...</p> <ul style="list-style-type: none"> • there are 4 conditions for libel: false statement; 3rd party publication; public concern, damaged reputation. • there are common errors that all reporters can and should avoid • censorship can be external (administrative review) or internal (self-censorship) for <i>Verve</i>. • creative, original work that is tangible might be protected by copyright, unless it falls under fair use. Permission must be obtained from the copyright holder before using protected work. • reporters should use the code of ethics to assess the ethicality of their behavior.
<p>Areas of Focus: Proficiencies (Cumulative Progress Indicators)</p>	<p>Examples, Outcomes, Assessments</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>Instructional Focus:</p> <ul style="list-style-type: none"> • Direct instruction: review four conditions for libel • Direct instruction: review copyright law and fair use • Peer editing: with instructor guidance, strive to develop professional competence 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: <ul style="list-style-type: none"> o Vulgar language o Offensive topics o Conflict of interest o Legal/ethical issues o Reporting flaws <p>Sample Assessments:</p> <ul style="list-style-type: none"> • Quiz on unprotected speech, including libel, and on copyright law
<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;</p>	

<p>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>	<ul style="list-style-type: none"> • Assess the ethics and legality of stories and graphics using a checklist • 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 <p>Instructional Strategies:</p> <p>Interdisciplinary Connections</p> <ul style="list-style-type: none"> • Understand and follow a newspaper’s legal obligations to avoid libel and copyright infringement • Apply the code of ethics when writing and editing <p>Technology Integration</p> <ul style="list-style-type: none"> • 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 current production software against competing products and services and assess ability to meet <i>Verve’s</i> 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 <p>Media Literacy Integration</p> <ul style="list-style-type: none"> • When accessing and using information, students will be sure to avoid libel and copyright infringement • When composing stories, students will practice self-censorship when necessary to avoid the seven deadly sins of reporting • When accessing, using and creating media, students will apply the code of ethics <p>Global Perspectives</p> <ul style="list-style-type: none"> • Write for publication by synthesizing information from multiple sources and perspectives.
<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 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>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>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</p>	

<p>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>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>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' ideas and expressing their own clearly and persuasively.</p> <ul style="list-style-type: none"> E. 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. F. 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. G. 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. H. 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</p>	

used.	
Presentation of Knowledge and Ideas	
<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 style="padding-left: 40px;">B. 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> <p style="padding-left: 40px;">E. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's</p>	

<p>position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>F. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>conceive, conception, conceivable</i>).</p> <p>G. 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.</p> <p>H. 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> <p>L.11-12.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>C. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.</p> <p>D. Analyze nuances in the meaning of words with similar denotations.</p> <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>	
<p>The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.</p>	<p>21st Century Skills:</p> <ul style="list-style-type: none"> ● Creativity and Innovation ● Critical Thinking and Problem Solving ● Communication and Collaboration ● Information Literacy ● Media Literacy ● Life and Career Skills <p>21st Century Themes (as applies to content area):</p> <ul style="list-style-type: none"> ● Financial, Economic, Business, and Entrepreneurial Literacy ● Civic Literacy ● Health Literacy ● S.T.E.A.M.

3. Communication and Collaboration

Big Ideas: Course Objectives / Content Statement(s) <ul style="list-style-type: none"> • Communication with sources is critical in all stages of the publication timeline • Regular communication with staff writers is imperative for motivation and support • Collaboration with staff writers can spur creativity and preempt mistakes 	
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>
<ul style="list-style-type: none"> • How do I stay updated on important happenings around the school and the Summit community? • What is a production timeline? • How do I support my staff reporters? • How do I collaborate with my partner page editor? 	Students will understand that... <ul style="list-style-type: none"> • beat reporters should keep an open line of communication with their sources. • production begins with brainstorming and ends with product distribution. Deadlines are mandatory for timely distribution. • editors should regularly communicate with staff writers, providing direction, answering questions in a timely manner, and offering feedback on stories and graphics during all stages of the writing process. • partner page editors should collaborate early in the production timeline to ensure mirror page designs, common color schemes and a fair distribution of varied stories.
Areas of Focus: Proficiencies (Cumulative Progress Indicators)	Examples, Outcomes, Assessments
READING	Instructional Focus: <ul style="list-style-type: none"> • Review roles and responsibilities of editors • Student-led: Create a list of sources for beat reporters • Independent: Maintain a spreadsheet of beat reporters' contacts with sources • Review procedures for peer editing. • 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: <ul style="list-style-type: none"> • Participate in pitch meetings • Submit brainstorming ideas • Record contacts with sources for brainstorming ideas • Create a draft page layout after consultations with partner page editor and production editor • Utilize standard editing marks when proofreading. • Providing verbal and written feedback to staff reporters • Peer editing via Article Editing checklist (see APPENDIX A)
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 interact to provide a complex analysis; provide an objective summary of the text.	
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.	
Craft and Structure	
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	

<p>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>	<ul style="list-style-type: none"> ● Portfolio reflection <p>Instructional Strategies</p> <p>Interdisciplinary Connections</p> <ul style="list-style-type: none"> ● Communication skills: offering feedback to staff writers, collaborating with partner page editors, and contacting sources ● Artistic skills: planning a balanced, aesthetically pleasing page design <p>Technology Integration</p> <ul style="list-style-type: none"> ● Navigate websites to track calendars for all school events, schedules, coaches, advisers, rosters, records ● Navigate Board of Education's website for meeting minutes and agendas ● Enter story pitches into shared spreadsheet ● Enter source contacts into shared spreadsheet ● Join Summit's news release listserv ● Utilize email for regular contact with staff writers, other editors, and sources ● 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 current production software 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 <p>Media Literacy Integration</p> <ul style="list-style-type: none"> ● Navigate websites for story pitches ● Fact-check staff writers' stories ● Create page designs that are balanced and eye-catching
<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 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>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>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,</p>	

<p>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>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>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' ideas and expressing their own clearly and persuasively.</p> <ul style="list-style-type: none"> I. 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. J. 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. K. 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. L. 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</p>	

used.	
Presentation of Knowledge and Ideas	
<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>C. 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> <p>I. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's</p>	

<p>position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>J. 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>).</p> <p>K. 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.</p> <p>L. 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> <p>L.11-12.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>E. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.</p> <p>F. Analyze nuances in the meaning of words with similar denotations.</p> <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>	
<p>The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.</p>	<p>21st Century Skills:</p> <ul style="list-style-type: none"> ● Creativity and Innovation ● Critical Thinking and Problem Solving ● Communication and Collaboration ● Information Literacy ● Media Literacy ● Life and Career Skills <p>21st Century Themes (as applies to content area):</p> <ul style="list-style-type: none"> ● Financial, Economic, Business, and Entrepreneurial Literacy ● Civic Literacy ● Health Literacy ● S.T.E.A.M.

4. Information Literacy

Big Ideas: Course Objectives / Content Statement(s) <ul style="list-style-type: none"> ● Access informative, trusted sources to produce story pitches ● Keep stories balanced by looking at various sides of the issue ● Always fact-check ● Know your readership 	
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>
<ul style="list-style-type: none"> ● Where can I locate information for brainstorming and writing stories? ● How do I know if the information I access is accurate and relevant? ● How do I know if my story is fair, balanced and objective? ● How do I create a page with stories that students and parents want to read? ● What is a code of ethics? 	Students will understand that... <ul style="list-style-type: none"> ● reporters can access information for brainstorming ideas through trusted sources, press releases, social media, the school and town’s official websites, and other media outlets ● fact-check your findings to determine their accuracy ● a balanced story looks at various sides of a controversial topic and uses multiple, varied sources ● determine the newsworthiness of the stories on your page by identifying your readership and their interests ● a code of ethics instills public trust and increases the value and influence of a media outlet’s editorial power. ● a code of ethics promotes personal truthfulness, independence, accountability, and caution.
Areas of Focus: Proficiencies (Cumulative Progress Indicators)	Examples, Outcomes, Assessments
READING	Instructional Focus: <ul style="list-style-type: none"> ● Review of Internet sources for story pitches, including the Board of Education’s webpage, the PTO’s website, the sports calendar, and the school calendar ● Review of Society of Professional Journalists (SPJ) Code of Ethics ● Review of <i>Verve</i> mission statement ● Review fact-checking techniques and responsibilities ● Create a setting where students can share, discuss and decide on engaging story ideas Sample Assessments: <ul style="list-style-type: none"> ● Evaluate news worthiness of story pitches ● Evaluate accuracy of story pitches ● Evaluate objectivity and balance of stories ● Take an ethics survey ● Discuss and debate current event ethical dilemmas ● Portfolio reflection Instructional Strategies:
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 interact to provide a complex analysis; provide an objective summary of the text.	
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.	
Craft and Structure	
RI.11-12.4. Determine the meaning of words and	

<p>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>Information Literacy</p> <ul style="list-style-type: none"> ● Accessing websites for brainstorming ideas ● Accessing online student journalism resources ● Accessing resources for fact-finding and fact-checking ● Evaluating stories for balance and objectivity ● Creating an engaging, informative page <p>Interdisciplinary connections</p> <ul style="list-style-type: none"> ● Ethics in medicine, politics, other media, etc. <p>Technology Integration</p> <ul style="list-style-type: none"> ● Navigate websites to access information for story pitches and fact-finding ● 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 current production software against competing products and services and assess ability to meet <i>Verve's</i> 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 <p>Media Literacy Integration</p> <ul style="list-style-type: none"> ● Access media for brainstorming ideas and fact-finding ● Evaluate media sources for accuracy ● Create news stories and pages that inform and entertain
<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 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>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>W.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient</p>	

<p>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>	
Production and Distribution of Writing	
<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>	
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,</p>	

and research.	
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.	
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> <ul style="list-style-type: none"> M. 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. N. 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. O. 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. 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</p>	

ideas, word choice, points of emphasis, and tone used.	
Presentation of Knowledge and Ideas	
SL.11-12.4 Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.	
SL.11-12.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	
SL.11-12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.	
LANGUAGE	
Conventions of Standard English	
L.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.	
L.11-12.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
D. Observe hyphenation conventions. Spell correctly.	
Knowledge of Language	
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.	
A. Vary syntax for effect, apply an understanding of syntax to the study of complex texts.	
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.	
M. Use context (e.g., the overall meaning of	

<p>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.</p> <p>N. 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>).</p> <p>O. 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.</p> <p>P. 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> <p>L.11-12.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>G. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.</p> <p>H. Analyze nuances in the meaning of words with similar denotations.</p> <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>	
<p>The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.</p>	<p>21st Century Skills:</p> <ul style="list-style-type: none"> ● Creativity and Innovation ● Critical Thinking and Problem Solving ● Communication and Collaboration ● Information Literacy ● Media Literacy ● Life and Career Skills <p>21st Century Themes (as applies to content area):</p> <ul style="list-style-type: none"> ● Financial, Economic, Business, and Entrepreneurial Literacy ● Civic Literacy ● Health Literacy ● S.T.E.A.M.

5. Media Literacy

Big Ideas: Course Objectives / Content Statement(s) <ul style="list-style-type: none"> ● Editors can seek inspiration from other publications to continue innovating <i>Verve</i> ● Alternative story forms can more effectively communicate a message than traditional story forms ● The selection of story forms should be content-driven ● Pages should have a single point of entry, followed by sequential graphics and text ● Checklists can help editors attentively and comprehensively review their writers' stories 	
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>
<ul style="list-style-type: none"> ● What can I learn from other media outlets? ● How can I effectively communicate my message? ● What kinds of mistakes can end a reporter's career? ● How can I improve the design of my publication? ● How can I evaluate my staff writers' stories? 	Students will understand that... <ul style="list-style-type: none"> ● award-winning high school newspapers, college newspapers, and professional newspapers can be used as models for news writing and design. ● story types, including alternative story forms, should be content-driven ● there are common errors that all reporters should avoid ● pages should be easy to navigate and accessible to scanners ● <i>Verve's</i> folder on Google Drive includes checklists for various story types
Areas of Focus: Proficiencies (Cumulative Progress Indicators)	Examples, Outcomes, Assessments
READING	Instructional Focus: <ul style="list-style-type: none"> ● Present editors with scholastic and professional publications for inspiration ● Review the various story types for students to match their content to the appropriate story presentation ● Review of the 7 Deadly Sins of Journalism <ul style="list-style-type: none"> ○ Deception, conflict of interest, bias, fabrication, theft, betrayal of source, plagiarism. ● Editors coach peers via InDesign ● Present editors with checklists during the editing stage Sample Assessments: <ul style="list-style-type: none"> ● Complete guided review of 7 Deadly Sins PowerPoint ● Define key terms ● Open a work area in InDesign ● Create a 1- or 2-page template in InDesign ● Import and edit text ● Complete article edits via google docs before uploading to InDesign. ● Application of style guide to design ● Portfolio reflection Instructional Strategies: Information and Media Literacy <ul style="list-style-type: none"> ● Accessing staff writers' articles for editing
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 interact to provide a complex analysis; provide an objective summary of the text.	
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.	
Craft and Structure	
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	

<p>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>	<ul style="list-style-type: none"> ● Accessing online tutorials and data ● Accessing online student journalism resources ● Copy-editing staff writers' articles ● Creating page layouts that are accessible and informative <p>Interdisciplinary connections</p> <ul style="list-style-type: none"> ● Applying knowledge of copyright and libel law when copy-editing ● Navigating InDesign to create an appealing and accessible page design ● Evaluating the aesthetics of graphics and page layout
<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 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>Technology Integration</p> <ul style="list-style-type: none"> ● 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 current production software against competing products and services and assess ability to meet <i>Verve's</i> 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 <p>Global Perspectives</p> <ul style="list-style-type: none"> ● View publications from around the world for innovative ideas in design, layout and content
<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>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</p>	

<p>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>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>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)</p>	

and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.	
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> <ul style="list-style-type: none"> Q. 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. R. 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. S. 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. T. 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>	
Presentation of Knowledge and Ideas	
SL.11-12.4 Present information, findings and	

<p>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>	
<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>E. 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> <p>Q. 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.</p> <p>R. Identify and correctly use patterns of word changes that indicate different meanings</p>	

<p>or parts of speech (e.g., <i>conceive</i>, <i>conception</i>, <i>conceivable</i>).</p> <p>S. 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.</p> <p>T. 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> <p>L.11-12.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>I. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.</p> <p>J. Analyze nuances in the meaning of words with similar denotations.</p> <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>	
<p>The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.</p>	<p>21st Century Skills:</p> <ul style="list-style-type: none"> ● Creativity and Innovation ● Critical Thinking and Problem Solving ● Communication and Collaboration ● Information Literacy ● Media Literacy ● Life and Career Skills <p>21st Century Themes (as applies to content area):</p> <ul style="list-style-type: none"> ● Financial, Economic, Business, and Entrepreneurial Literacy ● Civic Literacy ● Health Literacy ● S.T.E.A.M.

6. Life and Career Skills

Big Ideas: Course Objectives / Content Statement(s) <ul style="list-style-type: none"> ● Meeting deadlines keeps the entire newsroom on track for timely publication ● Following a chain of command ensures greater efficiency and decision making ● Offering positive feedback and regularly communicating with staff writers will keep them motivated and open-minded 	
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>
<ul style="list-style-type: none"> ● Why are deadlines important? ● Who do I go to if I have a dilemma? ● How do I motivate my staff writers? ● How do I critique my staff writers' stories without offending them? 	Students will understand that... <ul style="list-style-type: none"> ● deadlines are shared goals of a media work community. ● the newsroom has a chain of command, from staff writers, to page editors, to editor-in-chief, to adviser. ● Editors who show enthusiasm, provide positive feedback, keep an open line of communication and model ethical and dedicated reporting and editing will motivate their staff writers. ● Editors who commend staff writers on their achievements will find their writers more receptive to criticism.
Areas of Focus: Proficiencies (Cumulative Progress Indicators)	Examples, Outcomes, Assessments
READING	Instructional Focus: <ul style="list-style-type: none"> ● Deadline management ● Review of chain of command ● Rewriting on deadline ● Staff motivation and reward Sample Assessments: <ul style="list-style-type: none"> ● 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: <p>Interdisciplinary</p> <ul style="list-style-type: none"> ● Interpersonal skills will be used when editing and critiquing staff writers' stories ● An understanding of human psychology will be applied when motivating staff writers
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 interact to provide a complex analysis; provide an objective summary of the text.	
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.	
Craft and Structure	
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	

<p>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>Technology Integration</p> <ul style="list-style-type: none"> ● 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 current production software against competing products and services and assess ability to meet <i>Verve's</i> 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 <p>Information and Media Literacy Integration</p> <ul style="list-style-type: none"> ● Access news stories for evaluation ● Evaluate staff writers' stories for editing purposes
<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 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>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>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</p>	

<p>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>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>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)</p>	

and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.	
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> <ul style="list-style-type: none"> U. 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. V. 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. W. 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. X. 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>	
Presentation of Knowledge and Ideas	
SL.11-12.4 Present information, findings and	

<p>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 style="padding-left: 40px;">F. 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> <p style="padding-left: 40px;">U. 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.</p> <p style="padding-left: 40px;">V. Identify and correctly use patterns of word changes that indicate different meanings</p>	

<p>or parts of speech (e.g., <i>conceive, conception, conceivable</i>).</p> <p>W. 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.</p> <p>X. 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> <p>L.11-12.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>K. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.</p> <p>L. Analyze nuances in the meaning of words with similar denotations.</p> <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>	
<p>The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.</p>	<p>21st Century Skills:</p> <ul style="list-style-type: none"> ● Creativity and Innovation ● Critical Thinking and Problem Solving ● Communication and Collaboration ● Information Literacy ● Media Literacy ● Life and Career Skills <p>21st Century Themes (as applies to content area):</p> <ul style="list-style-type: none"> ● Financial, Economic, Business, and Entrepreneurial Literacy ● Civic Literacy ● Health Literacy ● S.T.E.A.M.

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.
- 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.

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
- "Checklists." *The Newspaper Designer's Handbook*. N.p., n.d. Web. 7 Aug. 2012. <http://highered.mcgraw-hill.com/sites/0072407611/student_view0/checklists.html>.
- "Teaching Censorship." *Teaching Censorship*. N.p., n.d. Web. 9 Aug. 2012. <<http://www.fair.org/index.php?page=1226>>.
- "Elements Required for Defamation." *Get Legal Advice*. N.p., n.d. Web. 15 Aug. 2012. <<http://www.lawfirms.com/resources/personal-injury/libel-and-slander/elements-required-defamation.htm>>.
- "GAME ON: Journalism, Life Skills, News Literacy." *Curriculum for a Journalism Classroom*. N.p., n.d. Web. 7 Aug. 2012. <http://www.hsj.org/modules/lesson_plans/detail.cfm?LessonPlanId=452>.
- "Getting Started with InDesign CS6." *Learn InDesign CS6*. N.p., n.d. Web. 14 Aug. 2012. <<http://tv.adobe.com/show/learn-indesign-cs6/>>.
- "Society of Professional Journalists: SPJ Code of Ethics." *Society of Professional Journalists: SPJ Code of Ethics*. N.p., n.d. Web. 15 Aug. 2012. <<http://www.spj.org/ethicscode.asp>>.
- "SPLC." *Libel Law*. N.p., n.d. Web. 10 Aug. 2012. <<http://www.splc.org/knowyourrights/legalresearch.asp?id=27>>.
- 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.
- 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. <<http://tv.adobe.com/show/learn-indesign-cs6/>>.

APPENDIX A

Reporter: _____

Slugline: _____
Ed. Ini/Keyword/Volume

VERVE ARTICLE EDITING CHECKLIST

SLUGLINE _____ / 10

____ Meets *Verve* style standards

HEADLINE _____ / 15

____ Meets professional standards

LEDE _____ / 15

____ Meets professional standards

BODY PARAGRAPHS _____ / 15

____ one - three sentences

____ 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 _____ / 15

Uses reliable, authoritative sources of evidence: ____ Yes ____ No

Comments and suggestions on sources:

CONCLUSION _____ / 10

MECHANICS _____ / 10

____ spelling

____ capitalization

____ punctuation

____ sentence variety

NEWS DETERMINANTS _____ / 10

____ Timeliness (to publication date)

____ Prominence

____ Proximity

____ Consequence

____ Human Interest