

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

Journalism IV

Course Description: Journalism IV (JIV) is a full-year course for the editorial leadership of *Verve*. It is a production course with an emphasis on media literacy. Students must successfully complete Journalism III to register for this class.

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

JIV students will work in a newsroom environment, where, given instructional advice and guidance, JIV students will participate in the coaching of JII and JIII staff reporters and page editors in the following areas; news writing and editing; reporting; photojournalism; layout and graphic design; journalism law and policy; professional standards and ethics; research methods; and criticism.

Because the newspaper follows a cyclical, repetitive production cycle, the JIV 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

Big Ideas: Course Objectives / Content Statement(s)

- Innovative ideas can come from reading award-winning publications
- Graphics are a form of visual reporting that can be engaging and informative
- Strong page design requires balancing creativity and innovation with guidelines
- Innovative story ideas can be spun from informed sources

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 are the basic rules of page design? ● What are some ways to innovate page design? ● How can we incorporate visual storytelling? ● How can we keep stories interesting if we only publish monthly? 	<p>Students will understand that...</p> <ul style="list-style-type: none"> ● production editors should encourage page editors to rely on modular, balanced page design ● front page and special pages editors can adopt stylistic approaches from newsmagazines ● editors should encourage photographs, cartoons, illustrations and infographics as visual

	<p>media</p> <ul style="list-style-type: none"> • photographs should have a clear center of interest, apply the rule of thirds, and consider the use of leading lines and frames • picture packages should contain photographs that each add new information • monthly publications can still be interesting when they contain background and analysis pieces with in-depth views, many sources and sidebar stories clustered together • despite monthly publication dates, writers can still seek out breaking news by staying abreast of the Board of Education’s meeting agendas, state bills in the legislature, upcoming school events, and more
Areas of Focus: Proficiencies (Cumulative Progress Indicators)	Examples, Outcomes, Assessments
READING	<p>Instructional Focus:</p> <ul style="list-style-type: none"> • Produce and refer to modular design templates for each issue, like those in <i>The Newspaper Designer’s Handbook</i> • Seek out and refer to newsmagazine page designs and spreads- NSPA’s book of award-winning page designs and Pinterest’s top page layout designs. • Study photographs from <i>Scholastic Journalism</i> to identify their specific strengths and then replicate them. • Incorporating News Determinants and their effects on both storytelling and editorial decision-making into student-led discussions and debates. • Review and consult a list of Internet sources for brainstorming story pitches. • Review and present student publication samples showcasing a range of content: features, web reviews, letters to the editor, surveys/polls, product reviews, help columns, lists, quotes, and hard news. <p>Sample Assessments:</p> <ul style="list-style-type: none"> • Submit brainstorming ideas • Submit beat reporters’ contacts with informed sources • Discuss story ideas during pitch meetings • Contribute meaningfully to roundtable discussions • Produce engaging, informative photographs • Produce a page template that is balanced and follows a modular design <p>Instructional Strategies:</p> <p>Interdisciplinary Connections</p> <ul style="list-style-type: none"> • Technology and art: page design, photographs • Communication skills: pitch meetings, contacts with sources on the beat
Key Ideas and Details	
<p>RI.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.</p>	
<p>RI.11-12.2. Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.</p>	
<p>RI.11-12.3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.</p>	
Craft and Structure	
<p>RI.11-12.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).</p>	
<p>RI.11-12.5. Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.</p>	
<p>RI.11-12.6. Determine an author’s point of view or</p>	

<p>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 high-quality, engaging photographs ● Produce eye-catching and informative infographs ● 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</i>'s needs. <p>Media Literacy Integration</p> <ul style="list-style-type: none"> ● Navigate websites for story pitches and news gathering ● Evaluate and create graphics for information and engagement ● Evaluate and create page layouts for balance and clarity <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>) ● Seek design and content inspiration by perusing the best high school newspapers (http://www.studentpress.org/nsipa/winners/npm11.html)
<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 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>	

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.)

W.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

W.11-12.6. Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

Research to Build and Present Knowledge

W.11-12.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

W.11-12.8. 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).

W.11-12.9. Draw evidence from literary or informational texts to support analysis, reflection, 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

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 *grades 11–12 topics, texts, and issues*, building on

others' ideas and expressing their own clearly and persuasively.

- 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.

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.

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.

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

<p>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 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"> ● Stories should be evaluated carefully for accuracy and objectivity ● Editors-in-chief answer to the content of the entire paper ● Financing the paper requires contact with subscribers and potential advertisers ● <i>Verve</i> is responsible for recruiting staff members by reaching out to middle school classes and English I classes ● Copyright, libel law, the seven deadly sins of journalism and the code of ethics should be used to evaluate the sensitivity of story topics 	
<p style="text-align: center;">Essential Questions</p> <p><i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i></p>	<p style="text-align: center;">Enduring Understandings</p> <p><i>What will students understand about the big ideas?</i></p>
<ul style="list-style-type: none"> ● What problem areas should I look for as 	<p>Students will understand that...</p> <ul style="list-style-type: none"> ● editors should ensure their writers avoid the

<p>an editor?</p> <ul style="list-style-type: none"> • When should I consider “pulling” an article? • What feedback should a production editor offer? • How should business managers approach potential advertisement customers? • How should each issue’s editorial topic be selected? • How to delegate or share roles and responsibilities? • How should I handle a sensitive topic that might not pass administrative review? • How do we continue to finance the paper? • How do we continue to recruit staff? • How do I know if I’m violating libel or copyright law? 	<p>seven deadly sins of journalism: Deception, conflict of interest, bias, fabrication, theft, betrayal of source, plagiarism</p> <ul style="list-style-type: none"> • articles will likely need to be pulled if they commit one of the seven deadly sins of journalism or incorporates speech that is not protected under the First Amendment • production editors should check that the use of graphics is balanced, the most important article is the clear entry point, the graphics are clear, and the page follows a modular design • business managers should select local businesses whose patrons include high school students and approach them with a copy of the <i>Verve</i>, a letter explaining the benefits of advertising with the <i>Verve</i>, and a breakdown of <i>Verve</i>’s advertisement options • editorials should be approved by the entire editorial board, unless a dissenting editorial is written, and should thus be approved at the pitch meeting and before publication • the editor-in-chief is <i>Verve</i>’s spokesperson and manager; the page editors, business managers, production editors, and art editors report to the editor-in-chief; the staff writers report to their respective page editors • editors can seek advise from the editor-in-chief and adviser on sensitive topics and should weigh the public’s right to know against the topic’s sensitivity; editors must also ensure the topic does not fall under one of the exceptions to the First Amendment • to continue financing the paper, outreach must be made to local businesses for advertisements, current subscribers, and potential subscribers • to recruit staff, current staff members should visit the middle school and English I classes. • there are 4 conditions for libel: false statement; 3rd party publication; public concern, damaged reputation; 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.
<p>Areas of Focus: Proficiencies (Cumulative Progress Indicators)</p>	<p>Examples, Outcomes, Assessments</p>
<p>READING</p>	<p>Instructional Focus:</p>
<p>Key Ideas and Details</p>	<ul style="list-style-type: none"> • Technical review: Co-editing with instructor to ensure quality of rewrites and edits for the first two issues. • Review copyright and libel law • Review and make checklists available • Review pitch meeting guidelines before the first meeting
<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</p>	

<p>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>	<ul style="list-style-type: none"> ● Provide students with a description of their role and review chain of command ● Assist business managers with balancing our budget ● Oversee the planning for a day trip to the middle school ● Consult with instructor/adviser if an item has potential trouble spots: <ul style="list-style-type: none"> ○ Vulgar language ○ Offensive topics ○ Conflict of interest ○ Legal/ethical issues ○ Reporting flaws
<p>Craft and Structure</p>	
<p>RI.11-12.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).</p> <p>RI.11-12.5. Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.</p> <p>RI.11-12.6. Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.</p>	<p>Sample Assessments:</p> <ul style="list-style-type: none"> ● Consultation with adviser once a week outside of class ● Copy-edits completed on time ● Page layout assessed using checklists and report cards. ● Pitch meetings are used to select editorial’s topic ● Checkbook is balanced ● 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"> ● Law: Detecting and avoiding libel and copyright infringement ● Business: Balancing the checkbook and reaching out to potential clients ● Career skills: Following the chain of command ● Communication: Selecting an editorial topic with the entire editorial board; offering feedback to writers and page editors
<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</p>	<p>Technology Integration</p> <ul style="list-style-type: none"> ● Edit articles on Google Documents ● Balance checkbook on Google Sheets ● Communicate with writers and editors via email ● 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.

<p>primary source documents relevant to U.S. and/or global history.</p>	<ul style="list-style-type: none"> ● Create a personalized digital portfolio that contains a résumé, exemplary projects, and activities, reflecting journalistic achievements
<p>Range of Reading and Level of Text Complexity</p>	<p>Media Literacy Integration</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>	<ul style="list-style-type: none"> ● Use digital tools for research, communication and design ● Analyze and evaluate author's purpose/point of view ● Identify ethical issues for author and audience ● Judge the credibility of sources
<p>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 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</p>	

<p>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"> 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 	

<p>deepen the investigation or complete the task.</p> <p>SL.11-12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p> <p>SL.11-12.3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p>	
<p>Presentation of Knowledge and Ideas</p>	
<p>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</p>	

<p>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>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, conception, 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

	<ul style="list-style-type: none"> ● 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.
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3. Communication and Collaboration

<p>Big Ideas: Course Objectives / Content Statement(s)</p> <ul style="list-style-type: none"> ● The editorial leadership team should regularly communicate with writers and page editors ● The editorial leadership team should model dedication, enthusiasm, and ethical behavior ● Business managers should communicate advertisement opportunities with local businesses ● Business managers should immediately respond to subscribers' concerns or questions ● The editorial leadership team should collaborate with writers and page editors during every stage of the production process 	
<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"> ● How can production editors support their page editors? ● What communication should occur between page editors at the start of each issue's publication timeline? ● How should each issue's editorial be selected? ● What are the editor-in-chief's responsibilities? ● What are the business manager's responsibilities? ● How can an art editor best support staff writers and page editors? 	<p>Students will understand that...</p> <ul style="list-style-type: none"> ● production editors should collaborate with page editors early in the production timeline to ensure the draft page layout balances graphics and text and includes a clear entry point. ● page editors with mirror pages must consult each other on color scheme and symmetry between the two pages; page editors should communicate to avoid covering another page's beat. ● editorials should be selected and approved by the entire editorial board during pitch meetings; dissenting editorials can be written. ● <i>Verve's</i> editor-in-chief serves as spokesperson for the staff; sets <i>Verve's</i> tone, and represents the paper in dealings with school administration and the Summit community. ● business managers maintain communication with local businesses to bring in advertisements; business managers should communicate with subscribers to resolve any problems, including undelivered papers. ● art should be commissioned in advance by page editors, who'll collaborate with the art editor on the graphic type and content.
<p>Areas of Focus: Proficiencies (Cumulative Progress Indicators)</p>	<p>Examples, Outcomes, Assessments</p>
<p>READING</p> <p>Key Ideas and Details</p>	<p>Instructional Focus:</p> <ul style="list-style-type: none"> ● Review responsibilities of art editors, production

<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>editors, page editors, business managers and editor-in-chief</p> <ul style="list-style-type: none"> ● Review chain of command ● Instruct business managers on how to maintain spreadsheets listing all subscribers ● Oversee pitch meetings, including selection of editorial ● Review page layout checklist <p>Sample Assessments:</p> <ul style="list-style-type: none"> ● Annually update <i>Verve</i> staff manual with club and team advisers, student organizations, and key staff, faculty, and administrative members identified. ● Participate in staff discussions and brainstorming sessions ● Write a lead editorial ● Provide verbal and written feedback to staff reporters ● Peer edit via Article Editing checklist (see APPENDIX A) ● Produce mirror pages that are symmetrical with a clear color scheme ● Produce relevant, informative, and eye-catching art work ● Bring in advertisers and respond to subscribers' needs
<p>Craft and Structure</p>	<p>Instructional Strategies</p> <p>Interdisciplinary Connections</p> <ul style="list-style-type: none"> ● Art: art editors will produce graphics that support the content on the page; art will be informative and eye-catching. ● Business: business managers will maintain ties with local businesses to bring in advertisers; business managers will respond to subscribers' needs and concerns. ● Communication: editorial board will agree on each issue's editorial.
<p>RI.11-12.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).</p> <p>RI.11-12.5. Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.</p> <p>RI.11-12.6. Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.</p>	<p>Integration of Knowledge and Ideas</p> <p>Technology Integration</p> <ul style="list-style-type: none"> ● Use Photoshop and other software to produce graphics for each issue. ● Use Google Sheets to maintain spreadsheet of subscribers. ● 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
<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>production software against competing products and services and assess ability to meet <i>Verve</i>'s needs.</p> <ul style="list-style-type: none"> ● Create a personalized digital portfolio that contains a résumé, exemplary projects, and activities, reflecting journalistic achievements
<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>Media Literacy Integration</p> <ul style="list-style-type: none"> ● Use digital tools for research, communication and design. ● Evaluate each page's content to design a page that emphasizes the most important story. ● Analyze each page's content to brainstorm complementary art work. ● Create informative and engaging art work.
<p>Text Types and Purpose</p>	
<p>W.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>W.11-12.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>W.11-12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p>	
<p>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"> 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 	

<p>divergent and creative perspectives.</p> <p>D. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</p> <p>SL.11-12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p> <p>SL.11-12.3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p>	
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,</p>	

<p>punctuation, and spelling when writing.</p> <p>A. Observe hyphenation conventions. Spell correctly.</p>	
Knowledge of Language	
<p>L.11-12.3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p>A. Vary syntax for effect, apply an understanding of syntax to the study of complex texts.</p> <p>L.11-12.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11–12 reading and content</i>, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>conceive, conception, conceivable</i>). C. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage. D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). <p>L.11-12.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> A. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. B. Analyze nuances in the meaning of words with similar denotations. <p>L.11-12.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word</p>	

or phrase important to comprehension or expression.	
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>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"> ● Sources need to be vetted for accuracy and objectivity, and should be fact-checked ● Reporters should use a wide range of research sources for information gathering ● Stories need to be balanced, objective and newsworthy ● Graphics should be used as a form of visual reporting, rather than just filler 	
Essential Questions	Enduring Understandings
<i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	<i>What will students understand about the big ideas?</i>
<ul style="list-style-type: none"> ● What kind of evidence can be used in an editorial? ● How do I know if my writers' sources are trustworthy? ● How can graphics be both informative and eye-catching? ● How do I know which story on my page is most important? ● How do I pinpoint the lead? ● What is a code of ethics? ● How can I know if a story is unfair? 	<p>Students will understand that...</p> <ul style="list-style-type: none"> ● the evidence in editorials can come from a variety of sources, including trustworthy websites, public records, relevant experts, data and statistics ● credible sources have been fact-checked, are recent and are published by credible websites, are objective and unbiased ● stand-alone graphics can include picture packages, where each picture tells a different part of the story, picture stories, and infographics, where complex information is broken down into graphics for understanding; graphics can also accompany an existing story in order to attract readers who feel bombarded with text or to add visual reporting that is memorable and high-interest. ● news determinants and an understanding of <i>Verve's</i> readership must be applied to identify the most important story on each page. ● leads tell the reader what the story will be about; leads can be found through research or through "digging" in an interview. ● a code of ethics instills public trust and increases the value and influence of a media

	<p>outlet's editorial power.</p> <ul style="list-style-type: none"> adopting a code of ethics promotes personal truthfulness, independence, accountability, and caution.
Areas of Focus: Proficiencies (Cumulative Progress Indicators)	Examples, Outcomes, Assessments
READING	Instructional Focus:
Key Ideas and Details	<ul style="list-style-type: none"> Review the breadth of research sources available to journalists and the hallmarks of credible sources Review a variety of graphics and have students explain the benefit of each one Oversee the planning process as page editors and production editors rank the importance of each page's story to begin page layout Review of <i>Verve</i> mission statement Review of Society of Professional Journalists (SPJ) Code of Ethics Review of Adobe InDesign steps for file transmission to printer Review fact-checking techniques and responsibilities
<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>Sample Assessments:</p> <ul style="list-style-type: none"> Page layouts Meeting deadlines Objective, balanced stories Successful transmission of PDF files to printer Trouble-shooting and assisting page editors Portfolio reflection
Craft and Structure	Instructional Strategies:
<p>RI.11-12.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).</p> <p>RI.11-12.5. Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.</p> <p>RI.11-12.6. Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.</p>	<p>Information Literacy</p> <ul style="list-style-type: none"> Accessing online copyright laws Accessing online student journalism resources Fact checking <p>Interdisciplinary connections</p> <ul style="list-style-type: none"> Ethics in medicine, politics, other media, etc. Art and technology: infographics and other graphics <p>Technology Integration</p> <ul style="list-style-type: none"> Create informative, eye-catching infographics Navigate websites, records, meeting minutes and databases for reliable, relevant information 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.
Integration of Knowledge and Ideas	
<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</p>	

<p>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"> ● 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"> ● Use digital tools for research, communication and design ● Analyze and evaluate writers’ stories for balanced, informative and newsworthy reporting ● Create pages that are easy to navigate, engaging and informative ● Identify ethical issues for author and audience ● Judge the credibility of sources
<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 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</p>	

<p>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"> 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- 	

<p>making, set clear goals and assessments (e.g. student developed rubrics), and establish individual roles as needed.</p> <p>C. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</p> <p>D. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</p> <p>SL.11-12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p> <p>SL.11-12.3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p>	
<p>Presentation of Knowledge and Ideas</p>	
<p>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</p>	

<p>usage when writing or speaking.</p> <p>Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.</p> <p>L.11-12.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>A. Observe hyphenation conventions. Spell correctly.</p>	
Knowledge of Language	
<p>L.11-12.3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p>A. Vary syntax for effect, apply an understanding of syntax to the study of complex texts.</p> <p>L.11-12.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11–12 reading and content</i>, choosing flexibly from a range of strategies.</p> <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.

5. Media Literacy

<p>Big Ideas: Course Objectives / Content Statement(s)</p> <ul style="list-style-type: none"> ● Editors should regularly read other news outlets for story pitches and design ideas ● An organized system for storing documents is critical for efficiency ● Editorials must have a clear stance and relevant evidence ● Pages should include a clear point of entry and sequential art and graphics that are balanced ● Infographics can draw in reluctant readers ● An understanding of copyright law, libel and the code of ethics must be applied when brainstorming and evaluating stories 	
<p style="text-align: center;">Essential Questions</p> <p><i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i></p>	<p style="text-align: center;">Enduring Understandings</p> <p><i>What will students understand about the big ideas?</i></p>
<ul style="list-style-type: none"> ● How can other news outlets help my reporting and editing? ● What is the most efficient and organized system for storing, accessing and editing stories and pages? 	<p>Students will understand that...</p> <ul style="list-style-type: none"> ● other media outlets can be used for brainstorming story pitches and news gathering ● stories and draft pages should be saved in Verve's shared Google Drive folder for easy access on any computer

<ul style="list-style-type: none"> • What are the criteria for a strong editorial? • How do I create a page that's engaging and navigable? • How should I present the news to scanners? • What kinds of mistakes can end a reporter's career? 	<ul style="list-style-type: none"> • editorials should have a clear stance on a controversial issue, along with relevant and persuasive evidence to support it • pages should feature a clear point of entry, follow a color scheme, use modular design, and include newsworthy stories • infographics, pull-out quotations and photographs can pull in scanners • reporters should avoid the seven deadly sins of journalism, copyright infringement and libel.
<p align="center">Areas of Focus: Proficiencies (Cumulative Progress Indicators)</p>	<p align="center">Examples, Outcomes, Assessments</p>
<p>READING</p>	<p>Instructional Focus:</p>
<p>Key Ideas and Details</p>	<ul style="list-style-type: none"> • Provide a list of research sources, including other media outlets
<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>	<ul style="list-style-type: none"> • Review story and page storage • Review the content, structure and purpose of an editorial; provide an editorial checklist • Review the elements of strong page design, provide a page layout checklist; provide examples of award-winning page layout
<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>	<ul style="list-style-type: none"> • Powerpoint on infographics • Review of the 7 Deadly Sins of Journalism <ul style="list-style-type: none"> o Deception, conflict of interest, bias, fabrication, theft, betrayal of source, plagiarism. • Coaching peers using InDesign
<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>Sample Assessments:</p> <ul style="list-style-type: none"> • Write an editorial for each issue • Create pages on InDesign • Include items for scanners on all pages • Rewrite article • Creating folders for page files on sharepoint • Import and edit text • Application of style guide to design • Portfolio reflection
<p>Craft and Structure</p>	<p>Instructional Strategies:</p>
<p>RI.11-12.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).</p>	<p>Information Literacy</p> <ul style="list-style-type: none"> • Accessing online tutorials and data • Accessing online student journalism resources • Accessing research tools • Fact checking • Evaluating stories for balance and objectivity • Creating engaging, informative and navigable pages • Creating content for scanners
<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>Interdisciplinary connections</p> <ul style="list-style-type: none"> • Technology: information gathering and page design • Law: applying copyright and libel law • Design and art: page design and infographics
<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"> • Use online search tools for information gathering
<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>	<ul style="list-style-type: none"> ● Use software to create infographics ● Use Google Drive to store, access and edit stories and pages ● 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"> ● Use digital tools for research, communication and design ● Analyze and evaluate sources for objectivity and accuracy ● Identify ethical issues for author and audience ● Judge the credibility of sources ● Create informative, engaging pages ● Create infographics for scanners and to break down complex information
<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 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</p>	

<p>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, and research.</p>	
Range of Writing	
<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>	
SPEAKING & LISTENING	
Comprehension and Collaboration	
<p>SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on <i>grades 11–12 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly and persuasively.</p> <p style="padding-left: 40px;">A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation</p>	

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.

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.

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.

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	
<p>L.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.</p> <p>L.11-12.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>A. Observe hyphenation conventions. Spell correctly.</p>	
Knowledge of Language	
<p>L.11-12.3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p>A. Vary syntax for effect, apply an understanding of syntax to the study of complex texts.</p> <p>L.11-12.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11–12 reading and content</i>, choosing flexibly from a range of strategies.</p> <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</p>	

<p>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.

6. Life and Career Skills

<p>Big Ideas: Course Objectives / Content Statement(s)</p> <ul style="list-style-type: none"> ● Following the chain of command leads to efficiency and problem-solving ● Editors should regularly communicate with each other and their writers ● Deadlines ensure the publication is distributed in a timely manner 	
<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"> ● Who should I go to if I have a question? ● How do I create a positive work space for my colleagues? ● Why are deadlines important? ● What is a successful leader like, and what 	<p>Students will understand that...</p> <ul style="list-style-type: none"> ● editors can look to the workplace's chain of command to determine whom to consult ● leaders can create a positive work culture by offering positive feedback, regularly communicating, being present and

<p>makes an effective student leader?</p>	<p>approachable, and modeling motivation and enthusiasm</p> <ul style="list-style-type: none"> meeting deadlines is necessary to complete and distribute the newspaper in a timely manner. a successful leader acts as a positive role model, mediates conflicts, listens, and offers feedback
<p>Areas of Focus: Proficiencies (Cumulative Progress Indicators)</p>	<p>Examples, Outcomes, Assessments</p>
<p>READING</p>	<p>Instructional Focus:</p>
<p>Key Ideas and Details</p>	<ul style="list-style-type: none"> Review job responsibilities and the chain of command
<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>	<ul style="list-style-type: none"> Advise editors-in-chief during the first few months on how to make themselves present and approachable Announce and post deadlines
<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>Sample Assessments:</p> <ul style="list-style-type: none"> Consult with editors daily to monitor progress Recommend story angles, content, and sources Weekly consultation with adviser outside of class Quality of copy edits Ability to work independently Active participation in administrative reviews Quiz on management dilemmas Anticipate delays and assignment extensions Recommendations of solutions to problems Meeting deadlines Portfolio reflection Final Examination
<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>Craft and Structure</p>	<p>Instructional Strategies:</p>
<p>RI.11-12.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).</p>	<p>Technology Integration</p> <ul style="list-style-type: none"> Produce newspaper content on Google Drive and edit in a timely manner 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>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>Integration of Knowledge and Ideas</p>	
<p>RI.11-12.7. Integrate and evaluate multiple</p>	

<p>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>Media Literacy Integration</p> <ul style="list-style-type: none"> • Use digital tools for research, communication and design • Analyze and evaluate draft stories and feedback, offering both positive feedback and suggestions for improvement • Assist writers in judging the credibility of sources and evaluating their own work
<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 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,</p>	

trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

W.11-12.6. Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

Research to Build and Present Knowledge

W.11-12.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

W.11-12.8. 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).

W.11-12.9. Draw evidence from literary or informational texts to support analysis, reflection, 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

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 *grades 11–12 topics, texts, and issues*, building on others’ ideas and expressing their own clearly and persuasively.

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.

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.

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.

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

<p>L.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.</p> <p>L.11-12.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>A. Observe hyphenation conventions. Spell correctly.</p>	
Knowledge of Language	
<p>L.11-12.3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p>A. Vary syntax for effect, apply an understanding of syntax to the study of complex texts.</p> <p>L.11-12.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11–12 reading and content</i>, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>conceive</i>, <i>conception</i>, <i>conceivable</i>). C. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage. D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). <p>L.11-12.5. Demonstrate understanding of figurative language, word relationships, and</p>	

<p>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.

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
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- 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.
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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