

Summit Public Schools
Summit, New Jersey
Grade: 9-12 / Content Area: English
Length of Course: 1 Semester

Journalism I

Course Description: Journalism I (JI) is a one-semester program that focuses on the theory and practice of gathering, processing, and delivering news and that prepares students to be professional journalists, news editors, and news managers. The course includes instruction in news writing and editing; reporting;; layout and graphic design; journalism law and policy; professional standards and ethics; research methods; and journalism history and criticism. It is a prerequisite course for Journalism II – IV.

JI is designed to focus on 21st Century skills in media literacy. The goal is for all students to demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

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

- Critical Thinking & Problem Solving
- Creativity and Innovation
- Collaboration, Teamwork and Leadership
- Cross-Cultural Understanding and Interpersonal Communications
- Communication and Media Fluency
- Accountability, Productivity and Ethics

Finally, the JI course content is cumulative in nature, beginning with foundation knowledge and ending with the practice of specific newsgathering and writing skills. The content and pace of the course is as follows:

- Unit 1: Foundations: Journalism History, Influences, and Timelines
- Unit 2: The Informed Democracy: First Amendment and Journalism Law
- Unit 3: Ethics: Ethical Dilemmas and the Code of Ethics
- Unit 4: Information Gathering: Observation, Interview and Research
- Unit 5: News Writing: Brainstorming, Information Gathering, and Composing

**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

**Unit 1: Foundations
Journalism History, Influences, and Timelines**

Big Ideas: Course Objectives / Content Statement(s)

- News coverage has advanced in response to historical events and readers' needs
- News messages are an interpretation of a reality that has evolved over the decades
- News content is meant to inform, entertain, and/or persuade
- Newspaper content follows a particular structure
- Newspaper messages react to but also influence historical events

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 is news? ● What is the value of news? ● How did we get the news stories we see today? ● What has been the impact of advancements in communications technology? 	<p>Students will understand that...</p> <ul style="list-style-type: none"> ● News is meant to inform, entertain, and persuade ● News keeps citizens informed so they can become educated, active participants of their community ● Over the last century, journalism has moved away from sensationalism with the advent of investigative

<ul style="list-style-type: none"> • How do historical events impact the media and vice versa? • Where is the news industry heading? 	<p>reporting, making way for today’s informative and interpretive news reporting that contextualizes and analyzes our complex world.</p> <ul style="list-style-type: none"> • Social change in the 1960s demanded a new style of reporting, spawning gonzo and new journalism • The journalistic styles of the last century can still be seen in today’s tabloids, investigative news articles, and feature pieces • Technological advancements in the media helped evolve news coverage of gender, race and politics • Broadcast journalism continues to expand, introducing new forms of digital media that make news more accessible and swift
<p align="center">Areas of Focus: Proficiencies (Cumulative Progress Indicators)</p>	<p align="center">Examples, Outcomes, Assessments</p>
<p>READING</p>	<p><u>Instructional Focus:</u></p>
<p>Key Ideas and Details</p>	<ul style="list-style-type: none"> • Directing students to define the news they read and evaluate it for its value and risks
<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"> • Identifying the historical and technological factors and influences on the evolution of journalism. • Identifying journalism’s impact on world events • Observing the direction of today’s news industry and the benefits and risks of broadcast journalism
<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><u>Sample Assessments:</u></p> <ul style="list-style-type: none"> • Students will synthesize famous quotations on journalism to define “news.”
<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"> • Students will compare and contrast an example of yellow journalism, investigative journalism, interpretive journalism and new journalism to understand how news coverage has evolved. Their analysis will focus on each article’s use of researched facts, outside sources, first-hand accounts and literary devices. Students will then find modern-day examples of each style.
<p>Craft and Structure</p>	<ul style="list-style-type: none"> • Students will work in groups to track the evolution of news coverage of a single topic from the 1950s through the 1990s. Topics can include gender, race, and politics. Research will be centered around Tandy McConnell’s <i>American Decades</i> series. The final product will focus on the changing faces of communication media, media professionals, and their assignments.
<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><u>Instructional Strategies:</u></p> <p><u>Interdisciplinary Connections</u> Students use the skills and approaches common in social studies to learn about the history of journalism and the significant historical figures</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><u>Technology Integration</u> Students use technology to conduct research through the Internet, search engines, databases.</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 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>Students will listen to podcasts, radio shows and other broadcast journalism.</p> <p>Media Literacy Students will access news in its various forms</p> <p>Students will evaluate news to identify its benefits and harms, especially broadcast journalism</p> <p>Students will analyze the evolution of journalistic styles, content and layout</p> <p>Global Perspectives Students will explore the rise and fall of modern journalism. They may also consider how our mass media and its values are perceived by other nations and cultures.</p> <p>Culturally Responsive Teaching In researching people who have influenced journalism and the world of mass media as it continues to evolve, students will see how the industry has responded to sensitive issues as it's become more diverse.</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>	
<p>W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	

(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 evidence and to add interest.

SL.11-12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

LANGUAGE

Conventions of Standard English

L.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.

L.11-12.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- A. Observe hyphenation conventions. Spell correctly.

Knowledge of Language

L.11-12.3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

- A. Vary syntax for effect, apply an understanding of syntax to the study of complex texts.

L.11-12.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 11–12 reading and content*, choosing flexibly from a range of strategies.

- 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., *conceive*, *conception*, *conceivable*).
- 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>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.

Texts and Resources:

Brooks, Brian S. and The Missouri Group. *Telling the Story: The Convergence of Print, Broadcast, and Online Media, Fifth Edition*. New York: Bedford, 2013.

Brooks, Brian S. and The Missouri Group. *Workbook for Telling the Story: The Convergence of Print, Broadcast, and Online Media, Fifth Edition*. New York: Bedford, 2013.

Campbell, Martin, Fabos (Eds.). *Media & Culture: An Introduction to Mass Communication 9th Edition*. New York: Bedford, 2014.

Garden State Scholastic Press Association. *History of Press Freedom*. Web. 11 Aug 2013. <<http://www.gsspa.org/home/lesson-plans/> GSSPA 2013. >

Harwood, William N and Hudnall, John C. *Writing and Editing School News, Fifth Edition*. Topeka: Clark, 2000.

Knopes, Carol. "Broadcast in a Box." *High School Broadcast Journalism Project*. RTDNA, 2005. Web. 12 Aug 2013. <<http://www.hsbj.org/learning/broadcastinabox.php>>

Osborne, Patricia. *School Newspaper Adviser's Survival Guide*. New York: Center for Applied Research, 1998.

**Unit 2: The First Amendment
First Amendment and Journalism Law**

<p>Big Ideas: Course Objectives / Content Statement(s)</p> <ul style="list-style-type: none"> American citizens and the American press are protected by the First Amendment First Amendment rights are defined through legal interpretations Exceptions to First Amendment rights have been established through court decisions High school school publications face more First Amendment restrictions than professional publications, with private school publications facing more restrictions than public school publications 	
<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"> What protections are offered under the First Amendment of the Constitution? What limitations are placed on freedom of speech? What limitations are placed on student journalists' First Amendment rights? Why do courts need to interpret laws? Should New Jersey student journalists have broader First Amendment rights? 	<p>Students will understand that...</p> <ul style="list-style-type: none"> While their rights are protected under the First Amendment, the scope of and limitations on those rights are dictated by court decisions While <i>Tinker</i> extended First Amendment rights to students, <i>Bethel</i> and <i>Hazelwood</i> tempered that court decision by extending schools' censorship rights A public forum is provided when school officials, by policy or practice, allow students to make assignments for content and to create editorials favoring a specific stand. Courts are tasked with interpreting vague rights or rights that impede on other rights The Student Press Law Center is a standard resource for student journalists. Anti-<i>Hazelwood</i> state laws have been passed by some U.S. states. The New Jersey legislature has two pending anti-<i>Hazelwood</i> bills on their docket that have not been brought to the floor for debate.
<p>Areas of Focus: Proficiencies (Cumulative Progress Indicators)</p>	<p>Examples, Outcomes, Assessments</p>
<p>READING</p> <p>Key Ideas and Details</p> <p>RI.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.</p> <p>RI.11-12.2. Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.</p> <p>RI.11-12.3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.</p>	<p><u>Instructional Focus:</u></p> <ul style="list-style-type: none"> Identifying First Amendment rights and the limitations on those rights Deciphering court documents and legal interpretations of the First Amendment Applying First Amendment rights, and the legal interpretation of those rights, to scholastic journalism Evaluating current bills on student journalists' rights <p><u>Sample Assessments:</u></p> <ul style="list-style-type: none"> Prepare a powerpoint presentation and a one-pager on a landmark Supreme Court case that involved the First Amendment. The one-pager will be shared will all students to prepare for a quiz on the cases. Present students will real-world scenarios in which First Amendment rights were exercised. Students will determine which scenarios are protected under the First Amendment and which are exempt from the First Amendment.

<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>	<ul style="list-style-type: none"> After students have learned about First Amendment rights in the professional press and scholastic press, they will research two anti-<i>Hazelwood</i> bills that are currently in the N.J. state legislature docket. After a lesson on editorial writing and research, students will take a stand on the two bills and compose an opinion-editorial supporting that stand. <p><u>Instructional Strategies:</u></p> <p>Interdisciplinary Connections Students will learn about the American legal system and landmark court cases to understand how they impact journalism</p> <p>Students will evaluate and opine on legislation</p> <p>Technology Integration Students will use Google Slides to create a powerpoint, following a Steve Jobs' presentation style that relies on large but simple graphics to further their message.</p>
<p>Integration of Knowledge and Ideas</p> <p>RI.11-12.7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.</p> <p>RI.11-12.8. Describe and evaluate the reasoning in seminal U.S. and global texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public 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>Students will learn to navigate the state legislature's website to research New Jersey's bills and legal code.</p> <p>Media Literacy Students will learn how to access and evaluate draft legislation</p> <p>Students will learn how to access and evaluate court decisions</p> <p>Global Perspectives Students will compare various state laws on student media censorship</p> <p>Students will investigate scenarios in which the application of the First Amendment differ state-by-state</p> <p>Culturally Responsive Teaching Students will understand that the breadth of the First Amendment is meant to be culturally sensitive.</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>	

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.

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.

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.

Production and Distribution of Writing

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).

<p>W.11-12.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	
<p>Range of Writing</p>	
<p>W.11-12.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.</p>	
<p>SPEAKING & LISTENING</p>	
<p>Comprehension and Collaboration</p>	
<p>SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on <i>grades 11–12 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly and persuasively.</p> <ul style="list-style-type: none"> E. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas. F. Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g. student developed rubrics), and establish individual roles as needed. G. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. H. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. 	
<p>SL.11-12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each</p>	

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

L.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.

L.11-12.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

B. Observe hyphenation conventions. Spell correctly.

Knowledge of Language

L.11-12.3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

A. Vary syntax for effect, apply an understanding of syntax to the study of complex texts.

<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>E. 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>F. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>conceive, conception, conceivable</i>).</p> <p>G. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.</p> <p>H. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p> <p>L.11-12.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>C. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.</p> <p>D. Analyze nuances in the meaning of words with similar denotations.</p> <p>L.11-12.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	
<p>The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.</p>	<p>21st Century Skills:</p> <ul style="list-style-type: none"> ● Creativity and Innovation ● Critical Thinking and Problem Solving ● Communication and Collaboration ● Information Literacy ● Media Literacy ● Life and Career Skills <p>21st Century Themes (as applies to content area):</p>

	<ul style="list-style-type: none"> ● Financial, Economic, Business, and Entrepreneurial Literacy ● Civic Literacy ● Health Literacy ● S.T.E.A.M.
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Texts and Resources:

Brooks, Brian S. and The Missouri Group. *Telling the Story: The Convergence of Print, Broadcast, and Online Media, Fifth Edition*. New York: Bedford, 2013.

Brooks, Brian S. and The Missouri Group. *Workbook for Telling the Story: The Convergence of Print, Broadcast, and Online Media, Fifth Edition*. New York: Bedford, 2013.

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Clark, Roy Peter and Scanlan, Christopher. *America’s Best Newspaper Writing, Second Edition: A Collection of ASNE Prizewinners*. New York: Bedford, 2006.

Harwood, William N and Hudnall, John C. *Writing and Editing School News, Fifth Edition*. Topeka: Clark, 2000.

Knopes, Carol. "Broadcast in a Box." *High School Broadcast Journalism Project*. RTDNA, 2005. Web. 12 Aug 2013. <http://www.hsbj.org/learning/broadcastinabox.php>.

"Making photo slideshows." Garden State Scholastic Press Association. www.gsspa.org/. Web 21 Aug 2013.

Osborne, Patricia. *School Newspaper Adviser’s Survival Guide*. New York: Center for Applied Research, 1998.

Ullman, John, and Jan Colbert. *The Reporter’s Handbook: An Investigator’s Guide to Documents and Techniques*. Second. New York: St. Martins, 1998. Print.

www.ajr.org: this is the site of the American Journalism Review. Follow the same procedure as for CJR. In both cases there are a variety of references.

www.cjr.org: this is the site of the Columbia Journalism Review. Go to the “Search” function and enter “Interviewing.” List of articles provided.

www.gsspa.org: This is the home of the Garden State Scholastic Press Association. Membership includes access to drop box collection of files useful for classroom units and instruction.

www.journaliststoolbox.com: The Journalist’s Toolbox is a great source of links to all sorts of information. Last updated 1/9/2013.

www.nicar.org: the National Institute for Computer-Assisted Reporting provides databases and technical support to those engaged in data analysis. The prestigious Missouri School of Journalism operates this site.

www.poynter.org: go to the “media center” section and find the resource center. Excellent collection of biographies, historical information, and news writing how-to’s, both scholarly and professional, including podcasts and texts on interviewing. Digital, print, and television are all included.

www.spj.org: The Society of Professional Journalists is the primary membership organization for working journalists, regardless of medium.

Unit 3: Ethics in Journalism
Ethical Dilemmas and the Code of Ethics

<p>Big Ideas: Course Objectives / Content Statement(s)</p> <ul style="list-style-type: none"> • Just because it's legal, doesn't mean it's ethical • Ethical dilemmas don't always have one right answer • Codes of ethics can be referenced for assistance in handling ethical dilemmas • Unethical behavior can be as innocuous as a single, biased word in a news article 	
<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"> • What is considered unethical behavior for a journalist? • How do I avoid unethical behavior if ethics aren't encoded? • Why is objectivity so crucial for a journalist? 	<p>Students will understand that...</p> <ul style="list-style-type: none"> • Legal codes and judicial precedent do not always direct journalists on how to act ethically • Professional media institutions typically identify unethical behavior through a code of ethics • Codes of ethics serve as recommendations, rather than laws, for journalists • Bias can take the form of a simple adjective, and must be avoided to remain objective and thus ethical
<p>Areas of Focus: Proficiencies (Cumulative Progress Indicators)</p>	<p>Examples, Outcomes, Assessments</p>
<p>READING</p> <p>Key Ideas and Details</p> <p>RI.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.</p> <p>RI.11-12.2. Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.</p> <p>RI.11-12.3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.</p>	<p><u>Instructional Focus:</u></p> <ul style="list-style-type: none"> • Identifying unethical behavior and learning how to prevent it • Resolving ethical dilemmas with the assistance of a code of ethics • Understanding the ethics of objectivity and practicing balanced, unbiased writing <p><u>Sample Assessments:</u></p> <ul style="list-style-type: none"> • Students will watch <i>Absence of Malice</i> and use the Society of Professional Journalists' Code of Ethics to identify legal but unethical decisions made by the journalist in the movie. Then, they'll describe a more ethical course of action for each decision • Students will read about real-world ethical dilemmas and use of the Code of Ethics to decide on an ethical response to each dilemma • Students will compare two articles that covered the Duke University lacrosse scandal and identify the more objective and thus more ethical piece. Then they'll identify the wording that created bias in the other piece. • Students will read Michael Massing's "Journalism in the Age of Trump" to discuss the connection between objectivity and ethics. Students will then look at the home page of several major news organizations to assess the objectivity of their headlines.
<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</p>	

<p>his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.</p> <p>RI.11-12.6. Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.</p>	<ul style="list-style-type: none"> • Students will analyze polling data to determine the public's level of trust towards the news media to further understand the importance of objectivity. • Students will evaluate the use of undercover reporting to judge its ethicality in various scenarios.
<p>Integration of Knowledge and Ideas</p>	<p><u>Instructional Strategies:</u></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>Interdisciplinary Connections Students will analyze diction and word connotations to identify bias in news stories</p> <p>Students will incorporate lessons from psychology and sociology to understand why journalists might be tempted to stray from objective reporting</p> <p>Technology Integration Students will study the homepages of major news outlets to evaluate their objectivity</p> <p>Media Literacy Students will explore the ethical aspects of journalism, such as the Society for Professional Journalism's Code of Ethics, and how they impact the practice and profession.</p> <p>Global Perspectives Students will explore local, national, and international news organizations to analyze and compare coverage.</p> <p>Culturally Responsive Teaching Students should be encouraged to identify and analyze how different cultural groups are represented and reported on in the media, and to identify the any presence of bias.</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</p>	

technique, well-chosen details, and well-structured event sequences.

Production and Distribution of Writing

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.

- I. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.
- J. Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g. student developed rubrics), and establish individual roles as needed.
- K. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
- L. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

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

L.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.

L.11-12.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- C. Observe hyphenation conventions. Spell correctly.

Knowledge of Language

L.11-12.3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

- A. Vary syntax for effect, apply an understanding of syntax to the study of complex texts.

L.11-12.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 11–12 reading and content*, choosing flexibly from a range of strategies.

- I. 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.
- J. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *conceive*, *conception*, *conceivable*).

<p>K. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.</p> <p>L. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p> <p>L.11-12.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>E. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.</p> <p>F. Analyze nuances in the meaning of words with similar denotations.</p> <p>L.11-12.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	
<p>The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.</p>	<p>21st Century Skills:</p> <ul style="list-style-type: none"> ● Creativity and Innovation ● Critical Thinking and Problem Solving ● Communication and Collaboration ● Information Literacy ● Media Literacy ● Life and Career Skills <p>21st Century Themes (as applies to content area):</p> <ul style="list-style-type: none"> ● Financial, Economic, Business, and Entrepreneurial Literacy ● Civic Literacy ● Health Literacy ● S.T.E.A.M.

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Clark, Roy Peter and Scanlan, Christopher. *America's Best Newspaper Writing, Second Edition: A Collection of ASNE Prizewinners*. New York: Bedford, 2006.

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Osborne, Patricia. *School Newspaper Adviser's Survival Guide*. New York: Center for Applied Research, 1998.

Ullman, John, and Jan Colbert. *The Reporter's Handbook: An Investigator's Guide to Documents and Techniques*. Second. New York: St. Martins, 1998. Print.

www.alexa.com. Alexa is the leading provider of free, global web metrics. Search to discover the most successful sites on the web by keyword, category, or country. Use analytics for market research.

minneapolisfed.org/Research/data/us/calc/: The Federal Reserve Bank of Minneapolis maintains a great website for all calculations needed for calculating inflation. It also has a clear and simple explanation of how inflation is calculated and how to use the Consumer Price Index.

www.xe.net/ucc: This site will convert all currencies, including dollar, Euro, etc.

<http://www.usatoday.com/money/personal-finance/> This site offers 12 calculators, including home mortgages and credit cards.

www.people-press.org: The Pew Research Center for the People and the Press offers its own credible polls on politics and public issues. They offer all the data you need to accurately assess the polls. Polls are searchable by subject, and the archive goes back to 1987.

<http://www.ncpp.org/?q=node/4> The National Council on Public Polls lists 20 questions any consumer of media information, especially a journalist, should ask about poll results.

www.wsj.com. *The Wall Street Journal*.

www.nytimes.com. *The New York Times*.

www.reddit.com *Reddit*.

**Unit 4: Information Gathering
Observation, Interview and Research**

<p>Big Ideas: Course Objectives / Content Statement(s)</p> <ul style="list-style-type: none"> Information for articles can be gathered through observation, interviews, and research Research is necessary for all parts of the writing process Numerous, varied sources help ensure for objectivity Always fact-check your sources Journalists have access to public records and government agency meeting Interviews require background research, flexibility and rapport 	
<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 does a journalist gather information? Where can a journalist conduct research? Why should a journalist conduct research? How can a journalist ensure objectivity? How does a journalist know whether a source is trustworthy and accurate? How does a journalist prepare for and conduct an interview? 	<p>Students will understand that...</p> <ul style="list-style-type: none"> Journalists can gather information through first-hand observation, through interviews with sources familiar with the topic, and through research. A variety of research tools can help journalists gather information, including public records, meeting minutes, poll results, past news articles, court documents, and police records. Research helps journalists determine whether they have a story, identify their lead, prepare for an interview, and write an informed, factually accurate piece. Public records and government agency meeting minutes are available to journalists through sunshine and open records laws. Journalists must strive to have at least three varied sources to ensure objectivity in a traditional article. Background research and fact-checking will help a journalist determine a source's accuracy. Journalists must conduct background research to construct probing interview questions; during the interview, journalists must establish rapport and win their source's trust while also listening for potential leads; journalists must be flexible and stray from their original questions.
<p>Areas of Focus: Proficiencies (Cumulative Progress Indicators)</p>	<p>Examples, Outcomes, Assessments</p>
<p>READING</p> <p>Key Ideas and Details</p> <p>RI.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.</p> <p>RI.11-12.2. Determine two or more central ideas of a text, and analyze their development and how</p>	<p><u>Instructional Focus:</u></p> <ul style="list-style-type: none"> Recording detailed first-hand observations for news stories Conducting research for news stories Preparing for and conducting interviews Fact-checking information gathered through research and interviews <p><u>Sample Assessments:</u></p> <ul style="list-style-type: none"> Students will complete a scavenger hunt that involves online research, first-hand observations around the school, and interviews with school staff.

<p>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>All answers will need to be fact-checked with a second source.</p> <ul style="list-style-type: none"> • Students will watch an interview on PBS Newshour and identify the probing questions that were constructed through background research • Students will receive a list of scenarios and identify the ones that fall under public records and sunshine laws
<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>	<ul style="list-style-type: none"> • Students will interview a peer on the peer’s quirky or original hobby or talent. They will run through the steps of an interview to practice building rapport, creating follow-up questions on the spot, and closing the interview • Students will read “Mrs. Kelly’s Monster” to identify examples of first-hand observation and understand its impact on the article • Students will spend fifteen minutes in a designated space in the school to record first-hand observations • Students will analyze exit poll results to craft five leads • Students will read a model restaurant review to identify key content. The class will then take a field trip to a local lunch spot and review their experience to hone their observation and writing skills. • Students will research and report on the legislation that was created after <i>Washington Post’s</i> fact-finding and reporting on Watergate
<p>Integration of Knowledge and Ideas</p>	<p><u>Instructional Strategies:</u></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>Interdisciplinary Connections Students will incorporate skills learned in mathematics (i.e. statistics, poll data) and economics (i.e. budgets, marketing) to analyze collected data and to craft leads.</p> <p>Technology Integration Students will use various research tools for fact-finding assignments, navigating the Internet for legal codes, public records, court documents, and polls.</p> <p>Students will use word processing to compose articles.</p> <p>Media Literacy Students will access articles that contain first-hand observations and information gathered through research and interviews, to use as models.</p> <p>Students will evaluate the impact of information gathering and fact-checking on an article’s objectivity and trustworthiness</p> <p>Students will explore the way language / writing is used to communication to a varied audience and for a variety of purposes.</p>

<p>Range of Reading and Level of Text Complexity</p>	<p>Global Perspectives Students will read about and report on the national fallout of <i>Washington Post's</i> reporting on Watergate.</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>Students will conduct research on salaries across the nation.</p>
<p>WRITING</p>	
<p>Text Types and Purpose</p>	<p>Students will analyze exit poll results from across the nation.</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>Culturally Responsive Teaching Students should be encouraged to seek out subjects and topics that represent and speak to the cultural diversity of their potential readership.</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>	

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.

- M. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.
- N. Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g. student developed rubrics), and establish individual roles as needed.
- O. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
- P. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to

<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>	
Presentation of Knowledge and Ideas	
<p>SL.11-12.4 Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.</p> <p>SL.11-12.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p> <p>SL.11-12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.</p>	
LANGUAGE	
Conventions of Standard English	
<p>L.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.</p> <p>L.11-12.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p style="padding-left: 40px;">D. Observe hyphenation conventions. Spell correctly.</p>	
Knowledge of Language	

L.11-12.3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

A. Vary syntax for effect, apply an understanding of syntax to the study of complex texts.

L.11-12.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 11–12 reading and content*, choosing flexibly from a range of strategies.

- M. 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.
- N. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *conceive*, *conception*, *conceivable*).
- O. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.
- P. 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).

L.11-12.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- G. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
- H. Analyze nuances in the meaning of words with similar denotations.

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.	
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.

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Ullman, John, and Jan Colbert. *The Reporter's Handbook: An Investigator's Guide to Documents and Techniques*. Second. New York: St. Martins, 1998. Print.

minneapolisfed.org/Research/data/us/calc/: The Federal Reserve Bank of Minneapolis maintains a great website for all calculations needed for calculating inflation. It also has a clear and simple explanation of how inflation is calculated and how to use the Consumer Price Index.

www.xe.net/ucc: This site will convert all currencies for you, including dollar, Euro, etc.

<http://www.usatoday.com/money/personal-finance/> This site offers 12 calculators, including home mortgages and credit cards.

www.people-press.org: The Pew Research Center for the People and the Press offers its own credible polls on politics and public issues. They offer all the data you need to accurately assess the polls. Polls are searchable by subject, and the archive goes back to 1987.

<http://www.ncpp.org/?q=node/4> The National Council on Public Polls lists 20 questions any consumer of media information, especially a journalist, should ask about poll results.

<http://www.nflonline.org> : The National Forensics League, with downloadable score sheets for speeches and debates.

Unit 5: News Writing
Brainstorming, Information Gathering, and Composing

<p>Big Ideas: Course Objectives / Content Statement(s)</p> <ul style="list-style-type: none"> Journalistic writing typically follows an inverted pyramid structure The facts most salient to the lead are presented first Besides news stories, newspaper contain feature pieces, opinion pieces, and alternative story forms Journalists follow AP style rules 	
<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"> What are the differences between journalistic and English essay writing? How should I organize the facts of a story? What types of stories will I find in a newspaper? Do journalists follow a specific writing style? How do I write a headline? How can I get started? 	<p>Students will understand that...</p> <ul style="list-style-type: none"> News articles and English essays differ in audience, purpose and structure News articles begin with the lead, followed by background information, and end with a clincher; quotations are separated by transitions News articles cover breaking news while feature articles cover less time-sensitive, background information. Opinion articles offer a writer's or editorial board's stance on a topical issue. Journalists follow AP style rules Headlines must grab a reader's attention with the central message, summarized in 4-7 key terms, including an active verb After deciding on a topic, journalists conduct background research and begin interviewing sources to find a lead
<p>Areas of Focus: Proficiencies (Cumulative Progress Indicators)</p>	<p>Examples, Outcomes, Assessments</p>
<p>READING</p> <p>Key Ideas and Details</p> <p>RI.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.</p> <p>RI.11-12.2. Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.</p> <p>RI.11-12.3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.</p>	<p><u>Instructional Focus:</u></p> <ul style="list-style-type: none"> Identify the building blocks of news stories and the language style of journalism Differentiating between various story types, their styles and purposes Following AP style when writing news and feature stories Brainstorming leads for feature articles Information gathering for feature articles <p><u>Sample Assessments:</u></p> <ul style="list-style-type: none"> Students will write three news articles on a developing story over the course of three days, with notes provided to them by the teacher. They'll practice identifying a lead and structuring their article's background information. Students will write a feature article on one agency within Summit's local government to practice conducting research, interviewing sources, crafting a lead and headline, structuring an article, following AP style rules and closing their article with a clincher.
<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>	<ul style="list-style-type: none"> • Listen to a recorded speech and write a 250-word story. Compare with peers. • Attend a meeting, a press conference or a speech, and tape-record it. While there, write down the quotes you would use if you were writing the story for your local news source. Then listen to the tape, and check the accuracy of the quotes. What did you learn? • Write a combination story on the major sport that is now in season. Feature the next game to be played and include highlights or a brief summary of the last one. • Find and clip an editorial that uses the 1st person pronoun <i>we</i>. Rewrite it in 3rd person. What is the effect? • Find and clip an editorial that uses the 2nd person pronoun <i>you</i>. Rewrite it in 3rd person. What is the effect? • Research and write a 250-word feature based on statistics of some type (calculate how many bricks in the building; enrollments; etc.) • Write a 300-word story, and then copy-edit it to 200 words.
<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><u>Instructional Strategies:</u></p> <p>Interdisciplinary Connections Students will draw connections and regularly apply skills in English composition writing and editing to complete their articles.</p> <p>Technology Integration Students will navigate the Internet to conduct research for their articles.</p> <p>Media Literacy Students will access Pulitzer-prize winning articles and break them down to use as models for their articles.</p> <p>Global Perspectives Students may explore statistics from another country or a speech delivered by the leader of another country to report on it.</p> <p>Culturally Responsive Teaching Students should consider the way information and reporting might be culturally sensitive to a particular group.</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>	

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.

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.

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.

Production and Distribution of Writing

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).

<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"> Q. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas. R. Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g. student developed rubrics), and establish individual roles as needed. S. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. T. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. 	
<p>SL.11-12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each</p>	

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

L.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.

L.11-12.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

E. Observe hyphenation conventions. Spell correctly.

Knowledge of Language

L.11-12.3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

A. Vary syntax for effect, apply an understanding of syntax to the study of complex texts.

<p>L.11-12.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11–12 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>Q. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>R. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>conceive, conception, conceivable</i>).</p> <p>S. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.</p> <p>T. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p> <p>L.11-12.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>I. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.</p> <p>J. Analyze nuances in the meaning of words with similar denotations.</p> <p>L.11-12.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	
<p>The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.</p>	<p>21st Century Skills:</p> <ul style="list-style-type: none"> ● Creativity and Innovation ● Critical Thinking and Problem Solving ● Communication and Collaboration ● Information Literacy ● Media Literacy ● Life and Career Skills <p>21st Century Themes (as applies to content area):</p>

- | | |
|--|--|
| | <ul style="list-style-type: none"> ● Financial, Economic, Business, and Entrepreneurial Literacy ● Civic Literacy ● Health Literacy ● S.T.E.A.M. |
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