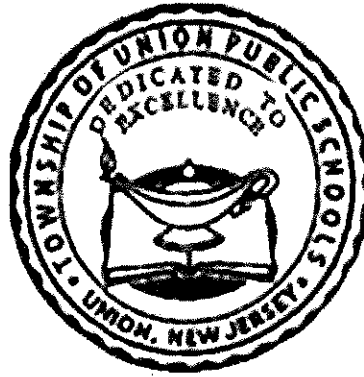


TOWNSHIP OF UNION PUBLIC SCHOOLS CURRICULUM GUIDE



English Department

**EN475S
English Lab 12**

Adopted 06/2018

Mission Statement

The mission of the Township of Union Public Schools is to build on the foundations of honesty, excellence, integrity, strong family, and community partnerships. We promote a supportive learning environment where every student is challenged, inspired, empowered, and respected as diverse learners. Through cultivation of students' intellectual curiosity, skills and knowledge, our students can achieve academically and socially, and contribute as responsible and productive citizens of our global community.

Philosophy Statement

The Township of Union Public School District, as a societal agency, reflects democratic ideals and concepts through its educational practices. It is the belief of the Board of Education that a primary function of the Township of Union Public School System is to formulate a learning climate conducive to the needs of all students in general, providing therein for individual differences. The school operates as a partner with the home and community.

Course Description

Foundations classes are offered in addition to students' regular English course. The English Foundations course accommodates the tutorial needs of students who fail to meet state requirements in reading and / or writing on state assessments. Students in this course will receive enhanced instruction in grammar, content reading, reasoning skills, vocabulary, reading comprehension strategies, and expository writing skills in order to meet grade level standards. The course will enable students to become skilled readers and to write adequate prose, composing in a variety of subjects, purposes, and forms.

Standards At-A-Glance

	Reading	Writing	Speaking and Listening	Language
Unit 1	RL11-12.1-7,10 RI11-12.1, 10	W11-12.1, 2, 5-10	SL11-12.1,2, 4, 5, 6	L11-12.1-6
Unit 2	RL 11-12 1-4, 6-7, 9-10	W11-12 1-10	SL 11-12 1-6	L11-12 1-4
Unit 3	RI. 11-12.1	W.11-12.4 W.11-12.5 W.11-12.6	SL.11-12.1 SL.11-12.1C SL.11-12.6	L.11-12.1 L.11-12.2

Pacing Guide

	Anticipated Length of Time (days)
Unit 1	30 days
Unit 2	30 days
Unit 3	30 days

Unit 1: Narrative Unit

Unit Summary

Students will practice reading exemplary narratives and use them as models for writing their own narratives. These narratives can be reflective of the ones they are required to write for unit one in the MyPerspectives textbook. This will help students in their Senior English courses. The unit will focus on the elements of a narrative. Students will read both nonfiction and fictional narratives.

Essential Questions

- What are the goals for an author when writing a narrative?
- What are the main elements of a narrative?
- How is a narrative an effect tool of expression for an author?

READING

Critical Knowledge and Skills	Standards
<p>Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p>Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.</p> <p>Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).</p> <p>Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (e.g., Shakespeare as well as other authors.)</p> <p>Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin</p>	<ul style="list-style-type: none">• -RL.11-12.1.• RL.11-12.2.• RL.11-12.3.• RL.11-12.4.• RL.11-12.5.

<p>or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.</p> <p>Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).</p> <p>Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (e.g., Shakespeare and other authors.)</p> <p>By the end of grade 12, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed.</p> <p>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>By the end of grade 12 read and comprehend literary nonfiction at grade level text-complexity or above with scaffolding as needed.</p>	<ul style="list-style-type: none"> • RL.11-12.6. • RL.11-12.7. • RL.11-12.10. • RI.11-12.1. • RI.11-12.10.
<p>Suggested Materials/Educational Resources</p> <p>MyPerspectives Textbook</p>	

WRITING	
Critical Knowledge and Skills	Standards
<p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p>	<ul style="list-style-type: none"> • -W.11-12.1.

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.

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.

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.

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.

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 or APA Style Manuals).

Draw evidence from literary or informational texts to support analysis, reflection, and research.

Write routinely over extended time frames (time for research, reflection, and revision)

- W.11-12.2.

- W.11-12.5.

- W.11-12.6.

- W.11-12.7.

- W.11-12.8.

- W.11-12.9.

- W.11-12.10.

and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.	
Suggested Materials/Educational Resources	
MyPerspectives Textbook	

SPEAKING AND LISTENING	
Critical Knowledge and Skills	Standards
<p>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"> • SL.11-12.1.
<p>Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.</p>	<ul style="list-style-type: none"> • SL.11-12.2.
<p>Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.</p>	<ul style="list-style-type: none"> • SL.11-12.4
<p>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>	<ul style="list-style-type: none"> • SL.11-12.5.
<p>Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.</p>	<ul style="list-style-type: none"> • SL.11-12.6.
Suggested Materials/Educational Resources	
MyPerspectives Textbook	

LANGUAGE	
Critical Knowledge and Skills	Standards
Demonstrate command of the conventions	<ul style="list-style-type: none"> • L.11-12.1.

of standard English grammar and usage when writing or speaking.

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

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- A. Observe hyphenation conventions.
- B. Spell correctly.

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.

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.
- D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred

- L.11-12.2.

- L.11-12.3.

- L.11-12.4.

- L.11-12.5.

<p>meaning in context or in a dictionary).</p> <p>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>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>L.11-12.6.</p>
<p>Suggested Materials/Educational Resources</p>	
<p>Selections from MyPerspectives Textbook Unit 4</p>	

ASSESSMENT PLAN		
District/School Formative Assessment Plan	District/School Summative Assessment Plan	
- Open book quizzes from MyPerspectives Unit 4	- Portfolio MC test questions - Portfolio Narrative essay	
District/School Texts MyPerspectives Unit 4 Readings	District/School Supplementary Materials	
APEX, Pearson Realize		
District/School Writing Tasks		
Task	Primary Focus	Secondary Focus
- Write a Narrative Essay	Learn how to create a narrative essay from beginning to end.	Develop individual writing style and skill.

INSTRUCTIONAL BEST PRACTICES AND EXEMPLARS
https://drive.google.com/open?id=0BwGX3da7ob3AYnRiVmVmOFk3TGc

Unit #2: Argumentative Unit

Unit Summary

This unit will prepare students to put together a documented argumentative essay. The unit will focus on establishing the purpose of an argumentative essay. Secondly, it will assist students in establishing and supporting the argument. Finally, it will help the students with strategies on how to effectively structure their argument. This will help students in their senior English courses.

Essential Questions

What is the purpose of an argumentative essay?

How do you establish and support an argument?

What are effective ways to structure your argument?

READING

Critical Knowledge and Skills	Standards
<p>Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p>Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.</p> <p>Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).</p> <p>Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (e.g., Shakespeare as well as other authors.)</p>	<ul style="list-style-type: none">• -RL.11-12.1.• RL.11-12.2.• RL.11-12.3.• RL.11-12.4.• RL.11-12.6.

<p>Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).</p> <p>Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (e.g., Shakespeare and other authors.)</p> <p>Demonstrate knowledge of and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) eighteenth-, nineteenth- and early twentieth-century foundational works of literature, including how two or more texts from the same period treat similar themes or topics.</p> <p>By the end of grade 11, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed.</p>	<ul style="list-style-type: none"> • RL.11-12.7. <p>RL.11-12.9.</p> <p>RL.11-12.10.</p>
Suggested Materials/Educational Resources	
MyPerspectives Textbook	

WRITING	
Critical Knowledge and Skills	Standards
<p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>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>	<ul style="list-style-type: none"> • W.11-12.1. • W.11-12.2. • 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.

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.)

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.

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.

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.

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

- W.11-12.4.

- W.11-12.5.

- W.11-12.6.

- W.11-12.7.

- W.11-12.8.

- W.11-12.9.

- W.11-12.10.

<p>following a standard format for citation. (MLA or APA Style Manuals).</p> <p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>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>	
Suggested Materials/Educational Resources	
MyPerspectives Textbook	

SPEAKING AND LISTENING	
Critical Knowledge and Skills	Standards
<p>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"> ● SL.11-12.1.
<p>Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.</p>	<ul style="list-style-type: none"> ● SL.11-12.2.
<p>Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.</p>	<ul style="list-style-type: none"> ● SL.11-12.4
<p>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>	<ul style="list-style-type: none"> ● SL.11-12.5. ● SL.11-12.6.
<p>Adapt speech to a variety of contexts and</p>	

<p>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>	
Suggested Materials/Educational Resources	
MyPerspectives Textbook	

ASSESSMENT PLAN		
District/School Formative Assessment Plan	District/School Summative Assessment Plan	
- Open book quizzes from MyPerspectives Unit 2	Portfolio MC Test Questions Portfolio Argumentative Essay	
District/School Texts	District/School Supplementary Materials	
Selections from MyPerspectives Unit 2 My Perspectives	APEX, Pearson Realize	
District/School Writing Tasks		
Task	Primary Focus	Secondary Focus
MLA documented argumentative essay	To follow the format of an argumentative essay with claims and evidence.	MLA formatting Spelling and Grammar

INSTRUCTIONAL BEST PRACTICES AND EXEMPLARS
https://drive.google.com/drive/u/0/folders/0B1RD06agSchHcDIPTTFXLVIZRXc

Unit #3: Resume Writing

Unit Summary

Many of our seniors are already in the workforce and they will need appropriate resumes that showcase their skills when they go on interviews. Students will become comfortable with the resume writing process during this unit and also will be able to explore even more about the skills they have already obtained during their high school careers. The students will learn and discuss the skills needed for a job of their choice and construct a resume to match the requirements of the job. They will also be creating cover letters to introduce themselves to future employers. Lastly, they will have mock interviews to culminate the unit.

Essential Questions

How do I write a resume and prepare for a job after high school?
 What skills should be included in my resume?
 What information should I not include in a resume or mention at a job interview?
 How should I present myself during an interview?
 How do I introduce myself to a potential employer?

READING	
Critical Knowledge and Skills	Standards
Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	RI.11-12.1
Suggested Materials/Educational Resources	
<u>Resume workshop</u> <u>Sample Resumes & Action Verbs</u> <u>MTV's <i>Hired</i></u> <u>Guide to resume writing and interview skills</u> <u>Interview tips</u> Google Docs resume template	

WRITING	
Critical Knowledge and Skills	Standards
Produce clear and coherent writing in	W.11-12.4

<p>which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p>	<p>W.11-12.5</p> <p>W.11-12.6</p>
Suggested Materials/Educational Resources	
<p><u>Resume workshop</u> <u>Sample Resumes & Action Verbs</u> <u>MTV's <i>Hired</i></u> <u>Guide to resume writing and interview skills</u> <u>Interview tips</u> Google Docs resume template</p>	

SPEAKING AND LISTENING	
Critical Knowledge and Skills	Standards
<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p>	<p>SL.11-12.1</p>
<p>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>SL.11-12.1C</p>
<p>Adapt speech to a variety of contexts and tasks, demonstrating a command of</p>	<p>SL.11-12.6</p>

formal English when indicated or appropriate.	
Suggested Materials/Educational Resources	
<u>Resume workshop</u> <u>Sample Resumes & Action Verbs</u> <u>MTV's <i>Hired</i></u> <u>Guide to resume writing and interview skills</u> <u>Interview tips</u> Google Docs resume template	

LANGUAGE	
Critical Knowledge and Skills	Standards
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	L.11-12.1
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	L.11-12.2
Suggested Materials/Educational Resources	
<u>Resume workshop</u> <u>Sample Resumes & Action Verbs</u> <u>MTV's <i>Hired</i></u> <u>Guide to resume writing and interview skills</u> <u>Interview tips</u> Google Docs resume template	

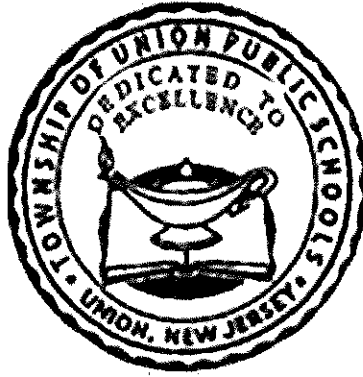
ASSESSMENT PLAN	
District/School Formative Assessment Plan	District/School Summative Assessment Plan
Quiz on the appropriate use of action verbs and one-liners Exit slips Class discussions Do Nows Journals Participation in class discussion Peer edit of cover letter and resume	Final Resume Cover letter Mock job interview
District/School Texts	District/School Supplementary Materials
	Chromebooks Google docs
District/School Writing Tasks	

Task	Primary Focus	Secondary Focus
To write an appropriate resume and cover letter.	To help students obtain a job whether in high school or after school.	Proper grammar and language

INSTRUCTIONAL BEST PRACTICES AND EXEMPLARS

<https://drive.google.com/drive/u/0/folders/0B1RD06agSchHcDIPTTFXLVIZRXc>

TOWNSHIP OF UNION PUBLIC SCHOOLS CURRICULUM GUIDE



English Department

**EN502S
Journalism**

Adopted 06/2017

Mission Statement

The mission of the Township of Union Public Schools is to build on the foundations of honesty, excellence, integrity, strong family, and community partnerships. We promote a supportive learning environment where every student is challenged, inspired, empowered, and respected as diverse learners. Through cultivation of students' intellectual curiosity, skills and knowledge, our students can achieve academically and socially, and contribute as responsible and productive citizens of our global community.

Philosophy Statement

The Township of Union Public School District, as a societal agency, reflects democratic ideals and concepts through its educational practices. It is the belief of the Board of Education that a primary function of the Township of Union Public School System is to formulate a learning climate conducive to the needs of all students in general, providing therein for individual differences. The school operates as a partner with the home and community.

Course Description

Students discover how to evaluate information based on its primary purpose among seven main “Info Zones” (news, opinion, entertainment, advertising, publicity, propaganda and raw information). They will then have an opportunity to apply this skill to a compilation challenge of examples of news and information. Students explore how journalists “filter” information, or determine which events and issues to cover in a news cycle, by using four key criteria; they then apply them to both hypothetical and actual news events that present consistently difficult choices.

This course will also include learning a foundation of necessary skills to write for publishing and broadcast. Journalistic “Inverted Pyramid” writing style will be practiced, as well as targeting interesting topics, seeking and interviewing sources, drafting articles and editing copy. The students will maintain a portfolio of their work, some of which may be available to submit for publication. This course also will cover trends in professional mainstream media, the media’s effect on its audiences, and its place among our American constitutional rights. Journalism is available to sophomores, juniors, and seniors who are successful in required English courses.

Standards At-A-Glance

	Reading	Writing	Speaking and Listening	Language
Unit 1	RI.11-12.2 RI.11-12.5	W.11-12.2 W.11-12.4 W.11-12.5 W.11-12.8	SL.11-12.1	L.11-12.3 L.11.12.6
Unit 2	RI.11-12.8 RI.9-10.9 RI.9-10.8	W.11-12.2 W.11-12.4 W.11-12.5 W.11-12.8 W.11-12.6.	SL.11-12.1.	L.11-12.3
Unit 3	RI.11-12.5 RI.11-12.6.	W.11-12.2 W.11-12.4 W.11-12.5 W.11-12.8 W.11-12.6.	SL.11-12.1.	L.11-12.3
Unit 4	RI.11-12.5 RI.11-12.6	W.11-12.7	SL.11-12.4	L.11-12.3 L.11.12.6

Pacing Guide

	Anticipated Length of Time (days)
Unit 1	20 days
Unit 2	20 days

Unit 3	20 days
Unit 4	20 days

Overview of Required Activities

	Required Activities	Resources
Unit 1	Analyzing articles Analyzing ledes Drafting ledes Drafting articles	<u>The New York Times</u> <u>The Star Ledger</u> <u>The Associated Press Style Guide</u> <u>CNN.com</u>
Unit 2	Memorize the first amendment Analyze each freedom in first amendment Explore the impact of watchdog journalism in American history and current media	<u>Checkology.org</u> <u>The New York Times</u> <u>The Star Ledger</u> <u>The Associated Press Style Guide</u> <u>CNN.com</u>
Unit 3	Create code of ethics	<u>Checkology.org</u> <u>The New York Times</u> <u>The Star Ledger</u> <u>The Associated Press Style Guide</u> <u>CNN.com</u> <u>SPJ.org</u>
Unit 4	Analyze feature articles Analyze feature ledes Draft feature ledes Analyze editorials Analyze columns Analyze reviews Draft a feature or opinion article	<u>Checkology.org</u> <u>The New York Times</u> <u>The Star Ledger</u> <u>The Associated Press Style Guide</u> <u>CNN.com</u>

Unit 1: Inverted Pyramid Writing

Unit Summary

Skills include reporting and assembling information into a news story, basic interviewing techniques, inverted pyramid story structure, and the Associated Press style guide to writing in Inverted Pyramid. Journalistic writing style of subject-verb-object and how to attribute quotes will develop both reporting and writing skills that are basic to editorial,

advertising, public relations, and broadcast journalism.

Essential Questions

What types of questions should be answered in a story?

How are various types of stories organized?

How is journalistic writing distinguished from writing an essay or a report?

How are quotes used in a news or feature story?

What leads to balanced, thorough reporting?

READING

Critical Knowledge and Skills	Standards
<p>Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.</p> <p>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.11-12.2 RI.11-12.5</p>
<p>Suggested Materials/Educational Resources</p>	
<p><u>The New York Times</u> <u>The Star Ledger</u> <u>The Associated Press Style Guide</u> <u>CNN.com</u></p>	

WRITING

Critical Knowledge and Skills	Standards
<p>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>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p>W.11-12.2 W.11-12.4 W.11-12.5 W.11-12.8</p>
<p>Develop and strengthen writing as needed</p>	

<p>by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>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.</p>	
Suggested Materials/Educational Resources	
<u>The New York Times</u> <u>The Star Ledger</u> <u>The Associated Press Style Guide</u> <u>CNN.com</u>	

SPEAKING AND LISTENING	
Critical Knowledge and Skills	Standards
<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p>	<p>SL.11-12.1</p>
Suggested Materials/Educational Resources	
<u>The New York Times</u> <u>The Star Ledger</u> <u>The Associated Press Style Guide</u> <u>CNN.com</u>	

LANGUAGE	
Critical Knowledge and Skills	Standards
<p>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>L.11-12.3 L.11-12.6</p>

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.	
-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

Suggested Materials/Educational Resources

The New York Times
The Star Ledger
The Associated Press Style Guide
CNN.com

ASSESSMENT PLAN

District/School Formative Assessment Plan		District/School Summative Assessment Plan	
Students will learn to write news articles in the Inverted Pyramid style by drafting practice ledes based on data sets, reordering IP articles that have been presented out of order, and drafting and peer editing articles.		Writing Portfolio	
District/School Texts		District/School Supplementary Materials	
<u>High School Journalism</u> by Homer L. Hall		Scholastic Upfront Magazine	
District/School Writing Tasks			
Task	Primary Focus	Secondary Focus	
Writing Portfolio	Inverted Pyramid writing style	Sources and angles	

INSTRUCTIONAL BEST PRACTICES AND EXEMPLARS

New York Times
 Star Ledger
 CNN.com

Unit 2: The First Amendment

Unit Summary

1. Not only does a free press play a vital role in a robust democracy, it also emphasizes the power and importance of information — and that, in turn, affirms the civic and personal value of being news-literate. By focusing on First Amendment protections in action, this unit gives students a deeper, more personal understanding of the First Amendment's value to citizens, of the ways its protections have changed and evolved over time, and of their own First Amendment rights.

The lesson features six key First Amendment Supreme Court cases that make available for student inquiry such issues as student speech in school, defamation and libel, flag-burning and regulation of the internet. Grappling with these six precedents also guides students to a deeper understanding of how the law was interpreted to apply to these issues. In addition, it prompts them to think carefully about the larger civic significance of each ruling and, by extension, of the First Amendment itself.

2. Commonly referred to as “the fourth estate,” the press has historically, though imperfectly, served as a check on government and corporate power in the United States. By introducing students to iconic examples of watchdog journalists and their work, this lesson continues this unit's concentration on the outcomes and impact of the First Amendment on American society, both historically and today.

In each example, students will learn about an injustice that was exposed by watchdog journalism. Like the Supreme Court cases in this unit, they will also explore famous cases of watchdog journalism. The work of Nellie Bly raises enduring issues relating to mental health and gender inequity; Upton Sinclair's exposé of lax early-20th-century meatpacking industry standards invites students to review today's food safety standards and explore more recent controversies in this area. Seymour Hersh's reporting about the My Lai massacre can open student inquiries into other examples of wrongdoing during wartime and fuel a search for other examples of investigative war reporting.

3. Though the term “watchdog” is commonly associated with the press,

citizens can and often do play this role as well. Not to be confused with practicing journalism — which involves gathering and verifying information from multiple credible sources, providing the necessary context and aspiring to be fair — “citizen watchdogging” is an act that documents and helps draw attention to injustice. In short, this unit gives you numerous ways to engage students’ ideas about modern civic participation and the changing relationship between citizens and journalists in breaking news environments.

Essential Questions

- **What five freedoms are protected by the First Amendment?**
- **How do the five freedoms work together to strengthen American democracy?**
- **What court cases have been most influential in shaping press protections and citizens’ rights to free expression under the First Amendment?**
- **In what ways can a free press act like a “watchdog” on behalf of the public?**
- **What are some of the most important examples of watchdog journalism in American history?**
- **If the press sometimes acts like a watchdog, what is it protecting?**
- **Who watches the watchdogs?**
- **How can citizens play the watchdog role?**
- **How do citizen watchdogs and journalists interact with one another?**
- **What is the relationship between media technology and citizen watchdogs?**
- **What issues or subjects are most in need of citizen watchdogs today?**
- **Do particular issues or subjects lend themselves to “citizen watchdogging”? Are there some that do not?**

READING	
Critical Knowledge and Skills	Standards
<p>Delineate and evaluate the reasoning in seminal U.S. 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.</p>	<p>RI.11-12.8</p>

Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance, (e.g., Washington’s Farewell Address the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail”, Declaration of the Rights of Man and Citizen, U.N. Universal Declaration of Human Rights, etc.), including how they relate in terms of themes and significant concepts.

RI.9-10.9.

Describe and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and reasoning.

RI.9-10.8

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.

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.

Suggested Materials/Educational Resources

Checkology.org
[The New York Times](http://TheNewYorkTimes.com)
[The Star Ledger](http://TheStarLedger.com)
[The Associated Press Style Guide](http://TheAssociatedPress.com)
CNN.com

Critical Knowledge and Skills	Standards
<p>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>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>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.</p>	<p>W.11-12.2 W.11-12.4 W.11-12.5 W.11-12.8</p>
Suggested Materials/Educational Resources	
<p>Checkology.org The New York Times The Star Ledger The Associated Press Style Guide CNN.com</p>	

SPEAKING AND LISTENING	
Critical Knowledge and Skills	Standards
<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p>	<p>SL.11-12.1</p>

Suggested Materials/Educational Resources

Checkology.org
[The New York Times](http://TheNewYorkTimes.com)
[The Star Ledger](http://TheStarLedger.com)
[The Associated Press Style Guide](#)
CNN.com

LANGUAGE

Critical Knowledge and Skills	Standards
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.	L.11-12.3

Suggested Materials/Educational Resources

Checkology.org
[The New York Times](http://TheNewYorkTimes.com)
[The Star Ledger](http://TheStarLedger.com)
[The Associated Press Style Guide](#)
CNN.com

ASSESSMENT PLAN

District/School Formative Assessment Plan	District/School Summative Assessment Plan	
<p>Students will gain a thorough understanding of the First Amendment to the U.S. Constitution by memorizing the amendment, debating legalities of article topics and content, and comparing U.S. press regulations to those of other countries.</p> <p>Students will learn about and analyze the court cases that helped shape the freedom of press and citizen's rights. They will present a powerpoint project on their assigned case.</p>	<p>Writing Portfolio</p> <p>Completion of Modules on Checkology.org</p> <p>Powerpoint presentation</p>	
District/School Texts	District/School Supplementary Materials	
<u>High School Journalism</u> by Homer L. Hall	Scholastic Upfront Magazine Checkology.org	
District/School Writing Tasks		
Task	Primary Focus	Secondary Focus
Writing Portfolio	Thorough exploration of the	Citizens Rights

	First Amendment	
--	-----------------	--

INSTRUCTIONAL BEST PRACTICES AND EXEMPLARS

New York Times

Star Ledger

CNN.com

Scholastic Press Association

Unit 3: Practicing Quality Journalism

Unit Summary

Students will be able to list and explain the seven major standards of quality journalism and apply them to differentiate between a credible news report and an unreliable news report. Students will be introduced to the major standard of quality journalism. It will help them understand their nature and rationale, provide them with the conceptual and analytical tools they need to evaluate the credibility of the information they encounter in their daily lives and, in some cases, critically respond to it. Acquire and use the skills and habits involved in critical and constructive thinking. Develop a pride in work and a feeling of self-worth, self-reliance, and self-discipline. Develop a code of journalistic behavior based on moral and ethical principles. Work with peers to set rules for collegial decision making.

Essential Questions

- Is all information created equal? Why or why not?
- What rules should journalists abide by when reporting a story and why?
- Are any journalistic standards impossible to achieve? If so, should those standards be abandoned?
- What is required to make a piece of information credible?
- When a source of news makes a mistake, how should it handle that mistake to maintain its credibility?
- What rules should journalists follow to ensure that the information they report is credible?

- How many different types of sources are there for news reports?
- Why are documents so important to the practice of quality journalism?
- Why do different kinds of news reports require different kinds of sources?
- Why do news organizations have strict policies about the use of anonymous sources? When might it be necessary to keep a source anonymous? Should the government ever be able to force journalists who have anonymous sources to reveal who they are?

- Is it possible for a piece of information to be perfectly unbiased or objective?
- What are some of the ways a piece of information can be biased?
- What can creators of information do to minimize the influence of their personal biases?
- How is information that is produced to be as neutral as possible different

from information that is openly biased?

-If you were in charge of a news organization, what policies would you implement to minimize bias in its news reports?

READING	
Critical Knowledge and Skills	Standards
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.	RI.11-12.5
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.	RI.11-12.6.
Suggested Materials/Educational Resources	
<u>The New York Times</u> <u>The Star Ledger</u> <u>The Associated Press Style Guide</u> <u>CNN.com</u> <u>SPJ.org</u>	

WRITING	
Critical Knowledge and Skills	Standards
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.11-12.2 W.11-12.4 W.11-12.5 W.11-12.8
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	
Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	

<p>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.</p> <p>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>W.11-12.6.</p>
----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------

Suggested Materials/Educational Resources

[The New York Times](#)
[The Star Ledger](#)
[The Associated Press Style Guide](#)
[CNN.com](#)

SPEAKING AND LISTENING

Critical Knowledge and Skills	Standards
<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p>	<p>SL.11-12.1</p>

Suggested Materials/Educational Resources

[Checkology.org](#)
[The New York Times](#)
[The Star Ledger](#)
[The Associated Press Style Guide](#)
[CNN.com](#)

LANGUAGE

Critical Knowledge and Skills	Standards
<p>Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to</p>	<p>L.11-12.3</p>

comprehend more fully when reading or listening.	
Suggested Materials/Educational Resources	
Checkology.org The New York Times The Star Ledger The Associated Press Style Guide CNN.com	

ASSESSMENT PLAN		
District/School Formative Assessment Plan	District/School Summative Assessment Plan	
Students will prove an understanding of responsible journalism vs. irresponsible journalism by creating a code of ethics, and participating in quizzes about libel.	Writing Portfolio Students will complete the modules on Checkology.org	
District/School Texts	District/School Supplementary Materials	
High School Journalism by Homer L. Hall	Scholastic Upfront Magazine Checkology.org	
District/School Writing Tasks		
Task	Primary Focus	Secondary Focus
Writing Portfolio	Adherence to ethics code Practicing quality journalism	Advanced Inverted Pyramid writing style

INSTRUCTIONAL BEST PRACTICES AND EXEMPLARS
Checkology.org New York Times Star Ledger CNN.com SPJ.org Code of Ethics AP Style Guide

Unit 4: Alternative Writing Styles

Unit Summary

As the amount of information in existence grows at an unprecedented rate, filtering information is an increasingly essential news literacy skill. The foundational concepts of Info Zones help guide students to the vital realization that not all information is created equal and that the credibility of different types of information is often correlated with their purpose. By helping students discover the seven major primary purposes of information, you can help activate questioning purpose as a habit of mind.

Of course, most pieces of information have more than one purpose — a television show that is produced to be entertaining can also be informative, for example, or an advertisement produced to sell a product or service can also entertain — but this unit helps students understand that almost all the information they encounter has one primary purpose that has a significant effect on its level of credibility.

Skills include identifying and analyzing feature writing and opinion writing. Students will broaden their definition of the tenets of newsworthiness. Style rules will be relaxed to allow for more personality in the writing, while keeping within boundaries of ethical and responsible reporting.

Essential Questions

Does the purpose of a piece of information affect its credibility? Why or why not?

What are some of the main reasons that people create and share information?

What types of topics can most interest an audience?

What does it mean for something to be “newsworthy”?

What makes an issue or event “news,” and who decides?

What factors should be used to determine which issues and events get covered by journalists?

How should news organizations decide which news reports to feature as the top stories of the day?

When and how can we veer from Inverted Pyramid style writing?

How is journalistic writing distinguished from writing an essay or a report?

How is research used in forming an opinion?

What leads to balanced, thorough opinion writing?

When is commentary appropriate?

How do columns, reviews and blogs differ from Editorials?

READING

Critical Knowledge and Skills

Standards

<p>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>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>RI.11-12.5 RI.11-12.6</p>
Suggested Materials/Educational Resources	
<p><u>Checkology.org</u> <u>The New York Times</u> <u>The Star Ledger</u> <u>The Associated Press Style Guide</u> <u>CNN.com</u></p>	

WRITING	
Critical Knowledge and Skills	Standards
<p>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.11-12.7</p>
Suggested Materials/Educational Resources	
<p><u>Checkology.org</u> <u>The New York Times</u> <u>The Star Ledger</u> <u>The Associated Press Style Guide</u> <u>CNN.com</u></p>	

SPEAKING AND LISTENING	
Critical Knowledge and Skills	Standards
<p>Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are</p>	<p>SL.11-12.4</p>

appropriate to purpose, audience, and a range of formal and informal tasks.	
Suggested Materials/Educational Resources	
Checkology.org The New York Times The Star Ledger The Associated Press Style Guide CNN.com	

LANGUAGE	
Critical Knowledge and Skills	Standards
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.	
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.	L.11-12.3 L.11-12.6
Suggested Materials/Educational Resources	
Checkology.org The New York Times The Star Ledger The Associated Press Style Guide CNN.com	

ASSESSMENT PLAN	
District/School Formative Assessment Plan	District/School Summative Assessment Plan
Students will write ledes for feature articles based on data sets, and will prove ability to write features and opinions by drafting a feature article based on hallway observation, and an opinion article based on their choice of topic as appropriate to our newsworthy topics lessons.	Writing Portfolio Students will complete modules on Checkology.org.
District/School Texts	District/School

		Supplementary Materials
<u>High School Journalism</u> by Homer L. Hall		Scholastic Upfront Magazine Checkology.org
District/School Writing Tasks		
Task	Primary Focus	Secondary Focus
Writing Portfolio Modules on Checkology.org	Feature writing style Determine primary focus of a publication.	Sources and journalistic research

INSTRUCTIONAL BEST PRACTICES AND EXEMPLARS
New York Times Star Ledger CNN.com

