

Unit 1: Journalism I

Content Area: **English**
Course(s): **Generic Course, JOURNAL I**
Time Period: **Generic Time Period**
Length: **15 weeks**
Status: **Published**

Standards

LA.L.11-12.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.L.11-12.1.A	Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
LA.L.11-12.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LA.L.11-12.2.A	Observe hyphenation conventions.
LA.L.11-12.2.B	Spell correctly.
LA.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.
LA.L.11-12.3.A	Vary syntax for effect, apply an understanding of syntax to the study of complex texts.
LA.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.
LA.L.11-12.4.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.
LA.L.11-12.4.B	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).
LA.L.11-12.4.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.
LA.L.11-12.4.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).
LA.L.11-12.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
LA.L.11-12.5.A	Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
LA.L.11-12.5.B	Analyze nuances in the meaning of words with similar denotations.
LA.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.
LA.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.
LA.W.11-12.1.A	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
LA.W.11-12.1.B	Develop claim(s) and counterclaims avoiding common logical fallacies and using sound reasoning and thoroughly, supplying the most relevant evidence for each while pointing

out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.

- LA.W.11-12.1.C Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- LA.W.11-12.1.D Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
- LA.W.11-12.1.E Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).
- LA.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.
- LA.W.11-12.2.A Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- LA.W.11-12.2.B Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- LA.W.11-12.2.C Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- LA.W.11-12.2.D Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
- LA.W.11-12.2.E Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
- LA.W.11-12.2.F Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).
- LA.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.
- LA.W.11-12.3.A Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
- LA.W.11-12.3.B Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
- LA.W.11-12.3.C Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
- LA.W.11-12.3.D Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
- LA.W.11-12.3.E Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
- LA.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.)
- LA.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.

LA.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.
LA.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.
LA.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 or APA Style Manuals).
LA.W.11-12.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
LA.W.11-12.9.B	Apply grades 11–12 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]”).
LA.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.
LA.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.
LA.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.
LA.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.
LA.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).
LA.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.
LA.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.
LA.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.
LA.RI.11-12.10a	By the end of grade 11, read and comprehend literary nonfiction at grade level text-complexity or above with scaffolding as needed.
LA.RI.11-12.10b	By the end of grade 12, read and comprehend literary nonfiction at grade level text-complexity or above.
LA.RL.11-12.1	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.
LA.RL.11-12.2	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.
LA.RL.11-12.6	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).
LA.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.
LA.SL.11-12.1.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.
LA.SL.11-12.1.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.
LA.SL.11-12.1.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.
LA.SL.11-12.1.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.
LA.SL.11-12.2	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.
LA.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.
LA.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.
LA.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.
LA.SL.11-12.6	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.
LA.11-12.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.

Key Ideas and Details

Life Literacies & Key Skills

TECH.9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
TECH.9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).
TECH.9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).
TECH.9.4.12.CT.4	Participate in online strategy and planning sessions for course-based, school-based, or other project and determine the strategies that contribute to effective outcomes.

TECH.9.4.12.DC.1	Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content (e.g., 6.1.12.CivicsPR.16.a).
TECH.9.4.12.DC.6	Select information to post online that positively impacts personal image and future college and career opportunities.
TECH.9.4.12.DC.7	Evaluate the influence of digital communities on the nature, content and responsibilities of careers, and other aspects of society (e.g., 6.1.12.CivicsPD.16.a).
TECH.9.4.12.TL.1	Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.).
TECH.9.4.12.TL.4	Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem (e.g., 7.1.AL.IPERS.6).
TECH.9.4.12.IML.1	Compare search browsers and recognize features that allow for filtering of information.
TECH.9.4.12.IML.2	Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJLSA.W8, Social Studies Practice: Gathering and Evaluating Sources).
TECH.9.4.12.IML.4	Assess and critique the appropriateness and impact of existing data visualizations for an intended audience (e.g., S-ID.B.6b, HS-LS2-4).
TECH.9.4.12.IML.5	Evaluate, synthesize, and apply information on climate change from various sources appropriately (e.g., 2.1.12.CHSS.6, S.IC.B.4, S.IC.B.6, 8.1.12.DA.1, 6.1.12.GeoHE.14.a, 7.1.AL.PRSNT.2).
TECH.9.4.12.IML.7	Develop an argument to support a claim regarding a current workplace or societal/ethical issue such as climate change (e.g., NJLSA.W1, 7.1.AL.PRSNT.4).
TECH.9.4.12.IML.8	Evaluate media sources for point of view, bias, and motivations (e.g., NJLSA.R6, 7.1.AL.IPRET.6).
TECH.9.4.12.IML.9	Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4).

Transfer Goals and Career Ready Practices

Transfer Goals

Students will be able to utilize research and interview skills to write and revise news and feature articles. Students will be able to independently use their learning to write for an online audience.

Students will be able to independently use their learning to write opinion pieces: reviews, columns, humor columns and editorials.

Students will be able to independently use their learning to

Analyze effective photographs

Create a podcast

Create an online presence

Make ethically decisions regarding print and digital media

Concepts

Big Concepts	Reading	Writing	Speaking and Listening
	-Determine the validity of a source -Analyze the structure and effectiveness of arguments -Evaluate the reasoning of anchor texts	-Synthesize information from a variety of sources -Use evidence from resources to support claims -Write with your audience in mind	-Speak with your audience in mind -Make strategic use of digital media -Integrate multiple sources and present supporting evidence

Essential Questions

Week 1:

Essential Questions:

What are the course expectations?

What are the benefits of taking Journalism I?

How do you create an About Me poster?

How can a smartphone be utilized to access online news forums?

How can you use a computer to acquire news online?

How do you share the highlights of a news story (five w's and how)?

Week 2:

Essential Questions:

How do you generate story ideas?

How do you pitch a story idea?

What makes a podcast?

What is the purpose of having a headshot as a journalist?

How do you take part in a writer's seminar?

How do you complete a read-aloud?

How do you revise an article?

Week 3:

Essential Questions:

How do you generate story ideas?

What issues are addressed in domestic newspapers?

What issues are addressed in international newspapers?

What process of revision should you follow when you write an article?

In what way does the author utilize literary devices?

In what way does the author create an emotional effect?

How do you write a news story?

How do you organize a news story?

How do you incorporate quotes?

Week 4:

Essential Questions:

How do you write a news story?

How do you organize a news story in an inverted pyramid style?

How do you write a lead?

How do you incorporate quotes?

How do you set up interviews?

How do you write interview questions?

How do you conduct an interview/podcast interview?

Week 5:

Essential Questions:

How do you revise an article?

How do you write interview questions?

How do you conduct an interview/podcast interview?

How do you write an article in an inverted pyramid style utilizing quotes?

Week 6:

Essential Questions:

What is the difference between news articles and feature stories?

How do you edit a podcast interview?

How do you open up a podcast to viewers?

How do you market your podcast interview to gain listeners?

Week 7:

Essential Questions:

How do you take a photo for a news story?

How do you take a photo for a feature story?

What is an environmental portrait?

How do you write a feature story?

How do you utilize professional articles as samples?

Week 8:

Essential Questions:

How do you write a feature story?

What are the benefits of hearing your stories read aloud?

How do you perform a read-aloud and a peer edit?

How do you revise an article?

How do you research a topic worth podcasting about?

Week 9:

Essential Questions:

How do you write a column?

How do you utilize professional articles as samples?

How do you write an interesting lead?

How do you research a story for a podcast interview/episode?

Week 10:

Essential Questions:

How do you conduct an interview/podcast interview?

How do you revise a column?

What are some essential characteristics of a review?

How do you utilize professional articles as models?

Week 11:

Essential Questions:

How do you write a review?

How do you write an interesting lead?

How do you edit a podcast interview?

How do you open up a podcast to viewers?

How do you market your podcast interview to gain listeners?

Week 12

Essential Questions:

How do you write a humor column?

How do you make money writing humor?

How do you revise a humor column?

How do you utilize professional samples as models?

How do you create a humorous podcast?

Week 13:

Essential Questions:

How do you prepare to write an editorial?

What is an editorial/purpose?

How can podcasts be used to spread awareness?

Week 14:

Essential Questions:

How do you create a podcast made to spread awareness on a current world issue?

Where can you find current world issues?

How do you cite in a podcast?

Week 15:

Essential Questions:

How do you add sound/effects to make listening to a podcast more enjoyable?

How do you find viable sources to quote on your podcast?

How do you edit a podcast?

Week 16

Essential Questions:

Where do you publish work online or in print?

What are the benefits of doing an internship?

How do you pitch an idea for a column?

How do you make money creating a podcast?

How do you create a podcast?

Why is it important to follow ethical standards when you write?

Week 17:

Midterm or Final

Understandings

Students will understand that . . .

-Produce a podcast using knowledge from the class

- Apply prior knowledge
- Current issues affecting the world
- How to find newspapers online
- Inverted pyramid method of journalistic writing
- Local, domestic and international news
- Prepare for and ask questions during interviews
- Read and analyze professionally produced publications
- Story ideas can be easily generated by viewing online samples.
- The best way to improve your writing is by reading professional models, writing, getting feedback and revising
- The format of online newspapers
- The impact of media on society
- Understand how to research, evaluate and properly cite sources within an article
- Understand that freedom of the press entails responsibility for fair, accurate, and balanced reporting by writing
- Understand the value of teamwork and cooperation

- Analyze professional articles as models
- Conduct research in order to write an editorial
- Determine reputable sources to utilize
- Evaluate tone and point of view
- How to read critically
- Story ideas can be easily generated by viewing online samples.
- The best way to improve your writing is by reading professional models, writing, getting feedback, and revising.
- The process of writing
- The types of opinion writing
- Journalistic terminology

Critical Knowledge and Skills

Knowledge

Students will know:

How to read and comprehend online news proficiently

How to initiate, collaborate, and participate in a range of discussions one on one, in small groups, and teacher lead

How to write persuasively and argumentatively to support claims both reflective and in response to analysis of online research

How to write news articles and opinion articles in response to complex ideas and concepts

How to write narratives driven by personal experience

Skills

Week One

SWBAT:

Understand the benefits of studying the media and improving their communications skills

Acquire news online from various sources

Course Expectations (Syllabus)

Join Google Classroom

Join Remind

Week Two

SWBAT:

- Share current news
- Generate story ideas
- Pitch a story idea
- Write a blog
- Take a headshot
- Perform a read aloud
- Perform a peer edit
- Revise blog
- Share and discuss current events each day

Week Three

SWBAT:

- Submit digital copies of their articles
- Read domestic and international newspapers and be aware of the various components
- Discuss topic ideas from domestic and international newspapers
- Generate story ideas from international newspapers
- Understand the benefits of taking Journalism I and II
- Understand how to write as a process
- Identify literary devices
- Identify specific details that help create an emotional effect
- Understand how to structure a news story
- Share and discuss current events each day

Week Four

SWBAT:

- Write a news story
- Understand how to set up quotes
- Organize a news story in inverted pyramid style
- Set up interviews
- Write open-ended interview questions
- Conduct an interview
- Share and discuss current events each day

Week Five

SWBAT:

- Write an article in inverted pyramid style
- Revise an article
- Properly integrate quotes
- Write interview questions

Conduct an interview
Share and discuss current events each day

Week Six

SWBAT:

Understand the components of a feature story
Write interview questions
Share and discuss current events each day

Week Seven

SWBAT:

Understand how to take a photo for a news story (action shot, unposed)
Understand how to take a photo for a feature story (may be posed, an environmental portrait)
Understand the components of a feature story

Week Eight

SWBAT:

Write a feature story
Perform a read aloud and a peer edit
Revise an article
Share and discuss current events each day

Week Nine

SWBAT:

Write an opinion piece
Utilize professional articles as models

Week Ten

SWBAT:

Perform a read aloud
Revise based on feedback
Identify essential characteristics of a review
Utilize professional models as samples
Share and discuss current events each day

Week Eleven

SWBAT:

Write a review
Write an interesting lead
Revise
Understand the components of a humor column
Share and discuss current events each day

Week Twelve**SWBAT:**

Write a humor column
Understand how to make money writing humor
Revise
Utilize professional models

Week Thirteen**SWBAT:**

Write a humor column
Evaluate the components in an editorial
Select a topic for an editorial utilizing online sources

Week Fourteen**SWBAT:**

Write an editorial
Utilize professional models as samples
Determine if a source is reputable
Utilize online sources for research
Take notes
Write a detailed outline

Week Fifteen**SWBAT:**

Write an editorial
Cite research in an article
Revise
Share and discuss current events each day

Week Sixteen**SWBAT:**

Understand how to publish work online or in print
Understand the benefits of doing an internship
Understand how to pitch an idea for a column
Understand how to make money writing a blog
Understand how to film interviews on Zoom
Understand how to post interviews to YouTube
Understand how to create a podcast
Understand why it is important to follow ethical standards when you write
Share and discuss current events each day

Week Seventeen

Midterm or Final

Assessment and Resources

School Formative Assessment Plan (Other Evidence)

- Anticipation Guides
- Graphic Organizers
- Close Reading Strategies: predict, clarify, interpret, question, evaluate
- Cornell Note Taking
- Pre writing activities
- Drafting
- Revising and Editing
- Read alouds
- Peer editing
- Free Writing
- Reflections
- Surveys/Polls
- Annotating
- Colorcoded research
- Detailed outlines

School Summative Assessment Plan

- Research skills

- Detailed outlines
- Article Writing

Primary Resources

There is no formal text for the class.

The teacher utilizes excerpts of Writing and Reporting News by Carole Rich (a text that was used in Rowan's journalism courses)

Supplementary Resources

Online professional articles utilized as models
Shattered Glass film

Technology Integration and Differentiated Instruction

Technology Integration

Wix online software to create a website

Zoom to create a podcast

•Google Products

- Google Classroom - Used for daily interactions with the students covering a vast majority of different educational resources (Daily Notes, Exit Tickets, Classroom Polls, Quick Checks, Additional Resources/ Support, Homework, etc.)
- GAFE (Google Apps For Education) - Using various programs connected with Google to collaborate within the district, co-teachers, grade level partner teacher, and with students to stay connected with the content that is covered within the topic. Used to collect data in real time and see results upon completion of the assignments to allow for 21st century learning.

• One to One Student's laptop

- All students within the West Deptford School District are given a computer, allowing for 21st century learning to occur within every lesson/topic.

Differentiated Instruction

Gifted Students (N.J.A.C.6A:8-3.1)

Within each lesson, the Gifted Students are given choice on topic and subject matter allowing them to explore interests appropriate to their abilities, areas of interest and other courses.

English Language Learners (N.J.A.C.6A:15)

Within each lesson, the English Language Learners are given choice of topic and resources so that their materials are within their ability to grasp the language.

All assignments have been created in the student's native language.

Work with ELL Teacher to allow for all assignments to be completed with extra time.

At-Risk Students (N.J.A.C.6A:8-4.3c)

Within each lesson, the at-risk students are given choice of topic and resources so that their materials are within their ability level and high-interest.

Special Education Students (N.J.A.C.6A:8-3.1)

Within each lesson, special education students are given choice of topic and resources so that their materials are within their ability level and high-interest.

All content will be modeled with examples and all essays are built on a step-by-step basis so modifications for assignments in small chunks are met.

All other IEP modifications will be honored (ie. hard copies of notes, directions restated, etc.)

Learning Plan / Pacing Guide

Week One

Learning Plan:

How to email
Fill out Questionnaire
Design an About Me poster

How to stay organized
Making folders in Google Drive
How to stay healthy mentally (how to cope with stress, anxiety and depression)

How to Share Current Events
How to acquiring news online and on your phone
Explore sites
List story ideas (graphic organizer)

Share current events

Week Two

Learning Plan:

Explore Talon site
List story ideas (Graphic organizer)
Explain how to pitch a story idea

Explore website schoolnewspersonline.com
List story ideas
Take headshots of students

Pitch a story idea for blog
How to structure a blog
Write brainstorm list and outline

Write a blog

Perform a read aloud in class and a peer edit
Conference with teacher
Revise

Week Three

Learning Plan

Explore domestic newspapers: Patch, Courier Post, Inquirer, New York Times, USA Today
Write a brainstorm list of future topic ideas by genre (news, feature, column, humor column, editorial, review, etc.) Use graphic organizer

Explore international newspapers

List story ideas

Write a brainstorm list of future topic ideas by genre (news, feature, column, editorial, review, etc.)

<http://www.world-newspapers.com/>

Take photos for school yearbook

Discuss the benefits of taking Journalism (improving writing)

Discuss the writing process

Read Nick Brandemarti article about 9-11

Identify author's use of literary devices (similes, allusions, imagery, quotes, etc.)

Show photos of 9-11 memorial

Read sample news story

Discuss how to incorporate quotes

Discuss requirements of a news story (structure)

Headline Byline Hard or soft lead Write in inverted pyramid style (most important to least important) Include a minimum of 3 quotes Strong ending (use a quote or connect to future)

Discuss options for topics for news stories

Week Four

Learning Plan:

Read second news story sample

Identify components

Discuss requirements for news story

Headline

Byline

Hard or soft lead (Answers questions: Who? What? When? Where? Why? How?)

Story written in inverted pyramid style

Include at least three quotes from three different people

Keep graphs short

Have a strong ending (either a quote or a connection to the future)

Approve topics for news articles

Discuss how to incorporate quotes:

Sample:

Grossmann is committed to continuing her yoga practice: "I plan to take workshops every year and attend trainings each summer."

Approve interview plan

Discuss how to write interview questions

Avoid yes and no questions

Discuss how to set up interviews in person through email, the phone, and Zoom

(Show sample interview I did of a refugee in Iraq through Zoom)

Show my list of interview questions

Write interview questions for a practice interview of me

Perform practice interview of me as a class (ask questions and take notes

(Topic: Travel to the Middle East)

Practice interview Day 2

Write article about me

Type in notes (only those you plan to use)

Begin writing in inverted pyramid style

Write a hard or a soft lead

Include at least 4 quotes

One quote must be from a student in class

Week Five

Learning Plan:

Conference with students about practice article

Revise

Conference with students about final copy

Write interview questions for their news articles

Share a few articles with the class and critique

Check interview questions

Conduct interviews (outside of class)

Check interview notes

Only type in notes that you plan to use for news story

Begin writing in inverted pyramid style

Write a hard or a soft lead

Include at least 4 quotes

One quote must be from a student in class

Write news article

Week Six

Learning Plan:

Conference with students about articles

Revise

Read articles aloud in class and critique

Revise

Share a few of the final copies and critique in class

Read sample feature stories (“Bass Fishermen” and “Young Life”)

Decide on a topic for a feature story

Get topic approved for feature story

Show feature story questions and responses (former student sample)

Write interview questions for feature story

Get questions approved

Week Seven

Learning Plan:

Check open-ended interview questions
Discuss how to take a photo for a news story
Discuss how to a photo for a feature story
Show sample feature photos (Search Sports Portraits)

(Schedule interviews and conduct interviews outside of class, take photo of subject outside of class)

Read sample feature story "Mr. Folsom" and "Mr. Seely and Movember"
Discuss essential components

Read sample feature story "Raise Your Dream Farm" and "Cap'n Cats"
Discuss essential components

Read sample magazine feature story--A Pulitzer Prize winner
<http://www.pulitzer.org/prize-winners-by-category/211>
Read the Most Read Feature story in the New Yorker
<http://www.newyorker.com/news/news-desk/the-fifteen-most-read-magazine-stories-of-2015>

Find three stories online on a similar topic and critique (use as a model for writing their own)

Week Eight

Learning Plan:

Write feature story
Only type in notes that you plan to use for feature story
Write in inverted pyramid style
Write a soft lead (describe a scene)
Include at least 4 quotes
Three quotes must be from someone other than your main subject

Write rough copy in inverted pyramid style (first half)
Write a soft lead (describe a scene)
Include at least 4 quotes
Three quotes must be from someone other than your main subject

Write rough copy in inverted pyramid style (second half)
Write a soft lead (describe a scene)
Include at least 4 quotes
Three quotes must be from someone other than your main subject
Conference with students about first half

Perform read aloud
Conference with teacher about article
Revise

Select three articles to share with class and critique

Week Nine

Learning Plan:

Share and discuss current events each day

Discuss the three types of opinion pieces we will be writing: review, column, editorial

Discuss options for a column

(your opinion, no interviews)

Read sample column:

<https://www.venisegrossmann.com/pledge>

Discussion: Brainstorm ideas for column (any current issue)

Get topic approved

Read sample columns online (Gavin Shields Police sample)

Begin brainstorm list for column

Research similar columns online

Read sample columns similar to the type you will write

Evaluate structure

Create a rough outline

Write first half of column

Check first half of column (Conference)

Write second half of column

Week Ten

Learning Plan:

Conference with teacher about column

Read aloud

Revise

Share and critique several student columns in class

Discuss options for a review (Product or service)

Discussion: Brainstorm ideas for review

(Book, movie, restaurant, technology, coffee shops, malls, hair salons, nail salons)

Read sample student reviews on schoolnewspapers.com

Begin brainstorm list for review

Read online reviews as samples on Talon site and on New York Times
Read eight professional sample reviews--write observations and generate ideas for your review

Get topics approved
Create outline and brainstorm list
Begin rough copy of review

Week Eleven

Learning Plan:

Get outlines approved for review
Begin rough copy (first half)

Check first half of review (Conference with teacher)
Write second half of review

Conference with teacher about review
Perform read aloud
Make revisions

Share several reviews with class and critique

Discuss options for humor column (How To) (dating, surviving distance learning, surviving lock down, coping with teachers, coaches)
Discuss use of exaggeration
Read samples on Talon site

Week Twelve

Learning Plan:

Share and discuss current events each day

Discuss options for making money writing humor (T.V.--sit coms and SNL, movies, comedy shows, books, humor columns, You Tube, Stand Up comedy)

Google: Humor Writing Markets

Listen to Kevin James humor clip from Netflix: Don't Sweat the Small Stuff

Watch Kevin James clip on Selecting a Greeting Card:

Kevin James Phone Number Rhythm: <https://www.youtube.com/watch?v=hy9WY2Jq9DQ>

Kevin James Jetskiing: <https://www.youtube.com/watch?v=orOKHvslZZw>

Kevin James compilation: <https://www.youtube.com/watch?v=vFJtYV3aOas>

Show interview of David Sedaris

<https://www.youtube.com/watch?v=2NVRuwN56uw>

Share David Sedaris (Santaland Diaries)

<https://www.youtube.com/watch?v=yu8QfIC5fhI&t=533s>

Read samples on Cherry Hill East site

Get topic approved
Write brainstorm list
Write outline

Get outlines approved for humor column
Begin rough copy (first half)

Check first half of humor column (Conference with teacher)
Write second half of humor column

Week Thirteen

Learning Plan:

Share and discuss current events each day

Conference with teacher about humor column
Perform read aloud
Make revisions

Share several humor columns with class and critique

Discuss editorials
Go to SIRS--click on leading issues
Write 20 topics that you have an interest in--Write for or against next to it

Read a sample editorial aloud and discuss ("Teens and Tanning")

Read a sample editorial aloud and discuss (Wishing a Tattoo Would Fade)

Week Fourteen

Learning Plan:

Share and discuss current events each day

Read and discuss sample editorials (on a current issue from New York Times or the Philadelphia Inquirer, etc.) Read a Pulitzer Prize winning editorial
<https://www.pulitzer.org/winners/brent-staples-new-york-times>

Discuss expectations for writing an editorial
Discuss how to determine if a source is reputable
Explore topics on Ebsco and SIRS
Write a brainstorm list of potential ideas

Read student samples from school newspaperonline.com

Get topic approved
Conduct research online

Conduct research online

Write outline

Get outline approved

Week Fifteen

Learning Plan:

Discuss how to cite research (See my two sample articles)

Write lead

Write first half of article

Write second half of article (conference with teacher)

Revise

Read aloud

Conference with teacher

Read sample student articles aloud and critique

Week Sixteen:

Learning Plan:

Discuss where to publish your work online or in print (Writer's Digest) Fox News, CNN, etc.

Discuss the benefits of doing an internship

How to pitch a column

Discuss how to make money writing a blog--Julia Child

Discuss how to film interviews on Zoom

Post to YouTube

Share on a website or social media

How to create a Podcast--Mr. Kirschner's The Nest and NPR

How to utilize Audacity or Final Cut Pro

Watch film Shattered Glass--that addresses ethics

Week 17:

Midterm or Final

Interdisciplinary Connections

MATH - Statistics utilized in articles.

SCIENCE - Articles written about innovative instructional techniques and courses offered at West Deptford High School

SOCIAL STUDIES - Online research about history utilized to support claims in articles

WORLD LANGUAGES -Articles written about innovative instructional techniques and courses offered at West Deptford High School

VISUAL/PERFORMING ARTS - Articles written about innovative instructional techniques, courses offered and shows performed at West Deptford High School

APPLIED TECHNOLOGY - Tour of the Morning Announcement studio

BUSINESS EDUCATION - Discuss how newspapers are run

GLOBAL AWARENESS - The students will read online newspapers from other countries and articles about world issues in domestic newspapers