RIVER DELL REGIONAL SCHOOL DISTRICT

Content: English and Social Studies
Course: Journalism in the Digital Age
Alignment: 2020 NJSLS
BOE Born On: August 21, 2023

Authored by
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Introduction

Journalism in the Digital Age is an independent course designed to complement the school newspaper and the Media Department's Broadcast Journalism course. This course will engage students in development, creation, and organization of a digital school newspaper through which, they will codify the style and structure of a variety of articles. The students will learn about journalistic practices, ethics and process while producing digital, journalistic content for the school community's consumption.

Mission

River Dell's curricula are designed to promote student achievement through the development of college and career readiness skills with a focus on equal access, inclusivity, and students' individuality. The mission of the curriculum is to prepare students to live and to work in a global society as active citizens and as contributing responsible community members. The program outlined in this curriculum engages students in broad-based, experiential learning that will enhance the development of critical thinking, communication, and analytical/relational skills. This curriculum is constructed to meet students at their developmental level and to support their progression through varied levels of engagement, skill attainment, exploration, inquiry, and analysis assisting them to mature into their authentic selves.

Vision

Students will gain the real-world experience of producing a digital newspaper. They will hone their pitching, writing, editing, interviewing, and researching skills while producing articles for public consumption. Students will learn self-reliance and teamwork, through the communal nature of producing content. Writing for a digital newspaper will give students an awareness of, and a connection to, the River Dell community, at large, which will support a deeper and more meaningful relationship with the administration, staff, and student body.

Scope and Sequence

This course is designed as a series of six units that can be completed asynchronously. The length and order of each unit is determined by the teacher based on the need to meet students where they are in knowledge, understanding, and skills.

Unit List:
- Sports Writing (6 Weeks)
- The News (7 Weeks)
- Interview & Research (7 Weeks)
- Review Writing (Food, Film, TV, Books) (7 Weeks)
- Opinion/Editorial Writing (7 Weeks)
- Issues in Contemporary Journalism (7 Weeks)

Technology

Technology integration is the seamless and effective use of 21st Century technology within an instructional setting to support students and teachers in the learning process with administrative support and evaluation:

Standards 8.1 Computer Science
- Computer Science, previously a strand entitled 'Computational Thinking: Programming' in standard 8.2 of the 2014 NJSLS-Technology, outlines a comprehensive set of concepts and skills, such as data and analysis, algorithms and programming, and computing systems.

Standard 8.2 Design Thinking
- This standard, previously standard 8.2 Technology Education of the 2014 NJSLS – Technology, outlines the technological design concepts and skills essential for technological and engineering literacy. The new framework design, detailed previously, includes Engineering Design, Ethics and Culture, and the Effects of Technology on the Natural world among the disciplinary concepts.

New Jersey Administrative Code Summary and Statues:

The following sections outline skills and special categories mandated by the state of New Jersey for all K-12 curriculum.

Integration of 21st Century Skills and Themes and Interdisciplinary Connections
District Boards of Education shall be responsible for the review and continuous improvement of curriculum and instruction based upon changes in knowledge, technology, assessment results, and modifications to the NJSLS, according to N.J.A.C. 6A:8-2.
1. District Boards of Education shall include interdisciplinary connections throughout the K–12 curriculum.
2. District Boards of Education shall integrate into the curriculum 21st Century themes and skills (N.J.A.C. 6A:8-3.1(c). Twenty-first Century themes and skills integrated into all content standards areas (N.J.A.C. 6A:8-1.1(a)3).

"Twenty-first Century themes and skills" means themes such as global awareness; financial, economic, business, and entrepreneurial literacy; civic literacy; health literacy; learning and innovation skills, including creativity and innovation, critical thinking and problem solving, communication and collaboration; information, media, technology skills; and life and career skills, including flexibility and adaptability, initiative and self-direction, social and cross-cultural skills, productivity and accountability, and leadership and responsibility

Dissection Law: N.J.S.A. 18A:35-4.25 and N.J.S.A. 18A:35-4.24 authorizes parents or guardians to assert the right of their children to refuse to dissect, vivisect, incubate, capture or otherwise harm or destroy animals or any parts thereof as part of a course of instruction.

Amistad Law: N.J.S.A. 18A 52:16A-88 Every Board of Education shall incorporate the information regarding the contributions of African Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

Holocaust Law: N.J.S.A. 18A:35-28 Every Board of Education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35 A Board of Education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards (N.J.S.A.18A:35-4.36). A Board of

Education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35.

Asian Americans and Pacific Islanders: N.J.S.A. 18A:35-4.44. This will ensure that the contributions, history, and heritage of Asian Americans and Pacific Islanders (AAPI) are included in the New Jersey Student Learning Standards for Social Studies for students in kindergarten through Grade 12.

Career Readiness, Life Literacies, and Key Skills (NJSLS-CLKS):
- Standard 9.1 Personal Financial Literacy: This standard outlines the important fiscal knowledge, habits, and skills that must be mastered for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially secure, and successful careers.
- Standard 9.2 Career Awareness, Exploration, Preparation and Training. This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.
- Standard 9.3 This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.
- Standard 9.4 Life Literacies and Key Skills. This standard outlines key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy* that are critical for students to develop to live and work in an interconnected global economy.

Climate Change *(This will be modified based off of content)*
Standards in Action: Climate Change Earth's climate is now changing faster than at any point in the history of modern civilization, primarily as a result of human activities. Global climate change has already resulted in a wide range of impacts across New Jersey and in many sectors of its economy. The addition of academic standards that focus on climate change is important so that all students will have a basic understanding of the climate system, including the natural and human-caused factors that affect it. The underpinnings of climate change span across physical, life, as well as Earth and space sciences. The goal is for students to understand climate science to inform decisions that improve quality of life for themselves, their community, globally and to know how engineering solutions can allow us to mitigate impacts, adapt practices, and build resilient systems.

The topic of climate change can easily be integrated into science classes. At each grade level in which systems thinking, managing uncertainty, and building arguments based on multiple lines of data are included, there are opportunities for students to develop essential knowledge and skills that will help them understand the impacts of climate change on humans, animals, and the environment. For example, in the earlier grades, students can use data from firsthand investigations of the school-yard habitat to justify recommendations for design improvements to the school-yard habitat for plants, animals, and humans. In the middle grades, students use resources from New Jersey Department of Environmental Protection, the National Oceanic and Atmospheric Administration (NOAA), and National Aeronautics and Space Administration (NASA), to inform their actions as they engage in designing, testing, and modifying an engineered solution to mitigate the impact of climate change on their community. In high school, students can construct models they develop of a proposed solution to mitigate the negative health effects of unusually high summer temperatures resulting from heat islands in cities across the globe and share in the appropriate setting.
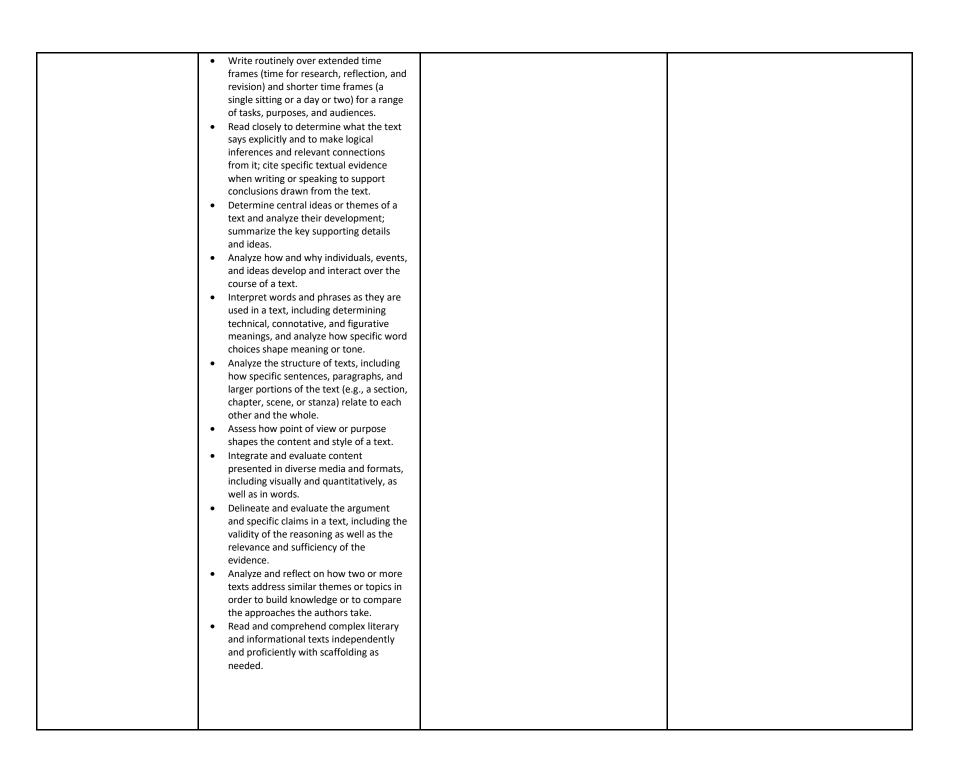
Unit 1: Sports Writing (6 Weeks)

Core Ideas	Athletics has the ability to affect economics, human rights, resource allocation, income distribution, and culture.
Essential Questions	How does a sport article inspire, intrigue, and ultimately illuminate events for an audience? What makes sports interesting to read about? Why are sports important to us?
Enduring Understanding	Sports journalists integrate various media and content to develop complex, unified understanding, and awareness of the meaningfulness of athletic exhibition through a process of creation, communication, and production.
Practice	• Developing Questions and Planning Inquiry • Gathering and Evaluating Sources • Developing Claims and Using Evidence
Performance Expectations	• Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. • Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. • 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. • Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. • Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. • Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation. • Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. • 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) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

NJ Standards	Student Learning Objectives	Suggested Tasks/Activities	Resources/Materials

| NJSLSA.W1 NJSLSA.W2 NJSLSA.W3 NJSLSA.W4 NJSLSA.W5 NJSLSA.W6 NJSLSA.W7 NJSLSA.W8 NJSLSA.W9 NJSLSA.W10 NJSLSA.R1 NJSLSA.R2 NJSLSA.R3 NJSLSA.R4 NJSLSA.R5 NJSLSA.R6 NJSLSA.R7 NJSLSA.R8 NJSLSA.R9 NJSLSA.R10 | Students will be able to identify the characteristics of a Straight-lede story Feature game story Sports Profile Season Wrap-Up/Preview Sports Column Student will be able to write a variety of sports articles in a timely fashion that are fit for publication. Students will be able to appropriately edit others' sports articles based on their understanding of the characteristics of the specific type of sports article. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. 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. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. Draw evidence from literary or informational texts to support analysis, reflection, and research. | Students will read numerous sports articles and compare and contrast their content and style to formulate a coherent and correct list of characteristics of a straight-lede story, feature game story, sports profile, season wrap-up/preview, sports column article. Students will read and make appropriate edits to peers' sports journalism. Students will pitch, be assigned, and write sports articles in a time-appropriate manner. | The Best Sports Writing of the Century edited by Halberstam The Best American Sports Writing of 2021 edited by Stout The Best American Sports Writing of 2022 A variety of publications that may include but are not limited to ESPN, The Atlantic, The New York Times, FiveThirtyEight, Sports Illustrated, The Washington Post, etc. |

	- Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. - Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. - Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. - Analyze how and why individuals, events, and ideas develop and interact over the course of a text. - Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. - Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. - Assess how point of view or purpose shapes the content and style of a text. - Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. - Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. - Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. - Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.		

Key Vocabulary	Straight-lede story, feature game story, sports profile, season wrap-up, season preview, column, columnist. As will always be the case, vocabulary specific to the article's milieu will be key.
Evidence of Learning	*Students will be required to write, at least, three sports articles and edit another three sports articles over the course of this unit. Student writing and student editing will be graded via the rubric provided.*
Interdisciplinary Connections	Historical, sociological, psychological, mathematical, and cultural importance will be addressed when appropriate.
Diversity, Equity, & Inclusion	This course is designed to create a vibrant learning environment where students can critically examine, research, and challenge the way race, ethnicity, gender, sexualities, class, and ability have influenced journalistic practice and the impact of the media on groups and individuals in society. Teaching materials, resources, and activities that reflect diversity will be integrated with the lived experience of students whose own diversity will be viewed as a resource, strength, and benefit through their engagement with each other, the teacher, and the content.
Career Readiness, Life Literacies, and Key Skills	9.4.12.CI.1 Demonstrate the ability to reflect, analyze, and use creative skills and ideas.
Computer Science and Design Thinking	8.2.12.ITH.1: Analyze a product to determine the impact that economic, political, social, and/or cultural factors have had on its design, including its design constraints 8.2.12.ITH.2: Propose an innovation to meet future demands supported by an analysis of the potential costs, benefits, trade-offs, and risks, related to the use of the innovation. 8.2.12.ITH.3: Analyze the impact that globalization, social media, and access to open-source technologies has had on innovation and a society's economy, politics, and culture.
Social Emotional Learning	RELATIONSHIP SKILLS: The abilities to establish and maintain healthy and supportive relationships and to effectively navigate settings with diverse individuals and groups.

Differentiation

Resources/Materials	ELL (English Language Learners)	Special Education	At Risk	Enrichment
	- Provide translated notes and key vocabulary terms - Provide images of key vocabulary terms and concepts - Word banks - Bilingual dictionaries - Assistive translator technology - Sentence frames - Simplified notes - Reduced homework - Simplified word problems - Graphic organizers - Matched sentences or procedures with pictures - Alternative presentation options	- Display reminders - Checklist of materials and tasks (printed out or digitally accessible) - Timelines and Calendar for benchmark goals for assignments/assessments/short-term goals (Planner Microsoft) - Assistive technology (dictation, immersive reader, etc...) - Flash cards - Teacher notes - Graphic organizer - Clear parameters and student workspace - Timer to monitor task and duration - Study guides - Guided notes	- Students are asked to come for extra help to review/retake assessment and homework assignments - Students are allowed time and a half on assessments - Provide the student with frequent check-ins during class-time work - Scaffolding assignments - Chunking of materials - Allow for errors - Pre-teach materials - Supply teacher demo - Rephrase of questions and directions - Visual cue or signs	- Provide students with extra problem sets that challenge and involve higher level thinking - Inquiry lead discussions and activities - More complex tasks and projects - Higher level questioning and techniques - Student demoing and explanation - Provide opportunities for students to set personal goals, keep records and monitor their own learning progress - Multiple assessments given in different domains, that showcase student interests, strengths, and needs - Use multiple approaches to accelerate learning within and outside of the school setting - Use enrichment options to extend and deepen learning opportunities within and outside of the school setting

	• 1-2 sentence short responses • Shortened written assignments • Modified tests • Provide notes when student request • Reduce project workload • Short summaries	• Choices for alternative assignments • Students are asked to come for extra help to review/retake assessment and homework assignments • Students are allowed time and a half on assessments • Provide the student with frequent check-ins during class-time work • Visual cue or signs • Rephrase of questions and directions • Partner or group work on skill development Assistance by instructional videos or curated videos online	• Small group assistance or collaboration • Partner or group work on skill development • Assistance by instructional videos or curated videos online • Guide with options for student goal setting • Use of timer or a clock to monitor time of student activity	• Use individualized learning options such as mentorships, internships, online courses, and independent study

Unit 2: The News (7 Weeks)

Core Ideas	Interconnections occur between human and physical systems across local, regional, national, international, and global scales.
Essential Questions	How do journalists generate ideas? How can journalistic risks be encouraged?
Enduring Understanding	News journalists use a variety of sources to inspire, transform concepts and ideas into journalistic expressions to educate their audience.
Practice	• Developing Questions and Planning Inquiry • Gathering and Evaluating Sources • Presenting Arguments and Explanations
Performance Expectations	• Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. • Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. • Write narratives to develop real or imagined experiences or events using effective techniques, 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. • Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. • Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation. • Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. • 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) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

NJ Standards	Student Learning Objectives	Suggested Tasks/Activities	Resources/Materials

| NJSLSA.W1
NJSLSA.W2
NJSLSA.W3
NJSLSA.W4
NJSLSA.W5
NJSLSA.W6
NJSLSA.W7
NJSLSA.W8
NJSLSA.W9
NJSLSA.W10
NJSLSA.R1
NJSLSA.R2
NJSLSA.R3
NJSLSA.R4
NJSLSA.R5
NJSLSA.R6
NJSLSA.R7
NJSLSA.R8
NJSLSA.R9
NJSLSA.R10 | • Students will be able to identify the characteristics of a
 • Hard news story
 • Soft news story
 • Profile Feature
 • Round-Up Feature
 • Personal Experience Feature
• Student will be able to write a variety of news articles in a timely fashion that are fit for publication.
• Students will be able to appropriately edit others' sports articles based on their understanding of the characteristics of the specific type of sports article.
• Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
• Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
• 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.
• Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
• Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
• Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.
• Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
• Draw evidence from literary or informational texts to support analysis, reflection, and research. | • Students will read numerous news articles and compare and contrast their content and style to formulate a coherent and correct list of characteristics of a hard news story, soft news story, profile feature, round-up feature, personal experience feature.
• Students will read and make appropriate edits to peers' news article.
• Students will pitch, be assigned, and write news articles in a time-appropriate manner. | The resources and materials for this unit will be comprised of, but not limited to, the nominees and winners of the Pulitzer Prize in the fields of:
• Local Reporting
https://www.pulitzer.org/winners/kathleen-mcgrory-and-neil-bedi-tampa-bay-times
• National Reporting
https://www.pulitzer.org/winners/staffs-marshall-project-alcom-birmingham-indystar-indianapolis-and-invisible-institute
• Explanatory Reporting
https://www.pulitzer.org/winners/andrew-chung-lawrence-hurley-andrea-januta-jaimi-dowdell-and-jackie-botts-reuters
• Investigative Reporting
https://www.pulitzer.org/winners/matt-rocheleau-vernal-coleman-laura-crimaldi-evan-allen-and-brendan-mccarthy-boston-globe
• Feature Writing
https://www.pulitzer.org/winners/mitchell-s-jackson-freelance-contributor-runners-world |

	• Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. • Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. • Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. • Analyze how and why individuals, events, and ideas develop and interact over the course of a text. • Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. • Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. • Assess how point of view or purpose shapes the content and style of a text. • Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. • Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. • Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. • Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed		

Key Vocabulary	Hard news, soft news, profile feature, round-up feature, personal experience feature As will always be the case, vocabulary specific to the article's milieu will be key.
Evidence of Learning	*Students will be required to write, at least, three news articles and edit another three news articles over the course of this unit. Student writing and student editing will be graded via the rubric provided.*
Interdisciplinary Connections	Historical, sociological, psychological, mathematical, and cultural importance will be addressed by authors when appropriate

Diversity, Equity, & Inclusion	This course is designed to create a vibrant learning environment where students can critically examine, research, and challenge the way race, ethnicity, gender, sexualities, class, and ability have influenced journalistic practice and the impact of the media on groups and individuals in society. Teaching materials, resources, and activities that reflect diversity will be integrated with the lived experience of students whose own diversity will be viewed as a resource, strength, and benefit through their engagement with each other, the teacher, and the content.
Career Readiness, Life Literacies, and Key Skills	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
Computer Science and Design Thinking	8.2.12.ITH.1: Analyze a product to determine the impact that economic, political, social, and/or cultural factors have had on its design, including its design constraints 8.2.12.ITH.2: Propose an innovation to meet future demands supported by an analysis of the potential costs, benefits, trade-offs and risks, related to the use of the innovation. 8.2.12.ITH.3: Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and a society's economy, politics, and culture.
Social Emotional Learning	SOCIAL AWARENESS: The abilities to understand the perspectives of and empathize with others, including those from diverse backgrounds, cultures, & contexts.

Differentiation

Resources/Materials	ELL (English Language Learners)	Special Education	At Risk	Enrichment
	• Provide translated notes and key vocabulary terms • Provide images of key vocabulary terms and concepts • Word banks • Bilingual dictionaries • Assistive translator technology • Sentence frames • Simplified notes • Reduced homework • Simplified word problems • Graphic organizers • Matched sentences or procedures with pictures • Alternative presentation options • 1-2 sentence short responses • Shortened written assignments • Modified tests • Provide notes when student request • Reduce project workload • Short summaries	• Display reminders • Checklist of materials and tasks (printed out or digitally accessible) • Timelines and Calendar for benchmark goals for assignments/assessments/short-term goals (Planner Microsoft) • Assistive technology (dictation, immersive reader, etc...) • Flash cards • Teacher notes • Graphic organizer • Clear parameters and student workspace • Timer to monitor task and duration • Study guides • Guided notes • Choices for alternative assignments • Students are asked to come for extra help to review/retake assessment and homework assignments • Students are allowed time and a half on assessments	• Students are asked to come for extra help to review/retake assessment and homework assignments • Students are allowed time and a half on assessments • Provide the student with frequent check-ins during class-time work • Scaffolding assignments • Chunking of materials • Allow for errors • Pre-teach materials • Supply teacher demo • Rephrase of questions and directions • Visual cue or signs • Small group assistance or collaboration • Partner or group work on skill development • Assistance by instructional videos or curated videos online • Guide with options for student goal setting	• Provide students with extra problem sets that challenge and involve higher level thinking • Inquiry lead discussions and activities • More complex tasks and projects • Higher level questioning and techniques • Student demoing and explanation • Provide opportunities for students to set personal goals, keep records and monitor their own learning progress • Multiple assessments given in different domains, that showcase student interests, strengths, and needs • Use multiple approaches to accelerate learning within and outside of the school setting • Use enrichment options to extend and deepen learning opportunities within and outside of the school setting • Use individualized learning options such as mentorships, internships,

| | | • Provide the student with frequent check-ins during class-time work
• Visual cue or signs
• Rephrase of questions and directions
• Partner or group work on skill development Assistance by instructional videos or curated videos online | • Use of timer or a clock to monitor time of student activity | online courses, and independent study |

Unit 3: Interview & Research (7 Weeks)

Core Ideas	Understanding the interrelated patterns of change by examining multiple events allows for a clearer understanding of the significance of individuals and groups through interviews and research.
Essential Questions	How do well-researched journalism and in-depth interviews attune people to their surroundings? How does speaking with eyewitnesses contribute to an awareness and understanding of our lives and communities?
Enduring Understanding	Through conducting interviews and research, journalists make meaning of culture and experiences by investigating and developing awareness.
Practice	• Gathering and Evaluating Sources • Seeking Diverse Perspectives • Developing Questions and Planning Inquiry
Performance Expectations	• Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. • Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. 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. • Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. • Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation. • Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. • 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) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

NJ Standards	Student Learning Objectives	Suggested Tasks/Activities	Resources/Materials
NJSLSA.W1. NJSLSA.W2 NJSLSA.W3 NJSLSA.W4 NJSLSA.W5 NJSLSA.W6 NJSLSA.W7 NJSLSA.W8 NJSLSA.W9 NJSLSA.W10 NJSLSA.R1 NJSLSA.R2	• Students should be able to conduct research independently, in a timely fashion, and be able to supply relevant context for articles and interviews • Students should be able to draft interview questions for a variety of interviewees, topics, and contexts • Students should be able to conduct an interview with a variety of interviewees, topics, and contexts • Students will be able to appropriately edit others' sports articles based on their	• Students will complete a timed research project coordinated by the Teacher of Record and the Media Specialist • Students will present their findings to the class as well as field questions and research any follow-up topics that branch out of the class discussion • Students will interview an outside expert or practitioner on their topic and write a (practice) soft news article based on their research and interview	• Library/Media Specialist • All I Did Was Ask by Terri Gross • The Art of the Interview by Lawrence Grobel • https://www.writersdigest.com/journalism/10-interviewing-tips-for-journalists

NJSLSA.R3 NJSLSA.R4 NJSLSA.R5 NJSLSA.R6 NJSLSA.R7 NJSLSA.R8 NJSLSA.R9 NJSLSA.R10	understanding of the characteristics of the specific type of sports article. • Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. • Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. • 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. • Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. • Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. • Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation. • Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. • 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) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. • Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. • Determine central ideas or themes of a text and analyze their development;		

	summarize the key supporting details and ideas.
	• Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
	• Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
	• Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
	• Assess how point of view or purpose shapes the content and style of a text.
	• Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
	• Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
	• Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
	• Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed

Key Vocabulary	Closed questions, open questions, funnel questions, leading questions, process questions, divergent questions, application questions, affective questions As will always be the case, vocabulary specific to the article's milieu will be key.
Evidence of Learning	Students will conduct two interviews, research a topic aligned with that interview, and write an article based on their interviews and research.
Interdisciplinary Connections	Historical, sociological, psychological, mathematical, and cultural importance will be addressed by authors when appropriate.
Diversity, Equity, & Inclusion	This course is designed to create a vibrant learning environment where students can critically examine, research, and challenge the way race, ethnicity, gender, sexualities, class, and ability have influenced journalistic practice and the impact of the media on groups and individuals in society. Teaching materials, resources, and activities that reflect diversity will be integrated with the lived experience of students whose own diversity will be viewed as a resource, strength, and benefit through their engagement with each other, the teacher, and the content.
Career Readiness, Life Literacies, and Key Skills	9.4.12.IML.1: Compare search browsers and recognize features that allow for filtering of information. 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

Computer Science and Design Thinking	8.2.12.ITH.1: Analyze a product to determine the impact that economic, political, social, and/or cultural factors have had on its design, including its design constraints 8.2.12.ITH.2: Propose an innovation to meet future demands supported by an analysis of the potential costs, benefits, trade-offs and risks, related to the use of the innovation. 8.2.12.ITH.3: Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and a society's economy, politics, and culture.
Social Emotional Learning	RELATIONSHIP SKILLS: The abilities to establish and maintain healthy and supportive relationships and to effectively navigate settings with diverse individuals and groups.

Differentiation

Resources/Materials	ELL (English Language Learners)	Special Education	At Risk	Enrichment
	• Provide translated notes and key vocabulary terms • Provide images of key vocabulary terms and concepts • Word banks • Bilingual dictionaries • Assistive translator technology • Sentence frames • Simplified notes • Reduced homework • Simplified word problems • Graphic organizers • Matched sentences or procedures with pictures • Alternative presentation options • 1-2 sentence short responses • Shortened written assignments • Modified tests • Provide notes when student request • Reduce project workload • Short summaries	• Display reminders • Checklist of materials and tasks (printed out or digitally accessible) • Timelines and Calendar for benchmark goals for assignments/assessments/short-term goals (Planner Microsoft) • Assistive technology (dictation, immersive reader, etc...) • Flash cards • Teacher notes • Graphic organizer • Clear parameters and student workspace • Timer to monitor task and duration • Study guides • Guided notes • Choices for alternative assignments • Students are asked to come for extra help to review/retake assessment and homework assignments • Students are allowed time and a half on assessments • Provide the student with frequent check-ins during class-time work • Visual cue or signs • Rephrase of questions and directions • Partner or group work on skill development Assistance by instructional videos or curated videos online	• Students are asked to come for extra help to review/retake assessment and homework assignments • Students are allowed time and a half on assessments • Provide the student with frequent check-ins during class-time work • Scaffolding assignments • Chunking of materials • Allow for errors • Pre-teach materials • Supply teacher demo • Rephrase of questions and directions • Visual cue or signs • Small group assistance or collaboration • Partner or group work on skill development • Assistance by instructional videos or curated videos online • Guide with options for student goal setting • Use of timer or a clock to monitor time of student activity	• Provide students with extra problem sets that challenge and involve higher level thinking • Inquiry lead discussions and activities • More complex tasks and projects • Higher level questioning and techniques • Student demoing and explanation • Provide opportunities for students to set personal goals, keep records and monitor their own learning progress • Multiple assessments given in different domains, that showcase student interests, strengths, and needs • Use multiple approaches to accelerate learning within and outside of the school setting • Use enrichment options to extend and deepen learning opportunities within and outside of the school setting • Use individualized learning options such as mentorships, internships, online courses, and independent study

Unit 4: Reviews (7 Weeks)

Core Ideas	Artistic works provide an understanding of different points of view about historical events.
Essential Questions	How do we define quality? What aspects of artistry can be quantified?
Enduring Understanding	Critics consider various techniques, methods, venues, and criteria when analyzing, selecting and curating objects, artifacts and artworks for preservation and presentation.
Practice	• Engaging in Civil Discourse and Critiquing Conclusions • Presenting Arguments and Explanations
Performance Expectations	• Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. • Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. • 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. • Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. • Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. • Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation. • Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. 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) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

NJ Standards	Student Learning Objectives	Suggested Tasks/Activities	Resources/Materials
NJSLSA.W1 NJSLSA.W2 NJSLSA.W3 NJSLSA.W4 NJSLSA.W5 NJSLSA.W6 NJSLSA.W7 NJSLSA.W8 NJSLSA.W9 NJSLSA.W10 NJSLSA.R1 NJSLSA.R2 NJSLSA.R3 NJSLSA.R4 NJSLSA.R5 NJSLSA.R6 NJSLSA.R7 NJSLSA.R8 NJSLSA.R9 NJSLSA.R10	• Students will be able to watch a film, television show, and/or play and identify formal, technical, and stylistic components therein and address those components' significance. • Students will be able to watch a film, television show, and/or play and write a condensed plot synopsis, provide background information on the production in general, offer a set of abbreviated arguments pertaining to the work, and an evaluation. • Student will be able to write a variety of reviews in a timely fashion that are fit for publication. • Students will be able to appropriately edit others' reviews. • Students will be able to appropriately edit others' sports articles based on their understanding of the characteristics of the specific type of sports article. • Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	• Students will watch a film, identify the formal/technical/stylistic components • Student will read a variety of reviews to identify the different components of reviews for different types of art (television, food, movies, music, video games etc.) • Students will read and make appropriate edits to peers' reviews. • Students will pitch, be assigned, and write reviews in a time-appropriate manner.	• https://www.nytimes.com/section/arts/music • https://www.nytimes.com/section/theater • https://www.nytimes.com/section/movies • https://www.nytimes.com/section/books • https://www.nytimes.com/section/dance • https://www.nytimes.com/reviews/dining • https://www.rottentomatoes.com/ • https://www.gameinformer.com/ • https://www.destructoid.com/reviews/ • https://stories.zagat.com/

	• Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. • 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. • Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. • Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. • Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation. • Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. • 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) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. • Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. • Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. • Analyze how and why individuals, events, and ideas develop and interact over the course of a text.		

	- Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. - Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. - Assess how point of view or purpose shapes the content and style of a text. - Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. - Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. - Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. - Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed
Key Vocabulary	As will always be the case, vocabulary specific to the article's milieu will be key.
Evidence of Learning	Students will be required to write, at least, three reviews and edit another three reviews over the course of this unit. Student writing and student editing will be graded via the rubric provided.
Interdisciplinary Connections	Historical, sociological, psychological, mathematical, and cultural importance will be addressed by authors when appropriate.
Diversity, Equity, & Inclusion	This course is designed to create a vibrant learning environment where students can critically examine, research, and challenge the way race, ethnicity, gender, sexualities, class, and ability have influenced journalistic practice and the impact of the media on groups and individuals in society. Teaching materials, resources, and activities that reflect diversity will be integrated with the lived experience of students whose own diversity will be viewed as a resource, strength, and benefit through their engagement with each other, the teacher, and the content.
Career Readiness, Life Literacies, and Key Skills	9.4.12.CI.1Demonstrate the ability to reflect, analyze, and use creative skills and ideas.
Computer Science and Design Thinking	8.2.12.ITH.1: Analyze a product to determine the impact that economic, political, social, and/or cultural factors have had on its design, including its design constraints 8.2.12.ITH.2: Propose an innovation to meet future demands supported by an analysis of the potential costs, benefits, trade-offs and risks, related to the use of the innovation. 8.2.12.ITH.3: Analyze the impact that globalization, social media, and access to open-source technologies has had on innovation and a society's economy, politics, and culture.

Social Emotional Learning	SELF-AWARENESS: The abilities to understand one's own emotions, thoughts, and values and how they influence behavior across contexts.			
Differentiation				
Resources/Materials	ELL (English Language Learners)	Special Education	At Risk	Enrichment
	• Provide translated notes and key vocabulary terms • Provide images of key vocabulary terms and concepts • Word banks • Bilingual dictionaries • Assistive translator technology • Sentence frames • Simplified notes • Reduced homework • Simplified word problems • Graphic organizers • Matched sentences or procedures with pictures • Alternative presentation options • 1-2 sentence short responses • Shortened written assignments • Modified tests • Provide notes when student request • Reduce project workload • Short summaries	• Display reminders • Checklist of materials and tasks (printed out or digitally accessible) • Timelines and Calendar for benchmark goals for assignments/assessments/short-term goals (Planner Microsoft) • Assistive technology (dictation, immersive reader, etc...) • Flash cards • Teacher notes • Graphic organizer • Clear parameters and student workspace • Timer to monitor task and duration • Study guides • Guided notes • Choices for alternative assignments • Students are asked to come for extra help to review/retake assessment and homework assignments • Students are allowed time and a half on assessments • Provide the student with frequent check-ins during class-time work • Visual cue or signs • Rephrase of questions and directions • Partner or group work on skill development Assistance by instructional videos or curated videos online	• Students are asked to come for extra help to review/retake assessment and homework assignments • Students are allowed time and a half on assessments • Provide the student with frequent check-ins during class-time work • Scaffolding assignments • Chunking of materials • Allow for errors • Pre-teach materials • Supply teacher demo • Rephrase of questions and directions • Visual cue or signs • Small group assistance or collaboration • Partner or group work on skill development • Assistance by instructional videos or curated videos online • Guide with options for student goal setting • Use of timer or a clock to monitor time of student activity	• Provide students with extra problem sets that challenge and involve higher level thinking • Inquiry lead discussions and activities • More complex tasks and projects • Higher level questioning and techniques • Student demoing and explanation • Provide opportunities for students to set personal goals, keep records and monitor their own learning progress • Multiple assessments given in different domains, that showcase student interests, strengths, and needs • Use multiple approaches to accelerate learning within and outside of the school setting • Use enrichment options to extend and deepen learning opportunities within and outside of the school setting • Use individualized learning options such as mentorships, internships, online courses, and independent study

Unit 5: Opinion/Editorial (7 Weeks)

Core Ideas	Evidence from multiple relevant sources and interpretations can be used to develop a reasoned argument about contemporary issues.
Essential Questions	How do opinion writers use rhetoric to change our opinion? How do opinion writers challenge their readers' ways of thinking?

Enduring Understanding	Opinion writers use a variety of media sources, imagination, and creative processes to inspire and transform audience expectations, preconceptions, and ideas through the implementation of rhetoric.		
Practice	• Presenting Arguments and Explanations • Developing Claims and Using Evidence		
Performance Expectations	• Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. • Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. • 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. • Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. • Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation. • Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. • 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) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.		

NJ Standards	Student Learning Objectives	Suggested Tasks/Activities	Resources/Materials

NJSLSA.W1
NJSLSA.W2
NJSLSA.W3
NJSLSA.W4
NJSLSA.W5
NJSLSA.W6
NJSLSA.W7
NJSLSA.W8
NJSLSA.W9
NJSLSA.W10
NJSLSA.R1
NJSLSA.R2
NJSLSA.R3
NJSLSA.R4
NJSLSA.R5
NJSLSA.R6.
NJSLSA.R7
NJSLSA.R8
NJSLSA.R9
NJSLSA.R10
	• Students will identify and explain the significance of appeals to
	  • Pathos
	  • Ethos
	  • Logos
	• Student will be able to write an op-ed piece on a variety of topics in a timely manner.
	• Students will be able to appropriately edit others' op-ed pieces.
	• Students will analyze how political cartoons offer their commentary and/or critique.
	• Students will be able to appropriately edit others' sports articles based on their understanding of the characteristics of the specific type of sports article.
	• Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
	• Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
	• Write narratives to develop real or imagined experiences or events using
		• Students will keep a pair of journals throughout the unit:
		• The first will track a single opinion columnist's employment of rhetoric while the second will track a single issue in general (spanning multiple papers) to identify rhetorical trends in how the topic is argued and discussed.
		• Students will pitch, be assigned, and write opinion articles in a time-appropriate manner.
		• Students will read and make appropriate edits to peers' op-eds.
		• Students will read and analyze political cartoons to discuss their meaning.
		• Students will pitch, be assigned, and draw their own political cartoons in a time-appropriate manner.
			• https://www.nytimes.com/section/opinion/columnists
			• https://www.washingtonpost.com/opinions/
			• https://www.wsj.com/news/opinion
			• https://www.pulitzer.org/prize-winners-by-category/212
			• https://www.pulitzer.org/prize-winners-by-category/214
			• https://blog.prepscholar.com/rhetorical-devices-list-examples
			• https://www.usnews.com/cartoons

	- 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. - Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. - Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. - Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation. - Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. - 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) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. - Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. - Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. - Analyze how and why individuals, events, and ideas develop and interact over the course of a text.		

	- Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. - Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. - Assess how point of view or purpose shapes the content and style of a text. - Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. - Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. - Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. - Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed

Key Vocabulary	Rhetoric, Pathos, Ethos, Logos, amplification, anacoluthon, anadiplosis, antanagoge, apophasis, alliteration, asterismos, euphemism, eutrepismus, hypophora, litotes, parallelism, procatalepsis, synecdoche, tautology, thesis, tmesis. As will always be the case, vocabulary specific to the article's milieu will be key.
Evidence of Learning	Students will be required to write, at least, two opinion pieces (one of which can be a political cartoon) and edit another two opinion pieces over the course of this unit. Student writing and student editing will be graded via the rubric provided.
Interdisciplinary Connections	Historical, sociological, psychological, mathematical, and cultural importance will be addressed by authors when appropriate.
Diversity, Equity, & Inclusion	This course is designed to create a vibrant learning environment where students can critically examine, research, and challenge the way race, ethnicity, gender, sexualities, class, and ability have influenced journalistic practice and the impact of the media on groups and individuals in society. Teaching materials, resources, and activities that reflect diversity will be integrated with the lived experience of students whose own diversity will be viewed as a resource, strength, and benefit through their engagement with each other, the teacher, and the content.
Career Readiness, Life Literacies, and Key Skills	9.4.12.IML.7: Develop an argument to support a claim regarding a current workplace or societal/ethical issue such as climate change.

Computer Science and Design Thinking	8.2.12.ITH.1: Analyze a product to determine the impact that economic, political, social, and/or cultural factors have had on its design, including its design constraints. 8.2.12.ITH.2: Propose an innovation to meet future demands supported by an analysis of the potential costs, benefits, trade-offs and risks, related to the use of the innovation. 8.2.12.ITH.3: Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and a society's economy, politics, and culture.			
Social Emotional Learning	SOCIAL AWARENESS: The abilities to understand the perspectives of and empathize with others, including those from diverse backgrounds, cultures, & contexts.			

Differentiation				
Resources/Materials	**ELL (English Language Learners)**	**Special Education**	**At Risk**	**Enrichment**
	• Provide translated notes and key vocabulary terms • Provide images of key vocabulary terms and concepts • Word banks • Bilingual dictionaries • Assistive translator technology • Sentence frames • Simplified notes • Reduced homework • Simplified word problems • Graphic organizers • Matched sentences or procedures with pictures • Alternative presentation options • 1-2 sentence short responses • Shortened written assignments • Modified tests • Provide notes when student request • Reduce project workload • Short summaries	• Display reminders • Checklist of materials and tasks (printed out or digitally accessible) • Timelines and Calendar for benchmark goals for assignments/assessments/short-term goals (Planner Microsoft) • Assistive technology (dictation, immersive reader, etc...) • Flash cards • Teacher notes • Graphic organizer • Clear parameters and student workspace • Timer to monitor task and duration • Study guides • Guided notes • Choices for alternative assignments • Students are asked to come for extra help to review/retake assessment and homework assignments • Students are allowed time and a half on assessments • Provide the student with frequent check-ins during class-time work • Visual cue or signs • Rephrase of questions and directions • Partner or group work on skill development Assistance by	• Students are asked to come for extra help to review/retake assessment and homework assignments • Students are allowed time and a half on assessments • Provide the student with frequent check-ins during class-time work • Scaffolding assignments • Chunking of materials • Allow for errors • Pre-teach materials • Supply teacher demo • Rephrase of questions and directions • Visual cue or signs • Small group assistance or collaboration • Partner or group work on skill development • Assistance by instructional videos or curated videos online • Guide with options for student goal setting • Use of timer or a clock to monitor time of student activity	• Provide students with extra problem sets that challenge and involve higher level thinking • Inquiry lead discussions and activities • More complex tasks and projects • Higher level questioning and techniques • Student demoing and explanation • Provide opportunities for students to set personal goals, keep records and monitor their own learning progress • Multiple assessments given in different domains, that showcase student interests, strengths, and needs • Use multiple approaches to accelerate learning within and outside of the school setting • Use enrichment options to extend and deepen learning opportunities within and outside of the school setting • Use individualized learning options such as mentorships, internships, online courses, and independent study

		instructional videos or curated videos online		

Unit 6: Issues in Contemporary Journalism (7 Weeks)

Core Ideas	Advanced search techniques can be used with digital and media resources to locate information and to check the credibility and the expertise of sources to answer questions, solve problems, and inform the decision-making.
Essential Questions	How do ethics impact the reporting/writing of a news story? How does the first amendment guarantee one's freedom of speech and how do legal cases impact that freedom? What is a 'code of conduct' for journalists? What is the ethical dilemma between the public's right to know versus the individual's right to privacy? What is the relationship between American history and journalism?
Enduring Understanding	The forming, integration, and refinement of principles creates purpose and meaning for individuals. Journalists develop overarching questions to prompt inquiry, have no right or easy answer, are meant to inspire investigation, and raise more questions.
Practice	• Presenting Arguments and Explanations • Developing Claims and Using Evidence
Performance Expectations	• Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. • Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. • 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. • Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. • Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. • Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation. • Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. • 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) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

NJ Standards	Student Learning Objectives	Suggested Tasks/Activities	Resources/Materials
NJSLSA.W1 NJSLSA.W2 NJSLSA.W4 NJSLSA.W5 NJSLSA.W6 NJSLSA.W7 NJSLSA.W8 NJSLSA.W9 NJSLSA.W10 NJSLSA.R1 NJSLSA.R2 NJSLSA.R3 NJSLSA.R4 NJSLSA.R5 NJSLSA.R6 NJSLSA.R7	• Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. • Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. • 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.	• Comparing and contrasting how multiple journalistic outlets cover the same issue/event. • Utilizing fact checking websites, students will attempt debunk their own preconceptions concerning a variety of issues. • Research and present upon a journalist that is working outside the established media apparatus (i.e., journalists on substack, medium.com, Patreon, etc.).	Subscription to • https://mediabiasfactcheck.com/ • https://www.factcheck.org/ • https://www.truthorfiction.com/ • https://www.foxnews.com/ • https://www.msnbc.com/ • https://www.nytimes.com/ • https://www.wsj.com/ • https://www.dailywire.com/ • https://substack.com/ • https://medium.com/

NJSLSA.R8 NJSLSA.R9 NJSLSA.R10	• Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. • Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation. • Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. • 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) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. • Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. • Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. • Analyze how and why individuals, events, and ideas develop and interact over the course of a text. • Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. • Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. • Assess how point of view or purpose shapes the content and style of a text. • Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.		

	• Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. • Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. • Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed			
Key Vocabulary	Tolstoy Syndrome			
Evidence of Learning	Students will create three presentations based on the suggested tasks.			
Interdisciplinary Connections	Historical, sociological, psychological, mathematical, and cultural importance will be addressed by authors when appropriate.			
Diversity, Equity, & Inclusion	This course is designed to create a vibrant learning environment where students can critically examine, research, and challenge the way race, ethnicity, gender, sexualities, class, and ability have influenced journalistic practice and the impact of the media on groups and individuals in society. Teaching materials, resources, and activities that reflect diversity will be integrated with the lived experience of students whose own diversity will be viewed as a resource, strength, and benefit through their engagement with each other, the teacher, and the content.			
Career Readiness, Life Literacies, and Key Skills	9.4.12.IML.1: Compare search browsers and recognize features that allow for filtering of information.			
Computer Science and Design Thinking	8.2.12.ITH.1: Analyze a product to determine the impact that economic, political, social, and/or cultural factors have had on its design, including its design constraints 8.2.12.ITH.2: Propose an innovation to meet future demands supported by an analysis of the potential costs, benefits, trade-offs and risks, related to the use of the innovation. 8.2.12.ITH.3: Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and a society's economy, politics, and culture.			
Social Emotional Learning	SELF-MANAGEMENT: The abilities to manage one's emotions, thoughts, and behaviors effectively in different situations and to achieve goals and aspirations.			

Differentiation

Resources/Materials	ELL (English Language Learners)	Special Education	At Risk	Enrichment
	• Provide translated notes and key vocabulary terms • Provide images of key vocabulary terms and concepts • Word banks	• Display reminders • Checklist of materials and tasks (printed out or digitally accessible) • Timelines and Calendar for benchmark goals for	• Students are asked to come for extra help to review/retake assessment and homework assignments • Students are allowed time and a half on assessments	• Provide students with extra problem sets that challenge and involve higher level thinking • Inquiry lead discussions and activities • More complex tasks and projects

• Bilingual dictionaries • Assistive translator technology • Sentence frames • Simplified notes • Reduced homework • Simplified word problems • Graphic organizers • Matched sentences or procedures with pictures • Alternative presentation options • 1-2 sentence short responses • Shortened written assignments • Modified tests • Provide notes when student request • Reduce project workload • Short summaries	assignments/assessments/short-term goals (Planner Microsoft) • Assistive technology (dictation, immersive reader, etc...) • Flash cards • Teacher notes • Graphic organizer • Clear parameters and student workspace • Timer to monitor task and duration • Study guides • Guided notes • Choices for alternative assignments • Students are asked to come for extra help to review/retake assessment and homework assignments • Students are allowed time and a half on assessments • Provide the student with frequent check-ins during class-time work • Visual cue or signs • Rephrase of questions and directions • Partner or group work on skill development Assistance by instructional videos or curated videos online	• Provide the student with frequent check-ins during class-time work • Scaffolding assignments • Chunking of materials • Allow for errors • Pre-teach materials • Supply teacher demo • Rephrase of questions and directions • Visual cue or signs • Small group assistance or collaboration • Partner or group work on skill development • Assistance by instructional videos or curated videos online • Guide with options for student goal setting • Use of timer or a clock to monitor time of student activity	• Higher level questioning and techniques • Student demoing and explanation • Provide opportunities for students to set personal goals, keep records and monitor their own learning progress • Multiple assessments given in different domains, that showcase student interests, strengths, and needs • Use multiple approaches to accelerate learning within and outside of the school setting • Use enrichment options to extend and deepen learning opportunities within and outside of the school setting • Use individualized learning options such as mentorships, internships, online courses, and independent study