# Verona Public School District
# Curriculum Overview

## Journalism I

**Verona Public Schools Mission Statement:**

In partnership with a supportive community, we inspire our students to be creative, critical thinkers and compassionate global citizens through dynamic teaching, meaningful curricula, and enriching experiences.

**Course Description:**

Journalism I is a one semester course designed primarily to familiarize students with all aspects of journalistic writing, and to study the role of the media historically and currently. Students will learn the inverted pyramid style of straight news writing in order to make their writing more focused and concise. They will also analyze and write in most of the styles one would find in a daily newspaper including features, editorials, and reviews.

**Prerequisite(s): None**

## Standard 8: Technology Standards

The curricular expectation for the Standard 8: Computer Science and Design Thinking standards in classes that are not specifically focused on computer science or engineering is <u>infusion</u> and <u>integration</u> throughout the curriculum. These are not intended to be standards for separate, stand alone lessons. The computer science and design thinking standards and practices are to be incorporated into other disciplines and contexts as appropriate.

| 8.1: Computer Science | | 8.2: Design Thinking | |
|---|---|---|---|
| | Computing Systems (CS) | | Engineering Design (ED) |
| | Networks and the Internet (NI) | X | Interaction of Technology and Humans (ITH) |
| X | Impacts of Computing (IC) | | Nature of Technology (NT) |
| | Data & Analysis (DA) | | Effects of Technology on the Natural World (ETA) |
| | Algorithms & Programming (AP) | X | Ethics and Culture (EC) |

### Computer Science and Design Thinking Practices

Fostering an Inclusive Computing and Design Culture
Collaborating Around Computing and Design
Recognizing and Defining Computational Problems
Developing and Using Abstractions
Creating Computational Artifacts
Testing and Refining Computational Artifacts
Communicating About Computing and Design

## SEL Competencies and Career Readiness, Life Literacies, and Key Skills Practices

The curricular expectation for the Standard 9: Career Readiness, Life Literacies, and Key Skills standards is <u>infusion</u> and <u>integration</u> throughout the curriculum. These are not intended to be standards for separate, stand alone lessons. The CLKS are to be incorporated into other disciplines and contexts as appropriate.

| Social and Emotional Learning Core Competencies: *These competencies are identified as five interrelated sets of cognitive, affective, and behavioral capabilities* | Career Readiness, Life Literacies, and Key Skills Practices: *Career Readiness, Life Literacies, and Key Skills Practices describe the habits of the mind that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success. These practices should be taught and reinforced in all content areas with increasingly higher levels of complexity and expectation as a student advances through a program of study.* |
|---|---|
| **Self-awareness:** The ability to accurately recognize one's emotions and thoughts and their influence on behavior. This includes accurately assessing one's strengths and limitations and possessing a well-grounded sense of confidence and optimism. | X **CLKS6** Model integrity, ethical leadership, and effective management.<br>**CLKS7** Plan education and career paths aligned to personal goals. |
| **Self-management:** The ability to regulate one's emotions, thoughts, and behaviors effectively in different situations. This includes managing stress, controlling impulses, motivating oneself, and setting and working toward achieving personal and academic goals. | **CLKS2** Attend to financial well-being.<br>X **CLKS4** Demonstrate creativity and innovation.<br>X **CLKS5** Utilize critical thinking to make sense of problems and persevere in solving them.<br>X **CLKS8** Use technology to enhance productivity, increase collaboration, and communicate effectively. |
| **Social awareness:** The ability to take the perspective of and empathize with others from diverse backgrounds and cultures, to understand social and ethical norms for behavior, and to recognize family, school, and community resources and supports. | X **CLKS1** Act as a responsible and contributing community member and employee.<br>X **CLKS6** Model integrity, ethical leadership, and effective management. |
| **Relationship skills:** The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. This includes communicating clearly, listening actively, cooperating, resisting inappropriate social pressure, negotiating conflict constructively, and seeking and offering help when needed. | X **CLKS6** Model integrity, ethical leadership, and effective management.<br>X **CLKS9** Work productively in teams while using cultural global competence. |
| **Responsible decision making:** The ability to make constructive and respectful choices about personal behavior and social interactions based on consideration of ethical standards, safety concerns, social norms, the realistic evaluation of consequences of various actions, and the well-being of self and others. | X **CLKS3** Consider the environmental, social, and economic impact of decisions.<br>X **CLKS5** Utilize critical thinking to make sense of problems and persevere in solving them.<br>X **CLKS6** Model integrity, ethical leadership, and effective management. |

## Course Materials

| Core Instructional Materials: *These are the board adopted and approved materials to support the curriculum, instruction, and assessment of this course.* | Differentiated Resources: *These are teacher and department found materials, and also approved support materials that facilitate differentiation of curriculum, instruction, and assessment of this course.* |
|---|---|
| ● Textbook: *Journalism Today* | ● *New York Times*<br>● Relevant media websites<br>● *All the President's Men* (film)<br>● *Shattered Glass* (film)<br>● *Veronica Guerin* (film)<br>● Absence of Malice (Film) |

| Unit I Title / Topic: What is News?/News Literacy | Unit Duration: 1 week (with periodic references throughout course) |
|---|---|

## Stage 1: Desired Results

**Established Subject Area Goals (NJSLS):**
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.
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.
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.
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.
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.

**Interdisciplinary Companion Standards (NJSLS):**
RH.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of primary and secondary sources, connecting insights gained from specific details to develop an understanding of the text as a whole.
RH.11-12.3. Evaluate various perspectives for actions or events; determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

**Technology Integration (NJSLS 8):**
8.1.12.IC.1: Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices.
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.3: Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture.
8.2.12.EC.1: Analyze controversial technological issues and determine the degree to which individuals, businesses, and governments have an ethical role in decisions that are made.

**21st Century Skills Integration (Career Ready Practices):**
CLK1   Act as a responsible and contributing citizen and employee
CLK5   Utilize critical thinking to make sense of problems and persevere in solving them
9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas.
9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice
9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving
9.4.12.DC.6: Select information to post online that positively impacts personal image and future college and career opportunities.
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
9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations
9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments.
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.

**Transfer Goal:**

Students will be able to independently use their learning to consume news with a higher level of media literacy and awareness of bias

| **Students will understand that:** <br> • Certain qualities must be present for an item to be considered news <br> • News is defined in multiple ways. <br> • News can be acquired through many sources | **Essential Questions:** <br> • What is news? <br> • What are the qualities that make an item newsworthy? <br> • What factors make a newsworthy item not news? <br> • What factors make a not newsworthy item news? |
|---|---|
| **Students will know:** <br> ● What bias is <br> ● How news outlets determine newsworthiness of an item <br> ● A working definition of "journalism" <br> ● A working definition of "news" | **Students will be able to:** <br> ● Determine the news value or lack thereof, of a specific item. <br> ● Determine specific qualities that make an item newsworthy. <br> ● Understand how bias may enter into decisions about what news items to report. <br> ● Apply critical thinking skills to determine what is news. |

## Stage 2: Acceptable Evidence

**Transfer Task:** Students will be able to independently use their learning to…

- Given a list of potential news items for a daily city newspaper, a national news broadcast, and a hyper-local news source, students will determine the order of newsworthiness of a list of potential news items
- Identify those elements that make an item newsworthy and analyze decisions the media makes about what to pay attention to.
- Employ critical thinking to respond to the question of what "real" or "fake" news is.
- Complete exercises examining news bias such as those used by "Checkology"

## Reference Materials

| Informational Text/Non-Fiction (K-8, include F&P level if known) | Literature/Fiction |
|---|---|
| Daily newspaper | • N/A |

## Accommodations and Modifications

| Differentiation for Support (ELL Learners) | Differentiation for Support (Spec. Ed., Struggling Learners) | Differentiation for Enrichment |
|---|---|---|
| <ul><li>Provide alternate ways for the student to respond (verbal/pictographic answers instead of written)</li><li>Substitute a hands-on activity or use of different media in projects for a written activity</li><li>Provide word banks / word walls</li><li>Prepare and distribute advance notes</li><li>Provide model sentence frames and sentence starters for both oral responses and written responses</li><li>Provide additional time to complete assessments and assignments</li><li>Model and use gestures to aid in understanding</li><li>Model tasks by giving one or two examples before releasing students to work independently</li><li>Present instructions both verbally and visually</li><li>Simplify written and verbal instructions</li><li>Allow students to use eDictionaries</li><li>Avoid slang and idiomatic expressions.</li><li>Speak clearly and naturally, and try to enunciate words, especially their ending sounds.</li><li>Provide Sensory Supports (Real-life objects, Manipulatives, Pictures & photographs, Illustrations, Diagrams, & drawings, Magazines & newspapers, Physical activities, Videos & films, Broadcasts, Models & figures)</li><li>Provide Graphic Supports (Charts, Graphic organizers, Tables, Graphs, Timelines, Number lines)</li><li>Provide Interactive Supports(Pair or Partner work, Group work, Peer Mentor)</li><li>Simplify the language, format, and directions of the assessment</li><li>Accept correct answers on test or worksheets in any written form such as lists, phrases, or using inventive spelling</li><li>Allow editing and revision before grading</li><li>Design projects and assessment for student that require reduced sentence or paragraph composition</li><li>Give alternative homework or class work assignments suitable to the student's linguistic ability for activities and assessments</li><li>Utilize alternate reading assignments/materials at the student's reading level.</li><li>Allow for alternate seating for proximity to peer helper or teacher as necessary</li><li>Assist student in building a picture file of key vocabulary (Pics4Learning, Webster's Visual Dictionary Online, ClipArt Etc, Shahi Visual Dictionary)</li><li>When showing video used Closed Captioning. Some videos also allow for a slower replay so the speech is not as fast.</li><li>Provide wait-time sufficient for English language learners who are trying to translate terms while formulating an explanation - Sufficient wait time is often said to be about 7-10 seconds</li><li>Check for understanding consistently - ask students one-on-one what their questions are, monitor their progress on independent</li></ul> | <ul><li>Break down assignments with oral directions, written directions, and visuals.</li><li>Provide frequent reminders to stay on task.</li><li>Provide copies of notes and practice note taking skills.</li><li>Work on organizational skills such as keeping class binder, completing assignments on time, and checking classroom website for assignments.</li><li>Follow individual IEP plans for specific modifications.</li><li>Use colors to differentiate while teaching</li><li>List steps or guidelines to clarify expected outcome</li><li>Provide visual supports</li><li>Reinforce on-task behavior</li><li>Peer mentoring (pairing with another student who is working at an advanced level)</li><li>Guided questions</li><li>Partnering/Grouping of students</li><li>Re-teaching and review</li><li>Multi-media approach to accommodate various learning styles</li><li>Decrease/Modify number of project requirements</li><li>Teacher/Aide assistance</li><li>Translation tool for different languages</li><li>Cooperative Groups: Groupings will be heterogenous to support struggling learners. Group assignments will be modified to include graphic organizers.</li><li>Socratic Seminar/ Fish Bowl Discussions: Students will be supported in discussion with graphic organizers, completed note cards for reference, and pre-arranged order of speaking.</li><li>Partner Analysis Activities: Partnerships will be pre-selected to support struggling learners. Activities will include exemplars and graphic organizers.</li><li>Metacognitive Journals: Journal assignments will be shortened. Detailed exemplars will be shared. Key terms in the questions will be defined and explained in detail.</li><li>Self-Assessment Close Reading Quizzes: Quizzes will be shortened. After completion, students will share responses with their groups and identify which questions were the most difficult. (They will circle these and submit.) Their participation informs the teacher and themselves on the understanding of the text.</li><li>In-class short research assignments: Graphic organizers and exemplars will be shared and discussed prior to the assignment. Heterogeneous groups will be pre-selected to support struggling learners.</li><li>Writing Process: Students will brainstorm with a graphic organizer, draft with a graphic organizer, peer review with pre-selected partner, revise and edit with</li></ul> | <ul><li>Provide a variety of individualized work centers</li><li>Show students more advanced techniques such as the direction of light and shadow in a realistic drawing.</li><li>Provide student with exemplars of expressive, innovative, and highly conceptual works of art that involve greater risk-taking and complexity in their creation</li><li>Provide student the opportunity to demonstrate for the class</li><li>Create additional projects in a different medium</li><li>Individual presentations</li><li>Multiple mediums in project</li><li>Cooperative Groups: Groupings will be homogenous to support enrichment. Challenge questions will be offered.</li><li>Socratic Seminar/ Fish Bowl Discussions: Students will generate questions based on the essential questions and close reading insights.</li><li>Partner Analysis Activities: Partnerships will be pre-selected to encourage enrichment. Challenge questions will be offered.</li><li>Metacognitive Journals: Students will generate their own topics.</li><li>Self-Assessment Close Reading Quizzes: Challenge questions will be added. Students will be encouraged to create their own questions and pose them to the class at the close of the activity.</li><li>Silent Sustained Reading (SSR) with Critical Lens: Students will be encouraged to expand on or enhance the lens by offering alternatives. Longer SSR will be offered.</li><li>In-class short research assignments: Students will be encouraged to create additional research topics from the teacher suggestions.</li><li>Writing Process: Students will be encourage to create their own writing prompts and connect them to the essential questions.</li><li>Essential Question: Students will be encouraged to craft their own essential questions for the text.</li><li>Substituting group or individual activities</li><li>Use of leveled text and/or tiered writing assignments</li><li>Substituting oral and/or written directions</li><li>Implementing more data base and critical base questions</li><li>Adjusting timeline and product requirements</li><li>Enhancing specific content by expanding content responsibilities</li><li>Utilize more challenging materials</li></ul> |

work and redirect as needed. They may not understand or be hesitant to verbalize what they do not understand at first, so monitor and give examples.
- Support use of student's primary language by translating key words in directions, or key vocabulary terms or giving students opportunities to communicate in their primary language (written or orally)

**Additional Resources:**
- [20 strategies to Support EAL Children](#)
- [What English Language Learners Wish Teachers Knew - Education Week](#)
- [A Starting Point: Tips and resources for working with ESL newcomers](#)

teacher conference, and publish a final copy. Writing assignments will follow the alternative assessments outlined in the Assessment category below. These assessments have modified prompts to support struggling learners.
- Essential Question: Key terms in the questions will be defined and explained in detail before the question is posed. Responses will be listed on the board and discussed before the assignment. Reflection at the close of the lesson will be supported with an exit card: "Before I thought........Now I feel......."

| Unit 2 Title / Topic: Straight News Writing | Unit Duration: 4 Weeks |
|---|---|

## Stage 1: Desired Results

**Established Subject Area Goals (NJSLS):**

W.11-12.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

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.

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.

**Interdisciplinary Companion Standards (NJSLS):**

NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

**Technology Integration (NJSLS 8):**

8.1.12.IC.1: Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices.

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.3: Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture.

8.2.12.EC.1: Analyze controversial technological issues and determine the degree to which individuals, businesses, and governments have an ethical role in decisions that are made.

**21st Century Skills Integration (Career Ready Practices):**

CLK1   Act as a responsible and contributing citizen and employee

CLK5   Utilize critical thinking to make sense of problems and persevere in solving them

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas.

9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice

9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving

9.4.12.DC.6: Select information to post online that positively impacts personal image and future college and career opportunities.

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

9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations

9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments.

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

**Transfer Goal:**

Students will be able to independently use their learning to write stories that are clear, concise, objective and factual.

| **Students will understand that:** | **Essential Questions:** |
|---|---|
| ● Clear communication is important. <br> ● Anyone's version of a "story" is colored by his/her perspective. | ● Why does clear writing matter? <br> ● Is objectivity possible? |
| **Students will know:** | **Students will be able to:** |
| ● Inverted pyramid style <br> ● Differences between "newspaper English" and "academic" English <br> ● What bias is and how it can enter one's writing | ● Organize facts in order of importance <br> ● Remove bias from their writing to the extent possible <br> ● Write a clear, concise, factual, and objective straight news story |

## Stage 2: Acceptable Evidence

**Transfer Task:** Students will be able to independently use their learning to…

write effective straight news stories

Write effective speech coverage stories

Write effective press conference stories

## Reference Materials

| Informational Text/Non-Fiction (K-8, include F&P level if known) | Literature/Fiction |
|---|---|
| Daily newspaper | ● N/A |

## Accommodations and Modifications

| Differentiation for Support <br><br> (ELL Learners) | Differentiation for Support <br><br> (Spec. Ed., Struggling Learners) | Differentiation for Enrichment |
|---|---|---|
| ● Provide alternate ways for the student to respond (verbal/pictographic answers instead of written) | ● Break down assignments with oral directions, written directions, and visuals. <br> ● Provide frequent reminders to stay on task. <br> ● Provide copies of notes and practice note taking skills. | ● Provide a variety of individualized work centers <br> ● Show students more advanced techniques such as the direction of light and shadow in |

- Substitute a hands-on activity or use of different media in projects for a written activity
- Provide word banks / word walls
- Prepare and distribute advance notes
- Provide model sentence frames and sentence starters for both oral responses and written responses
- Provide additional time to complete assessments and assignments
- Model and use gestures to aid in understanding
- Model tasks by giving one or two examples before releasing students to work independently
- Present instructions both verbally and visually
- Simplify written and verbal instructions
- Allow students to use eDictionaries
- Avoid slang and idiomatic expressions.
- Speak clearly and naturally, and try to enunciate words, especially their ending sounds.
- Provide Sensory Supports (Real-life objects, Manipulatives, Pictures & photographs, Illustrations, Diagrams, & drawings, Magazines & newspapers, Physical activities, Videos & films, Broadcasts, Models & figures)
- Provide Graphic Supports (Charts, Graphic organizers, Tables, Graphs, Timelines, Number lines)
- Provide Interactive Supports(Pair or Partner work, Group work, Peer Mentor)
- Simplify the language, format, and directions of the assessment
- Accept correct answers on test or worksheets in any written form such as lists, phrases, or using inventive spelling
- Allow editing and revision before grading
- Design projects and assessment for student that require reduced sentence or paragraph composition
- Give alternative homework or class work assignments suitable to the student's linguistic ability for activities and assessments
- Utilize alternate reading assignments/materials at the student's reading level.
- Allow for alternate seating for proximity to peer helper or teacher as necessary
- Assist student in building a picture file of key vocabulary ([Pics4Learning](), [Webster's Visual Dictionary Online](), [ClipArt Etc](), [Shahi Visual Dictionary]())
- When showing video used Closed Captioning. Some videos also allow for a slower replay so the speech is not as fast.
- Provide wait-time sufficient for English language learners who are trying to translate terms while formulating an explanation - Sufficient wait time is often said to be about 7-10 seconds
- Check for understanding consistently - ask students one-on-one what their questions are, monitor their progress on independent work and redirect as needed. They may not understand or be hesitant to verbalize what they do not understand at first, so monitor and give examples.
- Support use of student's primary language by translating key words in directions, or key vocabulary terms or giving students opportunities to communicate in their primary language (written or orally)

**Additional Resources:**

- Work on organizational skills such as keeping class binder, completing assignments on time, and checking classroom website for assignments.
- Follow individual IEP plans for specific modifications.
- Use colors to differentiate while teaching
- List steps or guidelines to clarify expected outcome
- Provide visual supports
- Reinforce on-task behavior
- Peer mentoring (pairing with another student who is working at an advanced level)
- Guided questions
- Partnering/Grouping of students
- Re-teaching and review
- Multi-media approach to accommodate various learning styles
- Decrease/Modify number of project requirements
- Teacher/Aide assistance
- Translation tool for different languages
- Cooperative Groups: Groupings will be heterogenous to support struggling learners. Group assignments will be modified to include graphic organizers.
- Socratic Seminar/ Fish Bowl Discussions: Students will be supported in discussion with graphic organizers, completed note cards for reference, and pre-arranged order of speaking.
- Partner Analysis Activities: Partnerships will be pre-selected to support struggling learners. Activities will include exemplars and graphic organizers.
- Metacognitive Journals: Journal assignments will be shortened. Detailed exemplars will be shared. Key terms in the questions will be defined and explained in detail.
- Self-Assessment Close Reading Quizzes: Quizzes will be shortened. After completion, students will share responses with their groups and identify which questions were the most difficult. (They will circle these and submit.) Their participation informs the teacher and themselves on the understanding of the text.
- Silent Sustained Reading (SSR) with Critical Lens: If shared text, teacher will begin SSR with reading part of the assignment and asking questions throughout. Then SSR a shorter SSR will be given before the exit ticket.
- In-class short research assignments: Graphic organizers and exemplars will be shared and discussed prior to the assignment. Heterogeneous groups will be pre-selected to support struggling learners.
- Writing Process: Students will brainstorm with a graphic organizer, draft with a graphic organizer, peer review with pre-selected partner, revise and edit with teacher conference, and publish a final copy. Writing assignments will follow the alternative assessments outlined in the Assessment category below. These

a realistic drawing.
- Provide student with exemplars of expressive, innovative, and highly conceptual works of art that involve greater risk-taking and complexity in their creation
- Provide student the opportunity to demonstrate for the class
- Create additional projects in a different medium
- Individual presentations
- Multiple mediums in project
- Cooperative Groups: Groupings will be homogenous to support enrichment. Challenge questions will be offered.
- Socratic Seminar/ Fish Bowl Discussions: Students will generate questions based on the essential questions and close reading insights.
- Partner Analysis Activities: Partnerships will be pre-selected to encourage enrichment. Challenge questions will be offered.
- Metacognitive Journals: Students will generate their own topics.
- Self-Assessment Close Reading Quizzes: Challenge questions will be added. Students will be encouraged to create their own questions and pose them to the class at the close of the activity.
- Silent Sustained Reading (SSR) with Critical Lens: Students will be encouraged to expand on or enhance the lens by offering alternatives. Longer SSR will be offered.
- In-class short research assignments: Students will be encouraged to create additional research topics from the teacher suggestions.
- Writing Process: Students will be encourage to create their own writing prompts and connect them to the essential questions.
- Essential Question: Students will be encouraged to craft their own essential questions for the text.
- Substituting group or individual activities
- Use of leveled text and/or tiered writing assignments
- Substituting oral and/or written directions
- Implementing more data base and critical base questions
- Adjusting timeline and product requirements
- Enhancing specific content by expanding content responsibilities
- Utilize more challenging materials

| | | |
|---|---|---|
| • 20 strategies to Support EAL Children<br>• What English Language Learners Wish Teachers Knew - Education Week<br>• A Starting Point: Tips and resources for working with ESL newcomers | assessments have modified prompts to support struggling learners.<br>• Essential Question: Key terms in the questions will be defined and explained in detail before the question is posed. Responses will be listed on the board and discussed before the assignment. Reflection at the close of the lesson will be supported with an exit card: "Before I thought........Now I feel......." | |

| Unit 3 Title / Topic: Feature Writing | Unit Duration:5 weeks |
|---|---|

## Stage 1: Desired Results

### Established Subject Area Goals (NJSLS):

W.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W.11-12.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

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

W.11-12.7. 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 an understanding of the subject under investigation.

W.11-12.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. (MLA or APA Style Manuals).

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.

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.

### Interdisciplinary Companion Standards (NJSLS):

NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. NJSLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

### Technology Integration (NJSLS 8):

8.1.12.IC.1: Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices.

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.3: Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture.

8.2.12.EC.1: Analyze controversial technological issues and determine the degree to which individuals, businesses, and governments have an ethical role in decisions that are made.

### 21st Century Skills Integration (Career Ready Practices):

CLK1   Act as a responsible and contributing citizen and employee

CLK5   Utilize critical thinking to make sense of problems and persevere in solving them

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas.

9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice

9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving

9.4.12.DC.6: Select information to post online that positively impacts personal image and future college and career opportunities.

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

9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations

9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments.

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.

### Transfer Goal:

Students will be able to independently use their learning to gather information to  write effective feature stories

| Students will understand that: | Essential Questions |
|---|---|
| • Audience impacts writing.<br>• An audience will engage if a writer takes time to reach them.<br>• Any news item, even if already known by many, has numerous creative angles.<br>• Much useful information can be gleaned through the use of well-developed listening skills.<br>• A journalist often constructs a coherent narrative after consultation of multiple sources. | • How does the audience impact writing?<br>• What kinds of stories does a teen audience find interesting?<br>• How can various angles of a news item be determined?<br>• How can I learn by listening?<br>• How does a journalist construct a story? |

| Students will know: | Students will be able to: |
|---|---|
| ● Definitions of summary, paraphrase, direct quote<br>● Interview techniques<br>● Rules for quoting<br>● Types of leads | ● Employ interviewing skills<br>● Differentiate among summarizing, paraphrasing, and quoting directly<br>● Organize and write effectively<br>● Determine the best material to quote<br>● Write effective and appropriate leads |

## Stage 2: Acceptable Evidence

**Transfer Task**: Students will be able to independently use their learning to…

conduct effective interviews to gather information

develop a note taking style

effectively use quoting techniques

write strong and effective lead paragraphs

Write effective feature stories suitable for publication

## Reference Materials

| Informational Text/Non-Fiction (K-8, include F&P level if known) | Literature/Fiction |
|---|---|
| Daily newspaper, magazine feature articles as models | ● N/A |

## Accommodations and Modifications

| Differentiation for Support<br><br>(ELL Learners) | Differentiation for Support<br><br>(Spec. Ed., Struggling Learners) | Differentiation for Enrichment |
|---|---|---|
| ● Provide alternate ways for the student to respond (verbal/pictographic answers instead of written)<br>● Substitute a hands-on activity or use of different media in projects for a written activity<br>● Provide word banks / word walls<br>● Prepare and distribute advance notes<br>● Provide model sentence frames and sentence starters for both oral responses and written responses<br>● Provide additional time to complete assessments and assignments<br>● Model and use gestures to aid in understanding<br>● Model tasks by giving one or two examples before releasing students to work independently<br>● Present instructions both verbally and visually<br>● Simplify written and verbal instructions<br>● Allow students to use eDictionaries<br>● Avoid slang and idiomatic expressions.<br>● Speak clearly and naturally, and try to enunciate words, especially their ending sounds.<br>● Provide Sensory Supports (Real-life objects, Manipulatives, Pictures & photographs, Illustrations, Diagrams, & drawings, Magazines & newspapers, Physical activities, Videos & films, Broadcasts, Models & figures)<br>● Provide Graphic Supports (Charts, Graphic organizers, Tables, Graphs, Timelines, Number lines)<br>● Provide Interactive Supports(Pair or Partner work, Group work, Peer Mentor)<br>● Simplify the language, format, and directions of the assessment | ● Break down assignments with oral directions, written directions, and visuals.<br>● Provide frequent reminders to stay on task.<br>● Provide copies of notes and practice note taking skills.<br>● Work on organizational skills such as keeping class binder, completing assignments on time, and checking classroom website for assignments.<br>● Follow individual IEP plans for specific modifications.<br>● Use colors to differentiate while teaching<br>● List steps or guidelines to clarify expected outcome<br>● Provide visual supports<br>● Reinforce on-task behavior<br>● Peer mentoring (pairing with another student who is working at an advanced level)<br>● Guided questions<br>● Partnering/Grouping of students<br>● Re-teaching and review<br>● Multi-media approach to accommodate various learning styles<br>● Decrease/Modify number of project requirements<br>● Teacher/Aide assistance<br>● Translation tool for different languages<br>● Cooperative Groups: Groupings will be heterogenous to support struggling learners. Group assignments will be modified to include graphic organizers.<br>● Socratic Seminar/ Fish Bowl Discussions: Students will be supported in discussion with graphic organizers, completed note cards for reference, and pre-arranged order of speaking.<br>● Partner Analysis Activities: Partnerships | ● Provide a variety of individualized work centers<br>● Show students more advanced techniques such as the direction of light and shadow in a realistic drawing.<br>● Provide student with exemplars of expressive, innovative, and highly conceptual works of art that involve greater risk-taking and complexity in their creation<br>● Provide student the opportunity to demonstrate for the class<br>● Create additional projects in a different medium<br>● Individual presentations<br>● Multiple mediums in project<br>● Cooperative Groups: Groupings will be homogenous to support enrichment. Challenge questions will be offered.<br>● Socratic Seminar/ Fish Bowl Discussions: Students will generate questions based on the essential questions and close reading insights.<br>● Partner Analysis Activities: Partnerships will be pre-selected to encourage enrichment. Challenge questions will be offered.<br>● Metacognitive Journals: Students will generate their own topics.<br>● Self-Assessment Close Reading Quizzes: Challenge questions will be added. Students will be encouraged to create their own questions and pose them to the class at the close of the activity.<br>● Silent Sustained Reading (SSR) with Critical Lens: Students will be encouraged to expand on or enhance the lens by |

- Accept correct answers on test or worksheets in any written form such as lists, phrases, or using inventive spelling
- Allow editing and revision before grading
- Design projects and assessment for student that require reduced sentence or paragraph composition
- Give alternative homework or class work assignments suitable to the student's linguistic ability for activities and assessments
- Utilize alternate reading assignments/materials at the student's reading level.
- Allow for alternate seating for proximity to peer helper or teacher as necessary
- Assist student in building a picture file of key vocabulary (Pics4Learning, Webster's Visual Dictionary Online, ClipArt Etc, Shahi Visual Dictionary)
- When showing video used Closed Captioning. Some videos also allow for a slower replay so the speech is not as fast.
- Provide wait-time sufficient for English language learners who are trying to translate terms while formulating an explanation - Sufficient wait time is often said to be about 7-10 seconds
- Check for understanding consistently - ask students one-on-one what their questions are, monitor their progress on independent work and redirect as needed. They may not understand or be hesitant to verbalize what they do not understand at first, so monitor and give examples.
- Support use of student's primary language by translating key words in directions, or key vocabulary terms or giving students opportunities to communicate in their primary language (written or orally)

**Additional Resources:**
- 20 strategies to Support EAL Children
- What English Language Learners Wish Teachers Knew - Education Week
- A Starting Point: Tips and resources for working with ESL newcomers

will be pre-selected to support struggling learners. Activities will include exemplars and graphic organizers.
- Metacognitive Journals: Journal assignments will be shortened. Detailed exemplars will be shared. Key terms in the questions will be defined and explained in detail.
- In-class short research assignments: Graphic organizers and exemplars will be shared and discussed prior to the assignment. Heterogeneous groups will be pre-selected to support struggling learners.
- Writing Process: Students will brainstorm with a graphic organizer, draft with a graphic organizer, peer review with pre-selected partner, revise and edit with teacher conference, and publish a final copy. Writing assignments will follow the alternative assessments outlined in the Assessment category below. These assessments have modified prompts to support struggling learners.
- Essential Question: Key terms in the questions will be defined and explained in detail before the question is posed. Responses will be listed on the board and discussed before the assignment. Reflection at the close of the lesson will be supported with an exit card: "Before I thought........Now I feel......."

offering alternatives. Longer SSR will be offered.
- In-class short research assignments: Students will be encouraged to create additional research topics from the teacher suggestions.
- Writing Process: Students will be encourage to create their own writing prompts and connect them to the essential questions.
- Essential Question: Students will be encouraged to craft their own essential questions for the text.
- Substituting group or individual activities
- Use of leveled text and/or tiered writing assignments
- Substituting oral and/or written directions
- Implementing more data base and critical base questions
- Adjusting timeline and product requirements
- Enhancing specific content by expanding content responsibilities
- Utilize more challenging materials

| Unit 4 Title / Topic: Value of a free speech/free press | Unit Duration: 4 weeks |
|---|---|

## Stage 1: Desired Results

**Established Subject Area Goals (NJSLS):**

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.

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.

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.

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. 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. 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. 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. 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. E. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).

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. 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. 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. 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. D. Use precise language, domain-specific vocabulary, and techniques

such as metaphor, simile, and analogy to manage the complexity of the topic. 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. F. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).

SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on- one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas. B. Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g. student developed rubrics), and establish individual roles as needed. C. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

## Interdisciplinary Companion Standards (NJSLS):
NJSLSA.R8. 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

RH.11-12.8. Evaluate an author's claims, reasoning, and evidence by corroborating or challenging them with other sources.

## Technology Integration (NJSLS 8):
8.1.12.IC.1: Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices.

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.3: Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture.

8.2.12.EC.1: Analyze controversial technological issues and determine the degree to which individuals, businesses, and governments have an ethical role in decisions that are made.

## 21st Century Skills Integration (Career Ready Practices):
CLK1   Act as a responsible and contributing citizen and employee.

CLK3   Consider the environmental, social and economic impacts of decisions.

CLK5   Utilize critical thinking to make sense of problems and persevere in solving them.

CLK8   Use technology to enhance productivity, increase collaboration and communicate effectively.

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas.

9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice

9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving

9.4.12.DC.6: Select information to post online that positively impacts personal image and future college and career opportunities.

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

9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations

9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments.

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.

## Transfer Goal:

Students will use their knowledge of the history of the American press, the First Amendment, libel, and challenges to a free press historically to evaluate the current state of the media

| Students will understand that: | Essential Questions: |
|---|---|
| ● The Founding Fathers saw a free press as important enough to include in the Bill of Rights. <br> ● Free speech is not a right available to all countries and cultures. <br> ● The right to free speech comes with responsibility. <br> ● Reporters commonly face ethical questions they must resolve in the course of their work. | ● What is the value of free speech? <br> ● Why is a free press a First Amendment right? <br> ● What are the ethical questions involved in reporting? |
| **Students will know:** <br> ● The First Amendment <br> ● Libel and slander definitions <br> ● Major libel cases <br> ● Watershed events in American journalism history including but not limited to Watergate, the Pentagon Papers, and NYTimes v. Sullivan <br> ● Yellow Journalism <br> ● muckraking <br> ● Penny Press <br> ● sensationalism <br> ● prior restraint <br> ● functions of a journalist | **Students will be able to:** <br> ●  Apply knowledge of libel law to new or hypothetical cases <br> ● Identify a lack of objectivity in a given piece of writing <br> ● Determine if a news broadcast contains bias <br> ● Analyze the current state of the media  with respect to bias <br> ● Cite watershed moments in American journalism history |

## Stage 2: Acceptable Evidence

**Transfer Task:** Students will be able to independently use their learning to…

Write a clear and coherent decision on a hypothetical court case involving student free speech.

Act as a reporter, making ethical decisions regarding what they would do in given situations.

Identify bias in both print and broadcast media.

Find real-world examples of the various functions of journalism in modern culture.

Respond in writing to *All the President's Men*

Apply relevant law to resolve hypothetical libel cases

## Reference Materials

| Informational Text/Non-Fiction (K-8, include F&P level if known) | Literature/Fiction |
|---|---|
| <ul><li>Textbook - *Journalism Today*</li><li>Film - *All the President's Men*</li></ul> | <ul><li>N/A</li></ul> |

## Accommodations and Modifications

### Differentiation for Support

**(ELL Learners)**

- Provide alternate ways for the student to respond (verbal/pictographic answers instead of written)
- Substitute a hands-on activity or use of different media in projects for a written activity
- Provide word banks / word walls
- Prepare and distribute advance notes
- Provide model sentence frames and sentence starters for both oral responses and written responses
- Provide additional time to complete assessments and assignments
- Model and use gestures to aid in understanding
- Model tasks by giving one or two examples before releasing students to work independently
- Present instructions both verbally and visually
- Simplify written and verbal instructions
- Allow students to use eDictionaries
- Avoid slang and idiomatic expressions.
- Speak clearly and naturally, and try to enunciate words, especially their ending sounds.
- Provide Sensory Supports (Real-life objects, Manipulatives, Pictures & photographs, Illustrations, Diagrams, & drawings, Magazines & newspapers, Physical activities, Videos & films, Broadcasts, Models & figures)
- Provide Graphic Supports (Charts, Graphic organizers, Tables, Graphs, Timelines, Number lines)
- Provide Interactive Supports(Pair or Partner work, Group work, Peer Mentor)
- Simplify the language, format, and directions of the assessment
- Accept correct answers on test or worksheets in any written form such as lists, phrases, or using inventive spelling
- Allow editing and revision before grading
- Design projects and assessment for student that require reduced sentence or paragraph composition
- Give alternative homework or class work assignments suitable to the student's linguistic ability for activities and assessments
- Utilize alternate reading assignments/materials at the student's reading level.
- Allow for alternate seating for proximity to peer helper or teacher as necessary

### Differentiation for Support

**(Spec. Ed., Struggling Learners)**

- Break down assignments with oral directions, written directions, and visuals.
- Provide frequent reminders to stay on task.
- Provide copies of notes and practice note taking skills.
- Work on organizational skills such as keeping class binder, completing assignments on time, and checking classroom website for assignments.
- Follow individual IEP plans for specific modifications.
- Use colors to differentiate while teaching
- List steps or guidelines to clarify expected outcome
- Provide visual supports
- Reinforce on-task behavior
- Peer mentoring (pairing with another student who is working at an advanced level)
- Guided questions
- Partnering/Grouping of students
- Re-teaching and review
- Multi-media approach to accommodate various learning styles
- Decrease/Modify number of project requirements
- Teacher/Aide assistance
- Translation tool for different languages
- Cooperative Groups: Groupings will be heterogenous to support struggling learners. Group assignments will be modified to include graphic organizers.
- Socratic Seminar/ Fish Bowl Discussions: Students will be supported in discussion with graphic organizers, completed note cards for reference, and pre-arranged order of speaking.
- Partner Analysis Activities: Partnerships will be pre-selected to support struggling learners. Activities will include exemplars and graphic organizers.
- Metacognitive Journals: Journal assignments will be shortened. Detailed exemplars will be shared. Key terms in the questions will be defined and explained in detail.
- Self-Assessment Close Reading Quizzes: Quizzes will be shortened. After completion, students will share responses with their groups and identify which

### Differentiation for Enrichment

- Provide a variety of individualized work centers
- Show students more advanced techniques such as the direction of light and shadow in a realistic drawing.
- Provide student with exemplars of expressive, innovative, and highly conceptual works of art that involve greater risk-taking and complexity in their creation
- Provide student the opportunity to demonstrate for the class
- Create additional projects in a different medium
- Individual presentations
- Multiple mediums in project
- Cooperative Groups: Groupings will be homogenous to support enrichment. Challenge questions will be offered.
- Socratic Seminar/ Fish Bowl Discussions: Students will generate questions based on the essential questions and close reading insights.
- Partner Analysis Activities: Partnerships will be pre-selected to encourage enrichment. Challenge questions will be offered.
- Metacognitive Journals: Students will generate their own topics.
- Self-Assessment Close Reading Quizzes: Challenge questions will be added. Students will be encouraged to create their own questions and pose them to the class at the close of the activity.
- Silent Sustained Reading (SSR) with Critical Lens: Students will be encouraged to expand on or enhance the lens by offering alternatives. Longer SSR will be offered.
- In-class short research assignments: Students will be encouraged to create additional research topics from the teacher suggestions.
- Writing Process: Students will be encourage to create their own writing prompts and connect them to the essential questions.
- Essential Question: Students will be encouraged to craft their own essential questions for the text.

- Assist student in building a picture file of key vocabulary (Pics4Learning, Webster's Visual Dictionary Online, ClipArt Etc, Shahi Visual Dictionary)
- When showing video used Closed Captioning. Some videos also allow for a slower replay so the speech is not as fast.
- Provide wait-time sufficient for English language learners who are trying to translate terms while formulating an explanation - Sufficient wait time is often said to be about 7-10 seconds
- Check for understanding consistently - ask students one-on-one what their questions are, monitor their progress on independent work and redirect as needed. They may not understand or be hesitant to verbalize what they do not understand at first, so monitor and give examples.
- Support use of student's primary language by translating key words in directions, or key vocabulary terms or giving students opportunities to communicate in their primary language (written or orally)

**Additional Resources:**
- 20 strategies to Support EAL Children
- What English Language Learners Wish Teachers Knew - Education Week
- A Starting Point: Tips and resources for working with ESL newcomers

questions were the most difficult. (They will circle these and submit.) Their participation informs the teacher and themselves on the understanding of the text.
- Silent Sustained Reading (SSR) with Critical Lens: If shared text, teacher will begin SSR with reading part of the assignment and asking questions throughout. Then SSR a shorter SSR will be given before the exit ticket.
- In-class short research assignments: Graphic organizers and exemplars will be shared and discussed prior to the assignment. Heterogeneous groups will be pre-selected to support struggling learners.
- Writing Process: Students will brainstorm with a graphic organizer, draft with a graphic organizer, peer review with pre-selected partner, revise and edit with teacher conference, and publish a final copy. Writing assignments will follow the alternative assessments outlined in the Assessment category below. These assessments have modified prompts to support struggling learners.
- Essential Question: Key terms in the questions will be defined and explained in detail before the question is posed. Responses will be listed on the board and discussed before the assignment. Reflection at the close of the lesson will be supported with an exit card: "Before I thought........Now I feel......."

- Substituting group or individual activities
- Use of leveled text and/or tiered writing assignments
- Substituting oral and/or written directions
- Implementing more data base and critical base questions
- Adjusting timeline and product requirements
- Enhancing specific content by expanding content responsibilities
- Utilize more challenging materials

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| Unit 5  Title / Topic: Opinion Writing | Unit Duration: 4 weeks |
|---|---|

## Stage 1: Desired Results

**Established Subject Area Goals (NJSLS):**

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. 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. 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. 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. 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.

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. 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. 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.

W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

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

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

W.11-12.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. (MLA or APA Style Manuals).

**Interdisciplinary Companion Standards (NJSLS):**

NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

**Technology Integration (NJSLS 8):**

8.1.12.IC.1: Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices.
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.3: Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture.

| | |
|---|---|
| 8.2.12.EC.1: Analyze controversial technological issues and determine the degree to which individuals, businesses, and governments have an ethical role in decisions that are made. | |

**21st Century Skills Integration (Career Ready Practices):**

CLK1   Act as a responsible and contributing citizen and employee.

CLK3   Consider the environmental, social and economic impacts of decisions.

CLK5   Utilize critical thinking to make sense of problems and persevere in solving them.

CLK8   Use technology to enhance productivity, increase collaboration and communicate effectively.

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas.

9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice

9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving

9.4.12.DC.6: Select information to post online that positively impacts personal image and future college and career opportunities.

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

9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations

9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments.

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.

**Transfer Goal:**

Students will be able to independently use their learning to effectively analyze persuasive pieces as well as research and write their own

| Students will understand that: | Essential Questions: |
|---|---|
| ● People can be persuaded through emotional, ethical and logical appeals.<br>● An audience will engage if a writer takes time to reach them.<br>● A journalist often constructs a coherent narrative after consultation of multiple sources. | ● How are people persuaded?<br>● How can we use writing to influence people's thinking? |
| **Students will know:**<br>● Editorial<br>● Think piece<br>● bias/objectivity<br>● Types of editorials | **Students will be able to:**<br>● Determine the difference between fact and opinion<br>● Create a well-constructed argument<br>● Write an effective persuasive piece<br>● Determine and rebut the position of a piece of writing |

## Stage 2: Acceptable Evidence

**Transfer Task:** Students will be able to independently use their learning to…

Analyze published opinion writing based upon the art of persuasion.

Write effective opinion pieces suitable for publication utilizing the news gathering writing process.

## Reference Materials

| Informational Text/Non-Fiction | Literature/Fiction |
|---|---|
| Samples of professional journalists' opinion pieces | ● N/A |

## Accommodations and Modifications

| Differentiation for Support<br><br>(ELL Learners) | Differentiation for Support<br><br>(Spec. Ed., Struggling Learners) | Differentiation for Enrichment |
|---|---|---|
| ● Provide alternate ways for the student to respond (verbal/pictographic answers instead of written)<br>● Substitute a hands-on activity or use of different media in projects for a written activity<br>● Provide word banks / word walls<br>● Prepare and distribute advance notes<br>● Provide model sentence frames and sentence starters for both oral responses and written responses<br>● Provide additional time to complete assessments and assignments<br>● Model and use gestures to aid in understanding<br>● Model tasks by giving one or two examples before releasing students to work independently<br>● Present instructions both verbally and visually<br>● Simplify written and verbal instructions<br>● Allow students to use eDictionaries<br>● Avoid slang and idiomatic expressions. | ● Break down assignments with oral directions, written directions, and visuals.<br>● Provide frequent reminders to stay on task.<br>● Provide copies of notes and practice note taking skills.<br>● Work on organizational skills such as keeping class binder, completing assignments on time, and checking classroom website for assignments.<br>● Follow individual IEP plans for specific modifications.<br>● Use colors to differentiate while teaching<br>● List steps or guidelines to clarify expected outcome<br>● Provide visual supports<br>● Reinforce on-task behavior<br>● Peer mentoring (pairing with another student who is working at an advanced level)<br>● Guided questions<br>● Partnering/Grouping of students<br>● Re-teaching and review<br>● Multi-media approach to accommodate | ● Provide a variety of individualized work centers<br>● Show students more advanced techniques such as the direction of light and shadow in a realistic drawing.<br>● Provide student with exemplars of expressive, innovative, and highly conceptual works of art that involve greater risk-taking and complexity in their creation<br>● Provide student the opportunity to demonstrate for the class<br>● Create additional projects in a different medium<br>● Individual presentations<br>● Multiple mediums in project<br>● Cooperative Groups: Groupings will be homogenous to support enrichment. Challenge questions will be offered.<br>● Socratic Seminar/ Fish Bowl Discussions: Students will generate questions based on the essential questions and close reading insights. |

- Speak clearly and naturally, and try to enunciate words, especially their ending sounds.
- Provide Sensory Supports (Real-life objects, Manipulatives, Pictures & photographs, Illustrations, Diagrams, & drawings, Magazines & newspapers, Physical activities, Videos & films, Broadcasts, Models & figures)
- Provide Graphic Supports (Charts, Graphic organizers, Tables, Graphs, Timelines, Number lines)
- Provide Interactive Supports(Pair or Partner work, Group work, Peer Mentor)
- Simplify the language, format, and directions of the assessment
- Accept correct answers on test or worksheets in any written form such as lists, phrases, or using inventive spelling
- Allow editing and revision before grading
- Design projects and assessment for student that require reduced sentence or paragraph composition
- Give alternative homework or class work assignments suitable to the student's linguistic ability for activities and assessments
- Utilize alternate reading assignments/materials at the student's reading level.
- Allow for alternate seating for proximity to peer helper or teacher as necessary
- Assist student in building a picture file of key vocabulary (Pics4Learning, Webster's Visual Dictionary Online, ClipArt Etc, Shahi Visual Dictionary)
- When showing video used Closed Captioning. Some videos also allow for a slower replay so the speech is not as fast.
- Provide wait-time sufficient for English language learners who are trying to translate terms while formulating an explanation - Sufficient wait time is often said to be about 7-10 seconds
- Check for understanding consistently - ask students one-on-one what their questions are, monitor their progress on independent work and redirect as needed. They may not understand or be hesitant to verbalize what they do not understand at first, so monitor and give examples.
- Support use of student's primary language by translating key words in directions, or key vocabulary terms or giving students opportunities to communicate in their primary language (written or orally)

**Additional Resources:**
- 20 strategies to Support EAL Children
- What English Language Learners Wish Teachers Knew - Education Week
- A Starting Point: Tips and resources for working with ESL newcomers

various learning styles
- Decrease/Modify number of project requirements
- Teacher/Aide assistance
- Translation tool for different languages
- Cooperative Groups: Groupings will be heterogenous to support struggling learners. Group assignments will be modified to include graphic organizers.
- Socratic Seminar/ Fish Bowl Discussions: Students will be supported in discussion with graphic organizers, completed note cards for reference, and pre-arranged order of speaking.
- Partner Analysis Activities: Partnerships will be pre-selected to support struggling learners. Activities will include exemplars and graphic organizers.
- Metacognitive Journals: Journal assignments will be shortened. Detailed exemplars will be shared. Key terms in the questions will be defined and explained in detail.
- Silent Sustained Reading (SSR) with Critical Lens: If shared text, teacher will begin SSR with reading part of the assignment and asking questions throughout. Then SSR a shorter SSR will be given before the exit ticket.
- In-class short research assignments: Graphic organizers and exemplars will be shared and discussed prior to the assignment. Heterogeneous groups will be pre-selected to support struggling learners.
- Writing Process: Students will brainstorm with a graphic organizer, draft with a graphic organizer, peer review with pre-selected partner, revise and edit with teacher conference, and publish a final copy. Writing assignments will follow the alternative assessments outlined in the Assessment category below. These assessments have modified prompts to support struggling learners.
- Essential Question: Key terms in the questions will be defined and explained in detail before the question is posed. Responses will be listed on the board and discussed before the assignment. Reflection at the close of the lesson will be supported with an exit card: "Before I thought........Now I feel......."

- Partner Analysis Activities: Partnerships will be pre-selected to encourage enrichment. Challenge questions will be offered.
- Metacognitive Journals: Students will generate their own topics.
- Self-Assessment Close Reading Quizzes: Challenge questions will be added. Students will be encouraged to create their own questions and pose them to the class at the close of the activity.
- Silent Sustained Reading (SSR) with Critical Lens: Students will be encouraged to expand on or enhance the lens by offering alternatives. Longer SSR will be offered.
- In-class short research assignments: Students will be encouraged to create additional research topics from the teacher suggestions.
- Writing Process: Students will be encourage to create their own writing prompts and connect them to the essential questions.
- Essential Question: Students will be encouraged to craft their own essential questions for the text.
- Substituting group or individual activities
- Use of leveled text and/or tiered writing assignments
- Substituting oral and/or written directions
- Implementing more data base and critical base questions
- Adjusting timeline and product requirements
- Enhancing specific content by expanding content responsibilities
- Utilize more challenging materials