

**Summit Public Schools**  
**Summit, New Jersey**  
**Grade 11-12 / Content Area: 21<sup>st</sup> Century Life & Career**  
**Length of Course: Full-Year**

**Journalism III**

**Course Description:** Journalism III (JIII) is a full-year course for the editorial staff of Verve. It is a production course with an emphasis on 21<sup>st</sup> Century Life and Career Skills. Students must successfully complete Journalism II to register for this class.

This course produces the Summit High School student newspaper, with a transferable career emphasis on editorial policy and responsibility. Students will be evaluated on both the processes and products of their endeavors. Leadership and active participation in discussion and on projects is required. Fulfillment of all written assignments according to journalistic law and conventions is required. Meeting deadlines is mandatory.

JIII students will work in a newsroom environment, where decisions are guided by both instructor and peer editorial leaders. Given instructional advice and guidance, JIII students will participate in the coaching of JI and JII staff reporters in the areas of news writing and editing; reporting; photojournalism; layout and graphic design; journalism law and policy; professional standards and ethics; research methods; and criticism.

JII is designed to meet the 21st-Century Life and Careers standards, instructing specialized skills that are part of a career and technical education path.

Further, this course was developed to complement the 21<sup>st</sup> Century Learning standards present in both the 21<sup>st</sup> Century Media (21CM) and Broadcast Media (BM) course offerings at Summit High School, incorporating the Framework for 21st Century Learning standards, skills, and themes, and reflecting them in the design of units and lessons.

Because the newspaper follows a cyclical, repetitive production cycle, the JIII curriculum is organized thematically according to New Jersey's 21<sup>st</sup> Century standards, as follows:

1. Creativity and Innovation;
2. Critical Thinking and Problem Solving;
3. Communication and Collaboration;
4. Information Literacy;
5. Media Literacy;
6. Life and Career Skills

## 1. Creativity and Innovation

Standard	
<b>Big Ideas: Course Objectives / Content Statement(s)</b> CLUSTER TOPIC ARC01 ACADEMIC FOUNDATIONS: Achieve additional academic knowledge and skills required to pursue the full range of career and postsecondary education opportunities within journalism. CLUSTER TOPIC ARC02 COMMUNICATIONS: Use oral and written communication skills in creating, expressing and interpreting information and ideas including technical terminology and information. CLUSTER TOPIC ARC03 PROBLEM-SOLVING AND CRITICAL THINKING: Solve problems using critical thinking skills (analyze, synthesize, and evaluate) independently and in teams. Solve problems using creativity and innovation. CLUSTER TOPIC ARC04 INFORMATION TECHNOLOGY APPLICATIONS: Use information technology tools specific to the journalism career to access, manage, integrate, and create information. CLUSTER TOPIC ARC05 SYSTEMS: Understand roles within teams, work units, departments, organizations, inter-organizational systems, and the larger environment. Identify how key organizational systems affect organizational performance and the quality of products and services. Understand global context of industries and careers. CLUSTER TOPIC ARC07 LEADERSHIP AND TEAMWORK: Use leadership and teamwork skills in collaborating with others to accomplish organizational goals and objectives.	
Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	Enduring Understandings <i>What will students understand about the big ideas?</i>
Where do story ideas come from?	Students will understand that...  ...reading a variety of materials, observing the habits and interests of others, listening respectfully, and debating current events are methods for spurring creativity.  ...the 5 News Determinants are valid criteria for seeking newsworthy stories.
Areas of Focus: Proficiencies (Cumulative Progress Indicators)	Examples, Outcomes, Assessments
21 <sup>st</sup> Century Skills and Themes are the foundation of this course. Note: The following essential knowledge and skills are presumed to have been met by grade 9: 1. Reading and writing Language Arts CCCS are met and incorporated in the Career Cluster standards for Communications and Journalism, and ARC01 (Academic Foundations) and ARC02 (Communications) 2. Speaking and listening Language Arts CCCS for lessons and activities requiring problem solving and teamwork/ leadership also fall under the umbrella Career Cluster standards ARC03 (Problem-solving and critical thinking) and ARC07 (Teamwork and Leadership). 3. Viewing Language Arts CCCS for lessons and activities involving Information Technology, as these are included in the ARC04 (Information Technology Applications) Career Cluster. <b>21<sup>st</sup> Century Life and Career Skills:</b>	<b>Instructional Focus:</b> <ul style="list-style-type: none"> <li>Review: News Determinants and their effects on both storytelling and editorial decision-making</li> <li>Review: story craft: strive for a high level of competency in the technical aspects of writing, including grammar, spelling, clarity, and precision.</li> <li>Career: discovering leadership skills and qualities: proactivity and responsibility.</li> </ul> <b>Sample Assessments:</b> <ul style="list-style-type: none"> <li>News Determinants quiz</li> <li>Initiating discussion during brainstorming</li> <li>Contributing meaningfully to roundtable discussions</li> <li>Elaboration on the ideas of others</li> <li>Expressing ideas clearly and with evidence</li> <li>Public speaking</li> <li>Meeting deadlines</li> </ul> <b>Instructional Strategies:</b> Interdisciplinary Connections

<p>9.1.12.A.1-4; 9.1.12.B.1-3; 9.1.12.C.1-5; 9.1.12.D.1-3; 9.1.12.E.1-5; 9.1.12.F.1-5.</p> <p><b>Visual and Performing Arts:</b> 3.5.12.A.1-4; 3.5.12.B.1-4; 3.5.12.C.1-4</p> <p><b>Technology Literacy:</b> 8.1.12.A.2; 8.1.12.A.4; 8.1.12.D.2; 8.1.12.F.2; 8.2.12.C.3; 8.2.12.F.1</p> <p><b>Career Education/Consumer Family Life</b> 9.2.12.A.1</p> <p><b>Conceptual Objectives:</b> To publish news, information, entertainment, and opinion articles for and about students, faculty, administration, community, and international activities and policies</p> <p>To maintain high ethical standards with regard to fairness, personal and legal rights, responsibilities and accuracy.</p> <p>To strive for a high level of competency in the technical aspects of writing, including grammar, spelling, clarity, and precision.</p>	<ul style="list-style-type: none"> <li>• Keep an idea file of potential stories.</li> <li>• Encourage staff reporters to seek news leads and string stories collaboratively.</li> </ul> <p>Technology Integration</p> <ul style="list-style-type: none"> <li>• Produce and edit a multi-page document using desktop publishing and/or graphics software</li> <li>• Evaluate the positive and negative impacts in a design by providing a digital overview of a chosen product and suggest potential modifications to address the negative impacts.</li> <li>• Determine and use the appropriate application of resources in the design, development, and creation of a technological product or system.</li> <li>• Analyze the capabilities and limitations of Adobe InDesign CS6 against competing products and services and assess ability to meet <i>Verve's</i> needs.</li> <li>• Demonstrate appropriate use of copyrights as well as fair use and Creative Commons guidelines.</li> <li>• Create a personalized digital portfolio that contains a résumé, exemplary projects, and activities, reflecting journalistic achievements</li> </ul> <p>Media Literacy Integration</p> <ul style="list-style-type: none"> <li>• Use digital tools for research, communication and design</li> <li>• Analyze and evaluate author's purpose/point of view</li> <li>• Identify ethical issues for author and audience</li> <li>• Judge the credibility of sources</li> </ul> <p>Global Perspectives</p> <ul style="list-style-type: none"> <li>• Seek global news leads (by perusing, for example, <i>The New York Times Digest</i>, <i>The Economist</i>, <i>The Financial Times</i>)</li> </ul>
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## 2. Critical Thinking and Problem Solving

Standard	
<b>Big Ideas: Course Objectives / Content Statement(s)</b> CLUSTER TOPIC ARC01 ACADEMIC FOUNDATIONS: Achieve additional academic knowledge and skills required to pursue the full range of career and postsecondary education opportunities within journalism. CLUSTER TOPIC ARC02 COMMUNICATIONS: Use oral and written communication skills in creating, expressing and interpreting information and ideas including technical terminology and information. CLUSTER TOPIC ARC03 PROBLEM-SOLVING AND CRITICAL THINKING: Solve problems using critical thinking skills (analyze, synthesize, and evaluate) independently and in teams. Solve problems using creativity and innovation. CLUSTER TOPIC ARC07 LEADERSHIP AND TEAMWORK: Use leadership and teamwork skills in collaborating with others to accomplish organizational goals and objectives. CLUSTER TOPIC ARC08 ETHICS AND LEGAL RESPONSIBILITIES: Know and understand the importance of professional ethics and legal responsibilities.	
Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	Enduring Understandings <i>What will students understand about the big ideas?</i>
Will I know libel when I see it?  What are the trouble areas a reporter should avoid?  Is censorship allowed?  What do I need to know about copyright law?  How can I improve page design?	Students will understand that...  ...there are 4 conditions for libel: false statement; 3 <sup>rd</sup> party publication; public concern, damaged reputation.  ...there are common errors that all reporters can and should avoid  ...censorship can be external (administrative review) or internal (self-censorship) for Verve.  ...Verve follows a code of ethics with respect to copyright.  ...seeking inspiration through others' styles and designs can lead to pleasing innovations.
Areas of Focus: Proficiencies (Cumulative Progress Indicators)	Examples, Outcomes, Assessments
1. Reading and writing Language Arts CCCS are met and incorporated in the Career Cluster standards for Communications and Journalism, and ARC01 (Academic Foundations) and ARC02 (Communications) 2. Speaking and listening Language Arts CCCS for lessons and activities requiring problem solving and teamwork/ leadership fall under the umbrella Career Cluster standards ARC03 (Problem-solving and critical thinking) and ARC07 (Teamwork and Leadership). 3. Viewing Language Arts CCCS for lessons and activities involving Information Technology are included in ARC04 (Information Technology Applications). <b>21<sup>st</sup> Century Life and Career Skills:</b> 9.1.12.A.1-4; 9.1.12.B.1-3; 9.1.12.C.1-5; 9.1.12.D.1-3; 9.1.12.E.1-5; 9.1.12.F.1-5. <b>Visual and Performing Arts:</b> 3.5.12A.1-4; 3.5.12.B.1-4; 3.5.12.C.1-4 <b>Technology Literacy:</b>	<b>Instructional Focus:</b> <ul style="list-style-type: none"> <li>• Peer editing: with instructor guidance, strive to develop professional competency in the technical aspects of writing, including grammar, spelling, clarity, and precision.</li> <li>• Self-editing: utilize a newspaper design report card to assess and improve layout and content over time.</li> <li>• Growing leadership: Guide and consult with writers on possible angles and approaches, tips on news sources, and the types of photos, graphics, and sidebar material to gather.</li> <li>• Consult with editor-in-chief, or adviser if an article has potential trouble spots:               <ul style="list-style-type: none"> <li>○ Vulgar language</li> <li>○ Offensive topics</li> <li>○ Conflict of interest</li> <li>○ Legal/ethical issues</li> <li>○ Reporting flaws</li> </ul> </li> </ul> <b>Sample Assessments:</b> <ul style="list-style-type: none"> <li>• Assess page layout using checklists and report cards.</li> <li>• Use style guide to aid layout decision-making</li> </ul>

<p>8.1.12.A.2; 8.1.12.A.4; 8.1.12.D.2; 8.1.12.F.2; 8.2.12.C.3; 8.2.12.F.1</p> <p><b>Career Education/Consumer Family Life</b> 9.2.12.A.1</p> <p><b>Conceptual Objectives:</b> To strive for a high level of competency in the technical aspects of writing, including grammar, spelling, clarity, and precision.</p> <p>To publish news, information, entertainment, and opinion articles for and about students, faculty, administration, community, and international activities and policies</p> <p>To maintain high ethical standards with regard to fairness, personal and legal rights, responsibilities and accuracy.</p> <p>To provide a forum for newsworthy and responsible expression of student opinion and present a well-balanced and researched coverage of issues of broader student interest.</p>	<ul style="list-style-type: none"> <li>• Use Adobe InDesign to publish</li> <li>• Explain why an article should be printed, or “pulled.”</li> <li>• Peer editing via Article Editing checklist (see APPENDIX A)</li> <li>• Portfolio reflection</li> </ul> <p><b>Instructional Strategies:</b> Interdisciplinary Connections</p> <ul style="list-style-type: none"> <li>• Responsible for making sure of dates and times for special events, such as sports, so that no “one-time” reporting and photo opportunities are missed.</li> </ul> <p>Technology Integration</p> <ul style="list-style-type: none"> <li>• Produce and edit a multi-page document using desktop publishing and/or graphics software</li> <li>• Evaluate the positive and negative impacts in a design by providing a digital overview of a chosen product and suggest potential modifications to address the negative impacts.</li> <li>• Determine and use the appropriate application of resources in the design, development, and creation of a technological product or system.</li> <li>• Analyze the capabilities and limitations of Adobe InDesign CS6 against competing products and services and assess ability to meet Verve’s needs.</li> <li>• Demonstrate appropriate use of copyrights as well as fair use and Creative Commons guidelines.</li> <li>• Create a personalized digital portfolio that contains a résumé, exemplary projects, and activities, reflecting journalistic achievements</li> </ul> <p>Media Literacy Integration</p> <ul style="list-style-type: none"> <li>• Use digital tools for research, communication and design</li> <li>• Analyze and evaluate author’s purpose/point of view</li> <li>• Identify ethical issues for author and audience</li> <li>• Judge the credibility of sources</li> </ul> <p>Global Perspectives</p> <ul style="list-style-type: none"> <li>• Write for publication by synthesizing information from multiple sources and perspectives</li> </ul>
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### 3. Communication and Collaboration

Standard
<p><b>Big Ideas: Course Objectives / Content Statement(s)</b></p> <p>CLUSTER TOPIC ARC01 ACADEMIC FOUNDATIONS: Achieve additional academic knowledge and skills required to pursue the full range of career and postsecondary education opportunities within journalism.</p> <p>CLUSTER TOPIC ARC03 PROBLEM-SOLVING AND CRITICAL THINKING: Solve problems using critical thinking skills (analyze, synthesize, and evaluate) independently and in teams. Solve problems using creativity and innovation.</p> <p>CLUSTER TOPIC ARC04 INFORMATION TECHNOLOGY APPLICATIONS: Use information technology tools specific to the journalism career to access, manage, integrate, and create information.</p> <p>CLUSTER TOPIC ARC05 SYSTEMS: Understand roles within teams, work units, departments, organizations, inter-organizational systems, and the larger environment. Identify how key organizational systems affect organizational performance and the quality of products and services. Understand global context of industries and careers.</p>

<p>CLUSTER TOPIC ARC07 LEADERSHIP AND TEAMWORK: Use leadership and teamwork skills in collaborating with others to accomplish organizational goals and objectives.</p> <p>CLUSTER TOPIC ARC09 EMPLOYABILITY AND CAREER DEVELOPMENT: Know and understand the importance of employability skills. Explore, plan, and effectively manage careers. Know and understand the importance of entrepreneurship skills.</p> <p>CLUSTER TOPIC ARC10 TECHNICAL SKILLS: Use the technical knowledge and skills required to pursue the targeted careers for all pathways in the career cluster, including knowledge of design, operation, and maintenance of technological systems critical to the career cluster.</p>	
Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	Enduring Understandings <i>What will students understand about the big ideas?</i>
<p>What is a production timeline?</p> <p>How do I support my staff reporters?</p>	<p>Students will understand that...</p> <p>...production begins with brainstorming and ends with product distribution.</p> <p>...editors are key to developing the confidence and skills of staff reporters.</p>

Areas of Focus: Proficiencies (Cumulative Progress Indicators)	Examples, Outcomes, Assessments
<p>1. Reading and writing Language Arts CCCS are met and incorporated in Career Cluster for Communications and Journalism, and ARC01 (Academic Foundations) and ARC02 (Communications). 2. Speaking &amp; listening Language Arts CCCS for lessons and activities requiring problem solving and teamwork/leadership fall under the umbrella Career Cluster standards ARC03 (Problem-solving and critical thinking) and ARC07 (Teamwork and Leadership). 3. Viewing Language Arts CCCS for lessons and activities involving Information Technology, included in ARC04 (Information Technology Applications) Career Cluster.</p> <p><b>21<sup>st</sup> Century Life and Career Skills:</b> 9.1.12.A.1-4; 9.1.12.B.1-3; 9.1.12.C.1-5; 9.1.12.D.1-3; 9.1.12.E.1-5; 9.1.12.F.1-5.</p> <p><b>Visual and Performing Arts:</b> 3.5.12A.1-4; 3.5.12.B.1-4; 3.5.12.C.1-4</p> <p><b>Social Studies:</b> 6.2.12.A.2-8; 6.2.12.E.13; 6.4.12.L.7;</p> <p><b>Technology Literacy:</b> 8.1.12.A.2; 8.1.12.A.4; 8.1.12.D.2; 8.1.12.F.2; 8.2.12.C.3; 8.2.12.F.1</p> <p><b>Career Education/Consumer Family Life</b> 9.2.12.A.1</p> <p><b>Conceptual Objectives:</b> To provide a forum for newsworthy and responsible expression of student opinion and present a well-balanced and researched coverage of issues of broader student interests. To publish news, information, entertainment, and opinion articles for and about students, faculty, administration, community, and</p>	<p><b>Instructional Focus:</b></p> <ul style="list-style-type: none"> <li>Review: School Administration roles and responsibilities</li> <li>Review: Leading a peer editing process.</li> <li>Review and apply standard copy editor's marks when proofreading.</li> <li>Career: Setting the foundation for an organized portfolio that will serve as an enduring professional reference</li> </ul> <p><b>Sample Assessments:</b></p> <ul style="list-style-type: none"> <li>Participate in staff discussions and brainstorming sessions</li> <li>Writing a proposal</li> <li>Persuasive speaking presentation</li> <li>Writing a thank you note</li> <li>Utilize standard editing marks when proofreading.</li> <li>Providing verbal and written feedback to staff reporters</li> <li>Peer editing via Article Editing checklist (see APPENDIX A)</li> <li>Portfolio reflection</li> </ul> <p><b>Instructional Strategies</b> Interdisciplinary Connections</p> <ul style="list-style-type: none"> <li>Track calendars for all school events, schedules, coaches, advisers, rosters, records; assign stories on basis of greatest interest to Verve community.</li> </ul> <p>Technology Integration</p> <ul style="list-style-type: none"> <li>Produce and edit a multi-page document using desktop publishing and/or graphics software</li> <li>Evaluate the positive and negative impacts in a design by providing a digital overview of a chosen product and suggest potential modifications to address the negative impacts.</li> <li>Determine and use the appropriate application of</li> </ul>

<p>international activities and policies</p> <p>To maintain high ethical standards with regard to fairness, personal and legal rights, responsibilities and accuracy.</p> <p>To strive for a high level of competency in the technical aspects of writing, including grammar, spelling, clarity, and precision.</p>	<p>resources in the design, development, and creation of a technological product or system.</p> <ul style="list-style-type: none"> <li>Analyze the capabilities and limitations of Adobe InDesign CS6 against competing products and services and assess ability to meet Verve's needs.</li> <li>Demonstrate appropriate use of copyrights as well as fair use and Creative Commons guidelines.</li> <li>Create a personalized digital portfolio that contains a résumé, exemplary projects, and activities, reflecting journalistic achievements</li> </ul> <p>Media Literacy Integration</p> <ul style="list-style-type: none"> <li>Use digital tools for research, communication and design</li> <li>Analyze and evaluate author's purpose/point of view</li> <li>Identify ethical issues for author and audience</li> <li>Judge the credibility of sources</li> </ul>
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#### 4. Information Literacy

Standard	
<p><b>Big Ideas: Course Objectives / Content Statement(s)</b></p> <p>CLUSTER TOPIC ARC02 COMMUNICATIONS: Use oral and written communication skills in creating, expressing and interpreting information and ideas including technical terminology and information.</p> <p>CLUSTER TOPIC ARC03 PROBLEM-SOLVING AND CRITICAL THINKING: Solve problems using critical thinking skills (analyze, synthesize, and evaluate) independently and in teams. Solve problems using creativity and innovation.</p> <p>CLUSTER TOPIC ARC05 SYSTEMS: Understand roles within teams, work units, departments, organizations, inter-organizational systems, and the larger environment. Identify how key organizational systems affect organizational performance and the quality of products and services. Understand global context of industries and careers.</p> <p>CLUSTER TOPIC ARC07 LEADERSHIP AND TEAMWORK: Use leadership and teamwork skills in collaborating with others to accomplish organizational goals and objectives.</p> <p>CLUSTER TOPIC ARC09 EMPLOYABILITY AND CAREER DEVELOPMENT: Know and understand the importance of employability skills. Explore, plan, and effectively manage careers. Know and understand the importance of entrepreneurship skills.</p> <p>CLUSTER TOPIC ARC10 TECHNICAL SKILLS: Use the technical knowledge and skills required to pursue the targeted careers for all pathways in the career cluster, including knowledge of design, operation, and maintenance of technological systems critical to the career cluster.</p>	
Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	Enduring Understandings <i>What will students understand about the big ideas?</i>
<p>What is a code of ethics?</p> <p>How can I know if a story is unfair?</p>	<p>Students will understand that...</p> <p>....a code of ethics instills public trust and increases the value and influence of a media outlet's editorial power.</p> <p>...a code of ethics promotes personal truthfulness, independence, accountability, and caution.</p>
Areas of Focus: Proficiencies (Cumulative Progress Indicators)	Examples, Outcomes, Assessments
<p>1. Reading and writing Language Arts CCCS are incorporated in the Career Cluster standards for Communications and Journalism, and ARC01 (Academic Foundations) and ARC02 (Communications)</p> <p>2. Speaking and listening Language Arts</p>	<p><b>Instructional Focus:</b></p> <ul style="list-style-type: none"> <li>Review of Society of Professional Journalists (SPJ) Code of Ethics</li> <li>Review of landmark Supreme Court Cases</li> <li>Review of Verve mission statement</li> <li>Review fact-checking techniques and responsibilities</li> </ul>

<p>CCCS for lessons and activities requiring problem solving and teamwork/ leadership fall under Career Cluster standards ARC03 (Problem-solving and critical thinking) and ARC07 (Teamwork and Leadership).</p> <p>3. Viewing Language Arts CCCS for lessons and activities involving Information Technology are included in ARC04 (Information Technology Applications) Career Cluster.</p> <p><b>21<sup>st</sup> Century Life and Career Skills:</b> 9.1.12.A.1-4; 9.1.12.B.1-3; 9.1.12.C.1-5; 9.1.12.D.1-3; 9.1.12.E.1-5; 9.1.12.F.1-5.</p> <p><b>Visual and Performing Arts:</b> 3.5.12.A.1-4; 3.5.12.B.1-4; 3.5.12.C.1-4</p> <p><b>Social Studies:</b> 6.2.12.A.2-8; 6.2.12.E.13; 6.4.12.L.7;</p> <p><b>Technology Literacy:</b> 8.1.12.A.2; 8.1.12.A.4; 8.1.12.D.2; 8.1.12.F.2; 8.2.12.C.3; 8.2.12.F.1</p> <p><b>Career Education/Consumer Family Life</b> 9.2.12.A.1</p> <p><b>Conceptual Objectives:</b> To increase knowledge of the technical aspects of newspaper editing and layout.</p> <p>To publish news, information, entertainment, and opinion articles for and about students, faculty, administration, community, and international activities and policies.</p> <p>To provide a forum for newsworthy and responsible expression of student opinion and present a well-balanced and researched coverage of issues of broader student interest.</p>	<p><b>Sample Assessments:</b></p> <ul style="list-style-type: none"> <li>• Evaluate quality of published facts</li> <li>• Take an ethics survey</li> <li>• Discuss and debate current event ethical dilemmas</li> <li>• Respond to “Reporter’s Guide to Trouble”</li> <li>• Write an opinion editorial in response to “Censorship in the Post Hazelwood Era”</li> <li>• Portfolio reflection</li> </ul> <p><b>Instructional Strategies:</b></p> <p>Information Literacy</p> <ul style="list-style-type: none"> <li>• Accessing online copyright laws</li> <li>• Accessing online student journalism resources</li> <li>• Fact checking</li> </ul> <p>Interdisciplinary connections</p> <ul style="list-style-type: none"> <li>• Ethics in medicine, politics, other media, etc.</li> </ul> <p>Technology Integration</p> <ul style="list-style-type: none"> <li>• Produce and edit a multi-page document using desktop publishing and/or graphics software</li> <li>• Evaluate the positive and negative impacts in a design by providing a digital overview of a chosen product and suggest potential modifications to address the negative impacts.</li> <li>• Determine and use the appropriate application of resources in the design, development, and creation of a technological product or system.</li> <li>• Analyze the capabilities and limitations of Adobe InDesign CS6 against competing products and services and assess ability to meet Verve’s needs.</li> <li>• Demonstrate appropriate use of copyrights as well as fair use and Creative Commons guidelines.</li> <li>• Create a personalized digital portfolio that contains a résumé, exemplary projects, and activities, reflecting journalistic achievements</li> </ul> <p>Media Literacy Integration</p> <ul style="list-style-type: none"> <li>• Use digital tools</li> <li>• Analyze and evaluate author’s purpose/point of view</li> <li>• Identify ethical issues for author and audience</li> <li>• Judge the credibility of sources</li> </ul>
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## 5. Media Literacy

Standard
<p><b>Big Ideas: Course Objectives / Content Statement(s)</b></p> <p>CLUSTER TOPIC ARC02 COMMUNICATIONS: Use oral and written communication skills in creating, expressing and interpreting information and ideas including technical terminology and information.</p> <p>CLUSTER TOPIC ARC03 PROBLEM-SOLVING AND CRITICAL THINKING: Solve problems using critical thinking skills (analyze, synthesize, and evaluate) independently and in teams. Solve problems using creativity and innovation.</p> <p>CLUSTER TOPIC ARC05 SYSTEMS: Understand roles within teams, work units, departments, organizations, inter-organizational systems, and the larger environment. Identify how key organizational systems affect</p>



<p>organizational performance and the quality of products and services. Understand global context of industries and careers.</p> <p>CLUSTER TOPIC ARC07 LEADERSHIP AND TEAMWORK: Use leadership and teamwork skills in collaborating with others to accomplish organizational goals and objectives.</p> <p>CLUSTER TOPIC ARC09 EMPLOYABILITY AND CAREER DEVELOPMENT: Know and understand the importance of employability skills. Explore, plan, and effectively manage careers. Know and understand the importance of entrepreneurship skills.</p> <p>CLUSTER TOPIC ARC10 TECHNICAL SKILLS: Use the technical knowledge and skills required to pursue the targeted careers for all pathways in the career cluster, including knowledge of design, operation, and maintenance of technological systems critical to the career cluster.</p>	
<b>Essential Questions</b> <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	<b>Enduring Understandings</b> <i>What will students understand about the big ideas?</i>
<p>What kinds of mistakes can end a reporter's career?</p> <p>How can I improve the design of my publication?</p>	<p>Students will understand that...</p> <p>....there are common errors that all reporters should avoid.</p> <p>...InDesign is a rich design tool.</p>
<b>Areas of Focus: Proficiencies (Cumulative Progress Indicators)</b>	<b>Examples, Outcomes, Assessments</b>
<p>1. Reading and writing Language Arts CCCS are incorporated in the Career Cluster standards for Communications and Journalism, and ARC01 (Academic Foundations) and ARC02 (Communications)</p> <p>2. Speaking and listening Language Arts CCCS for lessons and activities requiring problem solving and teamwork/ leadership fall under Career Cluster standards ARC03 (Problem-solving and critical thinking) and ARC07 (Teamwork and Leadership).</p> <p>3. Viewing Language Arts CCCS for lessons and activities involving Information Technology are included in ARC04 (Information Technology Applications) Career Cluster.</p> <p><b>21<sup>st</sup> Century Life and Career Skills:</b>  9.1.12.A.1-4; 9.1.12.B.1-3; 9.1.12.C.1-5; 9.1.12.D.1-3; 9.1.12.E.1-5; 9.1.12.F.1-5.</p> <p><b>Visual and Performing Arts:</b>  3.5.12A.1-4; 3.5.12.B.1-4; 3.5.12.C.1-4</p> <p><b>Social Studies:</b>  6.2.12.A.2-8; 6.2.12.E.13; 6.4.12.L.7;</p> <p><b>Technology Literacy:</b>  8.1.12.A.2; 8.1.12.A.4; 8.1.12.D.2; 8.1.12.F.2; 8.2.12.C.3; 8.2.12.F.1</p> <p><b>Career Education/Consumer Family Life</b>  9.2.12.A.1</p> <p><b>Conceptual Objectives:</b>  To increase knowledge of the technical aspects of newspaper editing and layout.</p> <p>To publish news, information, entertainment, and opinion articles for and about students, faculty, administration, community, and international activities and policies.</p>	<p><b>Instructional Focus:</b></p> <ul style="list-style-type: none"> <li>Review of the 7 Deadly Sins of Journalism <ul style="list-style-type: none"> <li>Deception, conflict of interest, bias, fabrication, theft, betrayal of source, plagiarism.</li> </ul> </li> <li>Editors coach peers via InDesign</li> </ul> <p><b>Sample Assessments:</b></p> <ul style="list-style-type: none"> <li>Complete guided review of 7 Deadly Sins PowerPoint</li> <li>Define key terms</li> <li>Open a work area in InDesign</li> <li>Create a 1- or 2-page template in InDesign</li> <li>Import and edit text</li> <li>Complete article edits via google docs before uploading to InDesign.</li> <li>Application of style guide to design</li> <li>Portfolio reflection</li> </ul> <p><b>Instructional Strategies:</b></p> <p>Information Literacy</p> <ul style="list-style-type: none"> <li>Accessing online tutorials and data</li> <li>Accessing online student journalism resources</li> <li>Fact checking</li> </ul> <p>Interdisciplinary connections</p> <ul style="list-style-type: none"> <li>Technology, law, design</li> </ul> <p>Technology Integration</p> <ul style="list-style-type: none"> <li>Produce and edit a multi-page document using desktop publishing and/or graphics software</li> <li>Evaluate the positive and negative impacts in a design by providing a digital overview of a chosen product and suggest potential modifications to address the negative impacts.</li> <li>Determine and use the appropriate application of resources in the design, development, and creation of a</li> </ul>

<p>To provide a forum for newsworthy and responsible expression of student opinion and present a well-balanced and researched coverage of issues of broader student interest.</p>	<p>technological product or system.</p> <ul style="list-style-type: none"> <li>Analyze the capabilities and limitations of Adobe InDesign CS6 against competing products and services and assess ability to meet Verve's needs.</li> <li>Demonstrate appropriate use of copyrights as well as fair use and Creative Commons guidelines.</li> <li>Create a personalized digital portfolio that contains a résumé, exemplary projects, and activities, reflecting journalistic achievements</li> </ul> <p>Media Literacy Integration</p> <ul style="list-style-type: none"> <li>Use digital tools for research, communication and design</li> <li>Analyze and evaluate author's purpose/point of view</li> <li>Identify ethical issues for author and audience</li> <li>Judge the credibility of sources</li> </ul>
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## 6. Life and Career Skills

Standard	
<p><b>Big Ideas: Course Objectives / Content Statement(s)</b></p> <p>CLUSTER TOPIC ARC02 COMMUNICATIONS: Use oral and written communication skills in creating, expressing and interpreting information and ideas including technical terminology and information.</p> <p>CLUSTER TOPIC ARC03 PROBLEM-SOLVING AND CRITICAL THINKING: Solve problems using critical thinking skills (analyze, synthesize, and evaluate) independently and in teams. Solve problems using creativity and innovation.</p> <p>CLUSTER TOPIC ARC05 SYSTEMS: Understand roles within teams, work units, departments, organizations, inter-organizational systems, and the larger environment. Identify how key organizational systems affect organizational performance and the quality of products and services. Understand global context of industries and careers.</p> <p>CLUSTER TOPIC ARC07 LEADERSHIP AND TEAMWORK: Use leadership and teamwork skills in collaborating with others to accomplish organizational goals and objectives.</p> <p>CLUSTER TOPIC ARC09 EMPLOYABILITY AND CAREER DEVELOPMENT: Know and understand the importance of employability skills. Explore, plan, and effectively manage careers. Know and understand the importance of entrepreneurship skills.</p> <p>CLUSTER TOPIC ARC10 TECHNICAL SKILLS: Use the technical knowledge and skills required to pursue the targeted careers for all pathways in the career cluster, including knowledge of design, operation, and maintenance of technological systems critical to the career cluster.</p>	
Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	Enduring Understandings <i>What will students understand about the big ideas?</i>
<p>Why are deadlines important?</p> <p>How can I be a successful manager?</p>	<p>Students will understand that...</p> <p>....deadlines are shared goals of a media work community.</p> <p>...a successful editor is a manager will engender the success of his or her staff</p>
Areas of Focus: Proficiencies (Cumulative Progress Indicators)	Examples, Outcomes, Assessments

<p>1. Reading and writing Language Arts CCCS are incorporated in the Career Cluster standards for Communications and Journalism, and ARC01 (Academic Foundations) and ARC02 (Communications)</p> <p>2. Speaking and listening Language Arts CCCS for lessons and activities requiring problem solving and teamwork/ leadership fall under Career Cluster standards ARC03 (Problem-solving and critical thinking) and ARC07 (Teamwork and Leadership).</p> <p>3. Viewing Language Arts CCCS for lessons and activities involving Information Technology are included in ARC04 (Information Technology Applications) Career Cluster.</p> <p><b>21<sup>st</sup> Century Life and Career Skills:</b> 9.1.12.A.1-4; 9.1.12.B.1-3; 9.1.12.C.1-5; 9.1.12.D.1-3; 9.1.12.E.1-5; 9.1.12.F.1-5.</p> <p><b>Visual and Performing Arts:</b> 3.5.12A.1-4; 3.5.12.B.1-4; 3.5.12.C.1-4</p> <p><b>Social Studies:</b> 6.2.12.A.2-8; 6.2.12.E.13; 6.4.12.L.7;</p> <p><b>Technology Literacy:</b> 8.1.12.A.2; 8.1.12.A.4; 8.1.12.D.2; 8.1.12.F.2; 8.2.12.C.3; 8.2.12.F.1</p> <p><b>Career Education/Consumer Family Life</b> 9.2.12.A.1</p> <p><b>Conceptual Objectives:</b> To increase knowledge of the technical aspects of newspaper editing and layout.</p> <p>To publish news, information, entertainment, and opinion articles for and about students, faculty, administration, community, and international activities and policies.</p> <p>To provide a forum for newsworthy and responsible expression of student opinion and present a well-balanced and researched coverage of issues of broader student interest.</p>	<p><b>Instructional Focus:</b></p> <ul style="list-style-type: none"> <li>• Deadline management</li> <li>• Rewriting on deadline</li> <li>• Staff motivation and reward</li> </ul> <p><b>Sample Assessments:</b></p> <ul style="list-style-type: none"> <li>• Consult with staff daily to monitor progress</li> <li>• Recommend story angles, content, and sources</li> <li>• Compose memo detailing progress of stories in development</li> <li>• Quality of copy edits</li> <li>• Ability to work independently</li> <li>• Quiz on management dilemmas</li> <li>• Managing delays and assignment extensions</li> <li>• Recommendations for problem-solving</li> <li>• Meeting deadlines</li> <li>• Portfolio reflection</li> <li>• Final Examination</li> </ul> <p><b>Instructional Strategies:</b></p> <p>Technology Integration</p> <ul style="list-style-type: none"> <li>• Produce and edit a multi-page document using desktop publishing and/or graphics software</li> <li>• Evaluate the positive and negative impacts in a design by providing a digital overview of a chosen product and suggest potential modifications to address the negative impacts.</li> <li>• Determine and use the appropriate application of resources in the design, development, and creation of a technological product or system.</li> <li>• Analyze the capabilities and limitations of Adobe InDesign CS6 against competing products and services and assess ability to meet Verve's needs.</li> <li>• Demonstrate appropriate use of copyrights as well as fair use and Creative Commons guidelines.</li> <li>• Create a personalized digital portfolio that contains a résumé, exemplary projects, and activities, reflecting journalistic achievements</li> </ul> <p>Media Literacy Integration</p> <ul style="list-style-type: none"> <li>• Use digital tools for research, communication and design</li> <li>• Analyze and evaluate author's purpose/point of view</li> <li>• Identify ethical issues for author and audience</li> <li>• Judge the credibility of sources</li> </ul>
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## Texts and Resources

### Supplemental Textbooks:

- Brooks, Brian S. and The Missouri Group. *Telling the Story: The Convergence of Print, Broadcast, and Online Media, Fourth Edition*. New York: Bedford, 2010.
- Brooks, Brian S. and The Missouri Group. *Workbook for Telling the Story: The Convergence of Print, Broadcast, and Online Media, Fourth Edition*. New York: Bedford, 2010.
- Harwood, William N and Hudnall, John C. *Writing and Editing School News, Fifth Edition*. Topeka: Clark, 2000.
- Osborne, Patricia. *School Newspaper Adviser's Survival Guide*. New York: Center for Applied Research, 2010.

### Reference and Additional Resources:

- [www.nyt.com](http://www.nyt.com) *The New York Times* Online Edition
- [www.wsj.com](http://www.wsj.com) *The Wall Street Journal* Online Edition
- [www.nj.com](http://www.nj.com) *The Star-Ledger* Online Edition
- "Checklists." *The Newspaper Designer's Handbook*. N.p., n.d. Web. 7 Aug. 2012. <[http://highered.mcgraw-hill.com/sites/0072407611/student\\_view0/checklists.html](http://highered.mcgraw-hill.com/sites/0072407611/student_view0/checklists.html)>.
- "Teaching Censorship." *Teaching Censorship*. N.p., n.d. Web. 9 Aug. 2012. <<http://www.fair.org/index.php?page=1226>>.
- "Elements Required for Defamation." *Get Legal Advice*. N.p., n.d. Web. 15 Aug. 2012. <<http://www.lawfirms.com/resources/personal-injury/libel-and-slander/elements-required-defamation.htm>>.
- "GAME ON: Journalism, Life Skills, News Literacy." *Curriculum for a Journalism Classroom*. N.p., n.d. Web. 7 Aug. 2012. <[http://www.hsj.org/modules/lesson\\_plans/detail.cfm?LessonPlanId=452](http://www.hsj.org/modules/lesson_plans/detail.cfm?LessonPlanId=452)>.
- "Getting Started with InDesign CS6." *Learn InDesign CS6*. N.p., n.d. Web. 14 Aug. 2012. <<http://tv.adobe.com/show/learn-indesign-cs6/>>.
- "Society of Professional Journalists: SPJ Code of Ethics." *Society of Professional Journalists: SPJ Code of Ethics*. N.p., n.d. Web. 15 Aug. 2012. <<http://www.spj.org/ethicscode.asp>>.
- "SPLC." *Libel Law*. N.p., n.d. Web. 10 Aug. 2012. <<http://www.splc.org/knowyourrights/legalresearch.asp?id=27>>.
- [www.spj.org](http://www.spj.org): The Society of Professional Journalists is the primary membership organization for working journalists, regardless of medium.
- [www.studentpress.org/nspace](http://www.studentpress.org/nspace): the National Scholastic Press Association
- [www.cspa.org](http://www.cspa.org): The Columbia University Scholastic Press Association
- [www.poynter.com](http://www.poynter.com): scholarly and professional articles on journalistic interviewing. Print, television, and online are all included.
- [www.cjr.org](http://www.cjr.org): this is the site of the Columbia Journalism Review.
- [www.ajr.org](http://www.ajr.org): this is the site of the American Journalism Review.
- [www.lexis-nexis.com](http://www.lexis-nexis.com): This excellent database is a collection of newspaper, magazine, and other resources and permits full text searching of published articles.
- [www.nicar.org](http://www.nicar.org): the National Institute for Computer-Assisted Reporting provides databases and technical support to those engaged in data analysis.
- Database subscriptions at the SHS Media Center

**Audio-Visual:**

- "Getting Started with InDesign CS6." *Learn InDesign CS6*. N.p., n.d. Web. 14 Aug. 2012. <<http://tv.adobe.com/show/learn-indesign-cs6/>>.

## APPENDIX A

Reporter: \_\_\_\_\_

Slugline: \_\_\_\_\_  
Ed. Ini/Keyword/Volume

### VERVE ARTICLE EDITING CHECKLIST

#### SLUGLINE \_\_\_\_\_ / 10

\_\_\_\_\_ Meets Verve style standards

#### HEADLINE \_\_\_\_\_ / 15

\_\_\_\_\_ Meets professional standards

#### LEDE \_\_\_\_\_ / 15

\_\_\_\_\_ Meets professional standards

#### BODY PARAGRAPHS \_\_\_\_\_ / 15

\_\_\_\_\_ one - three sentences

\_\_\_\_\_ transitions

\_\_\_\_\_ Topics in the body of the writing support the thesis.

\_\_\_\_\_ I can find \_\_\_\_ 1, \_\_\_\_ 2, or \_\_\_\_ 3 details to support the author's position. (check one)

\_\_\_\_\_ Writing progresses smoothly/logically from intro, through supporting points, to closing.

\_\_\_\_\_ Quotations every other ¶

#### SOURCE CRITIQUE \_\_\_\_\_ / 15

Uses reliable, authoritative sources of evidence: \_\_\_\_ Yes \_\_\_\_ No

*Comments and suggestions on sources:*

#### CONCLUSION \_\_\_\_\_ / 10

#### MECHANICS \_\_\_\_\_ / 10

\_\_\_\_\_ spelling

\_\_\_\_\_ capitalization

\_\_\_\_\_ punctuation

\_\_\_\_\_ sentence variety

#### NEWS DETERMINANTS \_\_\_\_\_ / 10

\_\_\_\_\_ Timeliness (to publication date)

\_\_\_\_\_ Prominence

\_\_\_\_\_ Proximity

\_\_\_\_\_ Consequence

\_\_\_\_\_ Human Interest

# Summit Public Schools

Summit, New Jersey

## Curricular Addendum

### **Career-Ready Practices**

**CRP1:** Act as a responsible and contributing citizen and employee.

**CRP2:** Apply appropriate academic and technical skills.

**CRP3:** Attend to personal health and financial well-being.

**CRP4:** Communicate clearly and effectively and with reason.

**CRP5:** Consider the environmental, social and economic impacts of decisions.

**CRP6:** Demonstrate creativity and innovation.

**CRP7:** Employ valid and reliable research strategies.

**CRP8:** Utilize critical thinking to make sense of problems and persevere in solving them.

**CRP9:** Model integrity, ethical leadership and effective management.

**CRP10:** Plan education and career paths aligned to personal goals.

**CRP11:** Use technology to enhance productivity.

**CRP12:** Work productively in teams while using cultural global competence.

### **Interdisciplinary Connections**

- Close Reading of works of art, music lyrics, videos, and advertisements
- Use [Standards for Mathematical Practice](#) and [Cross-Cutting Concepts](#) in science to support debate/inquiry across thinking processes

### **Technology Integration**

#### Ongoing:

- Listen to books on CDs, Playaways, videos, or podcasts if available.
- Use document camera or overhead projector for shared reading of texts.

#### Other:

- Use Microsoft Word, Inspiration, or SmartBoard Notebook software to write the words from their word sorts.
- Use available technology to create concept maps of unit learning.

### Instructional Strategies: Supports for English Language Learners:

Sensory Supports	Graphic Supports	Interactive Supports
Real-life objects (realia)	Charts	In pairs or partners
Manipulatives	Graphic organizers	In triads or small groups
Pictures & photographs	Tables	In a whole group
Illustrations, diagrams, & drawings	Graphs	Using cooperative group structures
Magazines & newspapers	Timelines	With the Internet (websites) or software programs
Physical activities	Number lines	In the home language
Videos & films		With mentors
Broadcasts		
Models & figures		

from <https://wida.wisc.edu>

### Media Literacy Integration

- Use multiple forms of print media (including books, illustrations/photographs/artwork, video clips, commercials, podcasts, audiobooks, Playaways, newspapers, magazines) to practice reading and comprehension skills.

### Global Perspectives

- [The Global Learning Resource Library](#)

### Differentiation Strategies:

Accommodations	Interventions	Modifications
Allow for verbal responses	Multi-sensory techniques	Modified tasks/ expectations
Repeat/confirm directions	Increase task structure (e.g., directions, checks for understanding, feedback)	Differentiated materials
Permit response provided via computer or electronic device	Increase opportunities to engage in active academic responding (e.g., writing, reading aloud, answering questions in class)	Individualized assessment tools based on student need
Audio Books	Utilize prereading strategies and activities: previews, anticipatory guides, and semantic mapping	Modified assessment grading