**Haddonfield School District**

**We nurture. We inspire. We empower.**

The Haddonfield School District nurtures, inspires and empowers every learner. In collaboration with our community, we nurture unique abilities and foster a climate conducive to taking risks in pursuit of excellence. ​ We inspire lifelong learners to excel in their endeavors. We empower each other to be inclusive, flexible and critical thinkers in a global community.

We will nurture self-awareness, social awareness, self-management, relationship skills, and responsible decision making to ensure the social and emotional well-being of our learners.

We will inspire learners to advance their understanding of our interconnectedness in order to engage meaningfully and respectfully with people of diverse identities, experiences, and points of view.

We will empower learners to engage critically in a globally connected world through relevant content, innovative technology, flexible learning environments, and purposeful experiences.

**Haddonfield Middle School**

**Our Mission**

The mission of the Haddonfield Middle School is to teach, guide, and nurture young adolescents. In partnership with parents and the community, we strive to create a school where students want to learn and see the benefit of their learning. We help students become independent learners, responsible decision-makers, and thoughtful citizens. We provide a comprehensive curriculum that integrates learning – academic, artistic, technological, and athletic – with life. Recognizing the developmental characteristics unique to our students, we build on the foundation of elementary education, and with mutual respect, prepare students for high school and a changing world.

**Our Vision**

Improve academic and developmental outcomes for all students in grades 6-8 through careful identification of best practices using relevant data in order to prepare students to be lifelong learners ready for high school, college, career, and citizenship.

**Enrichment 6-8**

The purpose of enrichment is to provide extended learning opportunities and challenges to students who have already mastered, or can quickly master, the basic curriculum.

Enrichment gives the student more time to study concepts with greater depth, breadth, and complexity. Enrichment also provides opportunities for students to pursue learning in their own areas of interest and strengths. Enrichment keeps advanced students engaged and supports their accelerated academic needs.

***Bulldawg Block: Introduction to Journalism, Mrs. Annette Sanchirico***

***Written August 15, 2019***

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| **Time frame: 6 weeks/B days/Approximately 15 school days** | | | |
| **Targeted Standard(s): What is the specific content that needs to be enriched?**  **Production and Distribution of Writing**  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.  NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.  **Research to Build and Present Knowledge**  NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.  NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.  **Range of Writing**  NJSLSA.W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. | | | |
| **Enduring Understandings (The big ideas): What results or student outcomes do you expect to see as a result of enrichment in this particular area or for a particular group of students?**  Writers choose a style and organization appropriate to the audience and purpose.  Students will learn how to choose Inverted Pyramid organization or chronological style according to content; and arrange notes accordingly for writing the article.  Students will learn how to use simple yet colorful language and the key components to AP News Style.  Students will learn the responsibility and power of journalism by learning their rights and limitations for publishing including avoiding censorship, libel and slanted news.  Students will be able to gather notes and evidence from a variety of sources and learn the guidelines for fact-checking.  Students will be able to create attention-getting and appropriate headlines and news leads, highlighting key information.  Students will learn how to investigate, plan and write various types of stories to appeal to a wide range of audience interests from creative features stories to opinion articles and objective news articles.  Utilizing technology as well as feedback from peers and the teacher is essential before publishing an article. | | | |
| **Essential Questions connected to the big ideas:**  How does a writer choose an organizational structure for an article?  How does AP News- style differ from creative writing?  What laws and rights do journalists need to be aware of for responsible reporting?  What facts should be double-checked to avoid errors before publishing?  How do creative headlines and news leads hook the audience or reader?  What are various types of articles and news beats that students can explore for topics?  How can a student provide and utilize effective writing feedback? | | | |
| **Content/Objectives:**  Page reference are from *Press Time*  1. Students will learn the power and responsibility of the press: avoiding censorship, libel and slanted news- pg. 59-61  2. Students will learn the possible content of a school newspaper and responsibilities/ rights of a student reporter- p.78-79  3. Students will learn how to determine what is newsworthy and how to gather news- p.89-90  4. Students will learn how to write the news lead stressing the key thought and using the WOW formula- p. 121  5. Students will learn the basic news patterns as well as how to arrange the information in an Inverted Pyramid Style-- p.139  6. Students will learn the basic elements of AP News-style (Power Point from Ultimate Journalism Teaching Unit): simple and colorful writing, avoid editorializing and checking facts/names- p. 162  7. Students will learn how to cover school news by finding interesting topics and making annual news topics seem fresh- p.186, 192, 200  8. Students will learn what a feature story is, how to investigate a human interest or personality story (p.239) and how to prepare for an interview (p.102)  9. Students will learn the basic elements of a review (p. 262)  10. Students will learn the purpose (explain, praise, criticize or call to action) and process of writing an editorials or creating an editorial cartoons (p.264 and 282)  11. Students will learn various types of Sports stories and how to prepare for each (p.289)  12. Students will learn how "headline language" and how to divide a headline into lines (p.329-339)  13-16. Utilizing their course knowledge, students will choose a topic, investigate facts, write an article and prepare it for publishing on a school or community issue. | | **Instructional Actions:**  1. (a) Take a course survey: what is newsworthy? What is fake news vs. real news? What news beat can a student reporter explore? What rights and responsibilities do reporters have?  1. (b) Complete exercises (case scenarios) in identifying libel and censorship and protecting privacy rights.  2. Brainstorm and refine types of "news" in a school setting. Interest survey- matching interests to news beats.  3. Identify eight elements of a "newsworthy" (PEOPLE+ACTION+READER INTEREST=NEWS) event and four techniques for locating news. Google search or use magazines: examples of articles that are newsworthy (Press Time Activity 1 and 2- page 92-93).  4. Learn the 5 W's and 1 H and 11 ways to begin a news lead (p. 122-123). Rewrite news leads to place the key thought first (Activity 5 and 6, p. 121). Practice Using the WOW! Formula to write better leads (Activity 10, p. 129).  5. Students will read sample stories and recognize the organizational pattern. They will also arrange news story clips in inverted pyramid order with a partner (Sample story and Activity 1 p. 140-141).  6. Students will view a PowerPoint on AP News Style and practice "simplifying sentences" Activity 2- p. 163. Students will rewrite sentences to include key names using the "checklist for names" (Activity 8 p. 171)  7. Students will brainstorm ideas for a school newspaper and then compare their ideas to a school newspaper organizational chart (p. 186) analyzing what 12 topics they would like to see in their own school newspaper on a regular basis.  8. Students will interview a classmate, take notes and choose a story theme based on the steps to writing a personality story (p. 244).  9. Students will examine the guidelines for writing a review (p.262) and a sample review. Then, they will write a short review of a movie, restaurant or show they have recently experienced.  10. Students will read sample editorials (p.272) and learn the 4 purposes of editorials. Each s that uses constructive criticism and offers a solution. Each small group will brainstorm possible topics for each purpose.  11. Students will learn four types of sports stories (advance, follow-up, summary or feature) and read an example that combines all 4 types (p.292). Each group will brainstorm topics for each type and then write a news lead to share. Students will debate whether sports should be covered in a bi-annual newspaper. Students will sign up for a news beat class 13.  12. In partners, students will write brief headline sentences from sample news leads (Activity 3, p. 332) and practice dividing headlines into lines (Activity 4, p.333).  13. Students will write a news lead using their own notes brought to class on a news beat and begin organizing their notes.  14. Students will write an article in inverted pyramid style.  15. Students will peer edit articles using the P-Q-P (praise, question and polish method).  16. Students will edit and submit final articles | |
| **Concepts:**  **What will students know by the end of this unit?**  1. students will know the key laws, rights and responsibilities of student journalists  2. students will know how to use gather evidence for a news topic, how to choose the key facts and arrange them in order of importance  3. students will know what AP news style means and practice writing in a simple, direct style without sacrificing colorful, interesting language  4. students will know how to search and check for errors in names, quotations, abbreviations and punctuation before publishing | **Skills:**  **What will students be able to do by the end of this unit?**  1. students will be able to choose a news beat that meets that interests and talents  2. students will be able to gather evidence for their news beat  3. students will be able to organize notes and write their article in a style appropriate to the content  4. students will be able to provide and utilize feedback appropriate to AP News Style to prepare articles for publishing | **What tasks will I/we create?**  **Activities/Strategies Learning Activities/ Differentiation**  1. students will work in partners or small groups on activities and on the final article  2. graphic organizers for writing articles are available to assist students who need additional support  3. gifted students can write more than one type of article or can assist other students with their article | **Assessment:**  **How will you assess progress? Consider a standards-based approach.**  1. various self-check activities and formative assessments will be used to assess progress before students write the final news article at the end of the course  2. guided peer and teacher feedback on Google Classroom and in print will be used before final article is submitted  3. articles completed in the format requested will be considered satisfactory and exemplary articles will be published in the school newspaper |
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| **Resources & Technology**  Online resource:  <https://journalisticlearning.com/our-programs/>  Workbook:  The Ultimate Journalism Teaching Resource by the Daring English Teacher  Student's Workbook for High School Journalism by Homer L. Hall and Logan H. Aimone:  A resource for student journalists covers the duties of a journalist, styles of writing, the parts of a newspaper, newspaper and yearbook design, photography, and careers in journalism.  Textbook reference: Press Time by Julian Adams and Kenneth Stratton, Prentice Hall  Power point:  AP Style (Associated Press): Teaching PowerPoint for Journalism Students | | | |

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