

Unit 02: First Amendment, Journalism and Digital Info. Age

Content Area: **Template**
Course(s):
Time Period: **Full Year**
Length: **FY**
Status: **Published**

Standards Alignment

New Jersey Student Learning Standards

Integration of Career Readiness, Life Literacies and Key Skills

CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.
CRP.K-12.CRP2	Apply appropriate academic and technical skills.
CRP.K-12.CRP3	Attend to personal health and financial well-being.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP5	Consider the environmental, social and economic impacts of decisions.
CRP.K-12.CRP6	Demonstrate creativity and innovation.
CRP.K-12.CRP7	Employ valid and reliable research strategies.
CRP.K-12.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP.K-12.CRP9	Model integrity, ethical leadership and effective management.
CRP.K-12.CRP10	Plan education and career paths aligned to personal goals.
CRP.K-12.CRP11	Use technology to enhance productivity.
CRP.K-12.CRP12	Work productively in teams while using cultural global competence.

Technology / Integration of Computer Science and Design Thinking

TECH.8.1.8	Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
TECH.8.1.8.A	Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.
TECH.8.1.8.A.1	Demonstrate knowledge of a real world problem using digital tools.
TECH.8.1.8.D	Digital Citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.
TECH.8.1.8.D.1	Understand and model appropriate online behaviors related to cyber safety, cyber

	bullying, cyber security, and cyber ethics including appropriate use of social media.
TECH.8.1.8.D.2	Demonstrate the application of appropriate citations to digital content.
TECH.8.1.8.D.3	Demonstrate an understanding of fair use and Creative Commons to intellectual property.
TECH.8.1.8.D.4	Assess the credibility and accuracy of digital content.
TECH.8.1.8.D.5	Understand appropriate uses for social media and the negative consequences of misuse.

Interdisciplinary Connections: NJSLS for ELA, Social Studies, Science and/or Math Section

Capacities of the Literate Individual

Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language

They demonstrate independence.

They build strong content knowledge.

They comprehend as well as critique.

They value evidence.

They use technology and digital media strategically and capably.

Key Ideas and Details

LA.K-12.NJSLSA.R1 Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

LA.K-12.NJSLSA.R2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

Integration of Knowledge and Ideas

LA.K-12.NJSLSA.R7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

LA.RI.8 Reading Informational Text

LA.RI.8.1 Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

LA.RI.8.2 Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

LA.K-12.NJSLSA.W Writing

Text Types and Purposes

LA.K-12.NJSLSA.W1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

LA.K-12.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.

Production and Distribution of Writing

LA.K-12.NJSLSA.W4

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

LA.RI.8.7

Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.

LA.K-12.NJSLSA.W5

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

LA.K-12.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

LA.K-12.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.

LA.K-12.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

LA.W.8.1

Write arguments to support claims with clear reasons and relevant evidence.

LA.K-12.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.

LA.W.8.1.A

Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.

LA.W.8.1.B

Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

LA.W.8.1.C

Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.

LA.K-12.NJSLSA.SL

Speaking and Listening

Comprehension and Collaboration

LA.W.8.1.D

Establish and maintain a formal style.

LA.K-12.NJSLSA.SL1

Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

LA.W.8.1.E

Provide a concluding statement or section that follows from and supports the argument presented.

LA.W.8.2

Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

LA.K-12.NJSLSA.SL2

Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

LA.W.8.2.A

Introduce a topic and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia).

Presentation of Knowledge and Ideas

LA.W.8.2.B

Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

LA.K-12.NJSLSA.SL4

Present information, findings, and supporting evidence such that listeners can follow the

	line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
LA.W.8.2.C	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
LA.K-12.NJSLSA.SL5	Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
LA.W.8.2.D	Use precise language and domain-specific vocabulary to inform about or explain the topic.
LA.W.8.2.E	Establish and maintain a formal style/academic style, approach, and form.
LA.W.8.2.F	Provide a concluding statement or section that follows from and supports the information or explanation presented.
LA.K-12.NJSLSA.L	Language Conventions of Standard English
LA.K-12.NJSLSA.L1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.K-12.NJSLSA.L2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Knowledge of Language
LA.W.8.4	Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LA.K-12.NJSLSA.L3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
LA.W.8.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
LA.W.8.6	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.
LA.K-12.NJSLSA.L5	Demonstrate understanding of word relationships and nuances in word meanings.
LA.W.8.7	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
LA.K-12.NJSLSA.L6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
LA.W.8.8	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
LA.W.8.10	Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
LA.SL.8.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
LA.SL.8.1.A	Come to discussions prepared, having read or researched material under study; explicitly

	draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
LA.SL.8.1.B	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
LA.SL.8.1.C	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
LA.SL.8.1.D	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
LA.SL.8.2	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
LA.SL.8.4	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
LA.SL.8.5	Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
LA.L.8.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.L.8.1.B	Form and use verbs in the active and passive voice.
LA.L.8.1.C	Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.
LA.L.6.1.C	Recognize and correct inappropriate shifts in pronoun number and person.
LA.L.8.1.D	Recognize and correct inappropriate shifts in verb voice and mood.
LA.L.6.1.D	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
LA.L.8.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LA.L.8.2.A	Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
LA.L.6.2.A	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
LA.L.8.2.B	Use an ellipsis to indicate an omission.
LA.L.8.2.C	Spell correctly.
LA.L.7.3.A	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
LA.L.8.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
LA.L.8.3.A	Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).
LA.L.6.3.B	Maintain consistency in style and tone.
LA.L.4.1.F	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
LA.L.4.1.G	Correctly use frequently confused words (e.g., to, too, two; there, their).
LA.L.5.2.A	Use punctuation to separate items in a series.
LA.L.8.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
LA.L.8.5.A	Interpret figures of speech (e.g., verbal irony, puns) in context.

- LA.L.8.5.B Use the relationship between particular words to better understand each of the words.
- LA.L.8.5.C Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).
- LA.L.8.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Integration of Diversity, Equity and Inclusion; Climate Change; Informational and Media Literacy

see Crosswalks

21st Century Life and Careers

Stage I: Desired Results

Transfer/Overview/Rationale

Transfer / Overview / Rationale

Unit Rationale

The purpose of this unit...

...make editorial decisions that adhere to First Amendment freedoms for journalists and citizens alike.

Meaning

Essential Questions

Essential Questions

- What freedoms do reporters have under the First Amendment?
- How far do the First Amendment freedoms extend to students and student reporters in school?
- Which First Amendment right is the most important to a democratic society?

Enduring Understanding/Indicators of Understanding

Enduring Understanding/Indicators of Understanding

- Journalists have the same freedoms guaranteed to all United States citizens under the First Amendment.
- Supreme Court decisions have impacted and in some cases restricted freedom of expression in schools in certain instances.
- Without the First Amendment rights, the press could not serve a democratic society that way it's intended to.

Acquisition (Student Learning Objectives)

Knowledge

Knowledge

Students will know...

- Rights guaranteed under the First Amendment to the Constitution
- Principles used as basis of the First Amendment including:
 - Government needs boundaries when controlling expression of its citizens
 - Democracies survive with freedom of expression
 - Everyone has rights
 - The government must, at times, intervene when citizen rights conflict
 - The First Amendment requires we make decisions about how we express ourselves
- What types of stories can be censored under the First Amendment
- Journalist rights under the First Amendment and how it transfers to student publications and expression in public schools
- The meaning and impact of censorship
- Why freedom of the press is important in a democratic society
- The difference between bias and objectivity
- The rights of student expression via Supreme Court decisions including Tinker vs. Des Moines, and Hazelwood vs. Kuhlmeier

Skills

Skills

Student will be skilled at ...

- Analyze texts related to First Amendment and Supreme Court cases
- Summarize central ideas and explain significance of Supreme Court decisions related to First Amendment freedoms and schools
- Analyze texts and infer/conclude how the First Amendment protects the journalist/media
- Summarize principles behind First Amendment
- Compare/Contrast bias and objectivity
- Synthesize information, determine outcomes and defend positions with facts relating to Tinker and Hazelwood standards

Stage 3: Learning Plan

Resource and Mentor Texts

Resources and Mentor Texts

<http://www.americanpressinstitute.org/wp-content/uploads/2013/09/highfiveunitC.pdf>

<http://www.americanpressinstitute.org/wp-content/uploads/2013/09/highfiveunitB.pdf>

<http://www.schooljournalism.org/first-amendment-fridays/>

www.newsela.com

www.50states.com/news

www.newspapers.com

www.theppaerboy.com

www.onlinenewspapers.com

<http://www.onlinenewspapers.com/usstate/usnewjer.htm>

<http://newspagedesigner.org/>

Formative Assessment Strategies

Formative Assessment Strategies

- Use of Venn Diagrams and /or Top Hat Organizers
- Partner discussions
- Journalist notebooks
- Observation
- Socrative.com
- Google Forms
- Exit slips

[Hazlewood.docx](#)

[tinker hazle scenarios.docx](#)

[tinker standard scenarios.docx](#)

Learning Activities/Unit of Study

Learning Activities/Unit of Study

- Students will annotate and analyze the First Amendment by breaking it into the five freedoms it guarantees
- Students will analyze newspapers, newscasts and online news sources and indicate stories that would likely not be published without First Amendment protections.

- Students will annotate and analyze “The Role of Newspapers in a Democratic Society” and discuss the vital principles behind the creation of the First Amendment.
- Students will analyze a newspaper, newscast and/or online news source to determine how they act as watchdogs and provide information vital to decision-making among citizens.
- Students will compare and contrast “bias” and “objectivity”
- Students will analyze news articles and evaluate their “objectivity”
- Students will analyze the *Tinker* and *Hazelwood* Supreme Court decisions and apply the standards (rulings) to real-life scenarios
- Students will reflect upon what they learned about the First Amendment while creating their own publication.

Modifications and/or Accommodations

Suggested Modifications (ELL, Sp. Ed, Gifted, At-risk of Failure)

English Language Learners

Native language support: The teacher provides auditory or written content to students in their native language.

Adjusted Speech: The teacher changes speech patterns to increase student comprehension. This could include facing the students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly.

Visuals: The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand and comprehend the subjects at hand.

Front-Loading Vocabulary: The teacher front loads vocabulary. This means providing students with a list of important vocabulary words they will need to know for a book, lesson, etc. prior to the lesson being taught. Including pictures to go with the vocabulary words is also very beneficial for the students.

Special Education Students

Chunking: The teacher presents information in a way that makes it easy for students to understand and remember. Chunking is based on the presumption that our working memory is easily overloaded by excessive detail. The best way to deliver information is to organize it into meaningful units. Because students with special needs get overloaded easily, chunking is an effective strategy to use with them.

Checking for Understanding: It is important to constantly check for understanding, especially for students who have accommodations. Teachers want to make sure students understand the concepts being covered in a way that makes sense to them.

Extra time: The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

Oral Reading: The teacher will read work orally to students. Class work such as tests and literature circles may need to be read aloud to the student.

Timers: The teacher will use timers as an instructional tool. The use of timers is beneficial for students who have trouble completing tasks. Timers can be helpful so the student is aware of how much time they have to complete an assignment.

Students with 504 Plans

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Gifted & Talented Strategies

Extensions/Enrichments: Teachers will provide gifted and talented students with extension/enrichment projects. Students will be challenged to further their understanding, to apply acquired knowledge, and/or to produce something in reference to acquired knowledge.

Modify/Change Activities: Teachers will monitor and modify activities to accommodate those students who need to be challenged further. Additional reading, problem-solving, writing, or project work is necessary for those students who are ready to move on at a rate more accelerated than their peers. In this way, G & T students are provided the same opportunity for support as special needs students.

Students at Risk of School Failure

Directions or Instructions: Make sure directions and/or instructions are given in limited numbers. Give directions/instructions verbally and in simple written format. Ask students to repeat the instructions or directions to ensure understanding occurs. Check back with the student to ensure he/she hasn't forgotten.

Peer Support: Peers can help build confidence in other students by assisting in peer learning. Many teachers use the 'ask 3 before me' approach. This is fine, however, a student at risk may have to have a specific student or two to ask. Set this up for the student so he/she knows who to ask for clarification before going to you.

Alternate or Modified Assignments: Always ask yourself, "How can I modify this assignment to

ensure the students at risk are able to complete it?" Sometimes you'll simplify the task, reduce the length of the assignment or allow for a different mode of delivery. For instance, many students may hand something in, the at-risk student may jot notes and give you the information verbally. Or, it just may be that you will need to assign an alternate assignment.

Increase One to One Time: When other students are working, always touch base with your students at risk and find out if they're on track or needing some additional support. A few minutes here and there will go a long way to intervene as the need presents itself.

Contracts: It helps to have a working contract between you and your students at risk. This helps prioritize the tasks that need to be done and ensure completion happens. Each day write down what needs to be completed, as the tasks are done, provide a checkmark or happy face. The goal of using contracts is to eventually have the student come to you for completion sign-offs.

Hands On: As much as possible, think in concrete terms and provide hands-on tasks. This means a child doing math may require a calculator or counters. The child may need to tape record comprehension activities instead of writing them. A child may have to listen to a story being read instead of reading it him/herself.

Tests/Assessments: Tests can be done orally if need be. Break tests down in smaller increments by having a portion of the test in the morning, another portion after lunch and the final part the next day.

Seating: Seat students near a helping peer or with quick access to the teacher. Those with hearing or sight issues need to be close to the instruction which often means near the front.