

# 6 ON-GOING MINI-UNITS, AS NEEDED Copied from: Journalism 3, Copied on: 11/15/23

Content Area: **ELA**  
Course(s):  
Time Period: **Full Year**  
Length: **36 Weeks**  
Status: **Published**

## **General Overview, Course Description or Course Philosophy**

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This academic- and arts-based elective is a course in which students will, by in large, independently apply their knowledge of the field of journalism and all its subsets. Students will focus on producing print issues of the Coly Chronicle and web issues for ColtChronicle.org. The curriculum was created using the New Jersey Student Learning Standards, as well as the Standards for 21st Century Life and Careers Standards, and the Association Of College & Research Libraries Information Literacy Competency Standards For Journalism Students And Professionals. The Standards for English Language Arts / Literacy lay out a vision of what it means to be a literate person in the twenty-first century. The skills and understandings students are expected to demonstrate have wide applicability outside the classroom or workplace. Students who meet the Standards readily undertake the close, attentive reading; artful writing; and eloquent speaking that is at the heart of understanding and enjoying journalism, general informational writing and the world around us. They will also be able to use their knowledge of journalism law and ethics to reason and justify decisions in a variety of both hypothetical and real-world scenarios. They will habitually perform the critical reading skills necessary to pick carefully through the staggering amount of information available today in print and digital media. They will actively seek the wide, deep, and thoughtful engagement with high-quality informational texts that builds knowledge, enlarges experience, and broadens worldviews. They will reflexively demonstrate the cogent reasoning and use of evidence that is essential to both private deliberation and responsible citizenship in a democratic republic. In short, students who meet the Standards develop the skills in reading, writing, speaking, and listening that are the foundation for any creative and purposeful expression in language. THIS COURSE IS DUAL-ENROLLMENT FOR THREE COLLEGE CREDITS FROM WILLIAM PATERSON UNIVERSITY. THIS COURSE IS THE EQUIVALENT OF WILLIAM PATERSON'S [SCOMM 2100 \(MEDIA WRITING\) COURSE](#).

## **OBJECTIVES, ESSENTIAL QUESTIONS, ENDURING UNDERSTANDINGS**

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- News must be relevant, timely, and be presented to meet a specific target audience
- News is absent of bias
- News publication must remain consistent and clear
- A news team works together to constantly edit, revise, and change with the needs of the varied audiences
- For a publication to be successful, editors must be efficient leaders for writers and other members of the staff
- A positive yet authoritative relationship must be created between editors and staff members
- Communication amongst editors, editors and teacher and editors and staff members is critical to the success of the publication
- Staff must remain receptive to criticism of editors in order to improve their craft and the overall publication

## **CONTENT AREA STANDARDS**

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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.

D. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

LA.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.
LA.SL.11-12.1.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.
LA.SL.11-12.1.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.
LA.SL.11-12.1.D	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

## **RELATED STANDARDS (Technology, 21st Century Life & Careers, ELA Companion Standards are Required)**

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9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).

## **STUDENT LEARNING TARGETS**

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### **Declarative Knowledge**

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Students will understand:

- a publication must be concise and strategically created
- the importance of fact checking
- a team must rely on one another for checks and balances
- they represent the messages conveyed in a publication
- they are responsible for their publication
- the chain of command that comes with a school journalism program
- their rights as high school journalists
- communication amongst editors, editors and teacher and editors and staff members is critical to the success of the publication
- a "criticism sandwich" (a compliment, followed by criticism and ended with another compliment) is the most effective way to give constructive criticism

### **Procedural Knowledge**

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Students will be able to:

- self-assess the effectiveness of the role they are given during a publication cycle
- assess their personal strengths and weaknesses as well as that of the staff
- gather relevant and factual information
- assess visual presentation of any news publication they make public
- communicate with their staff consistently
- share ideas
- communicate concerns to teacher and staff
- create mini-lessons to close achievement gap of staff regarding certain skills in writing, technology and design
- effectively deliver constructive criticism and support to staff members, as needed
- maintain pace on production cycle

## **EVIDENCE OF LEARNING**

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## **Alternate Assessments**

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- Teacher/Student Conferences
- Individual Research Based on Interest
- Modified Rubrics

## **Formative Assessments**

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- Document assessing strengths and weaknesses of writing staff (pre-assessment)
- One-on-one conferences with teacher (Communicate concerns)
- Research to Create mini-lessons
- Criticism sandwich rough draft written for each staff member

## **Summative Assessments**

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- Written Self-assessment of effectiveness as an editor
- Written post-assessment of whether achievement gap was closed as a result of mini-lessons and conferences with staff members
- Whether pace is maintained on production cycle
- Recording (one per cycle) of a one-on-one conference with a staff member where the "criticism sandwich" is utilized

## **RESOURCES (Instructional, Supplemental, Intervention Materials)**

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[Regular Production Cycle](#)

[Subcommittees and Job Descriptions](#)

[Self-Assessment Document](#)

[One-on-One Conference Questions](#)

## **INTERDISCIPLINARY CONNECTIONS**

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## **Social Studies**

Social relationships among people

## **Technology/Multimedia**

Educational tech applications

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## **ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS**

### **Gifted and Talented:**

- Set individual goals
- Conduct research and provide a presentation of appropriate topics.
- Use of Higher Level Questioning Techniques
- Provide assessments at a higher level of thinking

### **Students at Risk of School Failure:**

- Ask students to restate information, directions, and assignments.
- Repetition and practice
- Provide a copy of class notes
- Preferential seating to be mutually determined by the student and teacher
- Model to be mastered.