

NEW MILFORD PUBLIC SCHOOLS

New Milford, Connecticut



Journalism II CP

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New Milford's Mission Statement

The mission of the New Milford Public Schools, a collaborative partnership of students, educators, family and community, is to prepare each and every student to compete and excel in an ever-changing world, embrace challenges with vigor, respect and appreciate the worth of every human being, and contribute to society by providing effective instruction and dynamic curriculum, offering a wide range of valuable experiences, and inspiring students to pursue their dreams and aspirations.

Journalism II CP

10-12

Journalism II is a semester course for students who wish to continue their studies in journalism. The course looks at journalism through different lenses (personal, global, and local) and offers students a chance to practice a variety of journalistic styles. Emphasis is on literary journalism in print, audio and visual media, investigative journalism around the world, and community journalism at home. Students will have the opportunity to contribute to the production of the school paper The Wave Review. Students work with InDesign and journalistic style guides and learn to proofread and edit. Students continue to critically examine electronic news media for topical concerns.

Pacing Guide

Unit #	Title	Weeks	Pages
1	Literary Journalism and You	5	7-12
2	Investigative Journalism Around the Globe	7	13-20
3	Community Journalism at Home	6	21-26

UNIT I: Literary Journalism and You

Stage 1 Desired Results		
<p>ESTABLISHED GOALS</p> <p>CCSS.ELA-LITERACY.RL.11-12.5 Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.</p> <p>CCSS.ELA-LITERACY.RL.11-12.6 Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).</p> <p>CCSS.ELA-LITERACY.RI.11-12.6 Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.</p> <p>CCSS.ELA-LITERACY.SL.11-12.1.D Respond thoughtfully to diverse</p>	Transfer	
	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> - distinguish between what is directly stated and what is meant by writers of literary journalism (identify and explain instances of satire, sarcasm, and irony) - explain how a writer's choices about how to present information contributes to the meaning of the piece - use narrative techniques to tell true stories accurately - make use of digital media (textual, graphical, audio, visual, and interactive elements) to communicate findings, reasoning, and evidence and to add interest. 	
	Meaning	
	<p>UNDERSTANDINGS <i>Students will understand that...</i></p> <ul style="list-style-type: none"> - literary journalism is a type of creative nonfiction which employs narrative techniques to deliver factual information - literary journalism is not confined to print - literary journalism can take many forms including satire, humor, political cartoons, documentaries, podcasts, etc. - literary journalists ground their writing in real stories about real people, and in factual information. 	<p>ESSENTIAL QUESTIONS <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> - What is literary journalism? - How do writers write creatively about facts? - How do writers use multimedia (audio and video) to enhance their presentation of information? - What strategies do literary journalists use to engage and entertain readers? - How do literary journalists stay objective?

<p>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.</p> <p>CCSS.ELA-LITERACY.RI.11-12.7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.</p> <p>CCSS.ELA-LITERACY.SL.11-12.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p>		
	Acquisition	
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> - goals and forms of literary journalism - satire, sarcasm, irony - formal techniques used in political cartoons, documentary films, and podcasts - interviewing techniques 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> - describing how an author's choices about how to present information contributes to its overall meaning and aesthetic impact - identifying instances of irony or sarcasm, explaining the author's intended meaning, and explaining the impact the technique has on the piece - analyzing how style and content contribute to the power, persuasiveness or beauty of a variety of multimedia texts - integrating multiple sources of information in order to report their findings accurately - using creative writing techniques to engage the reader - using digital media to enhance and add interest to their product.

Stage 2 – Evidence		
Code	Evaluative Criteria	Assessment Evidence

		PERFORMANCE TASK(S):
T	Students use storytelling techniques to show who they are instead of telling the reader who they are.	Goal/challenge: You are applying for your dream job; the employer wants you to create a multimedia piece of literary journalism about YOU as a part of your application.
M, A	Students will choose what kind of media to produce, and will research and incorporate formal techniques used in that media (for example, sound effects and music in a podcast, camera angles in a documentary, etc.)	Role for student: You need to use creative writing techniques and a type of visual or audio media, to tell a true story about yourself
A	Students will consider which people they need to interview in order to tell their stories.	Audience for student work: the hiring board at your dream job
A	Students will conduct and record interviews and gather information for their stories.	Situation: You are applying for your dream job; the employer wants you to create a multimedia piece of literary journalism about YOU as a part of your application. You will need to include interviews from family and friends to provide a well-rounded picture of who you are.
A	Students will decide how to organize and present the stories that emerge from their research.	
M	Students will include competing viewpoints in their stories in order to get closest to a fair and balanced "truth".	Products and performances generated by student: The form your product takes is up to you. Products may include: photoessays, personal blog posts with pictures/video, a short podcast, short vlog or documentary, an illustrated comic strip or book, etc.
T	Students draft, confer, and revise writing throughout the process.	Standards/criteria for judging success:
T	Students share their writing with their peers.	- the product must integrate multiple perspectives gained through interviews and necessary research
T	Students offer and receive respectful writing feedback.	- the product must incorporate some sort of audio or visual media
		- the product should utilize formal techniques/intentional style choices
		- the information presented should be accurate and factual
T	Students produce a final, polished piece they publish online.	- the product should be engaging for the reader

		<p>OTHER EVIDENCE: <i>Students will show they have achieved Stage 1 goals by...</i></p> <ul style="list-style-type: none">Collaborative projectsClose reading of various mentor textsSlideshow presentationsParticipation in small-group and whole-group discussionsCompletion of in-class writing assignments and activitiesBrainstormingDaily journaling in writer's notebookPhotojournalism projectParticipation in all aspects of the writing process, with focus on the writer's workshopProduction of polished writing

Stage 3 – Learning Plan

Code	<i>Pre-Assessment</i>	
M	<p>Students will respond in their notebooks, and in a class discussion, to the essential question- “What is literary journalism?” Encourage students to think about the words separately if they have never heard of this genre. They can make lists of types of journalism they have heard or and types of literature they have heard of. As a class, attempt to define “literary journalism”. Finally, introduce essential questions for the unit and briefly discuss the culminating performance task and learning objectives.</p>	
	<p>Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i></p> <p>M Teacher reviews the goals or principles of journalism: seeking truth, reporting accurately, verification, minimizing harm, acting independently, accountability/transparency, etc. Teacher asks students to consider where creativity fits into this form of writing.</p> <p>M Teacher defines literary journalism as a type of creative nonfiction which employs narrative techniques to deliver factual information</p> <p>M, A Teacher introduces students to humorous literary journalism including satire. Teacher reviews sarcasm and irony.</p> <p>M, A Teacher reminds students that literary fiction is not limited to print. It includes a variety of media such as political cartoons, documentaries, multimedia presentations (ted talks, animated websites, etc.), animation, photojournalism, and podcasts. Teacher provides examples of each and discusses with the class why a writer might make a cartoon vs a piece of writing, or a podcast instead of a news article, etc.</p> <p>A Teacher reminds students that there is a difference between form and content. Content is what a text says- what the meaning is. Form is HOW a text says it, or how a text delivers meaning. Creators of different media use different “formal techniques” to enhance the piece in many ways.</p>	<p>Progress Monitoring</p> <p>Students respond to the question: Why would a journalist write creatively about facts?</p> <p>Students make a list of types of literary nonfiction they have already encountered.</p> <p>Students read a piece of satire and in writing, identify the author’s intended meaning, and the impact the use of sarcasm or irony had on the piece.</p> <p>In groups, students “read” a multimedia piece of literary journalism and create a slideshow presentation in order to explain to the class how the author’s choice about how to present the information (podcast, documentary, cartoon, etc.) contributes to the overall meaning and impact of the piece.</p> <p>Students listen to a segment of a podcast and watch a segment of a documentary about the same topic. They write a brief reflection to identify the formal techniques used in each media type, and explain how they contribute to the power, persuasiveness or beauty of the texts.</p>

M	Teacher reminds students that literary journalists ground their writing in real stories about real people, and in factual information. Teacher introduces GRASP (Students will use creative writing techniques and a type of visual or audio media, to tell a true story about themselves).	Students begin to brainstorm what story they will choose to tell about themselves. They should consider a media type, a theme they want to develop, who they will need to interview, how they will compose the piece, etc.
M, A	Teacher shows the students how to perform interviews to learn more about your topic	Students perform necessary interviews for their features. Students continue drafting
T	Teacher uses a mentor text to show students that literary journalists integrate multiple sources of information in order to report their findings accurately	Students make sure they are incorporating a variety of voices to provide a well-rounded picture of themselves
T	Teacher uses a mentor text to remind students that literary journalists use formal techniques and digital media to enhance and add interest to their work.	Students choose a piece of literary journalism that uses the same media they intend to use for their GRASP. They make a list of formal techniques used and choose two to use in their own GRASP product.
T	Teacher provides mini-lessons, and conferring as necessary while students work toward completing GRASP.	Students draft, confer, and revise writing throughout the process. They prepare their final, digital drafts.
	<p>Recommended Resources:</p> <p>“What is Literary Journalism?” Richard Nordquist “Literary Journalism” Purdue Online Writing Lab “Formal Techniques” Alessandro Amenta “Elements of Journalism” American Press Institute</p>	

UNIT II: Investigative Journalism Around the Globe

Stage 1 Desired Results		
<p>ESTABLISHED GOALS</p> <p>CCSS.ELA-LITERACY.RI.11-12.7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.</p> <p>CCSS.ELA-LITERACY.RI.9-10.7 Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.</p> <p>CCSS.ELA-LITERACY.RI.9-10.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.</p> <p>CCSS.ELA-LITERACY.RI.11-12.8 Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and</p>	<i>Transfer</i>	
	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> - investigate a topic by integrating multiple sources of information presented in different media or formats - analyze various accounts of a subject and evaluate the claims within texts - write to convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. 	
<p>UNDERSTANDINGS</p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> - many international governments actively control or censor journalists - the internet is a tool for spreading both information and disinformation (propaganda) - in many parts of the world, reporting the truth can be dangerous - investigative journalism seeks to reveal to the public information that was previously hidden (either intentionally, or behind a “chaotic mass of facts”). - investigative journalists engage in in-depth research in order to reveal a truth. 	<i>Meaning</i>	
	<p>ESSENTIAL QUESTIONS</p> <p><i>Students will keep considering...</i></p> <ul style="list-style-type: none"> - What does journalism look like globally? - What are some issues foreign journalists face? - In which countries do journalists face censorship or persecution? - Why would countries want to censor journalists? - Why would a journalist risk their life to report information? - What is investigative journalism? - How can I use investigative reporting strategies to learn more about my interests? 	<p><i>Students will keep considering...</i></p>

<p>dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).</p> <p>CCSS.ELA-LITERACY.W.11-12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>CCSS.ELA-LITERACY.W.11-12.2.B Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p> <p>CCSS.ELA-LITERACY.W.11-12.2.F Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p> <p>CCSS.ELA-LITERACY.SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the</p>	Acquisition	
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> - what propaganda is - strategies used by investigative journalists to understand and report on a hidden topic - various global issues in journalism 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> - analyzing various accounts of a subject told in different mediums - determining which details are emphasized in each account - evaluating the claims in a variety of texts - assessing whether the reasoning is valid and the evidence is relevant and sufficient - identifying false statements and fallacious reasoning - writing to convey their findings accurately and clearly - developing their topic by selecting the most significant information appropriate to the audience - providing a conclusion statement that articulates the significance or implications of their topic. 	

organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.		
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Stage 2 – Evidence

Code	Evaluative Criteria	Assessment Evidence
T, M, A	Students deliver thoroughly researched speeches	PERFORMANCE TASK(S):
A	Students select the most significant and relevant facts from their research and decide how to organize their information to build understanding	Goal/challenge: You will investigate a specific issue facing journalists in a foreign country of your choice and present your findings at the next Global Investigative Journalism Conference
A	Students establish and maintain a formal tone throughout their speech	Role for student: You are an investigative reporter who is at the conference to discuss issues currently facing journalists in other countries.
M	Students aim for accurate and fair representation of the events/ideas covered	Audience for student work: attendees of the conference
T	Students draft, confer, and revise writing throughout the process.	Situation: You have been asked to discuss a current issue facing a journalist in a country of your choice at the next Global Investigative Journalism Conference .
A	Students share their writing with their peers.	Look through the current " Violations of Free Press Barometer " published by Reporters without Borders. Choose a violation to investigate. Consult a variety of sources to try and expose the whole story. Write a speech to deliver at the conference that conveys your findings. Be prepared to take questions from the audience afterward.
A	Students offer and receive respectful writing feedback.	
T	Students deliver speeches confidently and can respond to follow-up questions	Products and performances generated by student Standards/criteria for judging success <ul style="list-style-type: none"> - relevant information from multiple authoritative print and digital sources - a synthesis of comments, claims, and evidence made on all sides of the issue - organization that logically sequences claim(s), counterclaims, reasons, and evidence. - speech utilizes rhetoric - student demonstrates thorough investigation of the topic; can speak confidently when delivering the speech and respond to questions

		<p>OTHER EVIDENCE: <i>Students will show they have achieved Stage 1 goals by...</i></p> <p>Collaborative projects Close reading of various mentor texts Slideshow presentations Participation in small-group and whole-group discussions Completion of in-class writing assignments and activities Brainstorming Daily journaling in writer's notebook Participation in all aspects of the writing process, with focus on the writer's workshop Production of polished writing</p>
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Stage 3 – Learning Plan

Code	<i>Pre-Assessment</i>	
M	Students will respond in their notebooks, and in a class discussion, to the question “How is American journalism different from journalism around the world?” Finally, introduce essential questions for the unit and briefly discuss the culminating performance task and learning objectives.	
	Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i>	Progress Monitoring
M	Teacher reminds students about the first amendment and how it applies to journalism and freedom of the press. Teacher points out that not all countries enjoy freedom of the press. Instead, many international governments actively control or censor journalists.	Students activate prior knowledge by making a list of countries in which they think journalists face censorship. Class discusses why journalists are censored in these places, and brainstorm other issues foreign journalists may face.
M	Teacher introduces students to the Violations of press freedom barometer published by Reporters Without Borders . Clearly, censorship is not the only issue facing foreign journalists.	Students explore RWB’s map of free press around the world . Students analyze the results. What are the most free countries? Where are the least free countries? How free is America? Does that surprise you? What can we take away from this map?
M	Teacher asks students: Why would countries want to censor journalists? Why would journalists risk their lives to report information?	Students write a response to these questions and share in a whole-class discussion
A	Teacher reminds students that violence and outright censorship are not the only issues journalists face in exposing the truth. Teacher defines “propaganda”	Students share out examples of propaganda they have learned about in the past.
A	Teacher asks students: How has the internet changed the spread of information?	Students work in small groups to make two lists: the positive and negative effects the internet has had on the spread of information
A	Teacher introduces students to investigative journalism which seeks to reveal to the public information that was previously hidden (either	Students work in groups to read a piece of investigative journalism and make a list of types of information the

	intentionally, or behind a “chaotic mass of facts”). The internet acts both as a tool for spreading information and disinformation. Investigative journalists engage in in-depth research in order to reveal a truth	journalist had to gather in order to compose the story- break down the story into its parts
M, A	Teacher points out that investigative journalists use research strategies to understand and report on a hidden topic. Teacher tells students that throughout the rest of the unit, we will practice a few investigative research strategies together in order to report our findings.	
A	Teacher introduces GRASP (students will investigate a global issue facing foreign journalists and write a speech that discusses their findings). Teacher chooses a topic to investigate to model the process for student	Students choose a current global issue facing journalists that they want to investigate.
A	Teacher reminds students that investigative reporters have to dig deep, so their search must be narrow. Teacher narrows topic so it becomes manageable	Students work to narrow their topic until it is something they can learn more about- Students choose a specific event or instance to investigate.
T	Teacher finds a number of mentor texts about the model topic to show students that investigative journalists analyze various accounts of a subject told in different mediums.	Students consult at least 6 accounts from a variety of media types for their GRASP
M, A	Teacher reminds students that investigative journalists evaluate the claims they read encounter and assess whether the reasoning is valid and if the evidence is relevant and sufficient	Students compare and contrast the different sources they have so far, making note of what needs further investigation
A	Teacher defines and reviews logical fallacies.	Students return to their source materials and search for logical fallacies
T	Teacher models by creating a list of questions about the model topic that are still unanswered. Teacher reminds students that investigative reporters consult a variety of texts in an attempt to convey the whole picture	Students create their own list of questions, conduct remaining research and begin drafting their findings
T, A	Teacher models by making a list of the most important information learned through investigative research to show students that investigative reporters develop their topic by selecting the most significant information appropriate to the audience	Students create an outline, organizing their information by importance or in order to create meaning

<p>A</p> <p>T</p> <p>T</p>	<p>Teacher uses mentor texts of various speeches; teacher points out rhetoric used by the speakers, and formal techniques noticed</p> <p>Teacher reminds students that in their speeches, the best writers provide a conclusion statement that articulates the significance or implications of their topic. Teachers can model their own conclusion, or show mentor texts.</p> <p>Teacher confers with students as they work toward completing the GRASP</p>	<p>Students choose a speech to watch and write down what they thought the speaker did well, and what they thought the speaker could have improved on.</p> <p>Students work on their conclusions and work toward completing GRASP.</p> <p>Students revise, share and finalize their speeches</p>
	<p>Recommended Resources:</p> <p>Violations of press freedom barometer published by Reporters Without Borders.</p> <p>RWB's map of free press around the world</p> <p>"What is Propaganda?" Changingminds.org</p> <p>"Investigative Journalism" UNESCO</p> <p>Global Investigative Journalism Conference</p> <p>"Foreign Journalists Confront New Challenges" Jason McLure</p> <p>"Reclaiming America's Voice for Freedom" Michael Pompeo American Secretary of State 2020</p>	

UNIT III: Community Journalism at Home

Stage 1 Desired Results		
	Transfer	
<p>ESTABLISHED GOALS</p> <p>CCSS.ELA-LITERACY.RH.11-12.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p> <p>CCSS.ELA-LITERACY.RI.11-12.7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.</p> <p>CCSS.ELA-LITERACY.SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>CCSS.ELA-LITERACY.SL.11-12.1.B Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</p>	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> - determine the central ideas of primary and secondary sources and provide an accurate summary - evaluate multiple sources of information presented in different media or formats - initiate and participate in a range of collaborative discussions with diverse partners - work with peers to promote civil decision-making, set clear goals and deadlines, and establish individual roles as needed. - present information, findings, and supporting evidence for range of formal and informal writing tasks 	
	Meaning	
	<p>UNDERSTANDINGS <i>Students will understand that...</i></p> <ul style="list-style-type: none"> - local publications include print (newspapers, magazines, etc.) and digital (online, social media, etc.) - local newspapers often accept submissions - people are interested in stories happening in their local community (in school, around town, in the county, etc.) - collaborative publishing for a digital product requires planning, communication and teamwork. 	<p>ESSENTIAL QUESTIONS <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> - What does journalism look like in my town? - Where does local news and information get published? - How can I get my stories published? - What stories are people in my community interested in? - How can I inform members of my community? - What is community journalism? - How can I work on a team to deliver important news and information?
	Acquisition	
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> - the sections (and various story types) that 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> - determining the central ideas of a primary or

<p>CCSS.ELA-LITERACY.W.11-12.10 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.</p> <p>CCSS.ELA-LITERACY.SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p> <p>CCSS.ELA-LITERACY.L.11-12.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	<p>make up a newspaper</p> <ul style="list-style-type: none"> - principles of layout and design - how to use digital tools to layout a newspaper - where they can publish their work (student-run school newspaper, or local publishers) 	<p>secondary source and providing an accurate summary</p> <ul style="list-style-type: none"> - participating effectively in a range of collaborative discussions with diverse partners - working with peers to promote civil decision-making, set clear goals and deadlines, and establish individual roles as needed - write for a range of tasks and purposes - demonstrate command of the conventions of standard English grammar and usage when writing - use technology to publish shared writing projects.
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Stage 2 – Evidence

Code	Evaluative Criteria	Assessment Evidence
M	Students choose topics and story ideas that resonate with students of NMHS.	<p>PERFORMANCE TASK(S):</p> <p>Goal/challenge: You will work as a writing team to write and produce a small newspaper or zine</p> <p>Role for student: You are on a team of community journalists tasked with publishing a small newspaper or zine about your home town. You will write one story to contribute to the paper, and you will work on the team to design and layout the publication as a whole.</p> <p>Audience for student work: local community members</p> <p>Situation: You and your colleagues want to publish a small newspaper or zine meant to inform local community members. You will have to decide what kinds of stories to cover, how to organize the stories into sections, and how to design the publication. You will also need to create roles for each “colleague” and set and meet deadlines.</p> <p>Products and performances generated by student: A finished whole-class newspaper or zine</p> <p>Standards/criteria for judging success Teacher rubric</p>
M	Students plan what kind of stories they need to populate a newspaper	
T, A	Students create, define, and assign roles to each member of the class in order to work collaboratively to create a unified product.	
A	Students consider which people they need to interview in order to tell their stories.	
A	Students conduct and record interviews and gather information for their stories.	
T, A	Students work together to decide how to organize and present the stories that emerge	
M	Students include competing viewpoints in their stories in order to get closest to a fair and balanced “truth”.	
A	Students use narrative techniques in the telling of their stories.	
A	Students use intentional design to add interest and engage readers	
T, A	Students use digital tools to publish their work	

		<p>OTHER EVIDENCE: <i>Students will show they have achieved Stage 1 goals by...</i></p> <ul style="list-style-type: none">Collaborative projectsClose reading of various mentor textsSlideshow presentationsParticipation in small-group and whole-group discussionsCompletion of in-class writing assignments and activitiesBrainstormingDaily journaling in writer's notebookParticipation in all aspects of the writing process, with focus on the writer's workshopProduction of polished writing

Stage 3 – Learning Plan

Code	<i>Pre-Assessment</i>	
M	Students will respond in their notebooks, and in a class discussion, to the question “What kinds of stories are people in my community interested in?” Finally, introduce essential questions for the unit and briefly discuss the culminating performance task and learning objectives.	
	Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i>	Progress Monitoring
M	Teacher brings in copies of recent local newspapers. Teacher asks, what kinds of stories are covered in this newspaper?	Students explore newspapers in small groups and make a list of the kinds of stories they find. What sections are in the newspaper? What topics do they cover? etc. Groups share their findings with the class
M	Teacher shows students the various ways communities access information including print (newspapers, magazines, etc.) and digital (online, social media, etc.) Teacher points out that people are interested in stories happening in their local community (in school, around town, in the county, etc.)	Students work in small groups to make lists of things/issues/events/ideas that are important to our local community. What are some stories we can report on? Students share their ideas with the class.
T, M, A	Teacher ties together thoughts from the class- Teacher leads collaborative meeting where students create an outline of stories they want to cover in their newspaper. Teacher reviews GRASP and reminds students that they each must write one story to contribute to the newspaper.	Students commit to a story idea and the class creates a shared list of stories
A	Teacher uses a newspaper as a mentor text and asks students to identify each section. What sections will our newspaper need?	Students work to create sections and decide which stories belong to each section.
A	Teacher reminds students that their stories should be journalistic in nature. There are lots of types of journalism. There is hard news, features, (sports, entertainment, reviews, etc.) editorial, etc.	Students create an outline for their story and begin reporting
M, A	Teacher assigns students to groups by section. Teacher uses mentor text to highlight the layout and design of the newspaper. Each story has headlines, how do the text sizes differ? Why? Where are the pictures?	Students work in their section groups to analyze a newspaper of their choice (print or digital) paying close attention to the visual form of the newspaper.

<p>A</p> <p>A</p> <p>T</p> <p>T</p>	<p>What are the pictures of? etc.</p> <p>Teacher reminds students that their writing should be clear and accurate.</p> <p>Teacher shows students available software (adobe indesign, for example) for laying out the newspaper.</p> <p>Teacher confers with students and groups as they work toward completing GRASP</p> <p>Teacher reminds students that community newspapers are often accepting submissions and that they can serve their community as local journalists.</p>	<p>Students write their stories and share them with their group members as the class works toward completing the GRASP</p> <p>Students use the software and look up videos on how to use the digital tool.</p> <p>Students work in section groups to layout their page(s) of the newspaper. Final newspaper is assembled</p> <p>Students look up submission requirements in local publishers if they desire to publish their work.</p>
	<p>Recommended Resources:</p> <p>Basics of Newspaper Layout and Design</p> <p>The Greater New Milford Spectrum</p> <p>News Times: New Milford</p>	