Unit/ Suggested Pacing	Essential Questions	NJSLS Standards	Learning Targets	Assessments (Formative & Summative)	Interdisciplinary Connections	21st Century Connections
MP I:	How does a	RI.9-10.1. Accurately cite	Students will compose	Formative:	Social Studies 6.1.4.D.16	CRP2. Apply
	strong lead	strong and thorough textual	strong leads	Story Pitch	Describe how stereotyping	appropriate academic
Unit 1:	introduce	evidence, (e.g., via			and prejudice can lead to	and technical skills.
Introductio	topics for the	discussion, written	Students will utilize the	Rough Drafts	conflict, using examples	
n to	reader?	response, etc.) and make	Golden Rules in their		from the past and present.	CRP4.
Journalism		relevant connections, to	writing and research	Peer Review		Communicate clearly
and News/	How does	support analysis of what the	methods.		Social Studies 6.1.4.D.19	and effectively and
Investigativ	maintaining	text says explicitly as well		Class Discussion	Explain how experiences	with reason.
e Writing	the Golden	as inferentially, including	Students will apply the		and events may be	
	Rules and	determining where the text	Golden rules to writing	Writing Conferences	interpreted differently by	CRP5. Consider the
	objectivity	leaves matters uncertain.	samples during class		people with different	environmental, social
	establish		activities and quizzes.	Summative:	cultural or individual	and economic
	credibility as	RI.9-10.2. Determine a			perspectives.	impacts of decisions.
	a writer?	central idea of a text and	Students will locate	Completed class		
		analyze how it is developed	news/investigative topics.	activities (written	TEC.9-12.8.1.12.A.2	CRP6. Demonstrate
	How do I find	and refined by specific		and digital)	Produce and edit a	creativity and
	a writing	details; provide an objective	Students will analyze		multi-page digital	innovation.
	topic?	summary of the text.	model news stories for	Quiz scores	document for a commercial	
			structure and objectivity		or professional audience	CRP7. Employ valid
	How does	W.9-10.2. Write	Students will read, view	Finalized Stories	and present it to peers	and reliable research
	textual	informative/explanatory	and analyze accounts of		and/or professionals in that	strategies.
	structure	texts to examine and	famous news and	Portfolio	related area for review.	
	affect clarity	convey complex ideas,	investigative stories.			CRP8. Utilize
	and meaning	concepts, and information			TEC.9-12.8.1.12.A.3	critical thinking to
	for the	clearly and accurately	Students will compose		Collaborate in online	make sense of
	reader?	through the effective	objective, well-written		courses, learning	problems and
		selection, organization, and	news stories.		communities, social	persevere in solving
	How does the	analysis of content.			networks or virtual worlds	them.
	study of	A. Introduce a topic;	Students will publish		to discuss a resolution to a	
	journalistic	organize complex ideas,	stories and use online		problem or issue.	CRP9. Model
	theory,	concepts, and information	forums for peer feedback.			integrity, ethical
	structure and	to make important			TEC.9-12.	leadership and
	processes	connections and	Students will compile		8.1.12.D.1 -Demonstrate	effective
		distinctions; include	portfolios.		appropriate application of	management.

result in good	formatting (e.g., headings),		copyright, fair use and/or	7
writing?	graphics (e.g., figures,		Creative Commons to an	CRP10. Plan
withing!			original work.	education and career
TT 1	tables), and multimedia		original work.	
How does	when useful to aiding		TEC 0 12 0 1 12 D 2	paths aligned to
peer editing	comprehension.		TEC.9-12. 8.1.12.D.2-	personal goals.
and using	B. Develop the topic with		Evaluate consequences of	
style guides	well-chosen, relevant, and		unauthorized electronic	CRP11. Use
improve the	sufficient facts, extended		access (e.g., hacking) and	technology to
written	definitions, concrete details,		disclosure, and on	enhance productivity.
product?	quotations, or other		dissemination of personal	
	information and examples		information.	CRP12. Work
How does	appropriate to the			productively in teams
word	audience's knowledge of			while using cultural
processing	the topic.			global competence.
and sharing	C. Use appropriate and			
feedback	varied transitions to link the			
through	major sections of the text,			
online	create cohesion, and clarify			
communities	the relationships among			
improve	complex ideas and			
writing and	concepts.			
affect the	D.Use precise language and			
writer's	domain-specific vocabulary			
message?	to manage the complexity			
	of the topic.			
	E.Establish and maintain a			
	style and tone appropriate			
	to the audience and purpose			
	(e.g. formal and objective			
	for academic writing) while			
	attending to the norms and			
	conventions of the			
	discipline in which they are			
	writing.			
	F. Provide a concluding			
	paragraph or section that			
	supports the information or			
	* *			
	explanation presented (e.g.,			

articulating implications or
the significance of the
topic).
W.9-10.4. Produce clear
and coherent writing in
which the development,
organization, and style are
appropriate to task,
purpose, and audience.
(Grade-specific
expectations for writing
types are defined in
standards 1–3 above.)
W 0 10 7 D 1 1
W.9-10.5. Develop and
strengthen writing as needed
by planning, revising, editing,
rewriting, trying a new
approach, or consulting a
style manual (such as MLA or
APA Style), focusing on
addressing what is most
significant for a specific
purpose and audience.
W.9-10.6. Use technology,
including the Internet, to
produce, share, and update
individual or shared writing
products, taking advantage
of technology's capacity to
link to other information
and to display information
flexibly and dynamically.
W.9-10.7. Conduct short as
well as more sustained
research projects to answer
a question (including a
self-generated question) or

	solve a problem; narrow or		
	broaden the inquiry when		
	appropriate; synthesize		
	multiple sources on the		
	subject, demonstrating		
	understanding of the subject		
	under investigation.		
	LA.11-12.W.11-12.8 - Gather		
	relevant information from		
	multiple authoritative print		
	and digital sources, using		
	advanced searches effectively;		
	assess the strengths and		
	limitations of each source in		
	terms of the task, purpose,		
	and audience; integrate		
	information into the text		
	selectively to maintain the		
	flow of ideas, avoiding		
	plagiarism and over reliance		
	on any one source and		
	following a standard format		
	for citation.		
	W.9-10.9. Draw evidence		
	from literary or nonfiction		
	informational texts to		
	support analysis, reflection,		
	and research.		
	A. Apply grades 9–10		
	Reading standards to		
	nonfiction informational		
	e.g., "Delineate and		
	evaluate the argument and		
	specific claims in a text,		
	assessing whether the		
	reasoning is valid and the		
	evidence is relevant and		
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		actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. D.Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.				
Unit 2: Feature Writing	How does a creative lead engage reader interest? How do good research techniques and strong questions result in better research? How do I find a writing topic? How does textual structure engage interest while affecting	RI.9-10.3. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. RI.9-10.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). RI.9-10.5. Analyze in detail how an author's ideas or	Students will compose creative, engaging leads. Students will utilize research techniques and strong questions to gain better research for story writing. Students will locate writing topics. Students will analyze model feature stories for structure and creativity. Students will compose well-written feature stories Students will publish stories using word processor and use online forums for peer feedback	Formative: Story Pitch Rough Drafts Peer Review Class Discussion Writing Conferences Summative: Completed class activities (written and digital) Quiz scores Finalized Stories Portfolio	Social Studies 6.1.4.D.16 Describe how stereotyping and prejudice can lead to conflict, using examples from the past and present. Social Studies 6.1.4.D.19 Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives. TEC.9-12.8.1.12.A.2 Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.	CRP2. Apply appropriate academic and technical skills. 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.

مامسند. مسا	alaima ana darralamad an d		TEC 0 12 0 1 12 A 2	CRP8. Utilize
clarity and	claims are developed and	Ct., dantaill a annuil.	TEC.9-12.8.1.12.A.3 Collaborate in online	
meaning for	refined by particular	Students will compile		critical thinking to
the reader?	sentences, paragraphs, or	portfolios.	courses, learning	make sense of
TT 1 .1	larger portions of a text		communities, social	problems and
How does the	(e.g., a section or chapter).		networks or virtual worlds	persevere in solving
study of	W.9-10.4. Produce clear		to discuss a resolution to a	them.
journalistic	and coherent writing in		problem or issue.	
theory,	which the development,			CRP9. Model
structure and	organization, and style are		TEC.9-12.	integrity, ethical
processes	appropriate to task,		8.1.12.D.1-Demonstrate	leadership and
result in good	purpose, and audience.		appropriate application of	effective
writing?	(Grade-specific		copyright, fair use and/or	management.
	expectations for writing		Creative Commons to an	
How does	types are defined in		original work.	CRP10. Plan
peer editing	standards 1–3 above.)			education and career
and using	standards 1–3 above.)		TEC.9-12. 8.1.12.D.2-	paths aligned to
style guides	W.9-10.8. Gather relevant		Evaluate consequences of	personal goals.
improve the	information from multiple		unauthorized electronic	
written	authoritative print and		access (e.g., hacking) and	CRP11. Use
product?	digital sources, using		disclosure, and on	technology to
	advanced searches		dissemination of personal	enhance productivity.
How does	effectively; assess the		information.	
sharing	usefulness of each source in			CRP12. Work
writing and	answering the research			productively in teams
gaining	question; integrate			while using cultural
feedback	information into the text			global competence.
through	selectively to maintain the			
online	flow of ideas, avoiding			
communities	plagiarism and following a			
improve	standard format for citation			
writing and	(MLA or APA Style			
affect the	Manuals).			
writer's	,			
message.	W.9-10.10. 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.
SL.9-10.1. Initiate and
participate effectively in a
range of collaborative
discussions (one-on-one, in
groups, and teacher-led) with
peers on grades 9–10 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
set rules for discussions (e.g.
informal consensus, taking
votes on key issues,
presentation of alternate
views); develop clear goals
and assessment criteria (e.g.
student developed rubric) and
assign individual roles as
needed.
C. Propel conversations by
posing and responding to
questions that relate the
current discussion to broader
themes or larger ideas;
actively incorporate others
actively incorporate outers

		into the discussion; and clarify, verify, or challenge ideas and conclusions. D.Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.				
Sports Writing	How do I locate a	RI.9-10.3. Analyze how the author unfolds an analysis	Students will locate writing topics using web	Formative: Story Pitch	Social Studies 6.1.4.D.16 Describe how stereotyping	CRP2. Apply appropriate academic
(Special	writing topic?	or series of ideas or events,	and print resources.		and prejudice can lead to	and technical skills.
Type of	How does the	including the order in	C4-14	Rough Drafts	conflict, using examples	CDD4 Communicate
News writing)	use of	which the points are made, how they are introduced	Students will recall sports terminology and apply to	Peer Review	from the past and present.	CRP4. Communicate clearly and
8)	structures,	and developed, and the	exercises or quiz.		Social Studies 6.1.4.D.19	effectively and with
	specific terminology	connections that are drawn between them.	Students will compose	Class Discussion	Explain how experiences and events may be	reason.
	and		sports writing containing	Writing Conferences	interpreted differently by	CRP5. Consider the
	descriptive	W.9-10.4. Produce clear and coherent writing in	proper use of sports		people with different	environmental, social
	writing	which the development,	jargon, vivid descriptions	Summative:	cultural or individual	and economic
	enhance understanding	organization, and style are	and proper sequencing.	Completed class	perspectives.	impacts of decisions.
	for the	appropriate to task,	Students will analyze	activities (written	TEC.9-12.8.1.12.A.2	CRP6. Demonstrate
	reader?	purpose, and audience. (Grade-specific	model sports stories for	and digital)	Produce and edit a	creativity and
	W/less in it	expectations for writing	structure.	Oni- acomo	multi-page digital document for a commercial or	innovation.
	Why is it important to	types are defined in	Students will publish	Quiz scores	professional audience and	CRP7. Employ valid
	maintain	standards 1–3 above.)	stories using word	Finalized Stories	present it to peers and/or	and reliable research
	chronology	LA.11-12.W.11-12.8 - Gather	processor and use online		professionals in that related	strategies.
	and proper	relevant information from	forums for peer feedback.	Portfolio	area for review.	CRP8. Utilize
	sequencing when writing	multiple authoritative print and digital sources, using	Students will compile		TEC.9-12.8.1.12.A.3	critical thinking to
	sports stories?	advanced searches effectively;	portfolios.		Collaborate in online	make sense of
	1	assess the strengths and			courses, learning	problems and

How does	limitations of each source in		agmmunities assist	nargarrara in cal-in-
			communities, social	persevere in solving
peer editing	terms of the task, purpose,		networks or virtual worlds	them.
and using	and audience; integrate		to discuss a resolution to a	CDD0 M. 1.1
style guides	information into the text		problem or issue.	CRP9. Model
improve the	selectively to maintain the		TT C 0 40	integrity, ethical
written	flow of ideas, avoiding		TEC.9-12.	leadership and
product?	plagiarism and over reliance		8.1.12.D.1-Demonstrate	effective
	on any one source and		appropriate application of	management.
How does	following a standard format		copyright, fair use and/or	
word	for citation.		Creative Commons to an	CRP10. Plan
processing			original work.	education and career
and sharing	W.9-10.10. Write routinely			paths aligned to
feedback	over extended time frames		TEC.9-12. 8.1.12.D.2-	personal goals.
through	(time for research,		Evaluate consequences of	
online	reflection, and revision) and		unauthorized electronic	CRP11. Use
communities	shorter time frames (a		access (e.g., hacking) and	technology to
improve	single sitting or a day or		disclosure, and on	enhance productivity.
writing and	two) for a range of tasks,		dissemination of personal	
affect the	purposes, and audiences.		information.	CRP12. Work
writer's				productively in teams
message?	CI 0 10 1 Initiate and			while using cultural
	SL.9-10.1. Initiate and			global competence.
	participate effectively in a			
	range of collaborative			
	discussions (one-on-one, in			
	groups, and teacher-led) with			
	peers on grades 9–10 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 set rules for discussions (e.g. informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g. student developed rubric) and assign individual roles as needed. C. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. D. Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning				
		presented.				
Arts and Entertainm ent (Review Writing)	How does textual structure engage interest and affect clarity	RI.9-10.3. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced	Students will analyze model A&E stories for structure and creativity. Students will research background information	Formative: Story Pitch Rough Drafts Peer Review	Social Studies 6.1.4.D.16 Describe how stereotyping and prejudice can lead to conflict, using examples from the past and present.	CRP2. Apply appropriate academic and technical skills. CRP4. Communicate clearly and
	and meaning	and developed, and the connections that are drawn	on A&E topics such as events, organizations,	Class Discussion	Social Studies 6.1.4.D.19 Explain how experiences	effectively and with reason.

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for the	between them.	ensembles and		and events may be	
reader?	RI.9-10.4. Determine the	participants and select	Writing Conferences	interpreted differently by	CRP5. Consider the
	meaning of words and	appropriate information		people with different	environmental, social
Why conduct	phrases as they are used in a	for story composition.	Summative:	cultural or individual	and economic
research?	text, including figurative,			perspectives.	impacts of decisions.
	connotative, and technical	Students will locate	Completed class		
How do I	meanings; analyze the	writing topics.	activities (written	TEC.9-12.8.1.12.A.2	CRP6. Demonstrate
locate a	cumulative impact of		and digital)	Produce and edit a	creativity and
writing topic?	specific word choices on	Students will compose		multi-page digital	innovation.
	meaning and tone (e.g.,	descriptions of artistic	Quiz scores	document for a commercial	
How does	how the language of a court	topics using vocabulary		or professional audience	CRP7. Employ valid
descriptive	opinion differs from that of	suited for A&E writing.	Finalized Stories	and present it to peers	and reliable research
language and	a newspaper).			and/or professionals in that	strategies.
artistic	a newspaper).	Students will recall A&E	Portfolio	related area for review.	
vocabulary	RI.9-10.5. Analyze in detail	specific vocabulary and			CRP8. Utilize
help orient	how an author's ideas or	apply to exercises or quiz.		TEC.9-12.8.1.12.A.3	critical thinking to
the reader and	claims are developed and			Collaborate in online	make sense of
make writing	refined by particular	Students will compose		courses, learning	problems and
more	sentences, paragraphs, or	balanced A&E stories		communities, social	persevere in solving
captivating?	larger portions of a text	with objective,		networks or virtual worlds	them.
	(e.g., a section or chapter).	well-supported critiques		to discuss a resolution to a	
Why is it	RI.9-10.8. Describe and			problem or issue.	CRP9. Model
important to	evaluate the argument and	Students will publish			integrity, ethical
support and	specific claims in a text,	stories using word		TEC.9-12.	leadership and
balance the	assessing whether the	processor and use online		8.1.12.D.1- Demonstrate	effective
argument	reasoning is valid and the	forums for peer feedback.		appropriate application of	management.
when	evidence is relevant and			copyright, fair use and/or	
critiquing an	sufficient; identify false	Students will compile		Creative Commons to an	CRP10. Plan
artistic	statements and reasoning.	portfolios.		original work.	education and career
product?	statements and reasoning.				paths aligned to
	W.9-10.1. Write arguments			TEC.9-12. 8.1.12.D.2-	personal goals.
How does	to support claims in an			Evaluate consequences of	
peer editing	analysis of substantive			unauthorized electronic	CRP11. Use
and using	topics or texts, using valid			access (e.g., hacking) and	technology to
style guides	reasoning and relevant and			disclosure, and on	enhance productivity.
improve the	sufficient evidence.			dissemination of personal	annia vi
written	A Introduce presies			information.	CRP12. Work
product?	A. Introduce precise				productively in teams
	claim(s), distinguish the	1			

	claim(s) from alternate or		while using cultural
How does	opposing claims, and create		global competence.
word	an organization that		
processing	establishes clear		
and sharing	relationships among		
feedback	claim(s), counterclaims,		
through	reasons, and evidence.		
online			
communities	B. Develop claim(s) and		
improve	counterclaims avoiding		
writing and	common logical fallacies, propaganda devices, and		
affect the	using sound reasoning,		
writer's	supplying evidence for each		
message?	while pointing out the		
	strengths and limitations of		
	both in a manner that		
	anticipates the audience's		
	knowledge level and		
	concerns.		
	C. Use transitions (e.g.		
	words, phrases, clauses) to		
	link the major sections of		
	the text, create cohesion,		
	and clarify the relationships		
	between claim(s) and		
	reasons, between reasons		
	and evidence, and between		
	claim(s) and counterclaims.		
	D. Establish and maintain a		
	style and tone appropriate		
	to the audience and purpose		
	(e.g. formal and objective		
	for academic writing) while		
	attending to the norms and		
	conventions of the		
	discipline in which they are		

writing.
E. Provide a concluding
paragraph or section that
supports the argument
presented.
W.9-10.8. Gather relevant
information from multiple
authoritative print and
digital sources, using
advanced searches
effectively; assess the
usefulness of each source in
answering the research
question; integrate
information into the text
selectively to maintain the
flow of ideas, avoiding
plagiarism and following a
standard format for citation
(MLA or APA Style
Manuals).
SL.9-10.1. Initiate and
participate effectively in a
range of collaborative
discussions (one-on-one, in
groups, and teacher-led) with
peers on grades 9–10 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	
set rules for discussions (e.g.	
informal consensus, taking	
votes on key issues,	
presentation of alternate	
views); develop clear goals	
and assessment criteria (e.g.	
student developed rubric) and	
assign individual roles as	
needed.	
C. Propel conversations by	
posing and responding to	
questions that relate the	
current discussion to broader	
themes or larger ideas;	
actively incorporate others	
into the discussion; and	
clarify, verify, or challenge	
ideas and conclusions.	
D. Respond thoughtfully	
to various perspectives,	
summarize points of	
agreement and	
disagreement, and justify	
own views. Make new	
connections in light of the	
evidence and reasoning	
presented.	
Opinion RI.9-10.5. Analyze in detail Students will locate Formative: Social Studies 6.1.4.D.16	CRP2. Apply
Writing how an author's ideas or writing topics using web Story Pitch Describe how stereotyping	appropriate academic
claims are developed and and print resources. and prejudice can lead to	and technical skills.
refined by particular Rough Drafts conflict, using examples	
sentences, paragraphs, or from the past and present.	CRP4. Communicate
larger portions of a text (e.g.,	clearly and

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a section or chapter).	Students will recall sports		Social Studies 6.1.4.D.19	effectively and with
	terminology and apply to	Class Discussion	Explain how experiences	reason.
RI.9-10.6. Determine an	exercises or quiz.		and events may be	
author's point of view or		Writing Conferences	interpreted differently by	CRP5. Consider the
purpose in a text and analyze	Students will compose		people with different	environmental, social
how an author uses rhetorical	sports writing containing	Summative:	cultural or individual	and economic
devices to advance that point	proper use of sports		perspectives.	impacts of decisions.
of view or purpose.	jargon, vivid descriptions	Completed class		
	and proper sequencing.	activities (written	TEC.9-12.8.1.12.A.2	CRP6. Demonstrate
RI.9-10.8. Describe and		and digital)	Produce and edit a	creativity and
evaluate the argument and	Students will analyze		multi-page digital document	innovation.
specific claims in a text,	model sports stories for	Quiz scores	for a commercial or	
assessing whether the	structure.		professional audience and	CRP7. Employ valid
reasoning is valid and the		Finalized Stories	present it to peers and/or	and reliable research
evidence is relevant and	Students will publish		professionals in that related	strategies.
sufficient; identify false	stories using word	Portfolio	area for review.	
statements and reasoning.	processor and use online			CRP8. Utilize
	forums for peer feedback.		TEC.9-12.8.1.12.A.3	critical thinking to
W.9-10.1. Write arguments to			Collaborate in online	make sense of
support claims in an analysis	Students will compile		courses, learning	problems and
of substantive topics or texts,	portfolios.		communities, social	persevere in solving
using valid reasoning and			networks or virtual worlds	them.
relevant and sufficient			to discuss a resolution to a	
evidence.			problem or issue.	CRP9. Model
A. Introduce precise				integrity, ethical
claim(s), distinguish the			TEC.9-12.	leadership and
claim(s) from alternate or			8.1.12.D.1- Demonstrate	effective
opposing claims, and create			appropriate application of	management.
an organization that			copyright, fair use and/or	
establishes clear relationships			Creative Commons to an	CRP10. Plan
among claim(s),			original work.	education and career
counterclaims, reasons, and				paths aligned to
evidence.			TEC.9-12. 8.1.12.D.2-	personal goals.
B. Develop claim(s) and			Evaluate consequences of	
counterclaims avoiding			unauthorized electronic	CRP11. Use
common logical fallacies,			access (e.g., hacking) and	technology to
propaganda devices, and			disclosure, and on	enhance productivity.
using sound reasoning,				

supplying evidence for each	dissemination of personal	
while pointing out the	information.	CRP12. Work
strengths and limitations of	illiorillation.	productively in teams
both in a manner that		
		while using cultural
anticipates the audience's		global competence.
knowledge level and		
concerns.		
C. Use transitions (e.g. words,		
phrases, clauses) to link the		
major sections of the text,		
create cohesion, and clarify		
the relationships between		
claim(s) and reasons, between		
reasons and evidence, and		
between claim(s) and		
counterclaims.		
D. Establish and maintain a		
style and tone appropriate to		
the audience and purpose (e.g.		
formal and objective for		
academic writing) while		
attending to the norms and		
conventions of the discipline		
in which they are writing.		
E. Provide a concluding		
paragraph or section that		
supports the argument		
presented.		
LA.11-12.W.11-12.8 - Gather		
relevant information from		
multiple authoritative print		
and digital sources, using		
advanced searches effectively;		
assess the strengths and		
limitations of each source in		
terms of the task, purpose,		
and audience; integrate		
information into the text		

selectively to maintain the
flow of ideas, avoiding
plagiarism and over reliance
on any one source and
following a standard format
for citation.
SL.9-10.1. Initiate and
participate effectively in a
range of collaborative
discussions (one-on-one, in
groups, and teacher-led) with
peers on grades 9–10 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
set rules for discussions (e.g.
informal consensus, taking
votes on key issues,
presentation of alternate
views); develop clear goals
and assessment criteria (e.g.
student developed rubric) and
assign individual roles as
needed.

		_				
		C. Propel conversations by				
		posing and responding to				
		questions that relate the				
		current discussion to broader				
		themes or larger ideas;				
		actively incorporate others				
		into the discussion; and				
		clarify, verify, or challenge				
		ideas and conclusions.				
		D. Respond thoughtfully to				
		various perspectives,				
		summarize points of				
		agreement and				
		disagreement, and justify				
		own views. Make new				
		connections in light of the				
		evidence and reasoning				
		presented.				
Blog/Online	How does the	W.9-10.4. Produce clear	Students will compose	Formative:	Social Studies 6.1.4.D.16	CDD2 Apply
Writing	style of	and coherent writing in	blogs and online articles	Story Pitch	Describe how stereotyping	CRP2. Apply appropriate academic
writing	online writing	which the development,	based on the conventions	Story Pitch	and prejudice can lead to	and technical skills.
	differ from	organization, and style are	of writing for the web.	Rough Drafts	conflict, using examples	CRP4. Communicate
	standard	appropriate to task,	of writing for the web.	Rough Dians	from the past and present.	clearly and
	journalistic	purpose, and audience.	Students will upload	Peer Review	from the past and present.	effectively and with
	writing?	purpose, and addience.	articles to secure class	reel Keview	Social Studies 6.1.4.D.19	reason.
	writing:	W.9-10.5. Develop and	website.	Class Discussion	Explain how experiences	CRP5. Consider the
	How does	strengthen writing as	website.	Class Discussion	and events may be	environmental, social
	participation	needed by planning,	Students will participate	Writing Conferences	interpreted differently by	and economic
	in online	revising, editing, rewriting,	in online discussion with	Writing Conferences	people with different	impacts of decisions.
	communities	trying a new approach, or	peers in secure,	Summative:	cultural or individual	CRP6. Demonstrate
	improve skills	consulting a style manual	teacher-monitored forums.	Summative.	perspectives.	creativity and
	in writing,	(such as MLA or APA	teacher-monitored forums.	Completed class	perspectives.	innovation.
	communicati	Style), focusing on	Students will research	activities (written	TEC.9-12.8.1.12.A.2	CRP7. Employ valid
	on and	addressing what is most	news articles and present	and digital)	Produce and edit a	and reliable research
	technology?	significant for a specific	findings to the class on	and digital)	multi-page digital document	strategies.
	comiology:	purpose and audience.	various technology topics	Quiz scores	for a commercial or	CRP8. Utilize
		W 0 10 6 Has tashnalası	including security	Quiz scores	professional audience and	critical thinking to
		W.9-10.6. Use technology,	merading security		professional addience and	Citical tilliking to

	Why is it important to be aware of security, accountability and appropriate use policies when posting material online?	including the Internet, to produce, share, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. W.9-10.10. 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.	breaches, widespread dissemination of information, plagiarism, cyber-bullying, lawsuits, and fraud. Students will offer solutions to these issues and resolve through online discussion forums.	Portfolio Finalized Stories Portfolio	present it to peers and/or professionals in that related area for review. TEC.9-12.8.1.12.A.3 Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue. TEC.9-12. 8.1.12.D.1-Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work. TEC.9-12. 8.1.12.D.2-Evaluate consequences of unauthorized electronic access (e.g., hacking) and disclosure, and on dissemination of personal information.	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.
Layout and Design	How does viewing models of good page design influence my choices regarding page design?	W.9-10.2. 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.	Students will locate examples of good page design in magazines and newspapers. Students will recall design rules and terms and apply them to exercises and quizzes.	Formative: Drafts of pages Summative: Quiz Scores Completed Pages	TEC.9-12.8.1.12.A.2 Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.	CRP6. Demonstrate creativity and innovation. CRP11. Use technology to enhance productivity.

How do the design rules and terms ensure that my design choices will be successful? How does knowledge of basic design and page components assist in page layout? How do I write strong, accurate headlines and captions?	A. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. C. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. D. Use precise language and domain-specific vocabulary to manage the complexity of the topic.	Students will design a magazine spread including pictures, captions, headlines and text using the design rules as a guide.	TEC.9-12. 8.1.12.D.1 Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.	
	L.9-10.3. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening. A. Vary word choice and sentence structure to demonstrate an understanding of the influence of language.			
	L.9-10.6. Acquire and use accurately 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 considering a word or phrase important to comprehension or expression.				
Careers in Communica tions	Which careers are available in the field of communicati ons? How do research on colleges and interviewing a professional help guide career paths? Why is it important to be aware of communicati on law, censorship, ethics, and cyber crimes when working in the field of	LA.9-10.W.9-10.7 - Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. LA.11-12.W.11-12.8 - Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and over reliance	Students will research daily duties of one career choice and present findings to the class. Students will contact professionals in the field of journalism for interviews. Students will compose a series of reflective journals exploring research findings, interview results, college choices and career options. Students will present multi-media presentations to the class sharing their findings and interact with peers during presentations.	Summative: Project/Presentation Check Ins Reflection Journals Peer feedback Formative: Final Project/Presentation	Social Studies 6.1.12.C.16.b Predict the impact of technology on the global workforce and on entrepreneurship. TEC.9-12.8.1.12.A.3 Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue. TEC.9-12. 8.1.12.D.1-Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work. TEC.9-12. 8.1.12.D.2-Evaluate consequences of	CRP2. Apply appropriate academic and technical skills. CRP4. Communicate clearly and effectively and with reason. 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

communications? How can the use of delivery techniques and digital tools enhance a presentation? How does peer feedback and interactive elements enhance a presentation and student learning?	on any one source and following a standard format for citation. SL.9-10.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source. SL.9-10.3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any false reasoning or distorted evidence. SL.9-10.4. Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are		unauthorized electronic access (e.g., hacking) and disclosure, and on dissemination of personal information. 8.1.12.F.1 Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs.	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.
	appropriate to task, purpose, and audience. SL.9-10.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance findings, reasoning, and evidence and to add interest.			

Publication	How does	SL.9-10.6. Adapt speech to a	Students will use rubric to	Summative:		CRP2. Apply
and	portfolio piece	variety of contexts and tasks,	select pieces of writing for	Check Ins for the	TEC.9-12.8.1.12.A.4 Create	appropriate academic
Portfolios	selection	demonstrating command of	publication in final	Writing Process	a personalized digital	and technical skills.
	encourage	formal English.	portfolio.		portfolio that contains a	
	independence,	8 2 1	F	Drafts of Stories	résumé, exemplary projects,	CRP4. Communicate
	ownership and	LA.9-10.W.9-10.4 - Produce	Students will compile		and activities, which	clearly and
	problem-solvin	clear and coherent writing in	digital portfolio.	Peer rand self	together reflect personal and	effectively and with
	g skills in	which the development,		revision	academic interests, achievements, and career	reason.
	writers?	organization, and style are	Students will work with		aspirations.	
		appropriate to task, purpose,	peers to edit and revise	Formative:	aspirations.	CRP6. Demonstrate
	How does	and audience.	written work.	Completed hardcopy		creativity and
	peer editing,			and digital portfolios		innovation.
	self-editing	LA.9-10.W.9-10.5 - Develop	Students will polish work			
	and the use of	and strengthen writing as	using the conventions of	Written		CRP7. Employ valid
	style guides	needed by planning, revising,	standard English and	self-evaluation and		and reliable research
	improve the	editing, rewriting, or trying a	appropriate style guides.	reflection		strategies.
	written	new approach, or consulting a				
	product?	style manual (such as MLA or	Students will compose			CRP8. Utilize
		APA Style), focusing on	self evaluations for			critical thinking to
	How does	addressing what is most	writing and set goals for			make sense of
	writing	significant for a specific	improvement.			problems and
	reflections and	purpose and audience.				persevere in solving
	setting goals	LA.9-10.L.9-10.2 -				them.
	improve writing	Demonstrate command of the				CRP9. Model
	quality?	conventions of standard				integrity, ethical
	quanty!	English grammar and usage				leadership and
		when writing and speaking.				effective
		when writing and speaking.				management.
						management.
						CRP10. Plan
						education and career
						paths aligned to
						personal goals.
						CRP11. Use
						technology to
						enhance productivity.

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