Unit/ Suggested Pacing	Essential Questions	NJSLS Standards	Learning Targets	Assessments (Formative & Summative)	Interdisciplinary Connections	21st Century Connections
MP I: **Unit 1: Introduction to Journalism and News/ Investigative Writing**	How does a strong lead introduce topics for the reader? How does maintaining the Golden Rules and objectivity establish credibility as a writer? How do I find a writing topic? How does textual structure affect clarity and meaning for the reader? How does the study of journalistic theory, structure and processes	**RI.9-10.1.** Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain. **RI.9-10.2.** Determine a central idea of a text and analyze how it is developed and refined by specific details; provide an objective summary of the text. **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. A. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include	Students will compose strong leads Students will utilize the Golden Rules in their writing and research methods. Students will apply the Golden rules to writing samples during class activities and quizzes. Students will locate news/investigative topics. Students will analyze model news stories for structure and objectivity Students will read, view and analyze accounts of famous news and investigative stories. Students will compose objective, well-written news stories. Students will publish stories and use online forums for peer feedback. Students will compile portfolios.	**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. **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	**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. **CRP8.** Utilize critical thinking to make sense of problems and persevere in solving them. **CRP9.** Model integrity, ethical leadership and effective management.

	result in good writing?

How does peer editing and using style guides improve the written product?

How does word processing and sharing feedback through online communities improve writing and affect the writer's message? | formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
B. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
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.
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., | | | 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. | **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. |

		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.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			

		sufficient; identify false statements and fallacious reasoning"). **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.				
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.

	clarity and meaning for the reader? How does the study of journalistic theory, structure and processes result in good writing? How does peer editing and using style guides improve the written product? How does sharing writing and gaining feedback through online communities improve writing and affect the writer's message.	claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter). **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.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). **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	Students will compile portfolios.		**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.	**CRP8.** Utilize critical thinking to 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.

		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				

		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 (Special Type of News writing)	How do I locate a writing topic? How does the use of structures, specific terminology and descriptive writing enhance understanding for the reader? Why is it important to maintain chronology and proper sequencing when writing sports stories?	**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. **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.) **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	Students will locate writing topics using web and print resources. Students will recall sports terminology and apply to exercises or quiz. Students will compose sports writing containing proper use of sports jargon, vivid descriptions and proper sequencing. Students will analyze model sports stories for structure. Students will publish stories using word processor and use online forums for peer feedback. Students will compile portfolios.	**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. **TEC.9-12.8.1.12.A.3** Collaborate in online courses, learning	**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. **CRP8.** Utilize critical thinking to make sense of problems and

How does peer editing and using style guides improve the written product?

How does word processing and sharing feedback through online communities improve writing and affect the writer's message? | 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.9-10.10. 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, | | | 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. | persevere in solving them.

CRP9. Model integrity, ethical leadership and effective management.

CRP10. Plan education and career paths aligned to personal goals.

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		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 Entertainment (Review Writing)	How does textual structure engage interest and affect clarity and meaning	**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	Students will analyze model A&E stories for structure and creativity. Students will research background information on A&E topics such as events, organizations,	**Formative:** Story Pitch Rough Drafts Peer Review Class Discussion	**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	**CRP2.** Apply appropriate academic and technical skills. **CRP4.** Communicate clearly and effectively and with reason.

for the reader? Why conduct research? How do I locate a writing topic? How does descriptive language and artistic vocabulary help orient the reader and make writing more captivating? Why is it important to support and balance the argument when critiquing an artistic product? How does peer editing and using style guides improve the written product?	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 claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter). **RI.9-10.8.** Describe 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 reasoning. **W.9-10.1**. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. A. Introduce precise claim(s), distinguish the	ensembles and participants and select appropriate information for story composition. Students will locate writing topics. Students will compose descriptions of artistic topics using vocabulary suited for A&E writing. Students will recall A&E specific vocabulary and apply to exercises or quiz. Students will compose balanced A&E stories with objective, well-supported critiques Students will publish stories using word processor and use online forums for peer feedback. Students will compile portfolios.	Writing Conferences **Summative:** Completed class activities (written and digital) Quiz scores Finalized Stories Portfolio	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. **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.	**CRP5.** Consider the environmental, social and economic impacts of decisions. **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 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

	How does word processing and sharing feedback through online communities improve writing and affect the writer's message?	claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. B. Develop claim(s) and counterclaims avoiding common logical fallacies, propaganda devices, and using sound reasoning, supplying evidence for each 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				while using cultural global competence.

		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 Writing		**RI.9-10.5.** Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g.,	Students will locate writing topics using web and print resources.	**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

		a section or chapter). **RI.9-10.6.** Determine an author's point of view or purpose in a text and analyze how an author uses rhetorical devices to advance that point of view or purpose. **RI.9-10.8.** Describe 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 reasoning. **W.9-10.1.** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. A. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. B. Develop claim(s) and counterclaims avoiding common logical fallacies, propaganda devices, and using sound reasoning,	Students will recall sports terminology and apply to exercises or quiz. Students will compose sports writing containing proper use of sports jargon, vivid descriptions and proper sequencing. Students will analyze model sports stories for structure. Students will publish stories using word processor and use online forums for peer feedback. Students will compile portfolios.	Class Discussion Writing Conferences **Summative:** Completed class activities (written and digital) Quiz scores Finalized Stories Portfolio	**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. **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	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. **CRP8.** Utilize critical thinking to 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.

		supplying evidence for each 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. **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			dissemination of personal information.	**CRP12.** Work productively in teams while using cultural global competence.

		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 Writing	How does the style of online writing differ from standard journalistic writing? How does participation in online communities improve skills in writing, communication and technology?	W.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. 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,	Students will compose blogs and online articles based on the conventions of writing for the web. Students will upload articles to secure class website. Students will participate in online discussion with peers in secure, teacher-monitored forums. Students will research news articles and present findings to the class on various technology topics including security	**Formative:** Story Pitch Rough Drafts Peer Review Class Discussion Writing Conferences **Summative:** Completed class activities (written and digital) Quiz scores	**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	**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. **CRP8.** Utilize critical thinking 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.	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. **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	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.	

		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 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.			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.

| Publication and Portfolios | How does portfolio piece selection encourage independence, ownership and problem-solving skills in writers?

How does peer editing, self-editing and the use of style guides improve the written product?

How does writing reflections and setting goals improve writing quality? | SL.9-10.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.

LA.9-10.W.9-10.4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

LA.9-10.W.9-10.5 - Develop and strengthen writing as needed by planning, revising, editing, rewriting, or 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.

LA.9-10.L.9-10.2 - Demonstrate command of the conventions of standard English grammar and usage when writing and speaking. | Students will use rubric to select pieces of writing for publication in final portfolio.

Students will compile digital portfolio.

Students will work with peers to edit and revise written work.

Students will polish work using the conventions of standard English and appropriate style guides.

Students will compose self evaluations for writing and set goals for improvement. | **Summative:** Check Ins for the Writing Process

Drafts of Stories

Peer rand self revision

Formative: Completed hardcopy and digital portfolios

Written self-evaluation and reflection | TEC.9-12.8.1.12.A.4 Create a personalized digital portfolio that contains a résumé, exemplary projects, and activities, which together reflect personal and academic interests, achievements, and career aspirations. | **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 leadership and effective management.

CRP10. Plan education and career paths aligned to personal goals.

CRP11. Use technology to enhance productivity. |
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