ENGLISH LANGUAGE ARTS

Writing Lab IV

Unit 1- Principles and Journalistic Writing
Course Philosophy

Writing Lab IV consists of reading, writing, speaking, listening and media literacy skills. During instruction students will learn to use reading strategies that help them become effective readers. Some of these strategies include questioning the author, inferring, visualizing, synthesizing and learning multiple strategies to help students learn to monitor their reading comprehension. The media literacy skills will educate students in creating a variety of graphic designs as well as an emphasis on terminology. Students will work on developing skills in: graphics, desktop publishing, computer design, photography, and marketing. They will be challenged to graphically capture important moments in the school year. They will research, organize, and verify information for accuracy and relevancy. They will develop creative ideas to present this information, and organize their work to meet deadlines. They will also market their publication in the school and in the larger community. The course is planned around universal themes and essential questions to encourage students to engage in deep meaningful discussions to socialize intelligence. The workshop model is employed so that all students can improve their skills and voice as writers. The teachers are trained and will instruct students using the workshop model philosophy with the use of the “I DO, WE DO, YOU DO” method of instruction. The Standards are designed to provide a clear understanding of what students are expected to learn, so teachers and parents know what they need to do to help them. The standards are designed to be robust and relevant to the real world, reflecting the knowledge and skills that our young learners need for success in college and careers. It is our goal to establish a community of learners to become productive citizens in society striving towards pursuing their life-long goals. Through an enriching and rigorous education and with on-going support our students will be fully prepared for the future and compete successfully in the global economy.

http://www.state.nj.us/education/modelcurriculum/ela/
## Pacing Chart

<table>
<thead>
<tr>
<th>Unit</th>
<th>Topics</th>
<th>NJSLS</th>
<th>Each Unit is 9 weeks in Length</th>
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<tbody>
<tr>
<td><strong>Unit 1</strong></td>
<td>Principles and Journalistic Writing</td>
<td>L.11-12.6, CPI.9.4.12.C.(2).1, CPI.9.4.12.C.(2).2; W.11-12.4; SL.11-12.1; SL.11-12.2-3; CPI.94.12.C.(2)7 W.11-12.4</td>
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<tr>
<td><strong>Unit 4</strong></td>
<td>Journalism and Broadcasting</td>
<td>W.11-12.6 ;CPI.9.4.12.C.(2).7; RI.11-12.2-6; W. 12.2;SL.12.1;W.12.5;SL.12.1b;L.12.6 CPI.9.4.12.C.(2)3</td>
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Methods of Instruction

Teacher Coaching

Individual and collaborative problem-solving & decision-making

Individual Instruction

Small group instruction

Peer tutoring

Guest Speakers

Training manuals and Online tutorials

Writing to learn

Making thinking visible

Note-taking

Establishing metacognitive reflection & articulation as a regular pattern in learning

Diagrams, charts, visuals and graphs

Model (I Do), Guided Practice (We Do),
Independent Practice (You Do)
<table>
<thead>
<tr>
<th>Educational Technology Standards</th>
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- **Technology Operations and Concepts**
  - Construct a spreadsheet, enter data, and use mathematical or logical functions to manipulate data, generate charts and graphs, and interpret the results.
  - Produce and edit a multi-page document for a commercial or professional audience using desktop publishing and/or graphics software.

- **Creativity and Innovation**
  - Design a digital learning game to demonstrate knowledge and skills related to one or more content areas or a real world situation.

- **Communication and Collaboration**
  - Develop an innovative solution to a complex, local or global problem or issue in collaboration with peers and experts, and present ideas for feedback in an online community.

- **Research and Information Literacy**
  - Predict the impact on society of unethical use of digital tools, based on research and working with peers and experts in the field.

- **Critical Thinking, Problem Solving, Decision Making**
  - Select and use specialized databases for advanced research to solve real-world problems.

- **The Designed World**
  - Analyze the interactions among various technologies and collaborate to create a product or system demonstrating their interactivity.
CRP2. Apply appropriate academic and technical skills.
Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.

CRP4. Communicate clearly and effectively and with reason.
Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others’ time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

CRP5. Consider the environmental, social and economic impacts of decisions.
Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting
### Career Ready Practices

the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.

- **CRP6. Demonstrate creativity and innovation.**
  Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

- **CRP7. Employ valid and reliable research strategies.**
  Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.

- **CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.**
  Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to
Career Ready Practices

introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

- **CRP11. Use technology to enhance productivity.**

Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.

- **CRP12. Work productively in teams while using cultural global competence.**

Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.
**Enrichment**

The goal of Enrichment is to provide learners the opportunity to participate in extension activities that are differentiated and augment the district’s curriculum. Teachers are to accommodate based on student individual needs.

<table>
<thead>
<tr>
<th>Seeking to build each learner’s capacity to do the following:</th>
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<tbody>
<tr>
<td>• Show a high degree of intellectual, creative and/or artistic ability and demonstrate this ability in multiple ways.</td>
<td>• Open-ended activities and projects</td>
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<tr>
<td>• Pose questions and exhibit sincere curiosity about principles and how things work.</td>
<td>• Form and build on learning communities</td>
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<tr>
<td>• The ability to grasp concepts and make real world and cross-curricular connections.</td>
<td>• Providing pupils with experiences outside the ‘regular’ curriculum</td>
</tr>
<tr>
<td>• Generate theories and hypotheses and pursue methods of inquiry.</td>
<td>• Altering the pace the student uses to cover regular curriculum in order to explore topics of interest in greater depth/breadth within their own grade level.</td>
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<tr>
<td>• Produce products that express insight, creativity, and excellence.</td>
<td>• A higher quality of work than the norm for the given age group.</td>
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<td>• Possess exceptional leadership skills.</td>
<td>• The promotion of a higher level of thinking and making connections.</td>
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<td>• Evaluate vocabulary</td>
<td>• The inclusion of additional subject areas and/or activities (cross-curricular).</td>
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<tr>
<td>• Elevate Text Complexity</td>
<td>• Using supplementary materials in addition to the normal range of resources.</td>
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## Differentiated Instruction

### Accommodate Based on Students Individual Needs: Strategies

<table>
<thead>
<tr>
<th>Time/General</th>
<th>Processing</th>
<th>Comprehension</th>
<th>Recall</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Extra time for assigned tasks</td>
<td>• Extra Response time</td>
<td>• Precise step-by-step directions</td>
<td>• Teacher-made checklist</td>
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<tr>
<td>• Adjust length of assignment</td>
<td>• Have students verbalize steps</td>
<td>• Short manageable tasks</td>
<td>• Use visual graphic organizers</td>
</tr>
<tr>
<td>• Timeline with due dates for reports and projects</td>
<td>• Repeat, clarify or reword directions</td>
<td>• Brief and concrete directions</td>
<td>• Reference resources to promote independence</td>
</tr>
<tr>
<td>• Communication system between home and school</td>
<td>• Mini-breaks between tasks</td>
<td>• Provide immediate feedback</td>
<td>• Visual and verbal reminders</td>
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<tr>
<td>• Provide lecture notes/outline</td>
<td>• Provide a warning for transitions</td>
<td>• Small group instruction</td>
<td>• Graphic organizers</td>
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<tr>
<td></td>
<td>• Reading partners</td>
<td>• Emphasize multi-sensory learning</td>
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<tr>
<th>Assistive Technology</th>
<th>Tests/Quizzes/Grading</th>
<th>Behavior/Attention</th>
<th>Organization</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Computer/whiteboard</td>
<td>• Extended time</td>
<td>• Consistent daily structured routine</td>
<td>• Individual daily planner</td>
</tr>
<tr>
<td>• Tape recorder</td>
<td>• Study guides</td>
<td>• Simple and clear classroom rules</td>
<td>• Display a written agenda</td>
</tr>
<tr>
<td>• Spell-checker</td>
<td>• Shortened tests</td>
<td>• Frequent feedback</td>
<td>• Note-taking assistance</td>
</tr>
<tr>
<td>• Audio-taped books</td>
<td>• Read directions aloud</td>
<td></td>
<td>• Color code materials</td>
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Interdisciplinary Connections

Model interdisciplinary thinking to expose students to other disciplines.

Interdisciplinary Connections:

*Writing Lab IV* has applications in Communications and Language Arts through the written, spoken and graphic means of communications needed to work with the variety of people involved in the publishing field. Business skills are involved in the book’s pricing, sale of advertising, the design of the book’s sales campaign, and the accounting procedures followed in handling the money and receipts. Fine Arts play a big role in the overall design of the book and its pages, in picture layout and composition, and color selections. The relations with Graphic Design are also seen here, including the measuring and gridding of page layouts, font specification, and material choices. Math is involved in the measuring of pages, font specification, proportional resizing of pictures, and financial accounting. Social Studies is involved in dealing with the perceived desires of the advertising and students/parent customers, the polling involved in securing dedications or class superlatives. The sense of the school’s history and traditions is also a big part of the design of a yearbook.
Methods of Assessment

Participation:
- brainstorming sessions
- critiques
- verification
- attendance at and reporting on school events

Performance assessments:
- Instructor’s observation of proper tool and material use
- Achievement of Civic and social standards through demonstrated workplace skills

Portfolio Assessment - Portfolio consists of:
- thumbnail assignments
- design rough drafts
- advertising sale documents
- Completed/proofed pages and spreads as assigned
- Completed departmental assignments, including, but not limited to, interviews, information sheets and planning guides
- any copy written for sections
### Essential Focus Questions

- What is the terminology used in the publishing and journalism industry?
- How do you develop a page ladder?
- What are design elements that are needed to create a layout that is appealing and effectively communicates ideas to the reader?

### Outcome

- Become familiar with the different avenues of graphic design and software used to create spreads.
- Plan out the order of the yearbook by creating the page ladder.
- Communicate clearly with the public (including publishing/graphics, professionals, photographers, customers, and advertisers).
- Use a variety of techniques to develop a theme for publication.
- Understand and use publishing terms.
- Work together to organize and manage the processes needed to produce the yearbook.
- Take publishable pictures with a digital camera.
- Use different types of computer software, including desktop publishing, digital photography, word processing, and spreadsheet software.
- Use a variety of techniques to assess the success of the book’s design.
<table>
<thead>
<tr>
<th>Student Learning Objectives</th>
<th>Skills, Strategies &amp; Concepts</th>
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<tbody>
<tr>
<td>NJSLS: <em>L.11-12.6</em>  <em>CPI.9.4.12.C.(2).1</em>  <em>CPI.9.4.12.C.(2).2</em></td>
<td><em>Students will learn and understand the definition of the following words and apply them to their work while creating designs for the yearbook:</em></td>
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<tr>
<td></td>
<td>Coverage  Section Divider  Folio  Deadline  Candid  Cut Out Background  Rule of Thirds  Graphics  Subhead  Photography  End sheet  Table of Contents  Sidebar  Angle  Caption  External Margins  Quotation  Cover  Interview  Network Environment  Title Page  Index  Signature  Bleed  Lead  Eye line  Source  Spine  Ethics  Attribution  Ladder  Internal Margins  Opening  Closing  Dominant Photo  Headline  Spin-off  Attribution  Typography  White Space</td>
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<td></td>
<td>Learn essential terminology applicable to the yearbook, graphic design and journalism field.</td>
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<tr>
<td>Student Learning Objectives</td>
<td>Skills, Strategies &amp; Concepts</td>
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<tr>
<td><strong>NJSLS:</strong></td>
<td>➢ <strong>Students will recognize</strong></td>
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<td><strong>W.11-12.4; SL.11-12.1; SL.11-12.2-3; S-IC.B.4 ; S-IC.B.6 CPI.94.12.C.(2)7</strong></td>
<td><strong>the value of self-knowledge,</strong></td>
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<tr>
<td>Using last year’s book, school calendar and deadlines as a reference; demonstrate the ability to plan a page ladder so that deadlines can be met on time.</td>
<td><strong>awareness and clear communication in effective leadership.</strong></td>
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<td></td>
<td>➢ <strong>Students will recognize the value of consistency,</strong></td>
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<td></td>
<td><strong>goal setting and feedback in collaborative work.</strong></td>
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<td></td>
<td>➢ <strong>Students will be able to analyze content from previous yearbooks in order to determine/plan spreads for the current yearbook.</strong></td>
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<tr>
<td></td>
<td>➢ <strong>Students will research professional layouts and use them as inspiration for the current yearbook.</strong></td>
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<td></td>
<td>➢ <strong>Students will work collaboratively in small group and large group settings to organize a page ladder in order to meet deadlines.</strong></td>
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<tr>
<td><strong>NJSLS:</strong></td>
<td>➢ <strong>Students will use literary devices in headlines.</strong></td>
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<tr>
<td><strong>W.11-12.4</strong></td>
<td>➢ <strong>Students will recognize literary devices in captions and stories.</strong></td>
</tr>
<tr>
<td>Develop a solid foundation in journalistic writing in order to enhance the production of the yearbook.</td>
<td>➢ <strong>Students will edit captions and stories for relevant-irrelevant information.</strong></td>
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<td></td>
<td>➢ <strong>Students will revise captions and stories.</strong></td>
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<td></td>
<td>➢ <strong>Students will write a story using evidence to explain something that happens at your school.</strong></td>
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<tr>
<td></td>
<td>➢ <strong>Students will write captions using lead-in and a two-sentence format.</strong></td>
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RESOURCES FOR UNIT # 1


1,2,3 Journalism Curriculum. *Jostens Adviser Guide*.


The majority of lessons will be adapted from Josten’s 1,2,3 Journalism Curriculum. Lessons change annually and are adapted to suit the theme of the current yearbook. The online production program is called Yearbook Avenue. Students will be given a code to get into the program. Since it is online, students will have access to their pages from a home computer and will be expected to complete work at home on a regular basis.

**Writing a Feature Story**

Using the following format, write a feature story that is connected to the current yearbook theme. (Topics can include: Halloween, fashion, senior spirit, getting “college ready,” school performances, etc.)

**Lead**
- Promotes unique angle of story
- Showcases most interesting details
- Includes details readers don’t know
- Established thread of unity for the story

**Quote**
- Captures tone or mood of story
- Effectively follows up the angle of the lead
- Tells unique story from single viewpoint
- Adds substantial information/opinion

**Transition**
- Logically bridges quotes before and after
- Provides readers 2-3 new facts/figures
- Cohesively emphasizes the lead angle
- Shares research, poll/survey results

**Quote**
- Recaptures tone or mood of story
- Effectively follows up the angle of the lead
- Tells another unique story from one individual’s perspective
- Adds substantial information/opinion

**Conclusion**
- Flows naturally after quote or transition
- Contributes new information, insights
- Concludes story referencing tone/mood/angle of lead

Assessment:
Journalists, as well as all good writers, want verbs to pack a powerful punch. Verbs such as is, are, was, were, be, being, been, appears and seems are lightweight verbs without impact. Your English teacher calls them passive or weak verbs. Active verbs hit the reader in a forceful way, generating interest in the story or article.

**Passive**: Jimmy Sanders is studying for his test.
**Active**: Jimmy Sanders studies for his history test.
**Active and Interesting**: Jimmy Sanders crams for his history test.

To practice recognizing passive voice in writing and changing it in the rewriting process, rewrite these five sentences, twice as in the example, striving for active verbs.

Held in the cafeteria again, the Homecoming dance was put on by the junior class.

**ACTIVE:**
**ACTIVE AND INTERESTING:**

2. Teachers had to deal with activity planning and grading papers.

**ACTIVE:**
**ACTIVE AND INTERESTING:**

3. The softball season was filled with confidence and hope.

**ACTIVE:**
**ACTIVE AND INTERESTING:**

4. The car wash appears fun to NHS member Barbara Hill.

**ACTIVE:**
**ACTIVE AND INTERESTING:**

5. Greg Marin was tackled by Bret Kimberling in an impromptu Saturday afternoon football game.

**ACTIVE:**
**ACTIVE AND INTERESTING:**
5 Words Activity

Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.

“This sentence has five words. Here are five more words. Five-word sentences are fine. But several together become monotonous. Listen to what is happening. The writing is getting boring. The sound of it drones. It’s like a stuck record. The ear demands some variety. Now listen. I vary the sentence length, and I create music. Music. The writing sings. It has a pleasant rhythm, a lilt, a harmony. I use short sentences. And I use sentences of medium length. And sometimes, when I am certain the reader is rested, I will engage him with a sentence of considerable length, a sentence that burns with energy and builds with all the impetus of a crescendo, the roll of the drums, the crash of the cymbals — sounds that say listen to this, it is important.”

— Gary Provost

Considering this quote, write about an event or issue at your school. Then, reread your work and try to vary your sentence length. Edit your work, considering not only punctuation and grammar, but also descriptive detail and sequence. Use the AP Stylebook as necessary.

Assessment: Use appropriate teacher-designed rubric to assess writing activity