ENGLISH LANGUAGE ARTS

Writing Lab 3

Unit 1- News & News Writing
September to November
Course Philosophy

Writing Lab III 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, and research strategies to help them become effective researchers. In addition, students will learn communication strategies including questioning, inferring, visualizing, synthesizing to develop their writing. The principles of news and news writing are leveraged to execute types of journalistic stories through the lab, including news, feature and editorial. The media literacy skills employed will educate students in creating a variety of graphic designs as well as an emphasis on terminology. Journalists are the channels through which information flows and they are the interpreters of events. Through experiential, hands-on learning, students/reporters in Writing Lab III will use critical thinking, understanding and teamwork to create a school publication, covering the topics within a high-school community. By creating a real publication, students will not only acquire real journalist skills, but also learn publication software and technology in the classroom. Moreover, students will have the opportunity to collaborate with industry professionals and take part in internship programs. Using real life professionals as models to motivate students to reach their goals. Students will research, organize, and verify information for accuracy, objectivity 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 to compete successfully in the global economy.

http://www.state.nj.us/education/modelcurriculum/ela/
<table>
<thead>
<tr>
<th>Unit</th>
<th>Topics</th>
<th>NJSLS</th>
<th>Each Unit is 9 weeks in Length</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 1</td>
<td>News &amp; News Writing</td>
<td>W.11-12.4, RL.11-12.2, RL.9-10.1, L.9-10.3.a, W.9-10.1.d, RL.11-12.6, 8, CPI 9.4.12.C.(2).5</td>
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<tr>
<td>Unit 3</td>
<td>Feature Writing</td>
<td>W.11-12.7; RL.9-10.5; CPI 9.4.12.C.(2).1, 6, RL.9-10.5; RL.9-10.6; W.11-12.7, 8, CPI 9.4.12.C.(2).6</td>
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<tr>
<td>Unit 4</td>
<td>Editorial Writing</td>
<td>RL.9-10.7; RL.9-10.8; W.11-12.8, W.11-12.7; CPI 9.4.12.C.(2).6</td>
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</tbody>
</table>
# 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)
## Educational Technology Standards

|--------------------------------------------------------------------------------|

### 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 and pilot 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.
Career Ready Practices
Standards
CRP2, CRP4, CRP5, CRP6, CRP7, CRP8, CRP10, CRP11, CRP12

- **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
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
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.
### Differentiated Instruction

**Accommodate Based on Students Individual Needs: Strategies**

<table>
<thead>
<tr>
<th><strong>Time/General</strong></th>
<th><strong>Processing</strong></th>
<th><strong>Comprehension</strong></th>
<th><strong>Recall</strong></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>
</tr>
<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>
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<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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<td></td>
<td>• Reading partners</td>
<td>• Emphasize multi-sensory learning</td>
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<thead>
<tr>
<th><strong>Assistive Technology</strong></th>
<th><strong>Tests/Quizzes/Grading</strong></th>
<th><strong>Behavior/Attention</strong></th>
<th><strong>Organization</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Computer/whiteboard</td>
<td>• Extended time</td>
<td>• Consistent daily structured routine</td>
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<tr>
<td>• Tape recorder</td>
<td>• Study guides</td>
<td>• Simple and clear classroom rules</td>
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<tr>
<td>• Spell-checker</td>
<td>• Shortened tests</td>
<td>• Frequent feedback</td>
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<td>• Audio-taped books</td>
<td>• Read directions aloud</td>
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<td>• Individual daily planner</td>
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<td>• Display a written agenda</td>
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<td>• Note-taking assistance</td>
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<td></td>
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<td>• Color code materials</td>
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</tbody>
</table>
Interdisciplinary Connections

Model interdisciplinary thinking to expose students to other disciplines.

Interdisciplinary Connections:

The Journalism interdisciplinary concentration will teach you how to collect and write information regarding current events and trends, issues and people for publication in a newspaper, magazine or Web site. The curriculum emphasizes writing skills, but you will also learn about research, interviewing, editing, layout and design, and legal and ethical issues in journalism. A good journalist is one who is broadly educated. You are encouraged to enhance your education by pursuing interests in another discipline. For example, learning a foreign language might be the key to your career success. Do you want to pursue photojournalism or advertising layout? You should explore classes in the digital arts department. Are you deeply concerned about environmental issues? You might consider a minor in environmental studies. With an outside focus on economics or political science, your career opportunities would expand in those areas. As a journalism student, your academic and professional horizons are limited only by your imagination.
# Methods of Assessment

**Participation:**
- Brainstorming sessions
- Questioning and answering
- 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:**
- First and final drafts of articles
- Photography for publication
- Design rough drafts
- 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 (or isn’t) news?
- What is the difference between interest and importance?
- What are the skills needed for basic reporting and news coverage?
- What are the responsibilities of the press to its community?

## Outcome:

- Students develop a deeper understanding by conducting their own research on a specific event, person, or newspaper.
- Students use the Internet and written sources to conduct their topic research.
- Students use real sources (people) to develop their stories.
- Students will apply journalistic writing principles to develop leads and stories using inverted pyramid.
- Students use Indesign, Photoshop, Google Docs, and other appropriate software/programs to enhance journalistic skills.
- Students will develop code of ethics for school newspaper.
- Students will define best practices for journalism.
- Students will publish a well-developed, unbiased, socially responsible newsletter/newspaper.
<table>
<thead>
<tr>
<th>Student Learning Objectives</th>
<th>Skills, Strategies &amp; Concepts</th>
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<tbody>
<tr>
<td><strong>NJSLS:</strong></td>
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</tr>
<tr>
<td>W.11-12.4</td>
<td>➢ Identify current trends in journalism today</td>
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<tr>
<td>RL.11-12.2</td>
<td>➢ Identify story subjects appropriate for student publication</td>
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<tr>
<td>Demonstrate understanding of what is newsworthy; review news sources and assess validity</td>
<td>➢ Demonstrate understanding of newsworthiness and know difference between news and gossip</td>
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<tbody>
<tr>
<td><strong>NJSLS:</strong></td>
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<tr>
<td>RL.9-10.1</td>
<td>➢ Understand and demonstrate basic journalistic writing style to include the inverted pyramid and the six news elements (5 W’s/H)</td>
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<tr>
<td>L.9-10.3.a</td>
<td>➢ Analyze different newspapers, magazines, television broadcasts, and internet news sites to identify examples and characteristics of solid reporting</td>
</tr>
<tr>
<td>Demonstrate ELA skills needed for reporting (interviewing, drafting, revising, editing, and stylizing)</td>
<td>➢ Understand and practice news gathering and note-taking techniques</td>
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<td>➢ Demonstrate ability to conduct an effective interview</td>
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<td></td>
<td>➢ Understand and demonstrate basic news writing techniques</td>
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<td></td>
<td>➢ Demonstrate editing and proofreading skills</td>
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</table>
| **NJSLS:**                 | ➢ When using technology, understand the consequences of inappropriate use including:  
| W.9-10.1.d                |   ✓ Internet access,  
| RL.11-12.6, 8             |   ✓ copyrighted materials,  
| CPI 9.4.12.C.(2).5        |   ✓ on-line library resources,  
| Recognize and practice    |   ✓ personal security and safety issues  
| responsible social and    | ➢ Demonstrate understanding of bias,  
| ethical behaviors in      |   objectivity vs. subjectivity, diction, omission  
| journalism               | ➢ Define copyright and differentiate between fair use of copyrighted material and infringement  
|                           | ➢ List elements of the Code of Ethics of the Society of Professional Journalists |
# RESOURCES FOR UNIT # 1

**Articles & Books:**

_(Implemented in order listed below)_


**Websites:**

The Career and Technical Education Partnership of New Jersey (CTEP)  
[http://careertechpartners.org/](http://careertechpartners.org/)

Media Smarts  
[http://mediasmarts.ca/](http://mediasmarts.ca/)

The American Press Institute  

School Journalism  
Writing a News Story Lesson Plan

News stories are straight to the point and contain events that are important. They need to be conveyed as quickly as possible to the reader. They often contain late-breaking news. News stories follow the inverted pyramid style of writing. They should contain accurate facts and are usually 300-500 words in length. They are less descriptive than feature stories. Deadlines are crucial when writing a news story.

Student Learning Goals:
1. Identify the characteristics of a news story.
2. Select a topic for their news story.
3. Become familiar with inverted pyramid writing style.
4. Write a news story.

Learning Activities:
1. Read several news stories.
2. Go over inverted pyramid writing style guide (see below).
3. Have students complete inverted pyramid practice worksheet (see below).
4. Students will discuss the guide and worksheet in class before writing their news story.
5. Begin the process of writing a news story.

Before you write, review these reminders:
- Summarize the most important facts at the beginning.
- Follow up with the important details that add to understanding
- Write in the third person—without the use of “I” or “You”
- Write without bias; report facts, and leave your opinion out of it
- Keep your paragraphs short; 2-5 sentences at most
- Edit carefully before you submit your story and keep within its deadline
SAMPLE ACTIVITIES/LESSON STARTERS

Inverted Pyramid Guide

Conclusion/Most Important Facts

Very Important Details

Additional Information – Helpful but not essential

Nice to know but not really important

Information just barely worth including
Inverted Pyramid Practice

Directions: Below, you’ll find the minutes from an imagined student council meeting. Turn it into a brief news story, which you’ll e-mail to me for a grade.

Freedom High School’s Student Council met on Tuesday, August 30 at 2:45 p.m. in the library. The meeting was called to order by the Student Council President, Scot Andrews, at 2:50 p.m. The roll was called by Erick Michaels, secretary, and the minutes from the prior meeting were approved.

Jenilyn Lehigh, the treasurer, reported that there was $1,402.21 in the treasury. That amount includes the $640 that student council raised on June 1, 2011, with its most recent event, a talent show.

Mike Johnston, moneymaking committee chairperson, said that because of the success of the June talent show, his group wanted to have another talent show on September 30. He presented his suggestion in the form of a motion, which the council unanimously passed. The Sept. 30 show will emphasize teacher talent rather than student talent, which was the emphasis of the show in June. Mike said that he already had four teacher acts lined up. Those included a singer/guitarist, a juggler, an interpretive dancer. Additionally, several female faculty members will put together and present a comedy routine.

Student council also discussed the growing popularity of the exchange student program, and whether student council should pay to buy yearbooks for the school’s three exchange students. Discussion was tabled until next meeting, which will be held Tuesday, October 4, in the cafeteria, at 2:45 p.m.

The president requested that each student council member check into the main office next week, where they’ll be able to pick up their copy of the minutes of this current meeting.

The meeting adjourned at 4:30 p.m.
**Examining Bias Activity Lesson Plan**

**Essential Question**: How do different media outlets reflect the same topic in varied ways?

Screen two newscasts from the same evening and two different network stations.

Have students compare similar stories on both newscast and answer the following questions:

1. Where did the story appear in the newscast?
2. How much time was it given?
3. Was there video or just straight copy?
4. Was a reporter sent to cover the story?
5. Was it a local reporter?
6. Was one network missing a “big” story? Why?

<table>
<thead>
<tr>
<th>Network</th>
<th>Running Time</th>
<th>Story Time</th>
<th>Story</th>
<th>Anchor/Reporter</th>
<th>Video</th>
</tr>
</thead>
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Additional resources for this lesson at [http://mediasmarts.ca/sites/default/files/pdfs/lesson-plan/Lesson_Bias.pdf](http://mediasmarts.ca/sites/default/files/pdfs/lesson-plan/Lesson_Bias.pdf)