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 generate 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/
# Pacing Chart

<table>
<thead>
<tr>
<th>Unit</th>
<th>Topics</th>
<th>NJSLS</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>
</tr>
</tbody>
</table>

Each Unit is 9 weeks in Length
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.
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>
</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>
</tr>
<tr>
<td>• Provide lecture notes/outline</td>
<td>• Provide a warning for transitions</td>
<td>• Small group instruction</td>
<td>• Graphic organizers</td>
</tr>
<tr>
<td></td>
<td>• Reading partners</td>
<td>• Emphasize multi-sensory learning</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<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>
<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>
</tr>
</tbody>
</table>

**Tests/Quizzes/Grading**

- Extended time
- Study guides
- Shortened tests
- Read directions aloud

**Behavior/Attention**

- Consistent daily structured routine
- Simple and clear classroom rules
- Frequent feedback

**Organization**

- Individual daily planner
- Display a written agenda
- Note-taking assistance
- Color code materials
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
- critiques
- verification
- attendance at and reporting on school events
- conferencing
- peer review

**Performance assessments:**
- Instructor’s observation of proper tool and material use
- Research assignments for feature articles
- Achievement of Civic and social standards through demonstrated workplace skills

**Portfolio Assessment - Portfolio consists of:**
- Feature articles
- Design rough drafts
- Completed/proofed pages and spreads as assigned
- Completed departmental assignments, including, but not limited to, interviews, information sheets and planning guides
- Photography from events for feature story
- Any copy written for sections
## Essential Focus Questions:

- How do editorials and opinion editorials differ in content and/or purpose?
- How do tone and writing style affect column writing?
- What are the functions of an editorial?
- What editorial articles are appropriate for a high school publication (interest vs. importance)?

## Outcome

- Analyze editorials, opinion pieces, and columns for structure, style, and content.
- Write columns, which will maintain a common, identifiable tone and writing style.
- Research topics and write editorials.
<table>
<thead>
<tr>
<th>Student Learning Objectives</th>
<th>Skills, Strategies &amp; Concepts</th>
</tr>
</thead>
<tbody>
<tr>
<td>NJSLS:</td>
<td>➢ Students will differentiate between opinion pieces &amp; editorials.</td>
</tr>
<tr>
<td>RI.9-10.7</td>
<td>➢ Students will demonstrate an ability to write an editorial and opinion piece.</td>
</tr>
<tr>
<td>RI.9-10.8</td>
<td>➢ Students will compare and contrast editorial and op-ed pages in newspapers.</td>
</tr>
<tr>
<td>W.11-12.8</td>
<td>➢ Students will understand different types and purposes of editorials: to interpret, criticize or identify a problem, commend, advocate change.</td>
</tr>
<tr>
<td>W.11-12.7 CPI 9.4.12.C.(2).6</td>
<td>➢ Students will summarize the differences between the various types of editorials (editorials which criticize, explain, persuade, answer, warn, entertain, praise, lead, or briefly comment), editorials vs. opinion pieces, column writing and apply the variations to their writing.</td>
</tr>
</tbody>
</table>

Students will write editorials and opinion pieces.
RESOURCES FOR UNIT # 4


Website

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

Media Smarts http://mediasmarts.ca/

The American Press Institute http://www.americanpressinstitute.org/

School Journalism http://www.schooljournalism.org/
Sample Activities/Lesson Starters

Editorial Writing

Lesson 1

1. Find a picture in your newspaper. Does it tell a story? Write an editorial describing your opinion of the pictures and why you think it should or should not be in your newspaper. (Thinking skills, creative writing)

2. Collect editorial cartoons. Discuss them with your classmates. Editorial cartoons may be any size, but they must express the artist’s opinion. Draw an editorial cartoon for your classroom newspaper about something you wish you could change in your school. (Social studies, language arts)

3. Find the editorial page by using the index in the newspaper. Locate, read, and circle those words that indicate an opinion and those that tell a fact. List the words on a chart in the correct category. Write an editorial expressing your feelings about the rule that dogs may not attend school. Use the words you have just learned. Put the editorial in your classroom newspaper. (Science, language arts)

Lesson 2

1. Read the headlines of the editorials on the editorial page. Select one editorial to read: then complete the following sentence: “This editor believes….” Write a letter to the editor telling if you agree or disagree with the editor. Be sure to say why you feel the way you do. (Social studies, thinking skills)

2. Pretend you are the editor of your classroom newspaper. What is of interest to your friends? Is it the school starting time, school lunches, or snack time? Write an editorial. Be sure to state the facts and then give your opinion. Write a headline for your editorial that makes your classmates what to read it. (Social studies, language arts)

3. Survey your classmates about their favorite comic strip. Collect the information and chart the results on graph paper. Write an editorial or draw an editorial cartoon about the results of the survey and how you feel about it. (Math, Language Arts)
Sample Activities/Lesson Starters

Editorial Writing Lesson Plan

Lesson 3

1. Write a consumer’s column recommending the best buys for students your age. Use ads from the newspaper as your sources of information. Make recommendations in several categories – for example, clothing, records, stereo equipment, sports equipment, cars. Remember to cite prices in your column and compare the costs of your recommendations to the costs of similar products you don’t recommend. (Math)

2. Select an editorial on a controversial issue in your newspaper. Take a “man in the street” poll of other students, asking their positions on the topic. Write your findings in an opinion column called Our Students Speak…. (Social studies).

Lesson 4

1. Pick a subject that would engage students and that can be written for the school publication. Research the matter and write an editorial article that delivers your point of view on the matter. Point of view should be supported with facts based on research and interviews. Upon completion of the final draft of the article, work with the layout editor to include photography/graphics to go with article in school publication. Gauge opinions and reactions to the article after distribution.