WESTFIELD PUBLIC SCHOOLS
Westfield, New Jersey

Office of Instruction

Course of Study

PERSONAL FINANCIAL LITERACY

Schools..................................Westfield High School
Department…………………………..Practical Arts
Length of Course..Semester
Credit..2.5
Grade Level...10, 11, 12
Prerequisite………………………………… none
Date ....

I. RATIONALE, DESCRIPTION AND PURPOSE

This course satisfies the state-mandated financial literacy graduation requirement and introduces students to the fundamental principles, practices, and institutions associated with personal finance. The goal is to provide students with the knowledge and skills needed to make responsible decisions with respect to personal finances and consumer choices. The course exposes students to the language of personal finance and includes activities designed to provide them with practical experiences. Throughout the semester students analyze, compute, and determine goals for a successful occupational and financial future.

II. OBJECTIVES

The district objectives are aligned with the New Jersey Student Learning Standards for 21st Century Life and Careers, English Language Arts, Mathematics, Social Studies, and Technology. They are developed sequentially throughout the course.

Students:
A. Define, explain, and apply key financial terms
   NJ Student Learning Standards for 21st Century Life and Careers 9.1, 9.2
   NJ Student Learning Standards for English Language Arts NJSLSA.R1

B. Distinguish between various types of income and how these are impacted by life and career choices
   NJ Student Learning Standards for 21st Century Life and Careers 9.1.12.A.1-7, 9.2
   NJ Student Learning Standards for Social Studies 6.1
   NJ Student Learning Standards for Technology 8.1.12.C.1, 8.1.12.D.5
   NJ Student Learning Standards for English Language Arts NJSLSA.R1, R7

C. Track personal expenditures and create a budget that exemplifies the concept of disposable income and savings
   NJ Student Learning Standards for 21st Century Life and Careers 9.1.12.B.1 – 10, 9.2
   NJ Student Learning Standards for Technology 8.1.12.C.1
   NJ Student Learning Standards for Mathematics N-Q
   New Jersey Competencies for SEL: Self-Management, Responsible Decision-Making

D. Differentiate among the various types of taxes incurred in daily life and demonstrate how taxes impact income, spending and saving
NJ Student Learning Standards for 21st Century Life and Careers 9.1.12.A.1-2, 9.1.12.A.10-11, 9.1.12.B.5, 9.1.12.B.7, 9.1.12.D.1, 9.1.12. D.14, 9.1.12.F.6, 9.2
NJ Student Learning Standards for Technology 8.1
NJ Student Learning Standards for Mathematics N-Q
NJ Student Learning Standards for English Language Arts NJSLSA.R1, R7

E. Describe the various financial institutions and explain their roles within the global economy
NJ Student Learning Standards for 21st Century Life and Careers 9.1.12.B.1 – 11, 9.1.12.B.2, 9.1.12.9,9.1.12.B10, 9.1.12.C.1, 9.1.12.C.8, 9.2
NJ Student Learning Standards for Social Studies.6.1,
NJ Student Learning Standards for Technology 8.1.12.D.5
NJ Student Learning Standards for English Language Arts NJSLSA.R1,R7
New Jersey Competencies for SEL: Social Awareness

F. Explain the role of credit and how to effectively manage it
NJ Student Learning Standards for 21st Century Life and Careers 9.1.12.C.1-9, 9.2
NJ Student Learning Standards for Technology Standard 8.1.12D.2
NJ Student Learning Standards for English Language Arts NJSLSA.R1, R7

G. Describe the characteristics of an informed consumer
NJ Student Learning Standards for 21st Century Life and Careers 9.1.12.A.9. 9.1.12.B.4,9.1.12.C.1,9.1.12.C.7, 9.1.12.D.6,9.1.12.E.4, 9.1.12.E.7-8, 9.2
NJ Student Learning Standards for Social Studies.6.2
NJ Student Learning Standards for English Language Arts NJSLSA.R1, R7
New Jersey Competencies for SEL: Self-Management, Responsible Decision-Making

H. Differentiate among various types of investments and their relative risks and returns
NJ Student Learning Standards for 21st Century Life and Careers 9.1.12.A.6, 9.1.12.B.2, 9.1.12.D.1 - 15, 9.2
NJ Student Learning Standards for English Language Arts NJSLSA.R1, R7
New Jersey Competencies for SEL: Responsible Decision-Making

I. Apply math concepts throughout the course including basic computation, simple interest, compound interest, and return on investment
NJ Student Learning Standards for 21st Century Life and Careers 9.1.12.B.3, 9.1.12.B.6, 9.1.12.B.8, 9.1.12.C.2, 9.1.12.C.5,9.1.12.D.1
NJ Student Learning Standards for Mathematics N-Q, A-CED, A-REI, F-LQE

J. Analyze various data from tables, charts, account statements, and tax forms
NJ Student Learning Standards for 21st Century Life and Careers 9.1.12.A.5, 9.1.12.B.2, 9.1.12.C.1 – 2, 9.1.12.C.5, 9.1.12.E.2, 9.12.1.G.3, 9.1.12.
NJ Student Learning Standards for Mathematics S-IC 6, N-Q
NJ Student Learning Standards for English Language Arts NJSLSA.R1, R7

K. Discuss the role of the overall economy and its impact on income, investments and career choices, including entrepreneurship
NJ Student Learning Standards for 21st Century Life and Careers 9.1.12.A.5, 9.1.12.A.6, 9.1.12.A.8 – 9, 9.1.12.D.2, 9.1.12.D.12 – 13, 9.12, 9.1.12.E.5, 9.1.12.F.1-6
NJ Student Learning Standards for Mathematics S-IC 6, N - Q
NJ Student Learning Standards for English Language Arts NJSLSA.R1,R7
New Jersey Competencies for SEL: Social Awareness, Responsible Decision-Making

L. Evaluate various ways to mitigate risk.
NJ Student Learning Standards for 21st Century Life and Careers 9.1.12.A.6, 9.1.12.B.9, 9.1.12.C.8-9, 9.1.12.D.7, 9.1.12.D.13, 9.1.12.E.8, 9.1.12.E.10, 9.1.12.F4, 9.1.12.G.1 – 7
NJ Student Learning Standards for Technology 8.1.12D.2
NJ Student Learning Standards for English Language Arts NJSLSA.R1, R7
New Jersey Competencies for SEL: Self-Management, Responsible Decision-Making

III. CONTENT, SCOPE AND SEQUENCE

This course is designed to provide students with the necessary tools to make responsible financial decisions throughout their lives. The course focuses on preparing students to meet the challenges of managing their personal finances. Students will develop the vocabulary, skills and strategies that promote personal and financial responsibility. The curriculum examines career opportunities, spending and savings plans, banking, risk management, retirement planning, investing, and understanding and utilizing credit.

A. Education and Careers (2 weeks)
1. Educational options
2. Cost of education
3. Career choices (including entrepreneurship)
4. Employment skills
5. Job-search tools

B. Income (2 weeks)
1. Types of income
2. Understanding a paycheck
3. Types of taxes
4. Exemptions and deductions
5. Tax filing

C. Personal & Financial Goals (2 weeks)
1. Needs vs. wants
2. Spending
3. Saving
4. Budgeting
5. Building a financial plan

D. Financial Institutions (3½ weeks)
1. Types of financial institutions
2. Account options
3. Account management
4. Bank services and fees

E. Credit (3½ weeks)
1. Understanding credit
2. Types of credit
3. Managing credit and understanding credit scores
4. Credit fraud
5. Identity theft
6. Pitfalls of credit

F. Saving and Investing (3½ weeks)
1. Types of investments
2. Risk and return
3. Investment decisions

G. Protecting Wealth & Income (2 weeks)
  1. Identifying risk
  2. Analyzing risk
  3. Risk tolerance
  4. Managing risk
  5. Types of insurance

IV. <u>**INSTRUCTIONAL TECHNIQUES**</u>

Teachers employ a variety of teaching methodologies and instructional approaches to accommodate differences in readiness levels, learning styles and the diversity of learners. In order to differentiate instruction based upon student readiness, the teacher will vary the pace, complexity and depth of instruction. Techniques include but are not limited to:

A. Lecture
B. Discussion/debate
C. Reading
D. Teacher-directed, whole-group instruction
E. Demonstration/modeling
F. Video with corresponding activities
G. Writing assignments
H. Projects and student-generated presentations
I. Research projects using web-based resources as well as magazines, books, interviews, etc.
J. Web quests
K. Flexible grouping
L. Use of technology
M. Hands-on activities
N. For strategies to differentiate for special education students, English Language Learners, Students at Risk of School Failure, Gifted and Talented Students, and Students with 504 Plans, please consult the Accommodations and Modifications appendix in the appendices section of this document.

V. <u>**EVALUATION**</u>

Multiple techniques are employed to measure and assess student performance. Evaluation tools include but are not limited to the following:

A. Writing assignments
B. Projects
C. Participation in class discussions and activities
D. Individual and group work
E. Presentations
F. Student self-assessment
G. Tests (formative and summative assessments)
H. Quizzes
I. Baseline and benchmark assessments.

VI. **PROFESSIONAL DEVELOPMENT**

The following recommended activities support the curriculum and provide opportunities for the teacher's continued professional development:

A. District professional development and in-service offerings

B. Annual conferences, workshops and seminars with a focus on Financial Literacy content trends, teaching methodologies, strategies and technology

C. Content-related journals and articles

D. Opportunities to observe and collaborate with colleagues both in and out of content area within and outside of the district.

APPENDIX I

New Jersey Student Learning Standards for
21<u>st</u> Century Life & Careers

NJSLS Career Ready Practices: These practices outline the skills that all individuals need to have to be truly adaptable, reflective, and proactive in life and careers. These are researched practices that are essential to career readiness.

NJSLS 9.1 Personal Financial Literacy: This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.

NJSLS 9.2 Career Awareness, Exploration, and Preparation: This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

NJSLS 9.3 Career and Technical Education: This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.

The entire standards document may be viewed at http://www.state.nj.us/education/cccs/.

APPENDIX II

New Jersey Student Learning Standards for English Language Arts

ENGLISH LANGUAGE ARTS STANDARDS FOR SPEAKING AND LISTENING
SL.9-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 9–12 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. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, and presentation of alternate views), clear goals and deadlines, and 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 diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

SL.9-12.2 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

SL.9-12.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

SL.9-12.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

SL.9-12.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

SL.9-12.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

APPENDIX III

New Jersey Student Learning Standards for ELA-Literacy in History/Social Studies, Science, and Technical Subjects

READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES
RH.11-12.1 Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

RH.11-12.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

RH.11-12.3 Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

RH.11-12.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

RH.11-12.5 Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portion of the text contribute to the whole.

RH.11-12.6 Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

RH.11-12.7 Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

RH.11-12.8 Assess the extent to which the reasoning and evidence in a text support the author's claims.

RH.11-12.9 Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

RH.11-12.10 By the end of grade 12, read and comprehend history/social studies texts in the grades 10-12 text complexity band independently and proficiently.

WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS

WHST.11-12.1 Write arguments focused on *discipline-specific content.*

    a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.

    b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.

    c. Use words, phrases, and 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 formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

    e. Provide a concluding statement or section that follows from or supports the argument presented.

WHST.11-12.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

    a. Introduce a topic and organize 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.

    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 varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.

    d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.

    e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

    f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

WHST.11-12.6 Use technology, including the Internet, to produce, publish, 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.

WHST.11-12.7 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.

WHST.11-12.8 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.

WHST.11-12.9 Draw evidence from informational texts to support analysis reflection, and research.

APPENDIX IV

<u>New Jersey Student Learning Standards for Technology</u>

NJSLS 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.

STANDARD 8.2 Technology Education, Engineering, and Design: All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world, as they relate to the individual, global society, and the environment.

The entire standards document may be viewed at http://www.nj.gov/njded/cccs/.

APPENDIX V

<u>New Jersey Student Learning Standards for Mathematical Practice</u>

The Standards for Mathematical Practice describe varieties of expertise that mathematics educators at all levels should seek to develop in their students. These practices rest on important "processes and proficiencies" with longstanding importance in mathematics education.

SMP1 – Make sense of problems and persevere in solving them.
SMP2 – Reason abstractly and quantitatively.
SMP3 – Construct viable arguments and critique the reasoning of others.
SMP4 – Model with mathematics.
SMP5 – Use appropriate tools strategically.
SMP6 – Attend to precision.
SMP7 – Look for and make use of structure.
SMP8 – Look for and express regularity in repeated reasoning.

The entire standards document may be viewed at http://www.state.nj.us/education/cccs/.

APPENDIX VI

New Jersey Core Curriculum Content Standards for Social Studies

STANDARD 6.1 U.S. History: America in the World. All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

STANDARD 6.2 World History/Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

STANDARD 6.3 Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address challenges that are inherent in living in an interconnected world.

The entire standards document may be viewed at http://www.nj.gov/njded/cccs/

APPENDIX VII

New Jersey Core Curriculum Content Standards for World Languages

STANDARD 7.1 World Languages: All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

The entire standards document may be viewed at http://www.nj.gov/njded/cccs/.

APPENDIX VIII

New Jersey Competencies for Social and Emotional Learning

Social and emotional learning (SEL) refers to the process by which children and adults acquire and effectively apply the knowledge, attitudes and skills necessary to do the following: understand and manage emotions; set and achieve positive goals; feel and show empathy for others; and make responsible decisions. Students in SEL programs are more likely to attend school and receive better grades, and are less likely to have conduct problems. Successful infusion of SEL can result in positive behaviors, increased academic success, and caring communities.

The New Jersey Department of Education has been promoting social and emotional learning to enhance the building of positive school climates and the healthy development of young people.

The entire competency document may be viewed *at https://www.state.nj.us/education/students/safety/sandp/sel/.*

APPENDIX IX

Integrated Accommodations and Modifications for Special Education Students, English Language Learners, Students at Risk of School Failure, Gifted and Talented Students, and Students with 504 Plans

Teachers and administrators can consult these accommodations and modifications in order to:
- implement additional ideas to meet the needs of the students in these subgroups
- meet the minimum number of interventions before referring to I&RS
- include them in the Instructional Techniques section of the Curriculum Revision/Writing template
- assist any students or whole group that might benefit from them.

Special Education
ENVIRONMENT

Preferential Seating
Adjust time for completion of assignments when needed
Adjust length of assignments when needed
Allow additional oral response time
Break tasks (including long range assignments) into manageable steps
Provide copies of notes
Reduce the number of problems on a page
Provide assistance with organizing a notebook or folder
Repeat/ clarify directions when needed
Make frequent checks for work/assignment completion.
Modify homework and class work if needed
Extend time on tests/quizzes

Provide study guides for tests
Provide oral component when needed
Modify format when needed- (ex: limit choices, word bank, shortened written responses)
Allow a private workspace when needed (study carrel, separate desk, desk away from the group)

Allow opportunities for movement (e.g., help with supplies, change to different part of room to work, carry messages to office)
Assist the student to keep only the materials required for the lesson on the desktop
Provide a seat away from distractions (or noise)
MATERIAL/BOOKS/EQUIPMENT
Allow use of a calculator
Allow use of a number line
Allow use of counting chips
Modify worksheets
Provide visual aids (pictures, flash cards, etc.)
Provide auditory aids (cues, tapes, etc.)
Use manipulatives
Provide hands-on learning activities
INSTRUCTIONAL STRATEGIES
Check work in progress
Provide immediate feedback
Provide extra drill/practice

Provide review sessions

Provide models
Highlight key words
Provide pictures/charts
Use mnemonics
Support auditory presentations with visuals
Have student restate information
Provide lecture notes/outline
Give oral reminders
Give visual reminders
Review directions
Use graphic organizers
Assign partners
Repeat instructions
Display key vocabulary
Monitor assignments
Provide visual reinforcement

Provide concrete examples
Use vocabulary word bank
ORGANIZATION
Post assignments
Provide a desktop list of tasks

Give one paper at a time
Provide extra space for work
List sequential steps
Provide folders to hold work
Post routines
Use pencil box for tools
Reorganize poorly designed worksheets to create simple, easy-to-follow layouts and formats
Give advance warning when transition is going to take place
Provide structure for success
Provide a contract, timer, etc., for self-monitoring
Give the student a prompt when he/she is off task (e.g., move close to the student, speak to the student, etc.)

TEST/QUIZZES/TIME
Give prior notice of test
Provide oral testing
Provide extra time for written work
Provide modified tests
Rephrase test questions/directions
Preview test procedures
Provide shortened tasks
Provide extra time for tests
Read test to student
Provide test study guides
Limit multiple choice options
Provide extra time for projects
Pace long term projects
Simplify test wording
Provide hands-on projects
Allow extra response time

ENGLISH LANGUAGE LEARNERS
GRADING
Standard Grades vs. Pass/Fail
CONTINUUM OF ENGLISH LANGUAGE DEVELOPMENT
Pre K-K WIDA CAN DO Descriptors
Grades 1-2 WIDA CAN DO Descriptors
Grades 3-5 WIDA CAN DO Descriptors
Grades 6-8 WIDA CAN DO Descriptors
Grades 9-12 WIDA CAN DO Descriptors
SIOP COMPONENTS AND FEATURES
PREPARATION
Write content objectives clearly for students
Write language objectives clearly for students
Choose content concepts appropriate for age and educational background levels of students
Identify supplementary materials to use
Adapt content to all levels of students proficiency

Plan meaningful activities that integrate lesson concepts with language practices opportunities for reading, writing, listening, and/or speaking
BUILDING BACKGROUND
Explicitly link concepts to students' backgrounds and experiences
Explicitly link past learning and new concepts

Emphasize key vocabulary for students

COMPREHENSIBLE INPUT

Use speech appropriate for students' proficiency level

Explain academics tasks clearly

Use a variety of techniques to make content concepts clear (e.g. modeling, visuals, hands-on activities, demonstrations, gestures, body language)

STRATEGIES

Provide ample opportunities for students to use strategies (e.g. problem solving, predicting, organizing, summarizing, categorizing, evaluating, self-monitoring)

Use scaffolding techniques consistently throughout lesson

Use a variety of question types including those that promote higher-order thinking skills throughout the lesson

INTERACTION

Provide frequent opportunities for interaction and discussion between teacher/students and among students about lessons concepts, and encourage elaborated responses

Use group configurations that support language and content objectives of the lesson

Provide sufficient wait time for student responses consistently

Give ample opportunities for students to clarify key concepts in LI as needed with aide, peer, or LI text

PRACTICE/APPLICATION

Provide hands-on materials and/ manipulatives for students to practice using new content knowledge

Provide activities for students to apply content and language knowledge in the classroom

Provide activities that integrate all language skills

LESSON DELIVERY

Support content objectives clearly
Support language objectives clearly
Engage students approximately 90-100% of the period
Pace the lesson appropriately to the students' ability level
REVIEW/EVALUATION
Give a comprehensive review of key vocabulary
Give a comprehensive review of key content concepts
Provide feedback to students regularly on their output
Conduct assessments of students comprehension and learning throughout lesson and all lesson objectives

STUDENTS AT RISK OF SCHOOL FAILURE (I&RS RESOURCE MANUAL)
ACADEMICS
Provide necessary services (Lit Support, Math Support, OT, PT, speech, etc.)
Literacy Support Interventions (Appendix B of IS forms)
Prompt before directions/questions are verbalized with visual cue between teacher and student
Task list laminated and placed on desk for classroom routines and organization
Preferential seating
Provide structure and positive reinforcements
Sustained working time connected to reward (If/Then statement)
Frequently check for understanding
Graphic organizers
Tracker

Slant board
Access to accurate notes
Additional time to complete tasks/long-term projects with adjusted due dates
Limit number of items student is expected to learn at one time
Break down tasks into manageable units
Directions repeated, clarified, or reworded
Frequent breaks during class
Allow verbal rather than written responses
Modify curriculum content based on student's ability level
Reduce readability level of materials
Allow typed rather than handwritten responses
Use of calculator
Use of a math grid
Provide models/organizers to break down independent tasks
Access to electronic text (e.g. Downloaded books)
Provide books on tape, CD, or read aloud computer software
Provide opportunities for using a Chromebook as well as assistive technologies
Provide buddy system
Adjust activity, length of assignment, and/or number of problems, including homework
Provide assessments in a small group setting
Educate/train relevant staff with regards to the signs/symptoms, promote tolerance of needs, and/or providing assistance
Communication with parents

Gradual release of responsibility related to writing prompts (Proximity, Sentence Starter, Attempt independently)
Rubric-based checklist
Target specific number of details and focus on organization with post-its
Accept late work/homework without penalty
Previewing material (access to PowerPoint slides, novels, syllabus, study guides when available)
SOCIAL/EMOTIONAL
Children's books addressing presenting problem
Student jots down presenting problem and erase when it goes away
Meet with guidance counselor
Student jots down presenting problem and erase when it goes away
Attendance plan
Utilize nurse during episodes of presenting problem
Provide short breaks
Attendance plan
Communication with parents
Assign "jobs" to reduce symptoms
Counseling check-ins
Praise whenever possible
ATTENTION/FOCUS
Seat student near front of room
Preferential seating
Monitor on-task performance

Arrange private signal to cue student to off-task behavior
Establish and maintain eye contact when giving oral directions
Stand in proximity to student to focus attention
Provide short breaks when refocusing is needed
Use study carrel
Arrange physical layout to limit distractions
Frequently ask questions to engage student
Refocusing and redirection
Behavior/time management system
Group directions 1 step at a time
Assign "jobs" to reduce symptoms
Arrange physical layout to limit distractions
Frequently ask questions to engage student
Educate/train relevant staff with regards to the signs/symptoms, promote tolerance of needs, and/or providing assistance
Extended time on assignments/assessments
Provide assessments in a small group setting
Provide buddy system
Establish and maintain eye contact when giving oral directions
Permit the use of headphones while working
SCHOOL REFUSAL/ELEVATED ABSENTEEISM
Attendance plan
GIFTED AND TALENTED STUDENTS

CURRICULUM
Acceleration
Compacting
Telescoping
Advanced Placement Courses
INSTRUCTION
Grouping
Independent Study
Differentiated Conferencing
Project-Based Learning
Competitions
Cluster Grouping Model with Flexible Grouping
Differentiated Instruction
Summer Work
Parent Communication

WESTFIELD PUBLIC SCHOOLS

Westfield, New Jersey

Office of Instruction

Course of Study

<u>JOURNALISM I -2228</u>

School ....Westfield High School

Department.. English

Length of Course...18 Weeks

Credit...2.5

Elective Grade Level..10, 11, 12

Prerequisite ....None

Date ....

I. <u>RATIONALE, DESCRIPTION AND PURPOSE</u>

Journalism I builds upon the English curricula by refining students' writing, reading, and research skills. Through discussions and workshops, students apply social and emotional learning competencies to real-life ethical dilemmas and problem-solving situations. The journalism courses are aimed at preparing students for careers by immersing them in an independent, non-censored, and technologically up- to-date newsroom environment.

This semester elective is designed to provide opportunities for serious student writers to develop the knowledge and skills associated with the principles of journalism. The purpose of the course is threefold: to develop the skills needed to write in a variety of journalistic styles, including news, opinion, feature and sports; to acquire a vocabulary and a perspective for analyzing news sources including print, broadcast and online; and to provide students with the preparation needed to become staff members of *Hi's Eye*, Westfield High School's school newspaper. Students learn to communicate meaningfully and precisely about the events and issues that interest and involve them, and they learn to write accurately, concisely and with appropriate organization under deadlines. Students learn how to effectively analyze and critique news sources through discussions of current events and an active participation in news consumption. Participation in the journalistic process also teaches students to be objective about critiquing their own and peers' work. The process of journalistic writing allows students to function in a collaborative workshop environment. Within this process, students may work from their own level of readiness, and also have many opportunities to choose modes of writing that reflect their own interests.

Students also develop standards of analysis and evaluation to apply to the print and electronic sources and acquire a skill base in news judgment, ethical decision-making, and professional conduct. These skills will aid them in making informed decisions when determining points of view, researching reliable sources, and writing balanced and clear pieces.

II. <u>OBJECTIVES</u>

This curriculum meets the New Jersey Student Learning Standards for English Language Arts, New Jersey Student Learning Standards for Social Studies, and 21st-Century Life and Careers as well the New Jersey Competencies for Social and Emotional Learning and local expectations for student achievement. The corresponding state standards to which the objectives are aligned are listed at the end of each sub-heading. The standards are listed in the appendix. Students will:

A. Select appropriate news stories for examination of various print and digital journalistic forms and analyze the strengths and weaknesses of the professional media and exemplars.
   New Jersey Student Learning Standards for English Language Arts RI.9-10.8, W.9-10.7
   New Jersey Student Learning Standards for Twenty-First Century Life and Career Skills: CRP 2; 9.3.12.AR-JB.2
   New Jersey Competencies for Social and Emotional Learning: Self-Awareness, Social Awareness

B. Develop news judgment by learning basic determinants of news: proximity, timeliness, conflict, consequence, prominence, and human interest.
   New Jersey Student Learning Standards for Twenty-First Century Life and Career Skills: CRP 5; 9.3.12.AR-JB.2
   New Jersey Competencies for Social and Emotional Learning: Social Awareness

C. Prepare for and conduct an interview of substantial duration with a news source and reflect on the interview experience via self-recording.
   New Jersey Student Learning Standards for Twenty-First Century Life and Career Skills: CRP 2, 7, 11; 9.3.12.AR-JB.2
   New Jersey Competencies for Social and Emotional Learning: Self-Awareness, Relationship Skills

D. Use appropriate writing and news-gathering techniques to report news in a way that is balanced, concise, well-organized, and accurate.
   New Jersey Student Learning Standards for English Language Arts RI.9-10.8, W. 9-10.8, W. 9-10.9
   New Jersey Student Learning Standards for Twenty-First Century Life and Career Skills: CRP 4; 9.3.12.AR-JB.2
   New Jersey Competencies for Social and Emotional Learning: Self-Management

E. Present opinions and commentary to persuade the reader using clear arguments, structured organization, and valid evidence and support.
   New Jersey Student Learning Standards for English Language Arts W.9-10.1, W. 9-10.4
   New Jersey Student Learning Standards for Twenty-First Century Life and Career Skills: CRP 4; 9.3.12.AR-JB.2
   New Jersey Competencies for Social and Emotional Learning: Responsible Decision Making

F. Establish a safe, stimulating environment based on a community of journalists who encourage, support and challenge each other to grow as reporters and writers.
   New Jersey Student Learning Standards for English Language Arts SL.9, 10.1, SL.9-10.4
   New Jersey Student Learning Standards for Twenty-First Century Life and Career Skills: CRP1, 4, 12; 9.3.12.AR-JB.1
   New Jersey Competencies for Social and Emotional Learning: Relationship Skills

G. Use appropriate technological hardware and software to engage in workplace processes, including drafting, communicating, collaborating, and organizing.
   New Jersey Student Learning Standards for Twenty-First Century Life and Career Skills: CRP 6, 11; 9.3.12.AR-JB.3
   New Jersey Competencies for Social and Emotional Learning: Self-Management

H. Demonstrate an ability to find credible and relevant resources.

New Jersey Student Learning Standards for English Language Arts W.9-10.7, W.9-10.8
New Jersey Student Learning Standards for Twenty-First Century Life and Career Skills: CRP 2, 7, 11
New Jersey Competencies for Social and Emotional Learning: Social Awareness

I. Understand that writing and reporting involve strategies including brainstorming, news-gathering, research, note-taking, drafting, revising, and copy-editing.
New Jersey Student Learning Standards for English Language Arts W.9-10.5, W.9-10.10
New Jersey Competencies for Social and Emotional Learning: Self-Management

J. Improve the clarity of writing through a systematic application of journalistic style.
New Jersey Student Learning Standards for English Language RI.9-10.5, W.9-10.2, W.9-10.4, W.9-10.5, W.9-10.6, L.9-10.1,
L.9- 10.2, L.9-10.3
New Jersey Student Learning Standards for Twenty-First Century Life and Careers: CRP 2; 9.3.12.AR-JB.2
New Jersey Competencies for Social and Emotional Learning: Social Awareness

K. Demonstrate a fundamental understanding of the principles of journalistic ethics and the First Amendment through study of the history of the American free press.
New Jersey Student Learning Standards for Twenty-First Century Life and Careers: CRP 9; 9.3.12.AR-JB.1
New Jersey Student Learning Standards for Social Studies: 6.1.12.A.2.a
New Jersey Competencies for Social and Emotional Learning: Social Awareness, Relationship Skills

III. <u>CONTENT, SCOPE AND SEQUENCE</u>

Because Journalism I is primarily a writing workshop, the course begins with classroom activities designed to establish a collaborative community of journalists. Assessing writing samples early in the semester allows the instructor to gauge each student's level of readiness and gear instruction to each level. Students hone a variety of language skills, explore different journalistic modes, and compile a portfolio of finished pieces. Attention to effective journalistic style, with emphasis on clarity, fluency, and tone serve as the basis for instruction.

Also, news analysis functions as an ongoing function of the class. *Hi's Eye* issues, professional online sources, and broadcast news sources provide the materials for discussions of current events, as well as journalistic models for writing. Students examine many forms of news and interpret their content for timeliness, significance, and human interest. Students also write formal analyses of news articles to determine bias, structure, and language choices.

As the foundation course for Journalism II, Print Journalism, and Magazine Journalism, the Journalism I course provides the basic skills necessary to become a *Hi's Eye* staff member. Students become familiar with the *Hi's Eye* format through analysis and discussion. Using this knowledge base, students identify news topics appropriate to a school paper or broadcast, find effective ways to gather information, and learn an appropriate balance of news coverage. Throughout the semester, students write in many journalistic modes which appear in *Hi's Eye*. Through these experiences, students begin to discern their interests and shape their roles as future Westfield High School journalists.

A. History of the American Press (3 weeks)

United States has a proud journalistic history which predates the Revolutionary War, with student publications as a part of its tradition. Further, American journalism owes its existence to the protections provided under the First Amendment; it also monitors itself through a system of journalistic ethics. Students must recognize not only the importance of this journalistic heritage, but also their place within this heritage, through their study of the following:

1. Partisan and penny presses

2. Yellow journalism

3. Muckraking and social change

4. Key figures in American journalism

5. First Amendment rights and significant Supreme Court cases

6. Changes in technology related to publication and distribution of news

7. Journalistic ethics and the responsibilities of the press.

B. Basics of Hard News Writing (4 weeks)

Students in Journalism I must develop a sense of news judgment in order to determine what stories "work" and for which newspaper sections. Students analyze professional models in order to practice identifying news determinants, and then use this recognition to spot newsworthy stories at the school, local, and national levels. Students learn fundamental elements of hard news style and organization to pursue leads and articles which evolve into newsworthy story ideas. Learning activities in this unit will include:

1. Brainstorming

2. News-gathering

3. Inverted pyramid organization analysis

4. Lead writing

5. Hard news article writing in inverted pyramid style

6. Collaborative revision and editing

7. Sharing of completed work with classmates

8. Reflection related to working in this mode.

C. Features (3 weeks)

Feature stories have several important functions in news publications. They provide human interest, but they also showcase serious topics requiring research and investigation. Feature articles must have significance for their readership, and must be well-researched. Their structure may differ from that of hard news, and their story leads should firmly "hook" the reader. Students explore various kinds of features, including personality profiles, investigative, and news features, through analysis of professional and student examples; they then use this understanding to write effective features of their own. Learning activities related to feature writing:

1. Research topics

2. Preparing interview questions

3. Conducting an interview and accurately annotating responses

4. Planning and organizing the story

5. Choosing language and tone appropriate to topic

6. Writing a feature lead

7. Drafting the story

8. Using quotations effectively

9. Crafting a headline

10. Revising and copyediting

11. Sharing the polished piece

12. Reflecting on the process and self-critiquing their performance.

D. Editorial Pieces (2 weeks)

The editorial page is a key component of professional publications and programs, as it is for the *Hi's Eye*. The editorial page or section provides writers with the freedom to interpret news rather than simply report it. The *Hi's Eye* editorial page models itself after those of national newspapers, and includes staff editorials, op-ed pieces, letters to the editor, cartoons, and humor pieces. Crafting effective TV commentaries which portray clear, valid, well-supported arguments is also an important skill. Writing standard opinion-based pieces follow a similar process to that of other journalistic genres, whereas humor articles and cartoons use wit to express observations and opinions.

1. Standard opinion writing consists of:

   a. Brainstorming

   b. Research and note-taking

   c. Choosing language and tone appropriate to topic

<ol type="a" start="4">
Taking and clarifying a position on an issue
Developing arguments to support a position
Supporting the arguments with details based upon research
Organizing the article according to an editorial model
Drafting the article
Revising and copyediting
Sharing the polished piece
Reflecting on the process and self-critiquing their performance.

2. Humor articles consist of:

<ol type="a">
Brainstorming and, when needed, selecting relevant source material
Refining an idea to express a clear perspective and selecting an approach
Choosing language and tone appropriate to topic
Conveying the opinions with specific verbal or visual details
Organizing the article or layout
Drafting or sketching
Revising and copy editing
Sharing the polished piece
Reflecting on the process and self-critiquing their performance.

E. Arts Writing (2 weeks)

Hi's Eye includes periodic arts coverage through *Iris*, which features arts news, features, reviews. Many kinds of articles comprise the *Iris* pages, including hard news, feature stories, reviews of films, books, music, and restaurants, and commentaries on arts and entertainment topics. Similarly, *Iris* covers arts events in the community and school. Writing arts news follows a similar process to that of other journalistic writing, but also incorporates a variety of other skills:

1. Becoming familiar with a variety of art forms, such as film, books, music, theater, dance and visual arts
2. Brainstorming and selecting relevant articles
3. Researching and note-taking
4. Interviewing
5. Planning and organizing articles
6. Choosing language and tone appropriate to topic

7. Drafting the article

8. Revising the story for feedback and copyediting

9. Sharing the polished piece

10. Reflecting on the process and self-critiquing their performance.

F. Sports Writing (2 weeks)

Sports coverage presents a unique challenge to journalism students. Writing about sports requires a specific knowledge and vocabulary; reporters must be engaged and observant viewers of sports who are able to provide their readers with a vicarious experience through language. Sports' writing follows a similar process to that of other journalistic writing, but also incorporates a variety of other skills.

Learning activities related to this unit include:

1. Becoming familiar with the various sports teams in the high school

2. Brainstorming relevant and timely sports topics

3. Analyzing sports articles for language choice, tone, organization, leads, and quotation usage

4. Planning and organizing a sports article based on a fictional game or event

5. Drafting the article

6. Revising and copyediting

7. Sharing the polished piece

8. Reflecting on the process and self-critiquing their performance.

G. Journalism Style Manual (2 weeks)

Hi's Eye's precise attention to details stems from students' intensive training in conventions of journalistic writing beginning in the first journalism course. Students need to learn a "house style" to ensure consistency across articles and pages which provides a comfortable reading experience and a level of professionalism for the publication's brand. Stylistic conventions of print text, such as abbreviations or capitalization, and a focus on grammar and style allow students to produce concise, clear, and engaging prose in both print and digital modalities. Learning activities for this unit include:

1. Using style manual guidelines to edit articles and excerpts

2. Engaging in application tasks, such as skits, games, or activities that demonstrate understanding of writing conventions.

VI. <u>INSTRUCTIONAL TECHNIQUES</u>

Journalism I instruction is designed to:

A. Allow students to learn the reporter's role by becoming familiar with a wide selection of news sources; to read and view news with a critical eye; to use writing models that demonstrate a variety of journalistic forms; to develop a journalistic style of writing; and to recognize news stories appropriate for a school publication

B. Provide students with a structure that promotes sound habits of reporting and an ability to meet deadlines effectively

C. Provide students with a range of strategies for brainstorming, researching, reporting and writing

D. Provide students with opportunities to work collaboratively with classmates of diverse interests, abilities, and backgrounds to foster a supportive writing community

E. With individual and small group assistance, provide students with strategies to effectively address common challenges, such as finding sources, asking appropriate questions, and making ethical decisions

F. Provide students with the opportunity to confer with teacher and peers throughout the writing process.

G. Monitor and assess each student's goals, process and progress

H. Utilize technology applications for composition, editing and in-class publication of the scholastic press at Westfield High School. Examples of these applications include page layout, collaborative writing and revision, document storage, business management and website maintenance

J. For strategies to differentiate for special education students, English Language Learners, Students at Risk of School Failure, Gifted and Talented Students, and Students with 504 Plans, please consult the Accommodations and Modifications appendix in the appendices section of this document.

V. <u>EVALUATION</u>

The following elements will be included in the assessment of student performance:

A. Understanding and application of the skills and principles of journalism

B. Class discussions

C. Articles' effectiveness, according to guidelines and models, and on-time submission

D. Quizzes on news writing, press history, and style manual rules

E. Student role within the class community, including engagement in group projects, peer and teacher conferences, and other collaborative activities

F. Written and oral self-reflections.

VI. <u>PROFESSIONAL DEVELOPMENT</u>

The following are recommended components of the teacher's professional development:

A. Maintain and establish memberships in professional organizations for scholastic journalism

B. Attend professional development courses or conferences to learn about instructional strategies and tools for student publications

C. Remain current with effective technologies for journalism instruction and publication

D. Regularly seek to communicate with journalism advisers and teachers at other schools to share information and ideas

E. Teacher may apply to be a New Jersey-certified journalism instructor after three years.

APPENDIX I:

New Jersey Student Learning Standards for English Language Arts 9-10

Progress Indicators for Reading Literature

Key Ideas and Details
RL.9-10.1. Cite strong and thorough textual evidence 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.
RL.9-10.2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details and provide an objective summary of the text.

RL.9-10.3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

Craft and Structure
RL.9-10.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

RL.9-10.5. Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create specific effects (e.g. mystery, tension, or surprise).
RL.9-10.6. Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.

Integration of Knowledge and Ideas
RL.9-10.7. Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each work (e.g., Auden's "Musée des Beaux Arts" and Breughel's *Landscape with the Fall of Icarus*).
RL.9-10.8. (Not applicable to literature)

RL.9-10.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from mythology or the Bible or how a later author draws on a play by Shakespeare).
Range of Reading and Level of Text Complexity

RL.9-10.10. By the end of grade 9, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed.

Progress Indicators for Reading Informational Text

Key Ideas and Details

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.

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.

Craft and Structure

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.9-10.6. 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.

Integration of Knowledge and Ideas

RI.9-10.7. Analyze various perspectives as presented in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.

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.

RI.9-10.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance, (e.g., Washington's Farewell Address the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail",

Declaration of the Rights of Man and Citizen, U.N. Universal Declaration of Human Rights, etc.), including how they relate in terms of themes and significant concepts. Range of Reading and Level of Text Complexity

RI.9-10.10. By the end of grade 9, read and comprehend literary nonfiction at grade level text-complexity above with scaffolding as needed.

Progress Indicators for Writing

Text Types and Purposes
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, 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.

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.
1. 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.
2. 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.
3. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
4. Use precise language and domain-specific vocabulary to manage the complexity of the topic.

5. 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.

6. Provide a concluding paragraph or section that supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

W.9-10.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

A. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

B. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

C. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.

D. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

E. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

Production and Distribution of Writing
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.

Research to Build and Present Knowledge
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.

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.9-10.9. Draw evidence from literary or nonfiction informational texts to support analysis, reflection, and research.
A. Apply *grades 9–10 Reading standards* to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid mythology or the Bible or how a later author draws on a play by Shakespeare]").

B. 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").

Range of Writing
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.

 Progress Indicators for Speaking and Listening

Comprehension and Collaboration
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.

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.

Presentation of Knowledge and Ideas
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.

SL.9-10.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.
Progress Indicators for Language

Conventions of Standard English
L.9-10.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
1. Use parallel structure.
2. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, and absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

L.9-10.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
A. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.

B. Use a colon to introduce a list or quotation.

C. Spell correctly.

Knowledge of Language

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.

Vocabulary Acquisition and Use

L.9-10.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9–10 reading and content*, choosing flexibly from a range of strategies.

A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *analyze, analysis, analytical; advocate, advocacy*).

C. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.

D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

L.9-10.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

A. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.

B. Analyze nuances in the meaning of words with similar denotations.

L.9-10.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

APPENDIX II:

New Jersey Student Learning Standards for Social Studies

Content Area	Social Studies		
Standard	**6.1 U.S. History: America in the World:** All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.		
Era	**Revolution and the New Nation (1754-1820s)**		
Grade Level	By the end of grade 12		
Content Statement	**Strand**	**Indicator #**	**Indicator**
2. Revolution and the New Nation The war for independence was the result of growing ideological, political, geographic, economic, and religious tensions resulting from Britain's centralization policies and practices. The United States Constitution and Bill of Rights were designed to provide a framework for the American system of government, while also protecting individual rights. Debates about individual rights, states' rights, and federal power shaped the development of the political institutions and practices of the new Republic.	**A. Civics, Government, and Human Rights**	6.1.12.A.2.a	Assess the importance of the intellectual origins of the Foundational Documents (i.e., Declaration of Independence, the Constitution, and Bill of Rights) and assess their importance on the spread of democracy around the world.
		6.1.12.A.2.b	Compare and contrast state constitutions, including New Jersey's 1776 constitution, with the United States Constitution, and determine their impact on the development of American constitutional government.
		6.1.12.A.2.c	Compare and contrast the arguments of Federalists and Anti-Federalists during the ratification debates, and assess their continuing relevance.
		6.1.12.A.2.d	Explain how judicial review made the Supreme Court an influential branch of government, and assess the continuing impact of the Supreme Court today.
		6.1.12.A.2.e	Examine the emergence of early political parties and their views on centralized government and foreign affairs, and compare these positions with those of today's political parties.
	B. Geography, People, and the Environment	6.1.12.B.2.a	Analyze how the United States has attempted to account for regional differences while also striving to create an American identity.
		6.1.12.B.2.b	Evaluate the effectiveness of the Northwest Ordinance in resolving disputes over Western lands and the expansion of slavery.
	C. Economics, Innovation, and Technology	6.1.12.C.2.a	Assess the effectiveness of the new state and national governments attempts to respond to economic challenges including domestic (e.g., inflation, debt) and foreign trade policy issues.
	D. History, Culture, and Perspectives	6.1.12.D.2.a	Analyze contributions and perspectives of African Americans, Native Americans, and women during the American Revolution.
		6.1.12.D.2.b	Explain why American ideals put forth in the Constitution (i.e., due process, rule of law, and individual rights) have been denied to different groups of people throughout time.
		6.1.12.D.2.c	Relate events in Europe to the development of American trade and American foreign and domestic policies.
		6.1.12.D.2.d	Analyze arguments for new women's roles and rights, and explain why 18th-century society limited women's aspirations.
		6.1.12.D.2.e	Determine the impact of African American leaders and institutions in shaping free Black communities in the North.

APPENDIX III:

New Jersey Student Learning Standards for Technology

STANDARD 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.

STANDARD 8.2 Technology Education, Engineering, and Design: All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world, as they relate to the individual, global society, and the environment.

The entire standards document may be viewed at *http://www.nj.gov/njded/cccs/.*

APPENDIX IV:

New Jersey Student Learning Standards for 21st-Century Life and Careers

STANDARD 9.1: (21st-Century Life and Career Skills) all students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

STANDARD 9.2: (Personal Financial Literacy) all students will develop skills and strategies that promote personal and financial responsibility related to financial planning, savings, investment, and charitable giving in the global economy.

STANDARD 9.3: (Career Awareness, Exploration, and Preparation) all students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age.

The entire standards document may be viewed at http://www.state.nj.us/education/cccs/

APPENDIX V:

New Jersey Competencies for Social and Emotional Learning

Social and emotional learning (SEL) refers to the process by which children and adults acquire and effectively apply the knowledge, attitudes and skills necessary to do the following: understand and manage emotions; set and achieve positive goals; feel and show empathy for others; and make responsible decisions. Students in SEL programs are more likely to attend school and receive better grades, and are less likely to have conduct problems. Successful infusion of SEL can result in positive behaviors, increased academic success, and caring communities.

The New Jersey Department of Education has been promoting social and emotional learning to enhance the building of positive school climates and the healthy development of young people.

The entire competency document may be viewed *at https://www.state.nj.us/education/students/safety/sandp/sel/.*

APPENDIX VI:

Integrated Accommodations and Modifications for Special Education Students, English Language Learners, Students at Risk of School Failure, Gifted and Talented Students, and Students with 504 Plans (N.J.A.C. 6A: 8)

Special Education
ENVIRONMENT
Preferential Seating
Adjust time for completion of assignments when needed

Adjust length of assignments when needed
Allow additional oral response time
Break tasks (including long range assignments) into manageable steps
Provide copies of notes
Reduce the number of problems on a page
Provide assistance with organizing a notebook or folder
Repeat/ clarify directions when needed
Make frequent checks for work/assignment completion.
Modify homework and class work if needed
Extend time on tests/quizzes
Provide study guides for tests
Provide oral component when needed
Modify format when needed- (ex: limit choices, word bank, shortened written responses)
Allow a private workspace when needed (study carrel, separate desk, desk away from the group)
Allow opportunities for movement (e.g., help with supplies, change to different part of room to work, carry messages to office)

Assist the student to keep only the materials required for the lesson on the desktop
Provide a seat away from distractions (or noise)
MATERIAL/BOOKS/EQUIPMENT
Allow use of a calculator
Allow use of a number line
Allow use of counting chips
Modify worksheets
Provide visual aids (pictures, flash cards, etc.)
Provide auditory aids (cues, tapes, etc.)
Use manipulatives
Provide hands-on learning activities
INSTRUCTIONAL STRATEGIES
Check work in progress
Provide immediate feedback
Provide extra drill/practice
Provide review sessions

Provide models
Highlight key words
Provide pictures/charts
Use mnemonics
Support auditory presentations with visuals
Have student restate information
Provide lecture notes/outline
Give oral reminders
Give visual reminders
Review directions
Use graphic organizers
Assign partners
Repeat instructions
Display key vocabulary
Monitor assignments
Provide visual reinforcement

Provide concrete examples
Use vocabulary word bank
ORGANIZATION
Post assignments
Provide a desktop list of tasks
Give one paper at a time
Provide extra space for work
List sequential steps
Provide folders to hold work
Post routines
Use pencil box for tools
Reorganize poorly designed worksheets to create simple, easy-to-follow layouts and formats
Give advance warning when transition is going to take place
Provide structure for success
Provide a contract, timer, etc., for self-monitoring

Give the student a prompt when he/she is off task (e.g., move close to the student, speak to the student, etc.)

TEST/QUIZZES/TIME
Give prior notice of test
Provide oral testing
Provide extra time for written work
Provide modified tests
Rephrase test questions/directions
Preview test procedures
Provide shortened tasks
Provide extra time for tests
Read test to student
Provide test study guides
Limit multiple choice options
Provide extra time for projects
Pace long term projects

Simplify test wording
Provide hands-on projects
Allow extra response time
ENGLISH LANGUAGE LEARNERS
GRADING
Standard Grades vs. Pass/Fail
CONTINUUM OF ENGLISH LANGUAGE DEVELOPMENT
Pre K-K WIDA CAN DO Descriptors
Grades 1-2 WIDA CAN DO Descriptors
Grades 3-5 WIDA CAN DO Descriptors
Grades 6-8 WIDA CAN DO Descriptors
Grades 9-12 WIDA CAN DO Descriptors
SIOP COMPONENTS AND FEATURES
PREPARATION
Write content objectives clearly for students
Write language objectives clearly for students
Choose content concepts appropriate for age and educational background levels of students
Identify supplementary materials to use

Adapt content to all levels of students proficiency
Plan meaningful activities that integrate lesson concepts with language practices opportunities for reading, writing, listening, and/or speaking
BUILDING BACKGROUND
Explicitly link concepts to students' backgrounds and experiences
Explicitly link past learning and new concepts
Emphasize key vocabulary for students
COMPREHENSIBLE INPUT
Use speech appropriate for students' proficiency level
Explain academics tasks clearly
Use a variety of techniques to make content concepts clear (e.g. modeling, visuals, hands-on activities, demonstrations, gestures, body language)
STRATEGIES
Provide ample opportunities for students to use strategies (e.g. problem solving, predicting, organizing, summarizing, categorizing, evaluating, self-monitoring)
Use scaffolding techniques consistently throughout lesson
Use a variety of question types including those that promote higher-order thinking skills throughout the lesson
INTERACTION
Provide frequent opportunities for interaction and discussion between teacher/students and among students about lessons concepts, and encourage elaborated responses
Use group configurations that support language and content objectives of the lesson

Provide sufficient wait time for student responses consistently
Give ample opportunities for students to clarify key concepts in LI as needed with aide, peer, or LI text
PRACTICE/APPLICATION
Provide hands-on materials and/ manipulatives for students to practice using new content knowledge
Provide activities for students to apply content and language knowledge in the classroom
Provide activities that integrate all language skills
LESSON DELIVERY
Support content objectives clearly
Support language objectives clearly
Engage students approximately 90-100% of the period
Pace the lesson appropriately to the students' ability level
REVIEW/EVALUATION
Give a comprehensive review of key vocabulary
Give a comprehensive review of key content concepts
Provide feedback to students regularly on their output
Conduct assessments of students comprehension and learning throughout lesson and all lesson objectives
STUDENTS AT RISK OF SCHOOL FAILURE (I&RS RESOURCE MANUAL)

ACADEMICS
Provide necessary services (Lit Support, Math Support, OT, PT, speech, etc.)
Literacy Support Interventions (Appendix B of IS forms)
Prompt before directions/questions are verbalized with visual cue between teacher and student
Task list laminated and placed on desk for classroom routines and organization
Preferential seating
Provide structure and positive reinforcements
Sustained working time connected to reward (If/Then statement)
Frequently check for understanding
Graphic organizers
Tracker
Slant board
Access to accurate notes
Additional time to complete tasks/long-term projects with adjusted due dates
Limit number of items student is expected to learn at one time
Break down tasks into manageable units
Directions repeated, clarified, or reworded
Frequent breaks during class

Allow verbal rather than written responses
Modify curriculum content based on student's ability level
Reduce readability level of materials
Allow typed rather than handwritten responses
Use of calculator
Use of a math grid
Provide models/organizers to break down independent tasks
Access to electronic text (e.g. Downloaded books)
Provide books on tape, CD, or read aloud computer software
Provide opportunities for using a Chromebook as well as assistive technologies
Provide buddy system
Adjust activity, length of assignment, and/or number of problems, including homework
Provide assessments in a small group setting
Educate/train relevant staff with regards to the signs/symptoms, promote tolerance of needs, and/or providing assistance
Communication with parents
Gradual release of responsibility related to writing prompts (Proximity, Sentence Starter, Attempt independently)
Rubric-based checklist

Target specific number of details and focus on organization with post-its
Accept late work/homework without penalty
Previewing material (access to PowerPoint slides, novels, syllabus, study guides when available)
SOCIAL/EMOTIONAL
Children's books addressing presenting problem
Student jots down presenting problem and erase when it goes away
Meet with guidance counselor
Student jots down presenting problem and erase when it goes away
Attendance plan
Utilize nurse during episodes of presenting problem
Provide short breaks
Attendance plan
Communication with parents
Assign "jobs" to reduce symptoms
Counseling check-ins
Praise whenever possible
ATTENTION/FOCUS
Seat student near front of room

Preferential seating
Monitor on-task performance
Arrange private signal to cue student to off-task behavior
Establish and maintain eye contact when giving oral directions
Stand in proximity to student to focus attention
Provide short breaks when refocusing is needed
Use study carrel
Arrange physical layout to limit distractions
Frequently ask questions to engage student
Refocusing and redirection
Behavior/time management system
Group directions 1 step at a time
Assign "jobs" to reduce symptoms
Arrange physical layout to limit distractions
Frequently ask questions to engage student
Educate/train relevant staff with regards to the signs/symptoms, promote tolerance of needs, and/or providing assistance
Extended time on assignments/assessments
Provide assessments in a small group setting

Provide buddy system
Establish and maintain eye contact when giving oral directions
Permit the use of headphones while working
SCHOOL REFUSAL/ELEVATED ABSENTEEISM
Attendance plan

GIFTED AND TALENTED STUDENTS

CURRICULUM
Acceleration
Compacting
Telescoping
Advanced Placement Courses
INSTRUCTION
Grouping
Independent Study
Differentiated Conferencing
Project-Based Learning
Competitions
Cluster Grouping Model with Flexible Grouping

Differentiated Instruction
Summer Work
Parent Communication

WESTFIELD PUBLIC SCHOOLS

Westfield, New Jersey

Office of Instruction

Course of Study

JOURNALISM II-2231

School ....Westfield High School

Department.. English

Length of Course.. Full Year

Credit...5

Grade Level...11,12

Prerequisites .... Journalism I, teacher recommendation

Date ....

I. <u>RATIONALE, DESCRIPTION AND PURPOSE</u>

This full-year elective is designed as a training workshop for students to build upon journalism skills established in Journalism I, and to become the reporters and editors who will produce *Hi's Eye,* Westfield High School's weekly student newspaper, and the Westfield High School Magazine. The class serves as both a writing workshop for students to craft articles relevant and interesting to the community's readership, as well as to prepare students in the production and publication process used by the student staff in Journalism III and Magazine Journalism. By simulating the real-world experiences of the senior print journalism staff, including regular brainstorming, independent newsgathering and interviewing, drafting and revising articles, and designing sample pages, the course fosters a strong sense of competence and pride in pursuing journalistic excellence.

The rationale articulated for Journalism I is reinforced in this course by the regular exercise of reporting and editing skills and adherence to rigorous deadlines. A mature understanding of free press rights and ethical responsibilities, including student press law, is also developed through the process of assigning, producing and critiquing scholastic journalism. The processes of journalistic writing and news production allow students to function in a workshop environment in which collaboration, cooperation, and constructive criticism are essential social and emotional components of the course.

Classroom units in the course are designed to strengthen and deepen reporting and editing skills developed in Journalism I through regular class work and collaborative projects. Training in page production using current software according to *Hi's Eye* house style is also provided.

Students taking Journalism II are expected to be highly motivated and enthusiastic learners. Engagement in class discussions is essential for success in the course. Whether discussing a current event, journalistic piece or critiquing a student piece, students are expected to participate actively, express their points using appropriate journalistic terminology, defend opinions with evidence and listen to and consider others points of view. To be recommended for this course students are expected to maintain an A or B+ average in Journalism I.

Additionally, a student electing to take this course should:

A. Have strong reading comprehension skills;
B. Be able to simultaneously handle many responsibilities and tasks;
C. Be a self-motivated and independent learner;
D. Demonstrate intellectual curiosity about the subject matter;
E. Write well and be adaptable to different types of writing;
F. Listen to the ideas of others openly but critically;
G. Reason with facts and logic;
H. Engage thoughtfully and effectively class and group discussions;
I. Demonstrate the ability to organize thoughts, to lead groups, to work in groups and to stimulate class discussions;
J. Be consistently prepared for class.

II. **OBJECTIVES**

This curriculum meets the New Jersey Student Learning Standards for English Language Arts and the New Jersey Student Learning Standards for 21st Century Life and Career Skills, as well as local expectations for student achievement. Curricular objectives are also aligned to the New Jersey Competencies for Social and Emotional Learning. The corresponding standards to which the objectives are aligned are listed at the end of each sub-heading. The standards are listed in full in the appendix.

Students are expected to:

A. Establish a safe, stimulating environment based on a community of journalists who encourage, support and challenge each other to grow as reporters and writers.
   New Jersey Student Learning Standards for English Language Arts SL.11-12.1
   New Jersey Student Learning Standards for 21st Century Life and Career Skills: CRP1, 4, 12; 9.3.12.AR-JB.1
   New Jersey Competencies for Social and Emotional Learning: Social Awareness, Relationship Skills

B. Identify and develop newsworthy topics with an understanding that reporting is a process involving the following stages: brainstorming, newsgathering, research, note-taking, drafting, revising and copy-editing.
   New Jersey Student Learning Standards for English Language Arts W.11-12.5,.11-12.10
   New Jersey Student Learning Standards for 21st Century Life and Career Skills: CRP 1, 2, 6, 7, 11, 12; 9.3.12.AR-JB.2
   New Jersey Competencies for Social and Emotional Learning: Self-Management

C. Demonstrate the knowledge, understanding and practical application of reporting and writing skills used to produce newsworthy articles.
   New Jersey Student Learning Standards for English Language Arts W.11-12.1, W.11-12.2., W11-12.3., W.11-12.4
   New Jersey Student Learning Standards for 21st Century Life and Career Skills: CRP 1, 2, 6, 7, 11, 12; 9.3.12.AR-JB.2
   New Jersey Competencies for Social and Emotional Learning: Self-Management, Responsible Decision Making

D. Develop and publish accurate, balanced, and unbiased stories by using appropriate researching and newsgathering techniques.

New Jersey Student Learning Standards for English Language Arts RI.11-12.7, W. 11-12.8, W. 11-12.9
New Jersey Student Learning Standards for 21st Century Life and Career Skills: CRP 1, 2, 6, 7, 11, 12; 9.3.12.AR-JB.2
New Jersey Competencies for Social and Emotional Learning: Self-Awareness, Self-Management

E. Improve the clarity and effectiveness of writing through a systematic application of journalistic style.

New Jersey Student Learning Standards for English Language Arts R.11-12.5, W.11-12.2, W.11-12.4, W.11-12.5, W.11-12.6, L.11-12.3
New Jersey Student Learning Standards for 21st Century Life and Career Skills: CRP 2; 9.3.12.AR-JB.2
New Jersey Competencies for Social and Emotional Learning: Self-Management

F. Revise and edit copy for publication in print and on the web by practicing professional techniques.

New Jersey Student Learning Standards for English Language Arts L.11-12.1, L 11-12.2, L. 11-12.5, W.11-12.5, W.11-12.6
New Jersey Student Learning Standards for 21st Century Life and Career Skills: CRP 11; 9.3.12.AR-JB.4
New Jersey Competencies for Social and Emotional Learning: Self-Management

G. Demonstrate an understanding of layout, design, and production techniques for text and images through journalistic models and software applications.

New Jersey Student Learning Standards for English Language Arts W.11-12.6, 8.1
New Jersey Student Learning Standards for 21st Century Life and Career Skills: CRP 2, 6, 11; 9.3.12.AR-JB.4

H. Apply the principles of journalistic ethics and press law to scholastic journalism.

New Jersey Student Learning Standards for 21st Century Life and Career Skills: CRP 9; 9.3.12.AR-JB.1
New Jersey Competencies for Social and Emotional Learning: Responsible Decision-Making

I. Locate credible and relevant resources using a variety of technological applications.

New Jersey Student Learning Standards for English Language Arts W.11-12.6, W.11-12.7, RI.11-12.7, 8.1
New Jersey Student Learning Standards for 21st Century Life and Career Skills: CRP 2, 7, 11
New Jersey Competencies for Social and Emotional Learning: Social Awareness

J. Produce portfolios of articles in a variety of journalistic forms and compose yearly reflections that document students' growth and experiences as writers and reporters.

New Jersey Student Learning Standards for English Language Arts W.11-12.10
New Jersey Student Learning Standards for 21st Century Life and Career Skills: CRP 2, 6; 9.3.12.AR-JB.2
New Jersey Competencies for Social and Emotional Learning: Self-Management

K. Write for and produce *Hi's Eye* and WHS Magazine on schedule, by setting goals and meeting deadlines.

New Jersey Student Learning Standards for English Language Arts W.11-12, SL. 11-12.1
New Jersey Student Learning Standards for 21st Century Life and Career Skills: CRP 12; 9.3.12.AR-JB.2
New Jersey Competencies for Social and Emotional Learning: Self-Management

L. Perform assigned roles as writers, editors, graphic designers, photographers, web designers and editors, or business and office managers.

New Jersey Student Learning Standards for 21st Century Life and Career Skills: CRP 12; 9.3.12.AR-JB.2
New Jersey Competencies for Social and Emotional Learning: Self-Management, Relationship Skills

M. Develop media skills across the media spectrum (digital outputs).
   New Jersey Student Learning Standards for English Language Arts: W.11-12.4, .5, .6, .7, .8, .9, .10
   New Jersey Student Learning Standards for 21st Century Life and Career Skills: CRP 6, 11; 9.3.12.AR-JB.3
   New Jersey Competencies for Social and Emotional Learning: Social Awareness

III. CONTENT, SCOPE AND SEQUENCE

Journalism II builds upon the English curricula by refining students' writing, reading, and research skills. Through discussions and workshops, students apply skills to real-life ethical dilemmas and problem-solving situations. The course also prepares students for careers by immersing them in a simulated newsroom environment.

Students hone a variety of language skills, explore different journalistic modes, and compile a portfolio of finished pieces. Attention to effective journalistic style, with emphasis on clarity, fluency, and tone serve as the basis for instruction. Professional print and online news sources provide the materials for discussions of current events, as well as journalistic models for writing. Students examine different forms of news and interpret their content for timeliness, significance, and human interest. Students also write formal analyses of news articles to determine bias, structure, and language choices. Expanding upon their Journalism I knowledge base, students identify news topics appropriate to a school paper, find effective ways to gather information, and learn an appropriate balance of news coverage. Students also work individually on stories of their own choosing as they seek to develop a diverse portfolio of work.

The Journalism II course emulates the model of news writing and production in the Journalism III course through honing students' skills as reporters and providing them the training to serve as production editors for the print and online versions of the *Hi's Eye*. Journalism II reinforces this model through both alternating and concurrent units that pair writing instruction and practice with production techniques. During this process, students adhere to the district's acceptable use policy and fair use principles.

The following units, built upon the foundation provided in Journalism I, reflect the content, scope and sequence of the course:

A. *Hi's Eye* Style (2 weeks)

Journalism II includes a more in depth examination of *Hi's Eye* journalistic style through the use of the *Hi's Eye* Style Manual. Reporters and editors must understand that a publication's credibility is as informed by professional appearance and clean copy as it is by the content of its articles. Students are expected to master *Hi's Eye* house style and apply it to their writing. This unit includes:

1. Mastering the *Hi's Eye* Style Manual

2. Developing copy-editing skills using *Hi's Eye* journalistic style

3. Applying copy-editing skills in peer-to-peer sessions

4. Applying copy-editing skills and knowledge of house style for effective peer critique and revision during work sessions with the senior staff.

B. Press Ethics and Press Law (2 weeks)

The focus of this unit is on student press law. Students examine the circumstances belying specific Supreme Court decisions, and recognize: ethical dilemmas are a part of journalism, and the integrity of the publication is dependent upon the sound ethical judgments of its reporters and editors. Students become familiar with the *Hi's Eye Code of Ethics* and analyze examples of ethical breaches by the press and the consequences that followed. Students must also understand as scholastic journalists they are held to the same legal standards as professional journalists. Students are expected to have a clear understanding of the terms associated with press law as these terms pertain to scholastic publications. This unit includes:

1. Viewing a film and reading selected articles related to press ethics

2. Understanding the *Hi's Eye Code of Ethics* and exploring its practical application for scholastic journalism

3. Accessing the *Student Press Law Center* website to learn their rights and responsibilities as journalists

4. Examining and critiquing cases involving ethical breaches in the professional media and understanding their consequences

5. Applying ethical interviewing techniques with all sources, with a clear understanding of issues of privacy, intrusion, false light, and libel

6. Investigating key Supreme Court cases involving First Amendment issues and the press to understand their precedents

7. Understanding press law and its application to scholastic journalism, particularly those regarding libel, slander, fake news, fair use, censorship, and prior review.

C. Sports Coverage and Photography (2 weeks)

Sports coverage presents a unique challenge to journalism students. Writing about sports requires a specific knowledge and vocabulary; reporters must be engaged and observant viewers of sports who can provide their readers with a vicarious experience through language. For these reasons, in Journalism II, sports writing is a collaborative activity for groups of three or four students. Writing sports articles follows a similar process to that of other journalistic writing, but also incorporates a variety of other skills. This unit includes:

1. Becoming familiar with the various sports teams in the high school

2. Brainstorming relevant and timely sports topics

3. Analyzing sports articles for language choice, tone, organization, leads, and quotation usage

4. Researching a specific sport for mastery of required skills and vocabulary

5. Planning and organizing a sports article covering a WHS game, meet, or match

6. Using digital cameras or camera phones, taking action shots to illustrate the article

7. Drafting the article

8. Revising and copyediting in collaboration with partners

9. Sharing the polished piece

10. Submitting work for possible publication in print or on the web

11. Reflecting on the process and participating in class critiques

D. The Arts Pages (2 weeks)

Hi's Eye includes periodic arts coverage in *Iris*, which encompasses hard news, feature stories, commentaries on arts and entertainment topics, and reviews of films, theater, books, music, and restaurants. Writing arts news follows a similar process to that of other journalistic writing, but also incorporates other skills. This unit includes:

1. Having knowledge of a variety of art forms, such as film, books, music, theater, dance and visual arts

2. Brainstorming and selecting relevant articles

3. Researching and note-taking

4. Interviewing

5. Planning and organizing articles

6. Covering an arts event

7. Choosing language and tone appropriate to topic

8. Drafting the article

9. Revising the story for feedback and copy-editing

10. Sharing the polished piece

11. Submitting work for possible publication in print or on the web

12. Reflecting on the process and participating in a class critique

E. Content Analysis and Critique (3-4 weeks)

For students to have a clear understanding of their roles in the journalism program, they must familiarize themselves with the program's established practices and traditions, as well as take an active role in its evolution. This unit includes:

1. Engaging in regular and careful critiques of *Hi's Eye* print and other local and national print and digital news sources

2. Performing a content analysis of past issues of *Hi's Eye* with attention to both news coverage and design

3. Providing suggestions and proposals for changes to print and web formats

F. Page Design, Layout and Production (10- 12 weeks)

Good design is one hallmark of professional-looking student newspapers. Creative and clear layouts engage the reader and provide consistency for the publication. Students who seek editorial positions must master the software and foundations of design that are used to produce the paper. This unit includes:

1. Viewing and analyzing models of good design

2. Developing an understanding of the key elements of page design

3. Mastering *Hi's Eye* house style for page design and layout

4. Planning a mock copy of a typical *Hi's Eye* page

5. Using Adobe InDesign, the publishing software for print production

6. Producing a page spread using *Hi's Eye* style

7. Reflecting on the process and participating in class critiques

G. The Op-Ed Page (2 weeks)

The editorial page is a key component of professional publications and programs, as it is for the *Hi's Eye*. The editorial page or section provides writers with the freedom to interpret news rather than simply report it. The *Hi's Eye* editorial page models itself after those of national newspapers and includes staff editorials, op-ed articles, commentaries, letters to the editor, cartoons, and humor pieces. Writing opinion-based pieces follows a similar process to that of other journalistic genres, but also incorporates a variety of other skills. This unit includes:

1. Brainstorming

2. Research and note-taking

3. Choosing language and tone appropriate to topic

4. Taking and clarifying a position on an issue

5. Developing arguments to support a position

6. Supporting the arguments with evidence based on research

7. Organizing the article according to an editorial model

8. Drafting the article

9. Revising and copy-editing

10. Sharing the polished piece

11. Submitting work for possible publication in print or on the web

12. Reflecting on the process and participating in class critiques

Humor articles and cartoons demand a similar set of skills, but use wit to express observations and opinions:

13. Brainstorming and, when needed, selecting relevant source material

14. Refining an idea to express a clear perspective and selecting an approach

15. Choosing language and tone appropriate to topic

16. Conveying the opinions with specific verbal or visual details

17. Organizing the article or layout

18. Drafting or sketching

19. Revising and copy-editing

20. Sharing the polished piece

21. Submitting work for possible publication in print or on the web

22. Reflecting on the process and participating in class critiques

H. The News Page (1 week)

As a weekly publication, *Hi's Eye* is able to cover breaking news with more timeliness than most student publications. The news page includes coverage of and investigations into timely topics. In Journalism II, students refine their knowledge of hard news style. This unit includes:

1. Brainstorming and selection of timely and relevant news stories

2. News gathering and coverage of school and community and events

3. Lead writing in Associated Press style

4. Drafting hard news article in inverted pyramid style

5. Revising and editing in collaboration with peers

6. Submitting work for possible publication in print or on the web

7. Reflecting on the process and participating in class critiques

I. The Features Page (2 weeks)

Feature stories have several important functions in news publications. They provide human interest, but they also showcase serious topics requiring research and investigation. Feature articles must have significance for their readership, and must be well researched. Their structure may differ from that of hard news, and their leads should firmly "hook" the reader. Students explore various kinds of features, including personality profiles, investigative articles, and news features through analysis of professional and student examples; they then use this understanding to write effective features of their own. This unit includes:

1. Researching topics
2. Preparing interview questions
3. Conducting an interview and accurately noting responses
4. Planning and organizing the story
5. Choosing language and tone appropriate to topic
6. Writing a feature lead that includes a hook and follow-up
7. Drafting the story
8. Using quotations effectively
9. Revising and copy-editing
10. Sharing the polished piece
11. Submitting work for possible publication in print or on the web
12. Reflecting on the process and participating in class critiques

J. Investigative Reporting (3 weeks)

For this unit, students explore the history of investigative journalism as well as the foundations of research and interviewing, building upon and applying the skills introduced in Journalism I. Students work in pairs to do an in-depth investigation of an appropriate and relevant issue. This unit includes:

1. Reading professional and scholastic models of investigative journalism
2. Exploring the principles of sound investigative journalism
3. Brainstorming and selecting topics that are worthy of in-depth reporting
4. Developing the skills and techniques needed to conduct appropriate and effective interviews

5. Conducting thorough research with particular focus on organized note taking and careful sourcing and attribution of information

6. Drafting an article modeled on long-form journalism

7. Peer-revising articles with attention to content, organization, language and style

8. Submitting work for possible publication in print or on the web

9. Reflecting on the process and participating in class critiques

K. Portfolio and Application (2 weeks)

The portfolio is a record of the work that students completed in Journalism I and II. Students present their portfolios with a formal application for editorial positions for Print Journalism. During the application process, students have the opportunity to receive guidance and feedback from advisors and current staff members. This unit includes:

1. Participating in reflections of significant learning experiences

2. Observing senior staff members and discussing the responsibilities and requirements for staff positions on *Hi's Eye* and WHS Magazine

3. Organizing and creating a professional portfolio of assignments, clippings, photographs, and art compiled during Journalism I and II

4. Composing application essays for a variety of positions

5. Attending formal and informal interviews with advisors and senior staff members

L. News Production (5 weeks)

Journalism II students take over the production of the paper and magazine, and the *Hi's Eye* website in mid- May, exercising the roles they have been assigned after the application process. Advisors will guide students to meet editorial responsibilities and deadlines by monitoring and assessing student progress. This unit includes participating in a two-week production cycle involving:

1. Brainstorming news topics for hard news, features, opinion, sports, and arts

2. Gathering sources

3. Refining story angles

4. Drafting copy for web and print formats

5. Collaborating with editors on revisions and edits

6. Designing and laying out pages

7. Uploading articles and news briefs to the website

8. Managing components of business operations

9. Reflecting upon the process

IV. <u>INSTRUCTIONAL TECHNIQUES</u>

The primary aim of Journalism II for students to refine writing and editing skills mastered in Journalism I and to introduce the essentials of print and online newspaper production, preparing students for their roles as reporters and editors of *Hi's Eye*. The class functions in a variety of ways, providing opportunities for both individual and collaborative learning. In a workshop environment, students of diverse backgrounds and interests work together, functioning as a news staff in preparation for future positions on *Hi's Eye*. The class also relies on a combination of teacher-led and student-led instruction, as well as student mentoring. Journalism II instruction, which emphasizes the goals listed above, uses the following instructional techniques:

A. Guide students as they take on the reporter's role and read and view news with a critical eye

B. Provide writing models that demonstrate a variety of published articles to help students develop a journalistic style of writing and to recognize news stories appropriate for a school publication

C. Provide students with a structure that promotes sound habits of reporting and an ability to effectively meet deadlines

D. Provide students with a range of strategies for brainstorming, researching, reporting and writing

E. Provide students with opportunities to work collaboratively with classmates of diverse interests, abilities, and backgrounds to foster a supportive writing community

F. With individual and small group assistance, provide students with strategies to effectively address common challenges, such as finding sources, asking appropriate questions, and making ethical decisions

G. Provide students with the opportunity to confer with teacher and peers throughout the writing process

H. Monitor and assess each student's goals, process and progress

I. Utilize technology applications for composition, editing and in-class publication of the scholastic press at Westfield High School. Examples of these applications include page layout, collaborative writing and revision, document storage, business management and website maintenance

J. For strategies to differentiate for special education students, English Language Learners, Students at Risk of School Failure, Gifted and Talented Students, and Students with 504 Plans, please consult the Accommodations and Modifications appendix in the appendices section of this document.

V. EVALUATION

The following components are included in the assessment of student performance:

A. Knowledge and application of the skills and principles of journalism presented during lessons and class presentations

B. Quality of writing, based upon news models, guidelines, rubrics, and house style

C. Performance on quizzes for units on copy-editing, layout and design, and press law and press ethics

D. Student progress as demonstrated through quality of articles, demonstration of journalistic responsibility, and written and oral self-reflection

E. Ability to manage time and meet deadlines for submission

F. Ability to function effectively within the class community, including engagement in group projects and peer editing and revision

G. Preparedness for teacher and peer writing conferences and application of feedback and constructive criticism

H. Quality and thoughtfulness of student portfolios

I. Demonstrated commitment to the *Hi's Eye* program through volunteer efforts and copy-editing in addition to designated class time

VI. PROFESSIONAL DEVELOPMENT

The following are recommended components of the teacher's professional development:

A. Attendance at professional development courses and conferences to learn about instructional strategies and current issues related to scholastic press

B. Communication with advisors and instructors of journalism at other schools to share information and ideas

C. Attendance at grade-level and in-service workshops for district-wide training of teachers to learn instructional strategies that may be applied to journalism classes

D. Collaboration with colleagues to develop, implement, and evaluate data from common Assessments

E. Interdisciplinary collaboration

F. Membership in professional organizations

APPENDIX I:

New Jersey Student Learning Standards for Language Arts (11-12)

Grades 11-12

The standards define general, cross-disciplinary literacy expectations that must be met for students to be prepared to enter college and workforce training programs ready to succeed. The K–12 grade-specific standards define end-of-year expectations and a cumulative progression designed to enable students to meet college and career readiness expectations no later than the end of high school.

Students advancing through the grades are expected to meet each year's grade-specific standards, retain or further develop skills and understandings mastered in preceding grades, and work steadily toward meeting the more general expectations described by the standards.

Anchor Standards for Reading

Key Ideas and Details

NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

Note on range and content of student reading

To become college and career ready, students must grapple with works of exceptional craft and thought whose range extends across genres, cultures, and centuries. Such works offer profound insights into the human condition and serve as models for students' own thinking and writing. Along with high-quality contemporary works, these texts should be chosen from among seminal U.S. documents, the classics of American literature, and the timeless dramas of Shakespeare. Through wide and deep reading of literature and literary nonfiction of steadily increasing sophistication, students gain a reservoir of literary and cultural knowledge, references, and images; the ability to evaluate intricate arguments; and the capacity to surmount the challenges posed by complex texts.

Grades 11-12

Progress Indicators for Reading Literature

Key Ideas and Details

RL.11-12.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

RL.11-12.2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

RL.11-12.3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

Craft and Structure

RL.11-12.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (e.g., Shakespeare as well as other authors.)

RL.11-12.5. Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

RL.11-12.6. Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

Integration of Knowledge and Ideas

RL.11-12.7. Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (e.g., Shakespeare and other authors.)

RL.11-12.8. (Not applicable to literature)

RL.11-12.9. Demonstrate knowledge of and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) eighteenth-, nineteenth- and early twentieth-century foundational works of literature, including how two or more texts from the same period treat similar themes or topics.

Range of Reading and Level of Text Complexity

RL.11-12.10. By the end of grade 11, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed.

By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at grade level or above.

Grades 11-12

Progress Indicators for Reading Informational Text

Key Ideas and Details

RI.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.

RI.11-12.2. Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.

RI.11-12.3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

Craft and Structure

RI.11-12.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

RI.11-12.5. Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

RI.11-12.6. Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.

Integration of Knowledge and Ideas

RI.11-12.7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

RI.11-12.8. Describe and evaluate the reasoning in seminal U.S. and global texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., *The Federalist*, presidential addresses).

RI.11-12.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes and rhetorical features, including primary source documents relevant to U.S. and/or global history.

Range of Reading and Level of Text Complexity

RI.11-12.10. By the end of grade 11, read and comprehend literary nonfiction at grade level text-complexity or above with scaffolding as needed.

By the end of grade 12, read and comprehend literary nonfiction at grade level text-complexity or above.

Anchor Standards for Writing

Text Types and Purposes

NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

NJSLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Production and Distribution of Writing

NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.

NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

NJSLSA.W10. 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.

Note on range and content in student writing

To build a foundation for college and career readiness, students need to learn to use writing as a way of offering and supporting opinions, demonstrating understanding of the subjects they are studying, and conveying real and imagined experiences and events. They learn to appreciate that a key purpose of writing is to communicate clearly to an external, sometimes unfamiliar audience, and they begin to adapt the form and content of their writing to accomplish a particular task and purpose. They develop the capacity to build knowledge on a subject through research projects and to respond analytically to literary and informational sources. To meet these goals, students must devote significant time and effort to writing, producing numerous pieces over short and extended time frames throughout the year.

Grades 11-12

Progress Indicators for Writing

Text Types and Purposes

W.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

1. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
2. Develop claim(s) and counterclaims avoiding common logical fallacies and using sound reasoning and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
3. 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.
4. 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.
5. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).

W.11-12.2. 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.

1. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
2. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
3. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
4. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
5. 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.

6. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).

W.11-12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

1. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
2. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
3. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
4. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
5. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

Production and Distribution of Writing

W.11-12.4. 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.11-12.5. 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.11-12.6. Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

Research to Build and Present Knowledge

W.11-12.7. 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.

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 overreliance on any one source and following a standard format for citation. (MLA or APA Style Manuals).

W.11-12.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

1. Apply *grades 11–12 Reading standards* to literature (e.g., "Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works, including how two or more texts from the same period treat similar themes or topics").
2. Apply *grades 11–12 Reading standards* to literary nonfiction (e.g., "Delineate and evaluate the reasoning in seminal texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., *The Federalist*, presidential addresses]").

Range of Writing

W.11-12.10. 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.

Anchor Standards for Speaking and Listening

Comprehension and Collaboration

NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

NJSLSA.SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

NJSLSA.SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Note on range and content of student speaking and listening

To build a foundation for college and career readiness, students must have ample opportunities to take part in a variety of rich, structured conversations—as part of a whole class, in small groups, and with a partner. Being productive members of these conversations requires that students contribute accurate, relevant information; respond to and develop what others have said; make comparisons and contrasts; and analyze and synthesize a multitude of ideas in various domains.

New technologies have broadened and expanded the role that speaking and listening play in acquiring and sharing knowledge and have tightened their link to other forms of communication. Digital texts confront students with the potential for continually updated content and dynamically changing combinations of words, graphics, images, hyperlinks, and embedded video and audio.

Grades 11-12

Progress Indicators for Speaking and Listening

Comprehension and Collaboration

SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on *grades 11–12 topics, texts, and issues,* building on others' ideas and expressing their own clearly and persuasively.

1. 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.
2. Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g. student developed rubrics), and establish individual roles as needed.
3. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
4. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. SL.11-12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

SL.11-12.2. 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.11-12.3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

Presentation of Knowledge and Ideas

SL.11-12.4 Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

SL.11-12.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

SL.11-12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

Anchor Standards for Language

Conventions of Standard English

NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

NJSLSA.L3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

NJSLSA.L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

NJSLSA.L5. Demonstrate understanding of word relationships and nuances in word meanings.

NJSLSA.L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Note on range and content of student language use

To build a foundation for college and career readiness in language, students must gain control over many conventions of standard English grammar, usage, and mechanics as well as learn other ways to use language to convey meaning effectively. They must also be able to determine or clarify the meaning of grade-appropriate words encountered through listening, reading, and media use; come to appreciate that words have nonliteral meanings, shades of meaning, and relationships to other words; and expand their vocabulary in the course of studying content. The inclusion of Language standards in their own strand should not be taken as an indication that skills related to conventions, effective language use, and vocabulary are unimportant to reading, writing, speaking, and listening; indeed, they are inseparable from such contexts.

Grades 11-12

Progress Indicators for Language

Conventions of Standard English

L.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

1. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.

L.11-12.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

1. Observe hyphenation conventions.
2. Spell correctly.

Knowledge of Language

L.11-12.3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

1. Vary syntax for effect, apply an understanding of syntax to the study of complex texts.

L.11-12.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 11–12 reading and content*, choosing flexibly from a range of strategies.

1. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
2. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *conceive, conception, conceivable*).

3. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.
4. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

L.11-12.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

1. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
2. Analyze nuances in the meaning of words with similar denotations.

L.11-12.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

APPENDIX II:

New Jersey Student Learning Standards for Technology

STANDARD 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.

STANDARD 8.2 Technology Education, Engineering, and Design: All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world, as they relate to the individual, global society, and the environment.

The entire standards document may be viewed at *http://www.nj.gov/njded/cccs/.*

APPENDIX III:

New Jersey Student Learning Standards for 21st-Century Life and Careers

Career Ready Practices
These practices outline the skills that all individuals need to have to truly be adaptable, reflective, and proactive in life and careers. These are researched practices that are essential to career readiness. (Career Ready Practices Poster)

9.1 Personal Financial Literacy
This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.

9.2 Career Awareness, Exploration, and Preparation
This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

9.3 Career and Technical Education
This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.

APPENDIX IV:

New Jersey Competencies for Social and Emotional Learning

Social and emotional learning (SEL) refers to the process by which children and adults acquire and effectively apply the knowledge, attitudes and skills necessary to do the following: understand and manage emotions; set and achieve positive goals; feel and show empathy for others; and make responsible decisions. Students in SEL programs are more likely to attend school and receive better grades, and are less likely to have conduct problems. Successful infusion of SEL can result in positive behaviors, increased academic success, and caring communities.

The New Jersey Department of Education has been promoting social and emotional learning to enhance the building of positive school climates and the healthy development of young people.

The entire competency document may be viewed *at https://www.state.nj.us/education/students/safety/sandp/sel/.*

APPENDIX VI

Integrated Accommodations and Modifications for Special Education Students, English Language Learners, Students at Risk of School Failure, Gifted and Talented Students, and Students with 504 Plans (N.J.A.C. 6A: 8)

Special Education
ENVIRONMENT
Preferential Seating
Adjust time for completion of assignments when needed
Adjust length of assignments when needed
Allow additional oral response time
Break tasks (including long range assignments) into manageable steps
Provide copies of notes
Reduce the number of problems on a page

Provide assistance with organizing a notebook or folder
Repeat/ clarify directions when needed
Make frequent checks for work/assignment completion.
Modify homework and class work if needed
Extend time on tests/quizzes
Provide study guides for tests
Provide oral component when needed
Modify format when needed- (ex: limit choices, word bank, shortened written responses)
Allow a private workspace when needed (study carrel, separate desk, desk away from the group)
Allow opportunities for movement (e.g., help with supplies, change to different part of room to work, carry messages to office)
Assist the student to keep only the materials required for the lesson on the desktop

Provide a seat away from distractions (or noise)

MATERIAL/BOOKS/EQUIPMENT

Allow use of a calculator
Allow use of a number line
Allow use of counting chips
Modify worksheets
Provide visual aids (pictures, flash cards, etc.)
Provide auditory aids (cues, tapes, etc.)
Use manipulatives
Provide hands-on learning activities

INSTRUCTIONAL STRATEGIES

Check work in progress

Provide immediate feedback
Provide extra drill/practice
Provide review sessions
Provide models
Highlight key words
Provide pictures/charts
Use mnemonics
Support auditory presentations with visuals
Have student restate information
Provide lecture notes/outline
Give oral reminders
Give visual reminders

Review directions
Use graphic organizers
Assign partners
Repeat instructions
Display key vocabulary
Monitor assignments
Provide visual reinforcement
Provide concrete examples
Use vocabulary word bank
ORGANIZATION
Post assignments
Provide a desktop list of tasks

Journalism II
Second Reading   1/7/2020

Give one paper at a time
Provide extra space for work
List sequential steps
Provide folders to hold work
Post routines
Use pencil box for tools
Reorganize poorly designed worksheets to create simple, easy-to-follow layouts and formats
Give advance warning when transition is going to take place
Provide structure for success
Provide a contract, timer, etc., for self-monitoring
Give the student a prompt when he/she is off task (e.g., move close to the student, speak to the student, etc.)
TEST/QUIZZES/TIME

Give prior notice of test
Provide oral testing
Provide extra time for written work
Provide modified tests
Rephrase test questions/directions
Preview test procedures
Provide shortened tasks
Provide extra time for tests
Read test to student
Provide test study guides
Limit multiple choice options
Provide extra time for projects

Pace long term projects
Simplify test wording
Provide hands-on projects
Allow extra response time
ENGLISH LANGUAGE LEARNERS
GRADING
Standard Grades vs. Pass/Fail
CONTINUUM OF ENGLISH LANGUAGE DEVELOPMENT
Pre K-K WIDA CAN DO Descriptors
Grades 1-2 WIDA CAN DO Descriptors
Grades 3-5 WIDA CAN DO Descriptors
Grades 6-8 WIDA CAN DO Descriptors

SIOP COMPONENTS AND FEATURES
PREPARATION
Write content objectives clearly for students
Write language objectives clearly for students
Choose content concepts appropriate for age and educational background levels of students
Identify supplementary materials to use
Adapt content to all levels of students proficiency
Plan meaningful activities that integrate lesson concepts with language practices opportunities for reading, writing, listening, and/or speaking
BUILDING BACKGROUND
Explicitly link concepts to students' backgrounds and experiences
Explicitly link past learning and new concepts

Emphasize key vocabulary for students
COMPREHENSIBLE INPUT
Use speech appropriate for students' proficiency level
Explain academics tasks clearly
Use a variety of techniques to make content concepts clear (e.g. modeling, visuals, hands-on activities, demonstrations, gestures, body language)
STRATEGIES
Provide ample opportunities for students to use strategies (e.g. problem solving, predicting, organizing, summarizing, categorizing, evaluating, self-monitoring)
[Use scaffolding techniques consistently throughout lesson](#)
[Use a variety of question types including those that promote higher-order thinking skills throughout the lesson](#)
INTERACTION
Provide frequent opportunities for interaction and discussion between teacher/students and among students about lessons concepts, and encourage elaborated responses
Use group configurations that support language and content objectives of the lesson

Provide sufficient wait time for student responses consistently
Give ample opportunities for students to clarify key concepts in LI as needed with aide, peer, or LI text
PRACTICE/APPLICATION
Provide hands-on materials and/ manipulatives for students to practice using new content knowledge
Provide activities for students to apply content and language knowledge in the classroom
Provide activities that integrate all language skills
LESSON DELIVERY
Support content objectives clearly
Support language objectives clearly
Engage students approximately 90-100% of the period
Pace the lesson appropriately to the students' ability level
REVIEW/EVALUATION

Give a comprehensive review of key vocabulary
Give a comprehensive review of key content concepts
Provide feedback to students regularly on their output
Conduct assessments of students comprehension and learning throughout lesson and all lesson objectives
STUDENTS AT RISK OF SCHOOL FAILURE (I&RS RESOURCE MANUAL)
ACADEMICS
Provide necessary services (Lit Support, Math Support, OT, PT, speech, etc.)
Literacy Support Interventions (Appendix B of IS forms)
Prompt before directions/questions are verbalized with visual cue between teacher and student
Task list laminated and placed on desk for classroom routines and organization
Preferential seating

Provide structure and positive reinforcements
Sustained working time connected to reward (If/Then statement)
Frequently check for understanding
Graphic organizers
Tracker
Slant board
Access to accurate notes
Additional time to complete tasks/long-term projects with adjusted due dates
Limit number of items student is expected to learn at one time
Break down tasks into manageable units
Directions repeated, clarified, or reworded
Frequent breaks during class
Allow verbal rather than written responses

Modify curriculum content based on student's ability level
Reduce readability level of materials
Allow typed rather than handwritten responses
Use of calculator
Use of a math grid
Provide models/organizers to break down independent tasks
Access to electronic text (e.g. Downloaded books)
Provide books on tape, CD, or read aloud computer software
Provide opportunities for using a Chromebook as well as assistive technologies
Provide buddy system
Adjust activity, length of assignment, and/or number of problems, including homework
Provide assessments in a small group setting
Educate/train relevant staff with regards to the signs/symptoms, promote tolerance of needs, and/or providing assistance

Communication with parents
Gradual release of responsibility related to writing prompts (Proximity, Sentence Starter, Attempt independently)
Rubric-based checklist
Target specific number of details and focus on organization with post-its
Accept late work/homework without penalty
Previewing material (access to PowerPoint slides, novels, syllabus, study guides when available)
SOCIAL/EMOTIONAL
Children's books addressing presenting problem
Student jots down presenting problem and erase when it goes away
Meet with guidance counselor
Student jots down presenting problem and erase when it goes away
Attendance plan

Utilize nurse during episodes of presenting problem
Provide short breaks
Attendance plan
Communication with parents
Assign "jobs" to reduce symptoms
Counseling check-ins
Praise whenever possible
ATTENTION/FOCUS
Seat student near front of room
Preferential seating
Monitor on-task performance
Arrange private signal to cue student to off-task behavior
Establish and maintain eye contact when giving oral directions

Stand in proximity to student to focus attention
Provide short breaks when refocusing is needed
Use study carrel
Arrange physical layout to limit distractions
Frequently ask questions to engage student
Refocusing and redirection
Behavior/time management system
Group directions 1 step at a time
Assign "jobs" to reduce symptoms
Arrange physical layout to limit distractions
Frequently ask questions to engage student
Educate/train relevant staff with regards to the signs/symptoms, promote tolerance of needs, and/or providing assistance
Extended time on assignments/assessments

Provide assessments in a small group setting
Provide buddy system
Establish and maintain eye contact when giving oral directions
Permit the use of headphones while working
SCHOOL REFUSAL/ELEVATED ABSENTEEISM
Attendance plan

GIFTED AND TALENTED STUDENTS

CURRICULUM
Acceleration
Compacting
Telescoping
Advanced Placement Courses
INSTRUCTION

Grouping
Independent Study
Differentiated Conferencing
Project-Based Learning
Competitions
Cluster Grouping Model with Flexible Grouping
Differentiated Instruction
Summer Work
Parent Communication

WESTFIELD PUBLIC SCHOOLS
Westfield, New Jersey
Office of Instruction

Course of Study

JOURNALISM III – 2241

School ....Westfield High School

Department ....English

Length of Course ....Full Year

Credit 5

Grade Level 12

Prerequisites ....Journalism I, II and recommendation

Date ....

I. RATIONALE, DESCRIPTION AND PURPOSE

Journalism III builds upon the English curricula by refining students' writing, reading, and research skills. Through discussions and workshops, students apply their skills to real-life ethical dilemmas and problem-solving situations. The journalism courses are aimed at preparing students for careers by immersing them in an independent, non-censored, and technologically up-to-date newsroom environment.

This full year elective is designed to provide a workshop for students to serve as reporters and editors who produce *Hi's Eye*, Westfield High School's student newspaper and accompanying website, a self-sustaining and independent program. By exposing students to the rigors of regular deadlines during the school year, a strong sense of pride in their abilities as journalists is fostered and maintained. The course serves as both a writing workshop for students to produce relevant and interesting stories for its readers, as well as a means for students to participate in the production and publication processes. The rationales articulated for the Journalism I and II courses are strengthened by the regular exercise of reporting, editing, and technology skills. A mature understanding of free press rights and responsibilities is developed through the process of assigning, developing, producing and reflecting upon the publication. The processes of news gathering and reporting occur within a workshop environment in which collaboration and constructive criticism are essential skills.

The class follows a weekly schedule within an organic workshop environment that emulates a professional newsroom. Class assignments, such as weekly articles, investigative features and special issues, are designed to strengthen reporting skills established in the introductory journalism courses.

In addition to writing tasks, students will engage in aspects of production that include: page layout using design software; website design and maintenance using web platforms and templates; effective creation and use of graphics; and business management for advertising, subscriptions, and delivery. Despite the fact that the students specialize in a particular aspect of production, all students write and produce pieces for *Hi's Eye*.

II. <u>OBJECTIVES</u>

This curriculum meets the New Jersey Student Learning Standards for English Language Arts and the New Jersey Student Learning Standards for 21st Century Life and Career Skills, as well as local expectations for student achievement. Curricular objectives are also aligned to the New Jersey Competencies for Social and Emotional Learning. The corresponding standards to which the objectives are aligned are listed at the end of each sub-heading. The standards are listed in full in the appendix.

Students are expected to:

A. Write for and produce Hi's Eye on schedule, by setting goals and meeting deadlines
   New Jersey Student Learning Standards for Language Arts: W.11-12.10, SL. 11-12.1
   New Jersey Student Learning Standards for Twenty-First Century Life and Career Skills: CRP 12; 9.3.12.AR-JB.2
   New Jersey Competencies for Social and Emotional Learning: Self-Management

B. Perform their assigned roles as writers, editors, graphic designers, photographers, web designers and editors, or business and office managers
   New Jersey Student Learning Standards for 21st Century Life and Career Skills: CRP 12; 9.3.12.AR-JB.2
   New Jersey Competencies for Social and Emotional Learning: Self-Management, Relationship Skills

C. Establish a safe, stimulating environment based on a community of journalists who encourage, support and challenge each other to grow as reporters and writers
   New Jersey Student Learning Standards for Language Arts: SL.11-12.1
   New Jersey Student Learning Standards for 21st Century Life and Career Skills: CRP1, 4, 12; 9.3.12.AR-JB.1
   New Jersey Competencies for Social and Emotional Learning: Social Awareness, Relationship Skills

D. Identify and develop newsworthy topics with an understanding that reporting is a process involving the following stages: brainstorming, newsgathering, research and note-taking, drafting, revising and copy-editing, by building upon the foundations established in Journalism I and II *New Jersey Student Learning Standards for Language Arts: W.11-12.5, W.11-12.10*
   New Jersey Student Learning Standards for 21st Century Life and Career Skills: CRP 1, 2, 6, 7, 11, 12; 9.3.12.AR-JB.2
   New Jersey Competencies for Social and Emotional Learning: Self-Management

E. Demonstrate the knowledge, understanding and practical application of reporting and writing skills used to produce newsworthy articles, as developed in Journalism I and II
   New Jersey Student Learning Standards for Language Arts: W.11-12.1, W.11-12.2, W.11-12.3, W.11-12.4
   New Jersey Student Learning Standards for 21st Century Life and Career Skills: CRP 1, 2, 6, 7, 11, 12; 9.3.12.AR-JB.2
   New Jersey Competencies for Social and Emotional Learning: Self-Management, Responsible Decision Making

F. Develop and publish accurate, balanced, and unbiased stories by using appropriate researching and newsgathering techniques
    New Jersey Student Learning Standards for Language Arts: RI.11-12.7, W. 11-12.8, W. 11-12.9 New Jersey Student Learning New Jersey Student Learning Standards for 21st Century Life and Career Skills: CRP 1, 2, 6, 7, 11, 12; 9.3.12.AR-JB.2
    New Jersey Competencies for Social and Emotional Learning: Self-Awareness, Self-Management

G. Improve the clarity and effectiveness of writing through a systematic application of journalistic style, as established in Journalism II
    New Jersey Student Learning Standards for Language Arts: R.11-12.5, W.11-12.2, W.11-12.4, W.11-12.5, W.11-12.6, L.11-12.3 New Jersey Student Learning Standards for 21st Century Life and Career Skills: CRP 2; 9.3.12.AR-JB.2
    New Jersey Competencies for Social and Emotional Learning: Self-Management

H. Revise and edit copy for publication practicing professional techniques
    New Jersey Student Learning Standards for Language Arts: L.11-12.1, L.11-12.2, L. 11-12.5, W.11-12.5, W.11-12.6
    New Jersey New Jersey Student Learning Standards for 21st Century Life and Career Skills: CRP 11; 9.3.12.AR-JB.4
    New Jersey Competencies for Social and Emotional Learning: Self-Management

I. Understand and use layout, design and production techniques for both text and visual images
    New Jersey Student Learning Standards for English Language Arts: W.11-12.6; 8.1
    New Jersey Student Learning Standards for 21st Century Life and Career Skills: CRP 2, 6, 11; 9.3.12.AR-JB.4

J. Apply the principles of journalistic ethics and press law to scholastic journalism
    New Jersey Student Learning Standards for 21st Century Life and Career Skills: CRP 9; 9.3.12.AR-JB.1
    New Jersey Competencies for Social and Emotional Learning: Responsible Decision-Making

K. Demonstrate an ability to find credible and relevant resources
    New Jersey Student Learning Standards for Language Arts: W.11-12.6, W.11-12.7, RI.11-12.7
    New Jersey Student Learning Standards for 21st Century Life and Career Skills: CRP 2, 7, 11
    New Jersey Competencies for Social and Emotional Learning: Social Awareness

L. Produce a digital portfolio of published articles in a variety of journalistic forms and reflections
    New Jersey Student Learning Standards for Language Arts: W.11-12.10
    New Jersey Student Learning Standards for 21st Century Life and Career Skills: CRP 2, 6; 9.3.12.AR-JB.2
    New Jersey Competencies for Social and Emotional Learning: Self-Management

III. <u>CONTENT, SCOPE AND SEQUENCE</u>

The Journalism III class functions as a newsroom for the production of the print and web versions of *Hi's Eye*. Students are selected to fulfill the responsibilities of specific editorial positions based upon their growth in Journalism I and II, their diverse interests and abilities, and the portfolio-based application submitted in Journalism II.

In determining the pace and content of the course, the teacher's role is to foster curiosity, fulfill academic objectives, and encourage the personal independence and responsibility required to publish a product that reflects the diverse voices of the students. The teacher will guide students to meet editorial responsibilities and deadlines by monitoring and assessing student progress. Students will adhere to the district's Acceptable Use Policy and ethical fair use principles throughout this process.

Every issue requires a two-week production cycle in which students brainstorm news topics;

gather sources; narrow and refine story angles; draft copy; collaborate with editors on revisions and edits; design and layout pages; upload articles to the website; deliver the papers; and reflect upon the process. All Journalism III students have a responsibility to write articles, twice per rotation, for print or web publication.

The following is a list of editorial responsibilities reflecting the content and scope of the course:

A. Hi's Eye Editor-in-Chief

1. Oversees the rotation's work, from brainstorming to publication

2. Leads brainstorming sessions

3. Manages page editors for rotation

4. Manages article ideas, including the assignment of articles, and works with writers and page editors to meet deadlines

5. Reads and comments on all stories each Sunday

6. Oversees workdays on Monday and Tuesday evening

   a. Prepares materials for the printer
   b. Copy-edits the final proofs
   c. Coordinates the graphic elements of the paper including photos, cartoons and advertisements

B. Page Editor

1. Works with writers and articles for publication by managing article ideas and working with writers to meet deadlines

2. Assists Editor-in-Chief with brainstorming and story assignments

3. Copy-edits assigned pages each Sunday

4. Supports reporters on Mondays and Tuesdays

5. Designs and lays out assigned pages

C. Art Editor

1. Manages all graphic elements of the production process, such as placing advertisements, photos, cartoons, etc.

2. Supports reporters in locating appropriate images, photographing, and/or acquiring permission for using photographs

3. Enhances quality of images by working with computers and programs including page design software, photo editing software, scanning, digital cameras and graphic design

4. Assists with advertising

D. Business Manager

    1. Collaborates with advisers on budget and fund management

        a. Subscriptions
        b. Sponsorships
        c. Advertisement sales
        d. Delivery
        e. Purchasing
        f. Revenue building

    2. Keeps digital calendar for ad placement and spreadsheet for billing

    3. Works with Art Editors to arrange and place ads

    4. Maintains the archives, postal deliveries, bulletin boards, and organization of the newsroom

E. Web Editor

    1. Designs and maintains Web page

    2. Prepares materials for upload to website

    3. Oversees and creates content for social media feeds

    4. Manages website security

    5. Manages web advertisements in coordination with Art Editors

IV. <u>INSTRUCTIONAL TECHNIQUES</u>

Within the workshop environment, the advisers facilitate opportunities for students to pursue their personal interests and apply their individual skills. Teachers use differentiated instruction to guide students through challenging assignments and help them explore complicated and often controversial issues.

Students learn through the cooperative and collaborative environment they create as a news staff. The success of the program and the excellence of the print and web publications are wholly dependent on a setting of mutual trust and respect, the ability to provide one another with constructive criticism, and the acceptance of a common goal as the primary motivation for hard work. This course provides students with the challenge and prospect of working with others who think and work differently from themselves.

Journalism III instruction, which emphasizes the goals above, is designed to:

A. Facilitate in the production and publication of the school newspaper and its website.

B. Help students establish their journalistic objectives and improve their writing and reporting.

C. Provide students with a range of strategies for brainstorming and assigning stories, for

researching and reporting, and for taking on ethical challenges.

D. Demonstrate effective collaboration through the co-adviser model to foster a supportive community of learners.

E. Provide students with effective strategies to address challenges such as finding valid sources or covering sensitive or controversial topics.

F. Provide students with regular opportunities to confer with the advisers and their peers about their work.

G. Monitor and assess each student's goals, process and progress.

H. Utilize technology applications for composition, editing and publication of the scholastic press at Westfield High School. Examples of these applications include page layout, collaborative writing and revision, document storage, business management and website maintenance.

I. For strategies to differentiate for special education students, English Language Learners, Students at Risk of School Failure, Gifted and Talented Students, and Students with 504 Plans, please consult the Accommodations and Modifications appendix in the appendices section of this document.

V. <u>EVALUATION</u>

The following components will be included in the assessment of student performance:

A. Application of the skills and principles of journalism introduced in Journalism I and II

B. The variety and quantity of published material

C. Evidence of citizenship within the newsroom community

D. Quality and thoughtfulness of the work in the digital portfolios

E. Evidence of growth through published work

F. Ability to manage time and meet deadlines for submission

G. Engagement in the class community, including participation in group projects and in peer editing and revision

H. Effective execution of editorial or managerial roles within the staff

I. Engagement in teacher and peer writing conferences and application of feedback

J. Self-assessment and reflection regarding skill development in the reporting process

VI. <u>PROFESSIONAL DEVELOPMENT</u>

The following are recommended components of the teacher's professional development:

A. Maintain and establish memberships in professional organizations for scholastic journalism.

B. Attend professional development courses or conferences to learn about instructional strategies and tools for student publications.

C. Remain current with effective technologies for journalism instruction and publication.

D. Regularly seek to communicate with journalism advisers and teachers at other schools to share information and ideas.

E. Advisors may apply to be New Jersey certified journalism instructors.

APPENDIX I:

New Jersey Student Learning Standards for Language Arts (11-12)

Grades 11-12

The standards define general, cross-disciplinary literacy expectations that must be met for students to be prepared to enter college and workforce training programs ready to succeed. The K–12 grade-specific standards define end-of-year expectations and a cumulative progression designed to enable students to meet college and career readiness expectations no later than the end of high school.

Students advancing through the grades are expected to meet each year's grade-specific standards, retain or further develop skills and understandings mastered in preceding grades, and work steadily toward meeting the more general expectations described by the standards.

Anchor Standards for Reading

Key Ideas and Details

NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

Note on range and content of student reading

To become college and career ready, students must grapple with works of exceptional craft and thought whose range extends across genres, cultures, and centuries. Such works offer profound insights into the human condition and serve as models for students' own thinking and writing. Along with high-quality contemporary works, these texts should be chosen from among seminal U.S. documents, the classics of American literature, and the timeless dramas of Shakespeare. Through wide and deep reading of literature and literary nonfiction of steadily increasing sophistication, students gain a reservoir of literary and cultural knowledge, references, and images; the ability to evaluate intricate arguments; and the capacity to surmount the challenges posed by complex texts.

Grades 11-12

Progress Indicators for Reading Literature

Key Ideas and Details

RL.11-12.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

RL.11-12.2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

RL.11-12.3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

Craft and Structure

RL.11-12.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (e.g., Shakespeare as well as other authors.)

RL.11-12.5. Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

RL.11-12.6. Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

Integration of Knowledge and Ideas

RL.11-12.7. Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (e.g., Shakespeare and other authors.)

RL.11-12.8. (Not applicable to literature)

RL.11-12.9. Demonstrate knowledge of and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) eighteenth-, nineteenth- and early twentieth-century foundational works of literature, including how two or more texts from the same period treat similar themes or topics.

Range of Reading and Level of Text Complexity

RL.11-12.10. By the end of grade 11, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed.

By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at grade level or above.

Grades 11-12

Progress Indicators for Reading Informational Text

Key Ideas and Details

RI.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.

RI.11-12.2. Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.

RI.11-12.3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

Craft and Structure

RI.11-12.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

RI.11-12.5. Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

RI.11-12.6. Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.

Integration of Knowledge and Ideas

RI.11-12.7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

RI.11-12.8. Describe and evaluate the reasoning in seminal U.S. and global texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., *The Federalist*, presidential addresses).

RI.11-12.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes and rhetorical features, including primary source documents relevant to U.S. and/or global history.

Range of Reading and Level of Text Complexity

RI.11-12.10. By the end of grade 11, read and comprehend literary nonfiction at grade level text-complexity or above with scaffolding as needed.

By the end of grade 12, read and comprehend literary nonfiction at grade level text-complexity or above.

Anchor Standards for Writing

Text Types and Purposes

NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

NJSLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Production and Distribution of Writing

NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.

NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

NJSLSA.W10. 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.

Note on range and content in student writing

To build a foundation for college and career readiness, students need to learn to use writing as a way of offering and supporting opinions, demonstrating understanding of the subjects they are studying, and conveying real and imagined experiences and events. They learn to appreciate that a key purpose of writing is to communicate clearly to an external, sometimes unfamiliar audience, and they begin to adapt the form and content of their writing to accomplish a particular task and purpose. They develop the capacity to build knowledge on a subject through research projects and to respond analytically to literary and informational sources. To meet these goals, students must devote significant time and effort to writing, producing numerous pieces over short and extended time frames throughout the year.

Grades 11-12

Progress Indicators for Writing

Text Types and Purposes

W.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

1. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
2. Develop claim(s) and counterclaims avoiding common logical fallacies and using sound reasoning and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
3. 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.
4. 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.
5. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).

W.11-12.2. 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.

1. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
2. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
3. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
4. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
5. 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.
6. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).

W.11-12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

1. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
2. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
3. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
4. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
5. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

Production and Distribution of Writing

W.11-12.4. 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.11-12.5. 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.11-12.6. Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

Research to Build and Present Knowledge

W.11-12.7. 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.

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 overreliance on any one source and following a standard format for citation. (MLA or APA Style Manuals).

W.11-12.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

1. Apply *grades 11–12 Reading standards* to literature (e.g., "Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works, including how two or more texts from the same period treat similar themes or topics").
2. Apply *grades 11–12 Reading standards* to literary nonfiction (e.g., "Delineate and evaluate the reasoning in seminal texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., *The Federalist*, presidential addresses]").

Range of Writing

W.11-12.10. 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.

Anchor Standards for Speaking and Listening

Comprehension and Collaboration

NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

NJSLSA.SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

NJSLSA.SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Note on range and content of student speaking and listening

To build a foundation for college and career readiness, students must have ample opportunities to take part in a variety of rich, structured conversations—as part of a whole class, in small groups, and with a partner. Being productive members of these conversations requires that students contribute accurate, relevant information; respond to and develop what others have said; make comparisons and contrasts; and analyze and synthesize a multitude of ideas in various domains.

New technologies have broadened and expanded the role that speaking and listening play in acquiring and sharing knowledge and have tightened their link to other forms of communication. Digital texts confront students with the potential for continually updated content and dynamically changing combinations of words, graphics, images, hyperlinks, and embedded video and audio.

Grades 11-12

Progress Indicators for Speaking and Listening

Comprehension and Collaboration

SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on *grades 11–12 topics, texts, and issues,* building on others' ideas and expressing their own clearly and persuasively.

1. 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.
2. Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g. student developed rubrics), and establish individual roles as needed.

3. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

4. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. SL.11-12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

SL.11-12.2. 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.11-12.3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

Presentation of Knowledge and Ideas

SL.11-12.4 Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

SL.11-12.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

SL.11-12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

Anchor Standards for Language

Conventions of Standard English

NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

NJSLSA.L3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

NJSLSA.L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

NJSLSA.L5. Demonstrate understanding of word relationships and nuances in word meanings.

NJSLSA.L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Note on range and content of student language use

To build a foundation for college and career readiness in language, students must gain control over many conventions of standard English grammar, usage, and mechanics as well as learn other ways to use language to convey meaning effectively. They must also be able to determine or clarify the meaning of grade-appropriate words encountered through listening, reading, and media use; come to appreciate that words have nonliteral meanings, shades of meaning, and relationships to other words; and expand their vocabulary in the course of studying content. The inclusion of Language standards in their own strand should not be taken as an indication that skills related to conventions, effective language use, and vocabulary are unimportant to reading, writing, speaking, and listening; indeed, they are inseparable from such contexts.

Grades 11-12

Progress Indicators for Language

Conventions of Standard English

L.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

1. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.

L.11-12.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

1. Observe hyphenation conventions.
2. Spell correctly.

Knowledge of Language

L.11-12.3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

1. Vary syntax for effect, apply an understanding of syntax to the study of complex texts.

L.11-12.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 11–12 reading and content*, choosing flexibly from a range of strategies.

1. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
2. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *conceive, conception, conceivable*).
3. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.
4. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

L.11-12.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

1. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
2. Analyze nuances in the meaning of words with similar denotations.

L.11-12.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

APPENDIX II:

New Jersey Student Learning Standards for Technology

STANDARD 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.

STANDARD 8.2 Technology Education, Engineering, and Design: All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world, as they relate to the individual, global society, and the environment.

The entire standards document may be viewed at *http://www.nj.gov/njded/cccs/.*

APPENDIX III:

New Jersey Student Learning Standards for

21st-Century Life and Careers

Career Ready Practices
These practices outline the skills that all individuals need to have to truly be adaptable, reflective, and proactive in life and careers. These are researched practices that are essential to career readiness. (Career Ready Practices Poster)

9.1 Personal Financial Literacy
This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.

9.2 Career Awareness, Exploration, and Preparation
This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

9.3 Career and Technical Education
This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.

APPENDIX IV:

New Jersey Competencies for Social and Emotional Learning

Social and emotional learning (SEL) refers to the process by which children and adults acquire and effectively apply the knowledge, attitudes and skills necessary to do the following: understand and manage emotions; set and achieve positive goals; feel and show empathy for others; and make responsible decisions. Students in SEL programs are more likely to attend school and receive better grades, and are less likely to have conduct problems. Successful infusion of SEL can result in positive behaviors, increased academic success, and caring communities.

The New Jersey Department of Education has been promoting social and emotional learning to enhance the building of positive school climates and the healthy development of young people.

The entire competency document may be viewed *at https://www.state.nj.us/education/students/safety/sandp/sel/.*

APPENDIX V:

Integrated Accommodations and Modifications for Special Education Students, English Language Learners, Students at Risk of School Failure, Gifted and Talented Students, and Students with 504 Plans (N.J.A.C. 6A: 8)

Special Education
ENVIRONMENT
Preferential Seating

Adjust time for completion of assignments when needed
Adjust length of assignments when needed
Allow additional oral response time
Break tasks (including long range assignments) into manageable steps
Provide copies of notes
Reduce the number of problems on a page
Provide assistance with organizing a notebook or folder
Repeat/ clarify directions when needed
Make frequent checks for work/assignment completion.
Modify homework and class work if needed
Extend time on tests/quizzes

Provide study guides for tests
Provide oral component when needed
Modify format when needed- (ex: limit choices, word bank, shortened written responses)
Allow a private workspace when needed (study carrel, separate desk, desk away from the group)
Allow opportunities for movement (e.g., help with supplies, change to different part of room to work, carry messages to office)
Assist the student to keep only the materials required for the lesson on the desktop
Provide a seat away from distractions (or noise)
MATERIAL/BOOKS/EQUIPMENT
Allow use of a calculator
Allow use of a number line

Allow use of counting chips
Modify worksheets
Provide visual aids (pictures, flash cards, etc.)
Provide auditory aids (cues, tapes, etc.)
Use manipulatives
Provide hands-on learning activities
INSTRUCTIONAL STRATEGIES
Check work in progress
Provide immediate feedback
Provide extra drill/practice
Provide review sessions

Provide models
Highlight key words
Provide pictures/charts
Use mnemonics
Support auditory presentations with visuals
Have student restate information
Provide lecture notes/outline
Give oral reminders
Give visual reminders
Review directions
Use graphic organizers

Assign partners
Repeat instructions
Display key vocabulary
Monitor assignments
Provide visual reinforcement
Provide concrete examples
Use vocabulary word bank
ORGANIZATION
Post assignments
Provide a desktop list of tasks
Give one paper at a time

Journalism III
Second Reading 1/7/2020

Provide extra space for work
List sequential steps
Provide folders to hold work
Post routines
Use pencil box for tools
Reorganize poorly designed worksheets to create simple, easy-to-follow layouts and formats
Give advance warning when transition is going to take place
Provide structure for success
Provide a contract, timer, etc., for self-monitoring
Give the student a prompt when he/she is off task (e.g., move close to the student, speak to the student, etc.)

TEST/QUIZZES/TIME
Give prior notice of test
Provide oral testing
Provide extra time for written work
Provide modified tests
Rephrase test questions/directions
Preview test procedures
Provide shortened tasks
Provide extra time for tests
Read test to student
Provide test study guides

Limit multiple choice options
Provide extra time for projects
Pace long term projects
Simplify test wording
Provide hands-on projects
Allow extra response time
ENGLISH LANGUAGE LEARNERS
GRADING
Standard Grades vs. Pass/Fail
CONTINUUM OF ENGLISH LANGUAGE DEVELOPMENT

Pre K-K WIDA CAN DO Descriptors
Grades 1-2 WIDA CAN DO Descriptors
Grades 3-5 WIDA CAN DO Descriptors
Grades 6-8 WIDA CAN DO Descriptors
Grades 9-12 WIDA CAN DO Descriptors
SIOP COMPONENTS AND FEATURES
PREPARATION
Write content objectives clearly for students
Write language objectives clearly for students
Choose content concepts appropriate for age and educational background levels of students
Identify supplementary materials to use
Adapt content to all levels of students proficiency

Plan meaningful activities that integrate lesson concepts with language practices opportunities for reading, writing, listening, and/or speaking

BUILDING BACKGROUND

Explicitly link concepts to students' backgrounds and experiences

Explicitly link past learning and new concepts

Emphasize key vocabulary for students

COMPREHENSIBLE INPUT

Use speech appropriate for students' proficiency level

Explain academics tasks clearly

Use a variety of techniques to make content concepts clear (e.g. modeling, visuals, hands-on activities, demonstrations, gestures, body language)

STRATEGIES

Provide ample opportunities for students to use strategies (e.g. problem solving, predicting, organizing, summarizing, categorizing, evaluating, self-monitoring)

Use scaffolding techniques consistently throughout lesson

INTERACTION
Provide frequent opportunities for interaction and discussion between teacher/students and among students about lessons concepts, and encourage elaborated responses
Use group configurations that support language and content objectives of the lesson
Provide sufficient wait time for student responses consistently
Give ample opportunities for students to clarify key concepts in LI as needed with aide, peer, or LI text
PRACTICE/APPLICATION
Provide hands-on materials and/ manipulatives for students to practice using new content knowledge
Provide activities for students to apply content and language knowledge in the classroom
Provide activities that integrate all language skills
LESSON DELIVERY

Support content objectives clearly
Support language objectives clearly
Engage students approximately 90-100% of the period
Pace the lesson appropriately to the students' ability level
REVIEW/EVALUATION
Give a comprehensive review of key vocabulary
Give a comprehensive review of key content concepts
Provide feedback to students regularly on their output
Conduct assessments of students comprehension and learning throughout lesson and all lesson objectives
STUDENTS AT RISK OF SCHOOL FAILURE (I&RS RESOURCE MANUAL)
ACADEMICS

Provide necessary services (Lit Support, Math Support, OT, PT, speech, etc.)
Literacy Support Interventions (Appendix B of IS forms)
Prompt before directions/questions are verbalized with visual cue between teacher and student
Task list laminated and placed on desk for classroom routines and organization
Preferential seating
Provide structure and positive reinforcements
Sustained working time connected to reward (If/Then statement)
Frequently check for understanding
Graphic organizers
Tracker
Slant board
Access to accurate notes

Additional time to complete tasks/long-term projects with adjusted due dates
Limit number of items student is expected to learn at one time
Break down tasks into manageable units
Directions repeated, clarified, or reworded
Frequent breaks during class
Allow verbal rather than written responses
Modify curriculum content based on student's ability level
Reduce readability level of materials
Allow typed rather than handwritten responses
Use of calculator
Use of a math grid
Provide models/organizers to break down independent tasks

Access to electronic text (e.g. Downloaded books)
Provide books on tape, CD, or read aloud computer software
Provide opportunities for using a Chromebook as well as assistive technologies
Provide buddy system
Adjust activity, length of assignment, and/or number of problems, including homework
Provide assessments in a small group setting
Educate/train relevant staff with regards to the signs/symptoms, promote tolerance of needs, and/or providing assistance
Communication with parents
Gradual release of responsibility related to writing prompts (Proximity, Sentence Starter, Attempt independently)
Rubric-based checklist
Target specific number of details and focus on organization with post-its
Accept late work/homework without penalty

Previewing material (access to PowerPoint slides, novels, syllabus, study guides when available)
SOCIAL/EMOTIONAL
Children's books addressing presenting problem
Student jots down presenting problem and erase when it goes away
Meet with guidance counselor
Student jots down presenting problem and erase when it goes away
Attendance plan
Utilize nurse during episodes of presenting problem
Provide short breaks
Attendance plan
Communication with parents
Assign "jobs" to reduce symptoms

Counseling check-ins
Praise whenever possible
ATTENTION/FOCUS
Seat student near front of room
Preferential seating
Monitor on-task performance
Arrange private signal to cue student to off-task behavior
Establish and maintain eye contact when giving oral directions
Stand in proximity to student to focus attention
Provide short breaks when refocusing is needed
Use study carrel
Arrange physical layout to limit distractions

Frequently ask questions to engage student
Refocusing and redirection
Behavior/time management system
Group directions 1 step at a time
Assign "jobs" to reduce symptoms
Arrange physical layout to limit distractions
Frequently ask questions to engage student
Educate/train relevant staff with regards to the signs/symptoms, promote tolerance of needs, and/or providing assistance
Extended time on assignments/assessments
Provide assessments in a small group setting
Provide buddy system
Establish and maintain eye contact when giving oral directions

Permit the use of headphones while working
SCHOOL REFUSAL/ELEVATED ABSENTEEISM
Attendance plan
GIFTED AND TALENTED STUDENTS
CURRICULUM
Acceleration
Compacting
Telescoping
Advanced Placement Courses
INSTRUCTION
Grouping
Independent Study
Differentiated Conferencing
Project-Based Learning

Competitions
Cluster Grouping Model with Flexible Grouping
Differentiated Instruction
Summer Work
Parent Communication

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WESTFIELD PUBLIC SCHOOLS
Westfield, New Jersey

Office of Instruction

Course of Study

TELEVISION PRODUCTION III: THE MORNING SHOW

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School ....Westfield High School
Department...Practical Arts
Length of Course.. Full Year
Credit...5
Grade...Levels 10-12
Prerequisites........................... Television Production I & II
(B+ or higher in both classes)
Date ....

I. RATIONALE, DESCRIPTION AND PURPOSE

The Television Production courses at Westfield High School develop an understanding of television production in a hands-on learning environment. The Morning Show is a full-year course open to students in grades 10 through 12 who have successfully completed both Television Production I and Television Production II. Since the class is limited in space due to specific production roles, students who would like to enroll in The Morning Show would need to attain a B+ or higher in both Television Production I and Television Production II.

The Morning Show is a live show produced on a daily basis to serve as Westfield High School's morning announcements. To ensure that The Morning Show can always broadcast at the beginning of the school year, the class would feature a tiered structure that would allow students to take the class multiple times. Tier One would be reserved for students taking on smaller production roles such as Camera Operators, Tele Prompter Operator, Assistant Audio Tech, and Lighting and Production Assistants. Tier Two would typically be reserved for students who have more experience, and their roles would include Producer, Director, Technical Director, Assistant Director, Audio Technician, Floor Manager and Video Tape Recorder (VTR). Students who enroll in The Morning Show will also serve as crew members for other productions during in-school assembles and live stream broadcasts throughout the year.

II. OBJECTIVES

The district objectives are aligned with the New Jersey Student Learning Standards for 21st Century Life and Careers, English Language Arts, and Technology. They are developed sequentially throughout the course.

Students:

A. Identify and review policies, procedures, and safety information for the television studio
   NJ Student Learning Standards for 21st Century Life and Careers 9.3.12.AR.2, 9.3.12.AR.3, 9.3.12.AR-AV.2, 9.3.12.AR-AV.3
   NJ Student Learning Standards for Technology 8.1
   NJ Student Learning Standards for English Language Arts SL.9-12.2, SL.9-12.5
   New Jersey Competencies for SEL: Responsible Decision-Making

B. Review the production roles and how each plays an integral part in the overall production
   NJ Student Learning Standards for 21st Century Life and Careers 9.3.12.AR.5, 9.3.12.AR-AV.1, 9.3.12.AR-AV3, 9.3.12.AR-JB.1
   NJ Student Learning Standards for Technology 8.1
   NJ Student Learning Standards for English Language Arts SL.9-12.2, SL.9-12.5
   New Jersey Competencies for SEL: Responsible Decision-Making, Relationship Skills

C. Set up and break down equipment for live productions
   NJ Student Learning Standards for 21st Century Life and Careers 9.3.12.AR-AV.1, 9.3.12.AR-AV.2, 9.3.12.AR-AV.3, 9.3.12.AR-JB.4
   NJ Student Learning Standards for Technology 8.1
   NJ Student Learning Standards for English Language Arts SL.9-12.2, SL.9-12.5
   New Jersey Competencies for SEL: Responsible Decision-Making

D. Produce and coordinate video packages appropriate for the student body
   NJ Student Learning Standards for 21st Century Life and Careers 9.3.12.AR-AV.1, 9.3.12.AR-AV.2, 9.3.12.AR-AV.3, 9.3.12.AR-AV.4, 9.3.12.AR-JB.2, 9.3.12.AR-JB.3, 9.3.12.AR-JB.4
   NJ Student Learning Standards for Technology 8.1
   NJ Student Learning Standards for English Language Arts SL.9-12.2, SL.9-12.5

E. Manage up-to-the-minute show changes in a live studio environment
   NJ Student Learning Standards for 21st Century Life and Careers 9.3.12.AR-AV.1, 9.3.12.AR-AV.2, 9.3.12.AR-AV3, 9.3.12.AR-AV.4, 9.3.12.AR-JB.2, 9.3.12.AR-JB.3, 9.3.12.AR-JB.4, 9.3.12.AR-PRF.6
   NJ Student Learning Standards for Technology 8.1
   NJ Student Learning Standards for English Language Arts SL.9-12.2, SL.9-12.5
   New Jersey Competencies for SEL: Responsible Decision-Making

F. Write and edit scripts for both rundowns and broadcast television
   NJ Student Learning Standards for 21st Century Life and Careers 9.3.12.AR-AV.1, 9.3.12.AR-JB.2, 9.3.12.AR-PFR.6
   NJ Student Learning Standards for Technology 8.1
   NJ Student Learning Standards for English Language Arts SL.9-12.2, SL.9-12.5

G. Understand the timing of the show to appropriately fit the designated time slots
   NJ Student Learning Standards for 21st Century Life and Careers 9.3.12.AR-AV.1, 9.3.12.AR-AV.2, 9.3.12.AR-AV.3, 9.3.12.AR-AV.4, 9.3.12.AR-JB.2, 9.3.12.AR-JB.4
   NJ Student Learning Standards for Technology 8.1
   NJ Student Learning Standards for English Language Arts SL.9-12.2, SL.9-12.5

H. Select the proper equipment for either studio productions or field productions
   NJ Student Learning Standards for 21st Century Life and Careers 9.3.12.AR-AV.1, 9.3.12.AR-AV.2, 9.3.12.AR-AV.3, 9.3.12.AR-JB.4
   NJ Student Learning Standards for Technology 8.1
   NJ Student Learning Standards for English Language Arts SL.9-12.2, SL.9-12.5
   New Jersey Competencies for SEL: Responsible Decision-Making

I. Analyze and critique shows for improvement
   NJ Student Learning Standards for 21st Century Life and Careers 9.3.12.AR.1, 9.3.12.AR.6,
   NJ Student Learning Standards for Technology 8.1, 8.2
   NJ Student Learning Standards for English Language Arts SL.9-12.2, SL.9-12.3, SL.9-12.4, SL.9-12.5

J. Work as a team to capture professional quality audio and video
NJ Student Learning Standards for 21ˢᵗ Century Life and Careers 9.3.12.AR-AV2, 9.3.12.AR-AV.2, 9.3.12.AR-AV.3, 9.3.12.AR-AV.4, 9.3.12.AR-JB.1, 9.3.12.AR-JB,3, 9.3.12.AR-JB.4
NJ Student Learning Standards for Technology 8.1
NJ Student Learning Standards for English Language Arts SL.9-12.2, SL.9-12.5
New Jersey Competencies for SEL: Relationship Skills

K. Manage time to make sure all videos are completed by established deadlines.
NJ Student Learning Standards for 21ˢᵗ Century Life and Careers 9.3.12.AR-AV.2, 9.3.12.AR-AV.3, 9.3.12.AR-AV.4, 9.3.12.AR-JB.3, 9.3.12.AR-JB.4
NJ Student Learning Standards for Technology 8.1
NJ Student Learning Standards for English Language Arts SL.9-12.2, SL.9-12.5
New Jersey Competencies for SEL: Self-Management, Responsible Decision-Making

III. <u>CONTENT, SCOPE AND SEQUENCE</u>

The Morning Show begins with an overview of the show's overall production and its impact on the daily lives of Westfield High School students. Students begin to develop the necessary skills to produce a professional, quality live show for Westfield High School's daily morning announcements.

A. Review of TV Studio policies and procedures (1-2 days)
 1. Proper movement around a functioning TV Studio
 2. Daily setup and breakdown procedures
 3. Signing out equipment during class and after school

B. Introduction to The Morning Show (1 week)
 1. Live video announcements and their impact on the student body
 2. Overview of daily format
 3. Crew positions and roles in The Morning Show:
  a. Producer
   i. In charge of the overall production of the show
   ii. Coordinates all aspects, from pre-production to live production, including writing and editing scripts and timing the rundown
  b. Director
   i. Directs camera operators to get proper shots
   ii. Calls all cues including music, graphics, and roll-ins to ensure the show runs smoothly
  c. Assistant Director
   i. Keeps track of all timing for the show
   ii. Is prepared to take over from director if needed
  d. Technical Director
   i. Operates the switcher and takes cues from the director
   ii. Ensures all video signals are routed for the show
  e. Audio 1
   i. Sets up and tests all audio prior to show
   ii. Operates the sound board during the show

    f. Lighting
       i. Prepares the lighting plot to make sure all lighting is focused on the right spot for the show
       ii. Sets the correct lighting levels for the show
    g. Graphics
       i. Creates all graphics prior to the show
       ii. Operates the computer graphics during the show
    h. VTR/Sever Operator
       i. Organizes and plays all roll-ins for the show
       ii. Coordinates recording of the show
    i. Prompter
       i. Prepares and formats script into teleprompting software
       ii. Controls the rate of the prompter for the talent during the show
    j. Floor Manager
       i. Relays director's instructions and cues to the talent using hand signals
       ii. Is the communication between the control room and the studio floor
    k. Camera Operators (3)
       i. Set up cameras prior to taping
       ii. Frame up shots based on director's instructions
    l. Audio 2
       i. Assists Audio 1 in setup of equipment prior to show
       ii. Located on studio floor during the show to assist and switch microphones as needed
    m. Production Assistant (PA)
       i. General help during the show and could vary from day to day
       ii. Helps with moving of set pieces, delivering script changes to talent
    n. Talent
       i. Reads prompter and delivers script to the camera
       ii. Watches floor manager for timing cues and direction.

C. The Live Show (30-40 minutes per class period for 38 weeks)
  1. Timing
    a. What is a rundown and why is it important?
    b. Time show to fit within the homeroom period
  2. Camera Blocking
  3. Coordination of the daily rundown with the following:
    a. Camera movements
    b. Talent/Hosts
    c. Director
    d. Floor Manager
    e. Additional in-studio segments
  4. Script-writing
    a. Incorporate daily announcements into a cohesive script
    b. Match the script to the rundown
    c. Write for live TV

5. Producing
   a. Coordinate all working elements of The Morning Show
   b. Ensure timeliness of news packages
   c. Work with director for blocking
   d. Prepare list of live graphics
   e. Select music
   f. Load roll-ins to prepare for playback

D. News Packages (2-3 weeks apiece)
   1. Produce packages that are relevant to the WHS community
   2. Apply skills learned in Television Production II to produce quality packages in a timely fashion
   3. Apply advanced editing techniques (color correction, advanced audio editing) to give news packages a heightened production value
   4. Use time-management skills to produce news packages in a timely fashion

E. Additional Course Content (1 week)
   1. Screen live or pre-recorded, live-to-tape shows
      a. Use these shows as a way to brainstorm additional content
      b. Discover backstage techniques to enhance communication between crew members
   2. Reflect on live-screening process to make continued improvements to The Morning Show.

IV. <u>**INSTRUCTIONAL TECHNIQUES**</u>

The Morning Show accommodates the diversity of our student population. The instructional techniques and resources used to deliver the curriculum accommodate cultural and learning differences among students and provide opportunities for optimal development. Students learn by doing. When actively involved in learning, students understand concepts more fully, retain their knowledge, and develop a positive attitude about themselves and their learning. The teacher facilitates student learning and the acquisition of skills by providing technology-based activities that are rooted in the core curriculum content areas. A wide array of teaching techniques and strategies are utilized to deliver this curriculum to students, including but not limited to:

A. Engaging students in active, hands-on training following lectures and demonstrations of the use of equipment
B. Providing written and oral directions as well as rubrics for all projects in class
C. Providing samples of completed projects and past episodes
D. Facilitating groups to complete projects
E. Screening a variety of programs
   1. Live TV shows
   2. Completed episodes of The Morning Show
F. Utilizing technology resources in the TV studio
   1. Computers for researching, writing
   2. Digital editing software

3. Teleprompter software
4. TV studio equipment
    a. Switcher Console
    b. Audio Console
    c. Lighting Console
    d. Teleprompter
    e. Graphics Computer
    f. VTR Computer
    g. Cameras
    h. Microphones
    i. Tripods

G. Acknowledging that students process and acquire new skills at varying rates and levels of proficiency, this curriculum offers an ideal opportunity to use instructional techniques that allow for differentiation of instruction by readiness, interest and/or learning style. The teacher may employ some of the following differentiation strategies:
    1. Tiered activities
    2. Anchor activities
    3. Compacting
    4. Independent study
    5. Learning contracts
    6. Learning centers

H. For strategies to differentiate for special education students, English Language Learners, Students at Risk of School Failure, Gifted and Talented Students, and Students with 504 Plans, please consult the Accommodations and Modifications appendix in the appendices section of this document.

V. **EVALUATION**

Evaluating the outcome of instruction for the achievement of course objectives lies in the assessment of student understanding and skill acquisition. Aspects of the evaluation procedure may take place in an overall evaluation of the video projects or of The Morning Show as a whole, in which many of these skills are embedded. The following evaluative techniques include but are not limited to:

A. Observations of student engagement for weekly class participation grade
B. Evaluation of completed projects (group and individual) based on rubrics provided
C. Self-assessments
D. Feedback from fellow classmates during screenings of completed projects
E. Baseline and benchmark assessments.

VI. PROFESSIONAL DEVELOPMENT

The following recommended activities support the curriculum and provide opportunities for the teacher's continued professional development:

A. Attend professional development courses, conferences, etc.
B. Visit other districts to observe television production programs
C. Continue dialogue with other local television teachers.

APPENDIX I

New Jersey Student Learning Standards for 21st Century Life and Careers

Standard 9.3.12.AR.1: Analyze the interdependence of the technical and artistic elements of various careers within the Arts, A/V Technology & Communications Career Cluster.

Standard 9.3.12.AR.2: Analyze the importance of health, safety and environmental management systems, policies and procedures common in arts, audio/video technology and communications activities and facilities.

Standard 9.3.12.AR.3: Analyze the lifestyle implications and physical demands required in the arts, audio/visual technology and communications workplace.

Standard 9.3.12.AR.4: Analyze the legal and ethical responsibilities required in the arts, audio/visual technology and communications workplace.

Standard 9.3.12.AR.5: Describe the career opportunities and means to achieve those opportunities in each of the Arts, A/V Technology & Communications Career Pathways.

Standard 9.3.12.AR.6: Evaluate technological advancements and tools that are essential to occupations within the Arts, A/V Technology & Communications Career Cluster.

Standard 9.3.12.AR-AV.1: Describe the history, terminology, occupations and value of audio, video and film technology.

Standard 9.3.12.AR-AV.2: Demonstrate the use of basic tools and equipment used in audio, video and film production.

Standard 9.3.12.AR-AV.3: Demonstrate technical support skills for audio, video and/or film productions.

Standard 9.3.12.AR-AV.4: Design an audio, video and/or film production.

Standard 9.3.12.AR-JB.3: Build and deliver a media production (e.g., broadcast, video, Internet and mobile).

Standard 9.3.12.AR-JB.4: Demonstrate technical support related to media production (e.g., broadcast, video, Internet, mobile).

APPENDIX II

New Jersey Student Learning Standards for Technology

NJSLS 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.

STANDARD 8.2 Technology Education, Engineering, and Design: All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world, as they relate to the individual, global society, and the environment.

The entire standards document may be viewed at http://www.nj.gov/njded/cccs/.

APPENDIX III

New Jersey Student Learning Standards for
ELA-Literacy in History/Social Studies, Science, and Technical Subjects

READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES

RH.11-12.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

RH.11-12.5 Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portion of the text contribute to the whole.

WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS

WHST.11-12.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

   a. Introduce a topic and organize 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.

   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 varied transitions and sentence structures to link the major sections of the text, create

cohesion, and clarify the relationships among ideas and concepts.
    d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
    e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
    f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

WHST.11-12.6 Use technology, including the Internet, to produce, publish, 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.

WHST.11-12.8 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.

WHST.11-12.9 Draw evidence from informational texts to support analysis reflection, and research.

APPENDIX IV

New Jersey Student Learning Standards for Mathematical Practice

The Standards for Mathematical Practice describe varieties of expertise that mathematics educators at all levels should seek to develop in their students. These practices rest on important "processes and proficiencies" with longstanding importance in mathematics education.

SMP1 – Make sense of problems and persevere in solving them.

SMP2 – Reason abstractly and quantitatively.

SMP3 – Construct viable arguments and critique the reasoning of others.

SMP4 – Model with mathematics.

SMP5 – Use appropriate tools strategically.

SMP6 – Attend to precision.

SMP7 – Look for and make use of structure.

SMP8 – Look for and express regularity in repeated reasoning.

APPENDIX V

New Jersey Student Learning Standards for Science / Next Generation Science Standards: Science and Engineering Practices

Practice 1: Asking Questions and Defining Problems

Practice 2: Developing and Using Models

Practice 4: Analyzing and Interpreting Data

Practice 5: Using Mathematics and Computational Thinking

Practice 6: Constructing Explanations and Designing Solutions

Practice 8: Obtaining, Evaluating, and Communicating Information

APPENDIX VI

New Jersey Core Curriculum Content Standards for Social Studies

STANDARD 6.3 Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address challenges that are inherent in living in an interconnected world.

The entire standards document may be viewed at http://www.nj.gov/njded/cccs/

APPENDIX VII

New Jersey Competencies for Social and Emotional Learning

Social and emotional learning (SEL) refers to the process by which children and adults acquire and effectively apply the knowledge, attitudes and skills necessary to do the following: understand and manage emotions; set and achieve positive goals; feel and show empathy for others; and make responsible decisions. Students in SEL programs are more likely to attend school and receive better grades, and are less likely to have conduct problems. Successful

infusion of SEL can result in positive behaviors, increased academic success, and caring communities.

The New Jersey Department of Education has been promoting social and emotional learning to enhance the building of positive school climates and the healthy development of young people.

The entire competency document may be viewed *at https://www.state.nj.us/education/students/safety/sandp/sel/.*

APPENDIX VIII

Integrated Accommodations and Modifications for Special Education Students, English Language Learners, Students at Risk of School Failure, Gifted and Talented Students, and Students with 504 Plans

Teachers and administrators can consult these accommodations and modifications in order to:
- implement additional ideas to meet the needs of the students in these subgroups
- meet the minimum number of interventions before referring to I&RS
- include them in the Instructional Techniques section of the Curriculum Revision/Writing template
- assist any students or whole group that might benefit from them.

Special Education
ENVIRONMENT
Preferential Seating
Adjust time for completion of assignments when needed
Adjust length of assignments when needed
Allow additional oral response time

Break tasks (including long range assignments) into manageable steps
Provide copies of notes
Reduce the number of problems on a page
Provide assistance with organizing a notebook or folder
Repeat/ clarify directions when needed
Make frequent checks for work/assignment completion.
Modify homework and class work if needed
Extend time on tests/quizzes
Provide study guides for tests
Provide oral component when needed
Modify format when needed- (ex: limit choices, word bank, shortened written responses)
Allow a private workspace when needed (study carrel, separate desk, desk away from the group)
Allow opportunities for movement (e.g., help with supplies, change to different part of room to work, carry messages to office)
Assist the student to keep only the materials required for the lesson on the desktop
Provide a seat away from distractions (or noise)
MATERIAL/BOOKS/EQUIPMENT

Allow use of a calculator
Allow use of a number line
Allow use of counting chips
Modify worksheets
Provide visual aids (pictures, flash cards, etc.)
Provide auditory aids (cues, tapes, etc.)
Use manipulatives
Provide hands-on learning activities
INSTRUCTIONAL STRATEGIES
Check work in progress
Provide immediate feedback
Provide extra drill/practice
Provide review sessions
Provide models
Highlight key words
Provide pictures/charts
Use mnemonics

Support auditory presentations with visuals
Have student restate information
Provide lecture notes/outline
Give oral reminders
Give visual reminders
Review directions
Use graphic organizers
Assign partners
Repeat instructions
Display key vocabulary
Monitor assignments
Provide visual reinforcement
Provide concrete examples
Use vocabulary word bank
ORGANIZATION
Post assignments
Provide a desktop list of tasks

Give one paper at a time
Provide extra space for work
List sequential steps
Provide folders to hold work
Post routines
Use pencil box for tools
Reorganize poorly designed worksheets to create simple, easy-to-follow layouts and formats
Give advance warning when transition is going to take place
Provide structure for success
Provide a contract, timer, etc., for self-monitoring
Give the student a prompt when he/she is off task (e.g., move close to the student, speak to the student, etc.)
TEST/QUIZZES/TIME
Give prior notice of test
Provide oral testing
Provide extra time for written work
Provide modified tests

Rephrase test questions/directions
Preview test procedures
Provide shortened tasks
Provide extra time for tests
Read test to student
Provide test study guides
Limit multiple choice options
Provide extra time for projects
Pace long term projects
Simplify test wording
Provide hands-on projects
Allow extra response time

ENGLISH LANGUAGE LEARNERS
GRADING
Standard Grades vs. Pass/Fail
CONTINUUM OF ENGLISH LANGUAGE DEVELOPMENT

Pre K-K WIDA CAN DO Descriptors
Grades 1-2 WIDA CAN DO Descriptors
Grades 3-5 WIDA CAN DO Descriptors
Grades 6-8 WIDA CAN DO Descriptors
Grades 9-12 WIDA CAN DO Descriptors

SIOP COMPONENTS AND FEATURES

PREPARATION

Write content objectives clearly for students

Write language objectives clearly for students

Choose content concepts appropriate for age and educational background levels of students

Identify supplementary materials to use

Adapt content to all levels of students proficiency

Plan meaningful activities that integrate lesson concepts with language practices opportunities for reading, writing, listening, and/or speaking

BUILDING BACKGROUND

Explicitly link concepts to students' backgrounds and experiences

Explicitly link past learning and new concepts

Emphasize key vocabulary for students

COMPREHENSIBLE INPUT

Use speech appropriate for students' proficiency level

Explain academics tasks clearly

Use a variety of techniques to make content concepts clear (e.g. modeling, visuals, hands-on activities, demonstrations, gestures, body language)

STRATEGIES
Provide ample opportunities for students to use strategies (e.g. problem solving, predicting, organizing, summarizing, categorizing, evaluating, self-monitoring)
<u>Use scaffolding techniques consistently throughout lesson</u>
<u>Use a variety of question types including those that promote higher-order thinking skills throughout the lesson</u>
INTERACTION
Provide frequent opportunities for interaction and discussion between teacher/students and among students about lessons concepts, and encourage elaborated responses
Use group configurations that support language and content objectives of the lesson
Provide sufficient wait time for student responses consistently
Give ample opportunities for students to clarify key concepts in LI as needed with aide, peer, or LI text
PRACTICE/APPLICATION
Provide hands-on materials and/ manipulatives for students to practice using new content knowledge
Provide activities for students to apply content and language knowledge in the classroom
Provide activities that integrate all language skills
LESSON DELIVERY
Support content objectives clearly
Support language objectives clearly
Engage students approximately 90-100% of the period
Pace the lesson appropriately to the students' ability level
REVIEW/EVALUATION

Give a comprehensive review of key vocabulary
Give a comprehensive review of key content concepts
Provide feedback to students regularly on their output
Conduct assessments of students comprehension and learning throughout lesson and all lesson objectives

STUDENTS AT RISK OF SCHOOL FAILURE (I&RS RESOURCE MANUAL)
ACADEMICS
Provide necessary services (Lit Support, Math Support, OT, PT, speech, etc.)
Literacy Support Interventions (Appendix B of IS forms)
Prompt before directions/questions are verbalized with visual cue between teacher and student
Task list laminated and placed on desk for classroom routines and organization
Preferential seating
Provide structure and positive reinforcements
Sustained working time connected to reward (If/Then statement)
Frequently check for understanding
Graphic organizers
Tracker
Slant board
Access to accurate notes
Additional time to complete tasks/long-term projects with adjusted due dates
Limit number of items student is expected to learn at one time
Break down tasks into manageable units

Television Production III
Second Reading 1/7/2020

Directions repeated, clarified, or reworded
Frequent breaks during class
Allow verbal rather than written responses
Modify curriculum content based on student's ability level
Reduce readability level of materials
Allow typed rather than handwritten responses
Use of calculator
Use of a math grid
Provide models/organizers to break down independent tasks
Access to electronic text (e.g. Downloaded books)
Provide books on tape, CD, or read aloud computer software
Provide opportunities for using a Chromebook as well as assistive technologies
Provide buddy system
Adjust activity, length of assignment, and/or number of problems, including homework
Provide assessments in a small group setting
Educate/train relevant staff with regards to the signs/symptoms, promote tolerance of needs, and/or providing assistance
Communication with parents
Gradual release of responsibility related to writing prompts (Proximity, Sentence Starter, Attempt independently)
Rubric-based checklist
Target specific number of details and focus on organization with post-its
Accept late work/homework without penalty

Previewing material (access to PowerPoint slides, novels, syllabus, study guides when available)
SOCIAL/EMOTIONAL
Children's books addressing presenting problem
Student jots down presenting problem and erase when it goes away
Meet with guidance counselor
Student jots down presenting problem and erase when it goes away
Attendance plan
Utilize nurse during episodes of presenting problem
Provide short breaks
Attendance plan
Communication with parents
Assign "jobs" to reduce symptoms
Counseling check-ins
Praise whenever possible
ATTENTION/FOCUS
Seat student near front of room
Preferential seating
Monitor on-task performance
Arrange private signal to cue student to off-task behavior
Establish and maintain eye contact when giving oral directions
Stand in proximity to student to focus attention
Provide short breaks when refocusing is needed

Television Production III
Second Reading 1/7/2020

Use study carrel
Arrange physical layout to limit distractions
Frequently ask questions to engage student
Refocusing and redirection
Behavior/time management system
Group directions 1 step at a time
Assign "jobs" to reduce symptoms
Arrange physical layout to limit distractions
Frequently ask questions to engage student
Educate/train relevant staff with regards to the signs/symptoms, promote tolerance of needs, and/or providing assistance
Extended time on assignments/assessments
Provide assessments in a small group setting
Provide buddy system
Establish and maintain eye contact when giving oral directions
Permit the use of headphones while working
SCHOOL REFUSAL/ELEVATED ABSENTEEISM
Attendance plan
GIFTED AND TALENTED STUDENTS
CURRICULUM
Acceleration
Compacting
Telescoping

Advanced Placement Courses
INSTRUCTION
<u>Grouping</u>
Independent Study
Differentiated Conferencing
Project-Based Learning
Competitions
Cluster Grouping Model with Flexible Grouping
Differentiated Instruction
Summer Work
Parent Communication

WESTFIELD PUBLIC SCHOOLS
Westfield, New Jersey

Office of Instruction

Course of Study

SCHOOL LIBRARY MEDIA

School .... All Schools
Department .... Library Media Centers
Length of Course .... Full Year
Credit .... None
Grade Level K-12
Date..

I. RATIONALE, DESCRIPTION AND PURPOSE

The School Library Media Center plays a vital role in the education of the students of Westfield. By offering a wide range of learning opportunities from small class instruction to individual research, library media centers have a positive impact on the academic achievement of students. Library media centers provide equitable access to books, computers and other information technology. They are a place to also facilitate the lifelong love of reading and learning. The curriculum provides students the opportunity to develop and extend critical thinking, problem solving, communication and technology skills as they access and become discerning users of information.

Information and technology skills are most meaningful when learned within a subject area, within an interdisciplinary unit, or within a unit that addresses an authentic, real-life need or problem. Students must be able to access, select, evaluate and apply the appropriate information from a constantly changing and growing reservoir of knowledge to meet their educational, personal, and recreational needs. In addition, the library media curriculum stresses the ethical use of technology, intellectual property, and information.

The library media center specialists collaborate with faculty to integrate information literacy skills with content area instruction and learning experiences across the kindergarten through twelfth-grade curricula. Thus, the school library media specialists work in partnership with teachers, students and administrators to provide opportunities for educational growth and enrichment throughout the schools.

II. **OBJECTIVES**

The school library media curriculum focuses on offering programs and services that are centered on 21st-century information literacy skills designed around active, authentic and cooperative student learning. The objectives point to the development of a community of learners that is student-centered and sustained by creative and comprehensive library media resources and personnel.

The curriculum is designed for grades kindergarten through 12; it addresses academic standards set forth by the American Library Association of School Librarians' (AASL) *Standards for the 21st Century Learner,* the *New Jersey Student Learning Standards in English language arts, Social Studies, Science and Technical Subjects, 21st Century Life and Career Skills, World Languages, Visual and Performing Arts, and Mathematics,* and the *International Society for Technology in Education (ISTE) Student Standards.* Information literacy skills are embedded within all major content areas of the curricula and objectives are achieved through active collaboration with subject area teachers

In addition to growing students' content knowledge and skills in the five major areas of library media science, and across the various content areas, the District endeavors to foster in its students social and emotional competencies. To this end, the New Jersey Competencies for Social and Emotional Learning are intentionally integrated into the learning objectives and essential questions. The expectation is for students to concurrently develop these competencies as habits of mind as they consume content, process information, and produce representations of their thinking.

By the end of twelfth-grade, students have learned and understand the organizational patterns of the library media center, elements of literature, hallmarks of inquiry and research, communication as process and product, and media literacy integrity and ethical practice. Students are empowered to judge both the source and the quality of information using the tools and strategies learned to succeed in higher education, the workplace, and as citizens of the global community.

A. Organizational Patterns of the Library Media Center

By the end of grade 1, students:
1. Demonstrate an understanding of the basic organizational pattern of a library media center
2. Respect library media center facility, resources, and policies.
   International Society for Technology in Education (ISTE) Student Standards: 3a, 3c
   New Jersey Student Learning Standards for Mathematics: MP7
   New Jersey Student Learning Standards for 21st Century Life and Careers 9.1
   New Jersey Social and Emotional Learning Competency: Responsible Decision Making

By the end of grade 3, students:
1. Utilize the media specialist as teacher and facilitator of research
2. Recognize technology as an integral tool of the library

3. Demonstrate awareness of purpose of the online public access catalog (OPAC) as a location tool.
   International Society for Technology in Education (ISTE) Student Standards: 3a, 3c
   New Jersey Student Learning Standards for Mathematics: MP7
   New Jersey Student Learning Standards for Social Studies 6.3
   New Jersey Student Learning Standards for Technological Literacy 8.1
   New Jersey Social and Emotional Learning Competency: Relationship Skills

   By the end of grade 5, students:
1. Use the library media center and computer facilities productively and responsibly
2. Locate basic reference materials independently.
   International Society for Technology in Education (ISTE) Student Standards: 3a, 3c
   New Jersey Student Learning Standards for Mathematics: MP7
   New Jersey Student Learning Standards for 21st Century Life and Careers 9.1
   New Jersey Student Learning Standards for Social Studies 6.3
   New Jersey Student Learning Standards for Technological Literacy 8.1
   New Jersey Social and Emotional Learning Competency: Responsible Decision Making

By the end of grade 8, students:
1. Demonstrate an understanding of the organizational pattern of a more complex library media center
2. Locate assorted literature, including nonfiction, fiction and reference materials
3. Access digital and subscriptions at home and in school.
   American Library Association of School Librarians Framework for Learners: IV.A.2, IV.A.3, IV.D.1
   International Society for Technology in Education (ISTE) Student Standards: 3a, 3c
   New Jersey Student Learning Standards for Mathematics: MP7
   New Jersey Student Learning Standards for English Language Arts-Literacy.RST.6-8.3, 4 New Jersey Student Learning Standards for 21st Century Life and Careers 9.1
   New Jersey Student Learning Standards for Social Studies 6.3
   New Jersey Student Learning Standards for Technological Literacy 8.1
   New Jersey Social and Emotional Learning Competencies: Self Management

By the end of grade 12, students:
1. Reinforce understanding of library organizational patterns in a larger, more complex setting
2. Access and identify special collections
3. Access statewide resources via the interlibrary loan system.
   American Library Association of School Librarians Framework for Learners: IV.A.3, IV.B.4

   International Society for Technology in Education (ISTE) Student Standards: 3a, 3c

   New Jersey Student Learning Standards for Mathematics: MP7

   New Jersey Student Learning Standards for English Language Arts -Literacy.RST.9-10.3, 4, RST.11-12.3, 4 New Jersey Student Learning Standards for 21st Century Life and Careers 9.1

   New Jersey Student Learning Standards for Social Studies 6.3

   New Jersey Student Learning Standards for Technological Literacy 8.1

   New Jersey Social and Emotional Learning Competencies: Self Management, Goal 2; Responsible-Decision Making, Goal 1

B. Elements of Literature

By the end of grade 1, students:
1. Differentiate between fiction and nonfiction
2. Select books based on interest, need, and readiness
3. Explore books that are award-winning for illustration
4. Use text and visuals to understand the interplay between words and pictures
5. Demonstrate awareness of the roles an author and an illustrator play.
   American Library Association of School Librarians Framework for Learners: V.C.1
   International Society for Technology in Education (ISTE) Student Standards: 3a, 3c, 7a
   New Jersey Student Learning Standards for English Language Arts -Literacy.RLK.5,6,7, RL1.5,6,7, RI.2.10 New Jersey Student Learning Standards for 21st Century Life and Careers 9.1
   New Jersey Social and Emotional Learning Competencies: Self-Awareness; Self-Management

By the end of grade 3, students:
1. Recognize that literature includes a variety of genres
2. Employ fiction and nonfiction books for recreational reading
3. Identify parts of a book.
   American Library Association of School Librarians Framework for Learners V.C.1
   International Society for Technology in Education (ISTE) Student Standards: 3a, 3c, 7a
   New Jersey Student Learning Standards for English Language Arts -Literacy.RL2.5, RL3.5, RI.3.10
   New Jersey Student Learning Standards for 21st Century Life and Careers 9.1
   New Jersey Student Learning Standards for Social Studies 6.3
   New Jersey Social and Emotional Learning Competencies: Self-Awareness

By the end of grade 5, students:
1. Demonstrate awareness that libraries provide a diverse collection for informational and recreational reading
2. Select and read from a variety of genres
3. Create projects based on classroom assignments that explore elements of fiction
4. Explore books which are award-winning for literature.
   American Library Association of School Librarians Framework for Learners V.C.1, V.A.1
   International Society for Technology in Education (ISTE) Student Standards: 3a, 3c, 7a
   New Jersey Student Learning Standards for English Language Arts -Literacy.CCRA.R.1, 2, 3, 5, 6, 7, 8, 9, 10, RI.4.7, 8, 10, RI.5.5, 6, 8, 10
   New Jersey Student Learning Standards for 21st Century Life and Careers 9.1
   New Jersey Student Learning Standards for World Languages 7.1
   New Jersey Student Learning Standards for Social Studies 6.3
   New Jersey Social and Emotional Learning Competency: Self-Awareness

By the end of grade 8, students:
1. Recognize that information learned through pieces of literature support and extend factual knowledge
2. Define and explore young adult literature
3. Evaluate literature to build an understanding of and respect for global diversity
4. Read a variety of pieces of literature that challenge students' thinking

5. Utilize online resources, including book reviews, catalogs, databases to locate specific genres of literature by author, title, and/or subject.

American Library Association of School Librarians Framework for Learners: I.A.1, I.A.2, I.B.1, I.B.2, I.C.1, I.C.4, I,D.3, I.D.4

International Society for Technology in Education (ISTE) Student Standards: 3a, 3c, 7a

New Jersey Student Learning Standards for English Language Arts -Literacy.CCRA.R.1, 2, 3, 5, 6, 7, 8, 9, 10, RST.6-8.2

New Jersey Student Learning Standards for Visual and Performing Arts 1.4

New Jersey Student Learning Standards for 21st Century Life and Careers 9.1

New Jersey Student Learning Standards for World Languages 7.1

New Jersey Student Learning Standards for Social Studies 6.3

New Jersey Student Learning Standards for Technological Literacy 8.1

New Jersey Social and Emotional Learning Competencies: Social Awareness

By the end of grade 10, students:
1. Utilize online resources to locate specific genres of literature by author, title and/or subject
2. Identify historical frameworks of specific literature
3. Analyze specific genres of literature in depth
4. Employ databases to answer complex questions about authors' lives and times as well as access literary criticism
5. Access book reviews, bibliographies and annotations for book selection
6. Explore and apply sophisticated literary terms
7. Identify author's bias and/or point of view utilizing critical thinking skills

American Library Association of School Librarians Framework for Learners: IV..B.1, V.A.1, IV.B.2

International Society for Technology in Education (ISTE) Student Standards: 3a, 3c, 7a

New Jersey Student Learning Assessment for English Language Arts -Literacy NJSLA RA .R1, 2, 3, 5, 6, 7, 8, 9, 10, CCRA.W.1, 8, RST.9-10.2

New Jersey Student Learning Standards for Visual and Performing Arts 1.4

New Jersey Student Learning Standards for 21st Century Life and Careers 9.1

New Jersey Student Learning Standards for World Languages 7.1

New Jersey Student Learning Standards for Social Studies 6.3

New Jersey Student Learning Standards for Technological Literacy 8.1

New Jersey Competencies for Social and Emotional Learning: Self-Management, Goal 2; Responsible Decision Making, Goal 1

By the end of grade 12, students:
1. Locate, select, and interpret critical essays to support a thesis
2. Select and explore college-level literature
3. Read, comprehend, and analyze complex literary nonfiction independently and proficiently.

American Library Association of School Librarians Framework for Learners: V.A.1, V.A.2, IV.A.1, IV.A.2, IV.A.3

International Society for Technology in Education (ISTE) Student Standards: 3a, 3c, 7a

New Jersey Student Learning Standards for English Language Arts -Literacy.CCRA.R.1, 2, 3, 5, 6, 7, 8, 9, 10, RST.11-12.2

New Jersey Student Learning Standards for Visual and Performing Arts 1.4 N

New Jersey Student Learning Standards for 21st Century Life and Careers 9.1

New Jersey Student Learning Standards for World Languages 7.1

New Jersey Student Learning Standards for Social Studies 6.3

New Jersey Student Learning Standards for Technological Literacy 8.1

New Jersey Competencies for Social and Emotional Learning: Self-Management, Goal 2; Social Awareness, Goal 1; Responsible Decision Making, Goals 1 and 2

C. Inquiry & Research

By the end of grade 1, students:
1. Locate parts of a book
2. Choose nonfiction books related to the topic of interest.
   International Society for Technology in Education (ISTE) Student Standards: 1c, 1d, 3a, 3b, 3c,3d, 4d, 5b
   New Jersey Student Learning Standards for English Language Arts -Literacy.RL1.5, RI.1.5 New Jersey Student Learning Standards for 21st Century Life and Careers 9.1
   New Jersey Competencies for Social and Emotional Learning: Self-Awareness

By the end of grade 3, students:
1. Identify and utilize parts of a book necessary to locate information
2. Locate books via call number
3. Demonstrate skill in using electronic catalog
4. Explore a variety of information sources.
   International Society for Technology in Education (ISTE) Student Standards: 1c, 1d, 3a, 3b, 3c,3d, 4d, 5b
   New Jersey Student Learning Standards for English Language Arts -Literacy.RL3.9, RI.2.5, 10, RI.3.1,2,3,5,6
   New Jersey Student Learning Standards for 21st Century Life and Careers 9.1
   New Jersey Student Learning Standards for Technological Literacy 8.1

By the end of grade 5, students:
1. Use effective search strategies to gather information
2. Demonstrate knowledge of appropriate relevancy of information accessed
3. Access and gather information using a variety of sources
4. Distinguish between primary and secondary sources
5. Utilize databases.
   American Library Association of School Librarians Framework for Learners: I.A.1, I.A.2, I.B.2, I.D.1, I.D.2, I.D.3, I.D.4, V.A.1, V.A.2, V.A.3, V.B.2, V.C.1, V.C.2, V.C.3, V.D.1, V.D.2, V.D.3
   International Society for Technology in Education (ISTE) Student Standards: 1c, 1d, 3a, 3b, 3c, 3d, 4d, 5b
   New Jersey Student Learning Standards for English Language Arts -Literacy.CCRA.R.1, 2, 6, 7, 8 New Jersey Student Learning Standards for 21st Century Life and Careers 9.1
   New Jersey Student Learning Standards for Social Studies 6.3
   New Jersey Student Learning Standards for Technological Literacy 8.1

By the end of grade 8, students:
1. Develop relevant, open-ended questions to guide inquiry
2. Build upon answers to open-ended questions to guide research
3. Use a variety of resources to access, extract, analyze and share information
4. Evaluate and validate sources for authenticity, accuracy, bias, relevancy and currency
5. Define and utilize primary and secondary sources
6. Comprehend and apply web search strategies to display relevant results
7. Interpret information based on different literacies, including digital, visual, data, financial, critical, cultural and scientific literacies
   American Library Association of School Librarians Framework for Learners: I.A.1, I.A.2, I.B.2, I.D.1, I.D.2, I.D.3, I.D.4, V.A.1, V.A.2, V.A.3, V.B.2, V.C.1, V.C.2, V.C.3, V.D.1, V.D.2, V.D.3
   International Society for Technology in Education (ISTE) Student Standards: 1c, 1d, 3a, 3b, 3c, 3d, 4d, 5b
   New Jersey Student Learning Standards for English Language Arts -Literacy.CCRA.R.1, 3, 5, 6, 7, 8, 9, CCRA.W.1, 2, 7, 8, 9, CCRA.SL.2, 3, RH.6-8.1, 2, 6, 8, 9, RST.6-8.2, 8, WHST.6-8., 6, 7, 8
   New Jersey Student Learning Standards for 21st Century Life and Careers 9.1
   New Jersey Student Learning Standards for World Languages 7.1
   New Jersey Student Learning Standards for Social Studies 6.3
   New Jersey Student Learning Standards for Technological Literacy 8.1
   New Jersey Competencies for Social and Emotional Learning: Responsible Decision Making

By the end of grade 10, students:

1. Develop and employ effective strategies for locating information
2. Utilize a variety of sources to satisfy informational needs
3. Evaluate accuracy, relevancy, and comprehensiveness of sources
4. Distinguish among fact, point of view and opinion
5. Seek information from diverse voices, contexts, disciplines, and cultures
6. Develop essential questions for research.
   American Library Association of School Librarians Framework for Learners: I.A, I.B, IV.B, V.A
   International Society for Technology in Education (ISTE) Student Standards: 1c, 1d, 3a, 3b, 3c,3d, 4d, 5b
   New Jersey Student Learning Standards for English Language Arts -Literacy.CCRA.R.1, 3, 5, 6, 7, 8, 9, CCRA.W.1, 2, 7, 8, 9, CCRA.SL.2, 3, RH.9-10.1, 2, 6, 8, 9, RST.9-10. 2, 8, WHST.9-10., 6, 7, 8
   New Jersey Student Learning Standards for 21st Century Life and Careers 9.1
   New Jersey Student Learning Standards for World Languages 7.1
   New Jersey Student Learning Standards for Social Studies 6.3
   New Jersey Student Learning Standards for Technological Literacy 8.1
   New Jersey Competencies for Social and Emotional Learning: Self -Management, Goal 2; Social Awareness, Goals 1 and 2

By the end of grade 12, students:

1. Modify and revise essential questions based on information gathered
2. Demonstrate sophistication in integrating multiple information literacy skills
3. Seek information from academic, peer-reviewed journals.
   American Library Association of School Librarians Framework for Learners: I.B.1, IV.A.2, V.A.1, V.B.1
   International Society for Technology in Education (ISTE) Student Standards: 1c, 1d, 3a, 3b, 3c,3d, 4d, 5b
   New Jersey Student Learning Standards for English Language Arts -Literacy.CCRA.R.1, 3, 5, 6, 7, 8, 9, CCRA.W.1, 2, 7, 8, 9, CCRA.SL.2, 3, RH.11-12.1, 2, 6, 8, 9, RST.11-12. 2, 8, WHST.11-12., 6, 7, 8
   New Jersey Student Learning Standards for 21st Century Life and Careers 9.1
   New Jersey Student Learning Standards for World Languages 7.1
   New Jersey Student Learning Standards for Social Studies 6.3
   New Jersey Student Learning Standards for Technological Literacy 8.1
   New Jersey Competencies for Social and Emotional Learning: Self-Management, Goals 2 and 3; Social Awareness, Goal 1; Responsible Decision Making, Goal 1

D. Communication as Process and Product

By the end of grade 1, students:

1. Demonstrate appropriate library behavior
2. Actively listen and respond attentively to literature read aloud
3. Recall information from listening to stories, poems, and other conventional texts
4. Participate in discussions
5. Demonstrate respect for others by taking turns when speaking and listening.
   American Library Association of School Librarians Framework for Learners: II.C.2, III.D.1
   International Society for Technology in Education (ISTE) Student Standards: 2a, 2b, 2c, 2d, 3c, 3d, 6a, 6b, 6c, 6d, 7a, 7b, 7c, 7d
   New Jersey Student Learning Standards for English Language Arts -Literacy.CCRA.R.1
   New Jersey Student Learning Standards for 21st Century Life and Careers 9.1
   New Jersey Competencies for Social and Emotional Learning: Self-Awareness

By the end of grade 3, students:

1. Contribute appropriately to a discussion with information, ideas, and experiences
2. Respect others' ideas and acknowledge their contributions.

   International Society for Technology in Education (ISTE) Student Standards: 2a, 2b, 2c, 2d, 3c, 3d, 6a, 6b, 6c, 6d, 7a, 7b, 7c, 7d

   New Jersey Student Learning Standards for English Language Arts -Literacy.CCRA.R.1

   New Jersey Student Learning Standards for 21st Century Life and Careers 9.1 New Jersey Student Learning Standards for World Languages 7.1

   New Jersey Student Learning Standards for Social Studies 6.3

   American Library Association of School Librarians Framework for Learners II.C.2, III.D.1

   New Jersey Competencies for Social and Emotional Learning: Social Awareness

By the end of grade 5, students:

1. Communicate results of an information search in an appropriate format
2. Communicate appropriate data for an intended audience.

   American Library Association of School Librarians Framework for Learners VI.C.2, I.B.3

   International Society for Technology in Education (ISTE) Student Standards: 2a, 2b, 2c, 2d, 3c, 3d, 6a, 6b, 6c, 6d, 7a, 7b, 7c, 7d

   New Jersey Student Learning Standards for English Language Arts -Literacy.CCRA.R.1, 3, 4, 5, 7, CCRA.W.1, 2, 3, 4, 6, 9, CCRA.SL.2, 3, 4, 5, 6

   New Jersey Student Learning Standards for 21st Century Life and Careers 9.1

   New Jersey Student Learning Standards for World Languages 7.1

   New Jersey Student Learning Standards for Social Studies 6.3

   New Jersey Student Learning Standards for Technological Literacy 8.1

   New Jersey Competencies for Social and Emotional Learning: Relationship Skills

By the end of grade 8, students:

1. Demonstrate knowledge of communication process skills, including analyzing, paraphrasing and synthesizing
2. Use technology tools to facilitate collaboration and the exchange of ideas
3. Work independently and collaboratively utilizing 21st-century technologies to create a product
4. Use media ethically and strategically to strengthen the presentation of information and enhance audience understanding (charts, images, video, audio, text).

   American Library Association of School Librarians Framework for Learners: II.A.1, II.A.2, II.A.3, II.B.1, II.B.2, II.B.3, II.C.1, II.C.2, II.D.1, II.D.2, II.D.3, III.A.1, III.A.2, III,A.3, III.B.1, III.B.2, III.C.1, III.C.2, III.D.1, III.D.2

   International Society for Technology in Education (ISTE) Student Standards: 2a, 2b, 2c, 2d, 3c, 3d, 6a, 6b, 6c, 6d, 7a, 7b, 7c, 7d

   New Jersey Student Learning Standards for English Language Arts -Literacy.CCRA.R.1, 3, 4, 5, 7, CCRA.W.1, 2, 3, 4, 6, 9, CCRA.SL.2, 3, 4, 5, 6, RH.6-8.7, RST.6-8.2, 8, WHST.6-8.1 , 2, 4, 5, 6, 7

   New Jersey Student Learning Standards for 21st Century Life and Careers 9.1

   New Jersey Student Learning Standards for World Languages 7.1

   New Jersey Student Learning Standards for Social Studies 6.3 New Jersey Student Learning Standards for Technological Literacy 8.1

   New Jersey Competencies for Social and Emotional Learning: Relationship Skills and Responsible Decision Making

By the end of grade 10, students:

1. Identify and employ a variety of technologies to present information
2. Organize information for effective communication
3. Create and effectively communicate information to others at an appropriate level

4. Work collaboratively to produce a group product.

American Library Association of School Librarians Framework for Learners: I.B.3, I.C.4, II.D.1, III.A.2, III.A.3, III.B.1,III.C.1,III.C.4, IV.C.2.

International Society for Technology in Education (ISTE) Student Standards: 2a, 2b, 2c, 2d, 3c, 3d, 6a, 6b, 6c, 6d, 7a, 7b, 7c, 7d

New Jersey Student Learning Standards for English Language Arts -Literacy.CCRA.R.1, 3, 4, 5, 7, CCRA.W.1, 2, 3, 4, 6, 9, CCRA.SL.2, 3, 4, 5, 6, RH.9-10.7, RST.9-10.2, 8, WHST.9-10.1 , 2, 4, 5, 6, 7

New Jersey Student Learning Standards for 21st Century Life and Careers 9.1

New Jersey Student Learning Standards for World Languages 7.1

New Jersey Student Learning Standards for Social Studies 6.3

New Jersey Student Learning Standards for Technological Literacy 8.1

New Jersey Competencies for Social and Emotional Learning: Self-Awareness, Goal 4; Social Awareness, Goals 1, 2, and 3; Relationship Skills, Goal 2

By the end of grade 12, students:
1. Choose the most appropriate format for presenting information
2. Design and execute an information product that involves critical and creative thinking reflecting real world situations.

American Library Association of School Librarians Framework for Learners: II.A.3, III.B.1, VI.6.2.

International Society for Technology in Education (ISTE) Student Standards: 2a, 2b, 2c, 2d, 3c, 3d, 6a, 6b, 6c, 6d, 7a, 7b, 7c, 7d

New Jersey Student Learning Standards for English Language Arts -Literacy.CCRA.R.1, 3, 4, 5, 7, CCRA.W.1, 2, 3, 4, 6, 9, CCRA.SL.2, 3, 4, 5, 6, RH.11-12, 7, RST.11-12. 2, 8, WHST11-12.1, 2, 4, 5, 6, 7

New Jersey Student Learning Standards for 21st Century Life and Careers 9.1

New Jersey Student Learning Standards for World Languages 7.1

New Jersey Student Learning Standards for Social Studies 6.3

New Jersey Student Learning Standards for Technological Literacy 8.1

New Jersey Competencies for Social and Emotional Learning: Self- Awareness, Goal 2; Self-Management, Goal 2; Social Awareness, Goal 3; Responsible Decision-Making, Goal 1

E. Media Literacy Integrity and Ethical Practice

By the end of grade 1, students:
1. Demonstrate awareness that a library is a place for books and resources to be shared with the community
2. Recognize the authors' and illustrators' ownerships of their work.

International Society for Technology in Education (ISTE) Student Standards: 1a, 2a, 2b, 2c, 2d, 3b, 3c, 6b

New Jersey Student Learning Standards for 21st Century Life and Careers 9.1

By the end of grade 3, students:
1. Recognize the components of a title page
2. Identify the location and purpose of copyright.

American Library Association of School Librarians Framework for Learners VI.A.1, VI.A.2

New Jersey Student Learning Standards for 21st Century Life and Careers 9.1

By the end of grade 5, students:
1. Introduce basic use and reason for bibliographic citation format

2. Understand the challenges and dangers of communicating in an online environment.

   International Society for Technology in Education (ISTE) Student Standards: 1a, 2a, 2b, 2c, 2d, 3b, 3c, 6b

   New Jersey Student Learning Standards for 21st Century Life and Careers 9.1 New Jersey Student Learning Standards for World Languages 7.1

   New Jersey Student Learning Standards for Social Studies 6.3

   New Jersey Student Learning Standards for Technological Literacy 8.1

   New Jersey Competencies for Social and Emotional Learning: Relationship Skills

By the end of grade 8, students:

1. Demonstrate an understanding of the purpose for citing sources correctly and employ the full elements of formal citation utilizing web-based citation-building tools.
2. Produce a work that demonstrates research explained in student's own words
3. Articulate the difference between intellectual honesty and plagiarism
4. Identify and demonstrate knowledge of copyright restrictions in more complex areas, such as music, images, and videos
5. Observe appropriate district policies regarding internet usage
6. Understand the challenges, dangers, and consequences of communicating and sharing in an online environment.

   American Library Association of School Librarians Framework for Learners: IV.A.3, VI.A.1, VI.A.2, VI.A.3, VI.B.1, VI.B.2, VI.B.3, VI.C.1, VI.C.2, VI.D.1, VI.D.2, VI.D.3,

   International Society for Technology in Education (ISTE) Student Standards: 1a, 2a, 2b, 2c, 2d, 3b, 3c, 6b

   New Jersey Student Learning Standards for English Language Arts -Literacy.CCRA.R.7, CCRA.W.3, WHST.6-8.8

   New Jersey Student Learning Standards for 21st Century Life and Careers 9.1

   New Jersey Student Learning Standards for World Languages 7.1

   New Jersey Student Learning Standards for Social Studies 6.3

   New Jersey Student Learning Standards for Technological Literacy 8.1

   New Jersey Competencies for Social and Emotional Learning: Responsible Decision Making, Social Awareness, and Self-Awareness

By the end of grade 10, students:

1. Employ web-based tools to cite more complex sources
2. Recognize unintended plagiarism within student work using online tools
3. Recognize and demonstrate an understanding of advanced copyright restrictions
4. Demonstrate strategies to overcome the challenges and dangers of communicating in an online environment.

   American Library Association of School Librarians Framework for Learners: V.B.1, VI .A.2

   International Society for Technology in Education (ISTE) Student Standards: 1a, 2a, 2b, 2c, 2d, 3b, 3c, 6b

   New Jersey Student Learning Standards for English Language Arts -Literacy.CCRA.R.7, CCRA.W.3 , WHST.9-10.8

   New Jersey Student Learning Standards for 21st Century Life and Careers 9.1

   New Jersey Student Learning Standards for World Languages 7.1

   New Jersey Student Learning Standards for Social Studies 6.3

   New Jersey Student Learning Standards for Technological Literacy 8.1

   New Jersey Competencies for Social and Emotional Learning: Social Awareness, Goal 1; Responsible Decision-Making, Goal 2

By the end of grade 12, students:
1. Employ citation tools for speeches, transcripts, interviews, anthologies and/or peer-reviewed journals
2. Assemble and organize information during the research process utilizing online tools such as notecards and outlining
3. Produce a length of work that shows sophistication in the use of student's own voice
4. Demonstrate safe, legal and ethical sharing of knowledge while engaging in an interconnected world.

American Library Association of School Librarians Framework for Learners: IV.A.3, VI.A.1

International Society for Technology in Education (ISTE) Student Standards: 1a, 2a, 2b, 2c, 2d, 3b, 3c, 6b

New Jersey Student Learning Standards for English Language Arts -Literacy.CCRA.R.7, CCRA.W.3 , WHST.11-12.8

New Jersey Student Learning Standards for 21st Century Life and Careers 9.1

New Jersey Student Learning Standards for World Languages 7.1

New Jersey Student Learning Standards for Social Studies 6.3

New Jersey Student Learning Standards for Technological Literacy 8.1

New Jersey Competencies for Social and Emotional Learning: Self-Awareness, Goal 1; Self -Management, Goal 1; Responsible Decision Making, Goal 3

III. CONTENT, SCOPE AND SEQUENCE

The media specialists actively collaborate with faculty to integrate information literacy skills with content area instruction and learning experiences across the kindergarten through twelfth-grade curricula. Media specialists provide students with equitable access to the media center and its resources, including a responsive curriculum that reflects today's global diversity.

The library media curriculum provides sequential instruction that allows learners to explore subject areas beyond the confines of a textbook and utilize unique technologies that provide information retrieval.

These skills lead students to achieve information literacy, becoming competent in developing effective strategies for selecting, retrieving, analyzing, evaluating, synthesizing, creating, and communicating information in all formats and in all content areas of the curriculum. The areas of instruction are congruent with the course of study's objectives and reflect the introduction of targeted skills at each level.

A. Organizational Patterns of the Library Media Center

Essential Question - How is information organized?
1. Layout of a library
   a. Physical
   b. Digital
   c. Classification system

2. Resources
    a. Reference
    b. Fiction
    c. Nonfiction
    d. Special collections
    e. Media
    f. e-Books
    g. Web-based resources
3. Circulation procedures
4. Care of materials
5. Appropriate behavior
6. Interlibrary loan

B. Elements of Literature

Essential Questions - In what ways is reading a window to the world and in what ways is it a mirror?
1. Parts of a book
2. Fiction and nonfiction
3. Introduction of genres
4. Award-winning literature
5. Author studies
6. Author styles
7. Historical context of literature
8. Bias and point of view
9. Literature criticism
10. Sources to assist in book selection
    a. Book reviews
    b. Literary databases
    c. Media specialists

C. Inquiry and Research

Essential Questions - How does the inquiry process lead us to new understandings and insights? How do we determine which information sources to trust?
1. Utilization of nonfiction
2. Research skills
    a. Variety of sources
    b. Information gathering
    c. Use of primary and secondary sources

     d. Quality and quantity of information
       1) Authenticity
       2) Accuracy
       3) Currency
       4) Relevancy
       5) Authority
     e. Diversity of appropriate sources
       1) Point of view
       2) Context
       3) Discipline
       4) Cultural
3. Search strategies
     a. Subject
     b. Keyword
     c. Brainstorming techniques
     d. Essential questions
     e. Boolean search
     f. Integration of multiple information literacy strategies
4. Research Resources
     a. OPAC
     b. Databases
     c. Search engines
     d. Web directories
     e. Web guides or portals

D. Communication as Process and Product

Essential Question - How does shared information enhance knowledge?
1. Listening
2. Responding
3. Discussion techniques
4. Organization of information
5. Integration of visual data
6. Awareness of intended audience
7. Communication process skills
     a. Paraphrasing
     b. Synthesizing
     c. Disseminating
     d. Receiving

E. Concepts of Digital Citizenship

Essential question - What constitutes responsible usage of information in the 21st Century?
1. Copyright and fair use
2. Plagiarism
3. District internet policy
4. Citation techniques
5. Development of personal voice
6. Personal rights and responsibilities

IV. <u>INSTRUCTIONAL TECHNIQUES</u>

Comprehensive strategies cater to the diverse student population. The instructional techniques accommodate differences in student learning style, interest and readiness. Strategies are consistent with cognitive development of learners at the appropriate level. The use of prior knowledge, coupled with new concepts, presents an opportunity for students to make real-life connections between one's self and her or his relationship to the global community.

Instructional techniques include, but are not limited to:

A. Direct instruction - whole group, small flexible group, and/or individual
    1. Close reading of mentor texts or assignment exemplars
    2. Modeled thinking and/or application
    3. Repeated reading
    4. Integration of technology

B. Deliberate practice/application - whole group, small group, and/or partnerships
    1. Classroom discussion - whole group, small group, and/or partnerships
        a. Essential questions
        b. Text-dependent questions
        c. Conversation markers
        d. Debate
        e. Socratic seminar
        f. Fishbowl
    2. Writing to learn
        a. Concept mapping
            1) Annotating
            2) Note-taking
            3) Graphic organizing
            4) Outlining
        b. Prediction
        c. Journaling
        d. Summary and analysis
        e. Learning logs
        f. Do-now and/or exit slip

      g. Fictional dialogue
      h. Free write

  3. Collaborative learning with peers - small group and/or partnerships
      a. Literature circle/book club protocols
      b. Jigsaw
      c. Inquiry learning
      d. Reciprocal teaching
      e. Peer feedback

C. Metacognition
  1. Self-questioning
  2. Questions to guide learning
  3. Strategy monitoring (e.g. learning logs; "What helped me learn today?")
  4. Transfer monitoring (e.g. "How do I know I learned…?")

D. Interdisciplinary connections
  1. Outside presenters
  2. Field trips
  3. Virtual field trips

E. For strategies to differentiate for special education students, English Language Learners, Students at Risk of School Failure, Gifted and Talented Students, and Students with 504 Plans, please consult the Accommodations and Modifications appendix in the appendices section of this document.

V. __EVALUATION__

Students will be evaluated by the Media Specialist in collaboration with the classroom teacher. Together, they will evaluate the following:

A. The complete research process, from initial topic questioning, research strategies and information evaluation to creating and presenting a final product.
B. The variety of sources used to build a final product.
C. The understanding of the topic researched through student participation in discussions, group projects and collaborative experiences.

The goal of evaluation is to make formal and informal assessments of students' progress and development. A variety of assessment techniques and instruments are utilized, and differentiated as needed, to gauge students' understanding and plan for instructional needs. Evaluation consists of a combination of diagnostic, formative, and summative assessment; examples include, but are not limited to:

A. Diagnostic assessments allow teachers to gauge students' current knowledge of a topic or ability to execute a skill; this type of assessment is typically administered at the onset of a school year or unit of study.
   1. Pre-tests and benchmarking
   2. Class discussions/debates - partnerships, small group, or whole class
   3. Self-assessment and goal setting
   4. Conferencing
   5. Anecdotal teacher records

B. Formative assessments measure students' growth and progress, are quickly administered as part of the instructional process, allow for feedback to be shared quickly and efficiently, and may or may not be graded.
   1. Process writing components
   2. Quizzes
   3. Annotations
   4. Text-dependent questions
   5. Concept maps, outlines, and/or graphic organizers
   6. Self-assessment
   7. Peer assessment
   8. Journals
   9. Class discussions/debates - partnerships, small group, or whole class
   10. Questioning
   11. Presentations - individual, partnered, and small group
   12. Fishbowl
   13. Socratic Seminar
   14. Conferencing
   15. Anecdotal teacher records

C. Summative assessments are administered after instruction has been delivered and learning has taken place; it serves as a means for gauging the accumulation of student learning against the stated unit objectives. Students are encouraged to weigh their performance against Social and Emotional Learning Competencies, specifically that of: self-awareness, self-management, responsible decision-making, and relationship skills, while department members may use the outcomes to adjust approaches to planning and preparation for learning, instructional delivery, and/or formative assessment.

   1. Tests; post-assessments (e.g. essential questions; text-dependent questions; works cited)
   2. Timed writings
   3. Self-assessment
   4. Final draft essays
   5. Creative writing pieces
   6. Evidence-based pieces
   7. Portfolios
   8. Presentations - individual, partnered, and small group
   9. Fishbowl
   10. Socratic seminar

VI. PROFESSIONAL DEVELOPMENT

A key component to the effective implementation of a library media curriculum is the inclusion of ongoing, professional development for media specialists. Meaningful professional development plays a pivotal role in creating a culture and capacity for continuous improvement of the curriculum and use of relevant resources.

A. Collaborate with other media specialists to gather and share ideas and instructional strategies.
B. Attend professional development courses and conferences to learn about instructional strategies and current issues related to the library media curriculum.
C. Read professional journals and participate in online networking.

APPENDIX I

American Association of School Librarians' Standards Framework for Learners

AASL Standards Framework for Learners

SHARED FOUNDATIONS AND KEY COMMITMENTS

DOMAINS AND COMPETENCIES	I. INQUIRE	II. INCLUDE	III. COLLABORATE	IV. CURATE	V. EXPLORE	VI. ENGAGE
	Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems.	Demonstrate an understanding of and commitment to inclusiveness and respect for diversity in the learning community.	Work effectively with others to broaden perspectives and work toward common goals.	Make meaning for oneself and others by collecting, organizing, and sharing resources of personal relevance.	Discover and innovate in a growth mindset developed through experience and reflection.	Demonstrate safe, legal, and ethical creating and sharing of knowledge products independently while engaging in a community of practice and an interconnected world.
A. THINK	Learners display curiosity and initiative by: 1. Formulating questions about a personal interest or a curricular topic. 2. Recalling prior and background knowledge as context for new meaning.	Learners contribute a balanced perspective when participating in a learning community by: 1. Articulating an awareness of the contributions of a range of learners. 2. Adopting a discerning stance toward points of view and opinions expressed in information resources and learning products. 3. Describing their understanding of cultural relevancy and placement within the global learning community.	Learners identify collaborative opportunities by: 1. Demonstrating their desire to broaden and deepen understandings. 2. Developing new understandings through engagement in a learning group. 3. Deciding to solve problems informed by group interaction.	Learners act on an information need by: 1. Determining the need to gather information. 2. Identifying possible sources of information. 3. Making critical choices about information sources to use.	Learners develop and satisfy personal curiosity by: 1. Reading widely and deeply in multiple formats and write and create for a variety of purposes. 2. Reflecting and questioning assumptions and possible misconceptions. 3. Engaging in inquiry-based processes for personal growth.	Learners follow ethical and legal guidelines for gathering and using information by: 1. Responsibly applying information, technology, and media to learning. 2. Understanding the ethical use of information, technology, and media. 3. Evaluating information for accuracy, validity, social and cultural context, and appropriateness for need.
B. CREATE	Learners engage with new knowledge by following a process that includes: 1. Using evidence to investigate questions. 2. Devising and implementing a plan to fill knowledge gaps. 3. Generating products that illustrate learning.	Learners adjust their awareness of the global learning community by: 1. Interacting with learners who reflect a range of perspectives. 2. Evaluating a variety of perspectives during learning activities. 3. Representing diverse perspectives during learning activities.	Learners participate in personal, social, and intellectual networks by: 1. Using a variety of communication tools and resources. 2. Establishing connections with other learners to build on their own prior knowledge and create new knowledge.	Learners gather information appropriate to the task by: 1. Seeking a variety of sources. 2. Collecting information representing diverse perspectives. 3. Systematically questioning and assessing the validity and accuracy of information. 4. Organizing information by priority, topic, or other systematic scheme.	Learners construct new knowledge by: 1. Problem solving through cycles of design, implementation, and reflection. 2. Persisting through self-directed pursuits by tinkering and making.	Learners use valid information and reasoned conclusions to make ethical decisions in the creation of knowledge by: 1. Ethically using and reproducing others' work. 2. Acknowledging authorship and demonstrating respect for the intellectual property of others. 3. Including elements in personal-knowledge products that allow others to credit content appropriately.
C. SHARE	Learners adapt, communicate, and exchange learning products with others in a cycle that includes: 1. Interacting with content presented by others. 2. Providing constructive feedback. 3. Acting on feedback to improve. 4. Sharing products with an authentic audience.	Learners exhibit empathy with and tolerance for diverse ideas by: 1. Engaging in informed conversation and active debate. 2. Contributing to discussions in which multiple viewpoints on a topic are expressed.	Learners work productively with others to solve problems by: 1. Soliciting and responding to feedback from others. 2. Involving diverse perspectives in their own inquiry processes.	Learners exchange information resources within and beyond their learning community by: 1. Accessing and evaluating collaboratively constructed information sites. 2. Contributing to collaboratively constructed information sites by ethically using and reproducing others' work. 3. Joining with others to compare and contrast information derived from collaboratively constructed information sites.	Learners engage with the learning community by: 1. Expressing curiosity about a topic of personal interest or curricular relevance. 2. Co-constructing innovative means of investigation. 3. Collaboratively identifying innovative solutions to a challenge or problem.	Learners responsibly, ethically, and legally share new information with a global community by: 1. Sharing information resources in accordance with modification, reuse, and remix policies. 2. Disseminating new knowledge through means appropriate for the intended audience.
D. GROW	Learners participate in an ongoing inquiry-based process by: 1. Continually seeking knowledge. 2. Engaging in sustained inquiry. 3. Enacting new understanding through real-world connections. 4. Using reflection to guide informed decisions.	Learners demonstrate empathy and equity in knowledge building within the global learning community by: 1. Seeking interactions with a range of learners. 2. Demonstrating interest in other perspectives during learning activities. 3. Reflecting on their own place within the global learning community.	Learners actively participate with others in learning situations by: 1. Actively contributing to group discussions. 2. Recognizing learning as a social responsibility.	Learners select and organize information for a variety of audiences by: 1. Performing ongoing analysis of and reflection on the quality, usefulness, and accuracy of curated resources. 2. Integrating and depicting in a conceptual knowledge network their understanding gained from resources. 3. Openly communicating curation processes for others to use, interpret, and validate.	Learners develop through experience and reflection by: 1. Iteratively responding to challenges. 2. Recognizing capabilities and skills that can be developed, improved, and expanded. 3. Open-mindedly accepting feedback for positive and constructive growth.	Learners engage with information to extend personal learning by: 1. Personalizing their use of information and information technologies. 2. Reflecting on the process of ethical generation of knowledge. 3. Inspiring others to engage in safe, responsible, ethical, and legal information behaviors.

APPENDIX II

The International Society for Technology in Education (ISTE) Standards

1. Creativity and innovation Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. a. Apply existing knowledge to generate new ideas, products, or processes b. Create original works as a means of personal or group expression c. Use models and simulations to explore complex systems and issues d. Identify trends and forecast possibilities	4. Critical thinking, problem solving, and decision making Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. a. Identify and define authentic problems and significant questions for investigation b. Plan and manage activities to develop a solution or complete a project c. Collect and analyze data to identify solutions and/or make informed decisions d. Use multiple processes and diverse perspectives to explore alternative solutions
2. Communication and collaboration Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. a. Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media b. Communicate information and ideas effectively to multiple audiences using a variety of media and formats c. Develop cultural understanding and global awareness by engaging with learners of other cultures d. Contribute to project teams to produce original works or solve problems	5. Digital citizenship Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior. a. Advocate and practice safe, legal, and responsible use of information and technology b. Exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity c. Demonstrate personal responsibility for lifelong learning d. Exhibit leadership for digital citizenship
3. Research and information fluency Students apply digital tools to gather, evaluate, and use information. a. Plan strategies to guide inquiry b. Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media c. Evaluate and select information sources and digital tools based on the appropriateness to specific tasks d. Process data and report results	6. Technology operations and concepts Students demonstrate a sound understanding of technology concepts, systems, and operations. a. Understand and use technology systems b. Select and use applications effectively and productively c. Troubleshoot systems and applications d. Transfer current knowledge to learning of new technologies

APPENDIX III

New Jersey Student Learning Standards for English Language Arts
Companion Standards, Grades 6-12

History, Social Studies, Science and Technical Subjects

Anchor Standards for Reading

Key Ideas and Details

NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

NJSLSA.R2. Determine the central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

Note on range and content of student reading

To become college and career ready, students must grapple with works of exceptional craft and thought whose range extends across genres, cultures, and centuries. Such works offer profound insights into the human condition and serve as models for students' own thinking and writing. Along with high-quality contemporary works, these texts should be chosen from among seminal U.S. documents, the classics of American literature, and the timeless dramas of Shakespeare. Through wide and deep reading of literature and literary nonfiction of steadily increasing sophistication, students gain a reservoir of literary and cultural knowledge, references, and images; the ability to evaluate intricate arguments; and the capacity to surmount the challenges posed by complex texts.

<p style="text-align:center">Progress Indicators Reading History, Grades 6-8</p>

Reading History and Social Studies
The standards below begin at grade 6; standards for K-5 reading in history/social studies, science, and technical subjects are integrated into the K-5 Reading standards. The CCR anchor standards and high school standards in literacy work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.

Key Ideas and Details

RH.6-8.1. Cite specific textual evidence to support analysis of primary and secondary sources.

RH.6-8.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

RH.6-8.3. Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

Craft and Structure

RH.6-8.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

RH.6-8.5. Describe how a text presents information (e.g., sequentially, comparatively, causally).

RH.6-8.6. Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

Integration of Knowledge and Ideas

RH.6-8.7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

RH.6-8.8. Distinguish among fact, opinion, and reasoned judgment in a text.

RH.6-8.9. Analyze the relationship between a primary and secondary source on the same topic.

Range of Reading and Level of Text Complexity

RH.6-8.10. By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.

<div align="center">

Progress Indicators Reading History, Grades 9-10

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Key Ideas and Details

RH.9-10.1. Accurately cite strong and thorough textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

RH.9-10.2. Determine the theme, central ideas, key information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

RH.9-10.3. Analyze in detail a series of events described in a text; draw connections between the events, to determine whether earlier events caused later ones or simply preceded them.

Craft and Structure

RH.9-10.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history and the social sciences; analyze the cumulative impact of specific word choices on meaning and tone.

RH.9-10.5. Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

RH.9-10.6. Compare the point of view of two or more authors in regards to how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

Integration of Knowledge and Ideas

RH.9-10.7. Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text, to analyze information presented via different mediums.

RH.9-10.8. Assess the extent to which the reasoning and evidence in a text support the author's claims.

RH.9-10.9. Compare and contrast treatments of the same topic, or of various perspectives, in several primary and secondary sources; analyze how they relate in terms of themes and significant historical concepts.

Range of Reading and Level of Text Complexity

RH.9-10.10. By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently.

Progress Indicators for Reading History, Grades 11-12

Key Ideas and Details

RH.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of primary and secondary sources, connecting insights gained from specific details to develop an understanding of the text as a whole.

RH.11-12.2. Determine the theme, central ideas, information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary of how key events, ideas and/or author's perspective(s) develop over the course of the text.

RH.11-12.3. Evaluate various perspectives for actions or events; determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

Craft and Structure

RH.11-12.4. Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines *faction* in *Federalist* No. 10).

RH.11-12.5. Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.

RH.11-12.6. Evaluate authors' differing perspectives on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

Integration of Knowledge and Ideas

RH.11-12.7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, qualitatively, as well as in words) in order to address a question or solve a problem.

RH.11-12.8. Evaluate an author's claims, reasoning, and evidence by corroborating or challenging them with other sources.

RH.11-12.9. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

Range of Reading and Level of Text Complexity

RH.11-12.10. By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently.

Progress Indicators Reading Science and Technical Subjects, Grades 6-8

Key Ideas and Details

RST.6-8.1. Cite specific textual evidence to support analysis of science and technical texts.

RST.6-8.2. Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.

RST.6-8.3. Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.

Craft and Structure

RST.6-8.4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to *grades 6-8 texts and topics*.

RST.6-8.5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.

RST.6-8.6. Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.

Integration of Knowledge and Ideas
RST.6-8.7. Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).

RST.6-8.8. Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.

RST.6-8.9. Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.

Range of Reading and Level of Text Complexity

RST.6-8.10. By the end of grade 8, read and comprehend science/technical texts in the grades 6-8 text complexity band independently and proficiently.

Progress Indicators Reading Science and Technical Subjects, Grades 9-10

Key Ideas and Details
RST.9-10.1. Accurately cite strong and thorough evidence from the text to support analysis of science and technical texts, attending to precise details for explanations or descriptions.

RST.9-10.2. Determine the central ideas, themes, or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.

RST.9-10.3. Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.

Craft and Structure
RST.9-10.4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to *grades 9-10 texts and topics*.

RST.9-10.5. Analyze the relationships among concepts in a text, including relationships among key terms (e.g., *force, friction, reaction force, energy*).

RST.9-10.6. Determine the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address.

Integration of Knowledge and Ideas
RST.9-10.7. Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.

RST.9-10.8. Determine if the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem.

RST.9-10.9. Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.

Range of Reading and Level of Text Complexity:
RST.9-10.10. By the end of grade 10, read and comprehend science/technical texts in the grades 9-10 text complexity band independently and proficiently.

Progress Indicators for Reading Science and Technical Subjects, Grades 11-12

Key Ideas and Details

RST.11-12.1. Accurately cite strong and thorough evidence from the text to support analysis of science and technical texts, attending to precise details for explanations or descriptions.

RST.11-12.2. Determine the central ideas, themes, or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.

RST.11-12.3. Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.

Craft and Structure

RST.11-12.4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to *grades 11-12 texts and topics*.

RST.11-12.5. Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.

RST.11-12.6. Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved.

Integration of Knowledge and Ideas

RST.11-12.7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.

RST.11-12.8. Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.

RST.11-12.9. Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.

Range of Reading and Level of Text Complexity

RST.11-12.10. By the end of grade 12, read and comprehend science/technical texts in the grades 11-CCR text complexity band independently and proficiently.

Anchor Standards for Writing

Text Types and Purposes

NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

NJSLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Production and Distribution of Writing

NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.

NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

NJSLSA.W10. 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.

Note on range and content in student writing

To build a foundation for college and career readiness, students need to learn to use writing as a way of offering and supporting opinions, demonstrating understanding of the subjects they are studying, and conveying real and imagined experiences and events. They learn to appreciate that a key purpose of writing is to communicate clearly to an external, sometimes unfamiliar audience, and they begin to adapt the form and content of their writing to accomplish a particular task and purpose. They develop the capacity to build knowledge on a subject through research projects and to respond analytically to literary and informational sources. To meet these goals, students must devote significant time and effort to writing, producing numerous pieces over short and extended time frames throughout the year.

Progress Indicators for Writing History, Science and Technical Subjects, Grades 6-8

Text Types and Purposes

WHST.6-8.1. Write arguments focused on *discipline-specific content*.
  A. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
  B. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
  C. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
  D. Establish and maintain a formal/academic style, approach, and form.
  E. Provide a concluding statement or section that follows from and supports the argument presented.

WHST.6-8.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
  A. Introduce a topic and organize ideas, concepts, and information using text structures (e.g. definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g. headings, graphics, and multimedia) when useful to aiding comprehension.
  B. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
  C. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
  D. Use precise language and domain-specific vocabulary to inform about or explain the topic.
  E. Establish and maintain a formal/academic style, approach, and form.
  F. Provide a concluding statement or section that follows from and supports the information or explanation presented.

WHST.6-8.3

(See note; not applicable as a separate requirement)

Production and Distribution of Writing

WHST.6-8.4. Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience.

WHST.6-8.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

WHST.6-8.6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

Research to Build and Present Knowledge

WHST.6-8.7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

WHST.6-8.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

WHST.6-8.9. Draw evidence from informational texts to support analysis, reflection, and research.

Range of Writing

WHST.6-8.10. Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Note

Students' narrative skills continue to grow in these grades. The standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history/social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of historical import. In science and technical subjects, students must be able to write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work so that others can replicate them and (possibly) reach the same results.

Progress Indicators for Writing History, Science and Technical Subjects, Grades 9-10

Text Types and Purposes

WHST.9-10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient textual and non-textual evidence.
- A. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
- B. Develop claim(s) and counterclaims using sound reasoning, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and 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.

WHST.9-10.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
- A. Introduce a topic and organize 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.
- 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 varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
- D. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
- 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 argument presented.

WHST.9-10.3
(See note; not applicable as a separate requirement)

Production and Distribution of Writing

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

WHST.9-10.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

WHST.9-10.6. Use technology, including the Internet, to produce, share, and update writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

Research to Build and Present Knowledge

WHST.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.

WHST.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.

WHST.9-10.9. Draw evidence from informational texts to support analysis, reflection, and research.

Range of Writing

WHST.9-10.10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Students' narrative skills continue to grow in these grades. The standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history/social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of historical import. In science and technical subjects, students must be able to write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results.

Progress Indicators for Writing History, Science and Technical Subjects, Grades 11-12

Text Types and Purposes

WHST.11-12.1. Write arguments focused on *discipline-specific content.*
  A. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.
  B. Develop claim(s) and counterclaims using sound reasoning and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.
  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.

WHST.11-12.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
  A. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
  B. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
  C. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
  D. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.
  E. Provide a concluding paragraph or section that supports the argument presented.

WHST.11-12.3
(See note; not applicable as a separate requirement)

Production and Distribution of Writing
WHST.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

WHST.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

WHST.11-12.6. Use technology, including the Internet, to produce, share, and update writing products in response to ongoing feedback, including new arguments or information.

Research to Build and Present Knowledge

WHST.11-12.7. 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.

WHST.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 specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

WHST.11-12.9. Draw evidence from informational texts to support analysis, reflection, and research.

Range of Writing

WHST.11-12.10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Note
Students' narrative skills continue to grow in these grades. The standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history/social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of historical import. In science and technical subjects, students must be able to write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results.

Progress Indicators for Writing History, Science and Technical Subjects, Grades 6-8

Text Types and Purposes

WHST.6-8.1. Write arguments focused on *discipline-specific content*.
   A. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
   B. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
   C. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
   D. Establish and maintain a formal/academic style, approach, and form.
   E. Provide a concluding statement or section that follows from and supports the argument presented.

WHST.6-8.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
   A. Introduce a topic and organize ideas, concepts, and information using text structures (e.g. definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g. headings, graphics, and multimedia) when useful to aiding comprehension.
   B. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
   C. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
   D. Use precise language and domain-specific vocabulary to inform about or explain the topic.
   E. Establish and maintain a formal/academic style, approach, and form.
   F. Provide a concluding statement or section that follows from and supports the information or explanation presented.

WHST.6-8.3

(See note; not applicable as a separate requirement)

Production and Distribution of Writing

WHST.6-8.4. Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience.

WHST.6-8.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

WHST.6-8.6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

Research to Build and Present Knowledge

WHST.6-8.7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

WHST.6-8.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

WHST.6-8.9. Draw evidence from informational texts to support analysis, reflection, and research.

Range of Writing

WHST.6-8.10. Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
 Note

Students' narrative skills continue to grow in these grades. The standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history/social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of historical import. In science and technical subjects, students must be able to write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work so that others can replicate them and (possibly) reach the same results.

Progress Indicators for Writing History, Science and Technical Subjects, Grades 9-10

Text Types and Purposes

WHST.9-10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient textual and non-textual evidence.
- A. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
- B. Develop claim(s) and counterclaims using sound reasoning, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and 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.

WHST.9-10.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

A. Introduce a topic and organize 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.

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 varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.

D. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.

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 argument presented.

WHST.9-10.3
(See note; not applicable as a separate requirement)

Production and Distribution of Writing

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

WHST.9-10.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

WHST.9-10.6. Use technology, including the Internet, to produce, share, and update writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

Research to Build and Present Knowledge

WHST.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.

WHST.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.

WHST.9-10.9. Draw evidence from informational texts to support analysis, reflection, and research.

Range of Writing

WHST.9-10.10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Students' narrative skills continue to grow in these grades. The standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history/social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of historical import. In science and technical subjects, students must be able to write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results.

New Jersey Student Learning Standards for Mathematical Practice

MP3 - Construct viable arguments and critique the reasoning of others. Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account New Jersey Student Learning Standards for Mathematics 4 the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.

MP5 - Use appropriate tools strategically. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

MP7 - Look for and make use of structure. Mathematically proficient students look closely to discern a pattern or structure.

New Jersey Student Learning Standards 21st-Century Life and Careers

Career Ready Practices describe the career-ready skills that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increased college, career, and life success. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.
>CRP1. Act as a responsible and contributing citizen and employee.
>CRP2. Apply appropriate academic and technical skills.
>CRP3. Attend to personal health and financial well-being.
>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.
>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.

New Jersey Student Learning Standards for Social Studies 6.3 Active Citizenship in the 21st Century All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

Technological Literacy 8.1 Educational Technology All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.

World Languages 7.1
All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

Visual and Performing Arts 1.4 Aesthetic Responses & Critique Methodologies All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art

APPENDIX IV

New Jersey Competencies for Social and Emotional Learning

New Jersey Social and Emotional Learning Competencies and Sub-Competencies

Self-Awareness
- Recognize one's feelings and thoughts
- Recognize the impact of one's feelings and thoughts on one's own behavior
- Recognize one's personal traits, strengths, and limitations
- Recognize the importance of self-confidence in handling daily tasks and challenges

Self-Management
- Understand and practice strategies for managing one's own emotions, thoughts, and behaviors
- Recognize the skills needed to establish and achieve personal and educational goals
- Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals

Social Awareness
- Recognize and identify the thoughts, feelings, and perspectives of others
- Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds
- Demonstrate an understanding of the need for mutual respect when viewpoints differ
- Demonstrate an awareness of the expectations for social interactions in a variety of settings

Responsible Decision-Making
- Develop, implement, and model effective problem-solving and critical thinking skills
- Identify the consequences associated with one's actions in order to make constructive choices
- Evaluate personal, ethical, safety, and civic impact of decisions

Relationship Skills
- Establish and maintain healthy relationships
- Utilize positive communication and social skills to interact effectively with others
- Identify ways to resist inappropriate social pressure
- Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways
- Identify who, when, where, or how to seek help for oneself or others when needed

*Adopted by the New Jersey State Board of Education in August 2017

APPENDIX V

Integrated Accommodations and Modifications for Special Education Students, English Language Learners, Students at Risk of School Failure, Gifted and Talented Students, and Students with 504 Plans (N.J.A.C. 6A: 8)

Special Education
ENVIRONMENT
Preferential Seating
Adjust time for completion of assignments when needed
Adjust length of assignments when needed
Allow additional oral response time
Break tasks (including long range assignments) into manageable steps
Provide copies of notes
Reduce the number of problems on a page
Provide assistance with organizing a notebook or folder
Repeat/ clarify directions when needed
Make frequent checks for work/assignment completion.
Modify homework and class work if needed

Extend time on tests/quizzes
Provide study guides for tests
Provide oral component when needed
Modify format when needed- (ex: limit choices, word bank, shortened written responses)
Allow a private workspace when needed (study carrel, separate desk, desk away from the group)
Allow opportunities for movement (e.g., help with supplies, change to different part of room to work, carry messages to office)
Assist the student to keep only the materials required for the lesson on the desktop
Provide a seat away from distractions (or noise)
MATERIAL/BOOKS/EQUIPMENT
Allow use of a calculator
Allow use of a number line
Allow use of counting chips
Modify worksheets
Provide visual aids (pictures, flash cards, etc.)
Provide auditory aids (cues, tapes, etc.)

Use manipulatives
Provide hands-on learning activities
INSTRUCTIONAL STRATEGIES
Check work in progress
Provide immediate feedback
Provide extra drill/practice
Provide review sessions
Provide models
Highlight key words
Provide pictures/charts
Use mnemonics
Support auditory presentations with visuals
Have student restate information
Provide lecture notes/outline
Give oral reminders
Give visual reminders

Review directions
Use graphic organizers
Assign partners
Repeat instructions
Display key vocabulary
Monitor assignments
Provide visual reinforcement
Provide concrete examples
Use vocabulary word bank
ORGANIZATION
Post assignments
Provide a desktop list of tasks
Give one paper at a time
Provide extra space for work
List sequential steps
Provide folders to hold work

Post routines
Use pencil box for tools
Reorganize poorly designed worksheets to create simple, easy-to-follow layouts and formats
Give advance warning when transition is going to take place
Provide structure for success
Provide a contract, timer, etc., for self-monitoring
Give the student a prompt when he/she is off task (e.g., move close to the student, speak to the student, etc.)
TEST/QUIZZES/TIME
Give prior notice of test
Provide oral testing
Provide extra time for written work
Provide modified tests
Rephrase test questions/directions
Preview test procedures
Provide shortened tasks
Provide extra time for tests

Read test to student
Provide test study guides
Limit multiple choice options
Provide extra time for projects
Pace long term projects
Simplify test wording
Provide hands-on projects
Allow extra response time

ENGLISH LANGUAGE LEARNERS

GRADING

Standard Grades vs. Pass/Fail

CONTINUUM OF ENGLISH LANGUAGE DEVELOPMENT

Pre K-K WIDA CAN DO Descriptors

Grades 1-2 WIDA CAN DO Descriptors

Grades 3-5 WIDA CAN DO Descriptors

Grades 6-8 WIDA CAN DO Descriptors

Grades 9-12 WIDA CAN DO Descriptors

SIOP COMPONENTS AND FEATURES

PREPARATION

Write content objectives clearly for students
Write language objectives clearly for students
Choose content concepts appropriate for age and educational background levels of students
Identify supplementary materials to use
Adapt content to all levels of students proficiency
Plan meaningful activities that integrate lesson concepts with language practices opportunities for reading, writing, listening, and/or speaking
BUILDING BACKGROUND
Explicitly link concepts to students' backgrounds and experiences
Explicitly link past learning and new concepts
Emphasize key vocabulary for students
COMPREHENSIBLE INPUT
Use speech appropriate for students' proficiency level
Explain academics tasks clearly
Use a variety of techniques to make content concepts clear (e.g. modeling, visuals, hands-on activities, demonstrations, gestures, body language)
STRATEGIES
Provide ample opportunities for students to use strategies (e.g. problem solving, predicting, organizing, summarizing, categorizing, evaluating, self-monitoring)
Use scaffolding techniques consistently throughout lesson
Use a variety of question types including those that promote higher-order thinking skills throughout the lesson
INTERACTION

Provide frequent opportunities for interaction and discussion between teacher/students and among students about lessons concepts, and encourage elaborated responses
Use group configurations that support language and content objectives of the lesson
Provide sufficient wait time for student responses consistently
Give ample opportunities for students to clarify key concepts in LI as needed with aide, peer, or LI text
PRACTICE/APPLICATION
Provide hands-on materials and/ manipulatives for students to practice using new content knowledge
Provide activities for students to apply content and language knowledge in the classroom
Provide activities that integrate all language skills
LESSON DELIVERY
Support content objectives clearly
Support language objectives clearly
Engage students approximately 90-100% of the period
Pace the lesson appropriately to the students' ability level
REVIEW/EVALUATION
Give a comprehensive review of key vocabulary
Give a comprehensive review of key content concepts
Provide feedback to students regularly on their output
Conduct assessments of students comprehension and learning throughout lesson and all lesson objectives
STUDENTS AT RISK OF SCHOOL FAILURE (I&RS RESOURCE MANUAL)

ACADEMICS
Provide necessary services (Lit Support, Math Support, OT, PT, speech, etc.)
Literacy Support Interventions (Appendix B of IS forms)
Prompt before directions/questions are verbalized with visual cue between teacher and student
Task list laminated and placed on desk for classroom routines and organization
Preferential seating
Provide structure and positive reinforcements
Sustained working time connected to reward (If/Then statement)
Frequently check for understanding
Graphic organizers
Tracker
Slant board
Access to accurate notes
Additional time to complete tasks/long-term projects with adjusted due dates
Limit number of items student is expected to learn at one time
Break down tasks into manageable units
Directions repeated, clarified, or reworded
Frequent breaks during class
Allow verbal rather than written responses
Modify curriculum content based on student's ability level
Reduce readability level of materials

Allow typed rather than handwritten responses
Use of calculator
Use of a math grid
Provide models/organizers to break down independent tasks
Access to electronic text (e.g. Downloaded books)
Provide books on tape, CD, or read aloud computer software
Provide opportunities for using a Chromebook as well as assistive technologies
Provide buddy system
Adjust activity, length of assignment, and/or number of problems, including homework
Provide assessments in a small group setting
Educate/train relevant staff with regards to the signs/symptoms, promote tolerance of needs, and/or providing assistance
Communication with parents
Gradual release of responsibility related to writing prompts (Proximity, Sentence Starter, Attempt independently)
Rubric-based checklist
Target specific number of details and focus on organization with post-its
Accept late work/homework without penalty
Previewing material (access to PowerPoint slides, novels, syllabus, study guides when available)
SOCIAL/EMOTIONAL
Children's books addressing presenting problem
Student jots down presenting problem and erase when it goes away

Meet with guidance counselor
Student jots down presenting problem and erase when it goes away
Attendance plan
Utilize nurse during episodes of presenting problem
Provide short breaks
Attendance plan
Communication with parents
Assign "jobs" to reduce symptoms
Counseling check-ins
Praise whenever possible
ATTENTION/FOCUS
Seat student near front of room
Preferential seating
Monitor on-task performance
Arrange private signal to cue student to off-task behavior
Establish and maintain eye contact when giving oral directions
Stand in proximity to student to focus attention
Provide short breaks when refocusing is needed
Use study carrel
Arrange physical layout to limit distractions
Frequently ask questions to engage student

Refocusing and redirection
Behavior/time management system
Group directions 1 step at a time
Assign "jobs" to reduce symptoms
Arrange physical layout to limit distractions
Frequently ask questions to engage student
Educate/train relevant staff with regards to the signs/symptoms, promote tolerance of needs, and/or providing assistance
Extended time on assignments/assessments
Provide assessments in a small group setting
Provide buddy system
Establish and maintain eye contact when giving oral directions
Permit the use of headphones while working
SCHOOL REFUSAL/ELEVATED ABSENTEEISM
Attendance plan
GIFTED AND TALENTED STUDENTS
CURRICULUM
Acceleration
Compacting
Telescoping
Advanced Placement Courses
INSTRUCTION

School Library Media, K-12
Second Reading 1/7/2020

<u>Grouping</u>
Independent Study
Differentiated Conferencing
Project-Based Learning
Competitions
Cluster Grouping Model with Flexible Grouping
Differentiated Instruction
Summer Work
Parent Communication