

Verona Public School District Curriculum Overview

Journalism II



Curriculum Committee Members:
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Verona Public Schools Mission Statement:

The mission of the Verona Public Schools, the center of an engaged and supportive community, is to empower students to achieve their potential as active learners and productive citizens through rigorous curricula and meaningful, enriching experiences.

Course Description:

Journalism II is a full-year course. Only students who have completed Journalism I are eligible for the Journalism II class. In this course, students increase their understanding of all aspects involved in publishing a newspaper and a yearbook. Independent work and application of learned skills are the objectives of this course, which produces both the high school newspaper and the yearbook.

Prerequisite(s):

Journalism I and/or graphics related background and/or Journalism teacher recommendation.

Standard 8: Technology Standards

8.1: Educational Technology: <i>All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.</i>	8.2: Technology Education, Engineering, Design, and Computational Thinking - Programming: <i>All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.</i>
<ul style="list-style-type: none"> A. Technology Operations and Concepts X B. Creativity and Innovation X C. Communication and Collaboration X D. Digital Citizenship X E. Research and Information Fluency X F. Critical thinking, problem solving, and decision making 	<ul style="list-style-type: none"> A. The Nature of Technology: Creativity and Innovation X B. Technology and Society C. Design D. Abilities for a Technological World E. Computational Thinking: Programming

SEL Competencies and Career Ready Practices

Social and Emotional Learning Core Competencies: <i>These competencies are identified as five interrelated sets of cognitive, affective, and behavioral capabilities</i>	Career Ready Practices: <i>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.</i>
Self-awareness: The ability to accurately recognize one's emotions and thoughts and their influence on behavior. This includes accurately assessing one's strengths and limitations and possessing a well-grounded sense of confidence and optimism.	<ul style="list-style-type: none"> x CRP2. Apply appropriate academic and technical skills. x CRP9. Model integrity, ethical leadership, and effective management CRP10. Plan education and career paths aligned to personal goals.
Self-management: The ability to regulate one's emotions, thoughts, and behaviors effectively in different situations. This includes managing stress, controlling impulses, motivating oneself, and setting and working toward achieving personal and academic goals.	<ul style="list-style-type: none"> CRP3. Attend to personal health and financial well-being. x CRP6. Demonstrate creativity and innovation. x CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. x CRP11. Use technology to enhance productivity.
Social awareness: The ability to take the perspective of and empathize with others from diverse backgrounds and cultures, to understand social and ethical norms for behavior, and to recognize family, school, and community resources and supports.	<ul style="list-style-type: none"> x CRP1. Act as a responsible and contributing citizen and employee. x CRP9. Model integrity, ethical leadership, and effective management
Relationship skills: The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. This includes communicating clearly, listening actively, cooperating, resisting inappropriate social pressure, negotiating conflict constructively, and seeking and offering help when needed.	<ul style="list-style-type: none"> x CRP4. Communicate clearly and effectively and with reason. x CRP9. Model integrity, ethical leadership, and effective management x CRP12. Work productively in teams while using cultural global competence.
Responsible decision making: The ability to make constructive and respectful choices about personal behavior and social interactions based on consideration of ethical standards, safety concerns, social norms, the realistic evaluation of consequences of various actions, and the well-being of self and others.	<ul style="list-style-type: none"> x CRP5. Consider the environmental, social, and economic impact of decisions. x CRP7. Employ valid and reliable research strategies. x CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. x CRP9. Model integrity, ethical leadership, and effective management

Standard 9: 21st Century Life and Careers

9.1: Personal Financial Literacy: <i>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.</i>	9.2: Career Awareness, Exploration & Preparation: <i>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.</i>	9.3: Career and Technical Education: <i>This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.</i>
<ul style="list-style-type: none"> A. Income and Careers B. Money Management C. Credit and Debt Management D. Planning, Saving, and Investing E. Becoming a Critical Consumer F. Civic Financial Responsibility G. Insuring and Protecting 	<ul style="list-style-type: none"> A. Career Awareness (K-4) B. Career Exploration (5-8) X C. Career Preparation (9-12) 	<ul style="list-style-type: none"> A. Agriculture, Food & Natural Res. B. Architecture & Construction X C. Arts, A/V Technology & Comm. D. Business Management & Admin. E. Education & Training F. Finance G. Government & Public Admin. H. Health Science I. Hospital & Tourism J. Human Services K. Information Technology L. Law, Public, Safety, Corrections & Security M. Manufacturing N. Marketing O. Science, Technology, Engineering & Math P. Transportation, Distribution & Log.

Course Materials

Core Instructional Materials: <i>These are the board adopted and approved materials to support the curriculum, instruction, and assessment of this course.</i>	Differentiated Resources: <i>These are teacher and department found materials, and also approved support materials that facilitate differentiation of curriculum, instruction, and assessment of this course.</i>
<ul style="list-style-type: none"> • Textbook <i>Journalism Today</i> 	<ul style="list-style-type: none"> • Classroom subscription New York Times • SNO.com (newspaper website) • Studio Works (yearbook website)

Unit	Duration	Common Core Standards	Transfer Goal(s)	Enduring Understandings	Essential Questions
News and Feature Writing	40 weeks	W.11-12.1 W.11-12.2 W.11-12.3 W.11-12.4 W.11-12.5 W.11-12.6 W.11-12.7 W.11-12.10 L.11-12.1 L.11-12.2 L.11-12.3 L.11-12.4	<p><i>Students will be able to <u>independently</u> use their learning to...</i></p> <ul style="list-style-type: none"> • Seek out topics and produce original stories reflective of their journalism knowledge. • Write in clear, concise, organized language that varies in content and form for different audiences and purposes. 	<p><i>Students will understand that:</i></p> <ul style="list-style-type: none"> • Good writers use a repertoire of strategies that enables them to vary form and style, in order to write for different purposes, audiences, and contexts. • Audience and purpose impact writing choices 	<ul style="list-style-type: none"> • When is my writing ready for an audience and how can I tell? • What tools does a writer use to convey meaning? • How can I use the writing process to improve my writing?
Yearbook Production	40 weeks	W.11-12.1 W.11-12.2 W.11-12.3 W.11-12.4 W.11-12.5 W.11-12.6 W.11-12.7 W.11-12.10 L.11-12.1 L.11-12.2 L.11-12.3 L.11-12.4	<p><i>Students will be able to <u>independently</u> use their learning to...</i></p> <ul style="list-style-type: none"> • Create a complete, original publication by year's end 	<p><i>Students will understand that:</i></p> <ul style="list-style-type: none"> • Various roles, responsibilities, and teamwork are required for the completion of such a major project as a yearbook 	<ul style="list-style-type: none"> • What role do I play in the production of this year's yearbook? • How do we go about producing this year's yearbook? • How is information for the yearbook gathered? • How do we go about actually creating the pages in the yearbook? • How can teams of people most effectively use their resources and distribute tasks? • What is the editing process and why is it important?