

Journalism 1: Foundations and Applications (#1330)

Description This course focuses on giving students an understanding of the basics of print journalism history, organization, production, law, and ethics as well as giving students authentic, real-world, collaborative experiences in producing a professional-level print and/or online publication. The focus of this course is twofold: reading and interpreting literary and informational texts and composing writing with the purpose of informing, entertaining, and persuading a community of readers. All students will be responsible for performing specific duties for the school paper/publications in addition to completing work for the classroom. These duties may require a significant amount of time and effort outside of the regular school day.

Students who plan on attending a four-year college after high school and are considering selecting this course for their 12th grade ELA graduation credit requirement should consult with their school counselor before enrolling.

Credits One

Prerequisites Senior only option: elective or graduation credit; freshman, sophomore, and junior can take the course for elective credit only

**Textbooks/
Resources**

Required Assessments District-wide standards-based assessments identified

Board Approved October 12, 2015

Revised

AASD Guiding Principles for Teaching and Learning for K-12 Students:

- *Every student has the right to learn.*
- *Instruction must be rigorous and relevant.*
- *Purposeful assessment drives instruction and affects learning.*
- *Learning is a collaborative responsibility.*
- *Students bring strengths and experiences to learning.*
- *Responsive environments engage learners.*

AASD Foundations for English Language Arts:

- *English Language Arts is an integrated discipline.*
- *English Language Arts instruction builds an understanding of the human experience.*
- *Literacy is an evolving concept, and becoming literate is a lifelong learning process.*
- *Critical thinking and problem solving, communication, collaboration, and creativity are aspects of effective English Language Arts instruction and attributes of AASD graduates.*
- *Literacy, language, and meaning are socially constructed and are enhanced by multiple perspectives.*

AASD English Language Arts Goals for K-12 Students:

AASD students who are college and career ready in English Language Arts will...

- *Demonstrate independence.*
- *Build strong content knowledge.*
- *Respond to the varying demands of audience, task, purpose, and discipline.*
- *Comprehend as well as critique.*
- *Value evidence.*
- *Use technology and digital media strategically and capably.*
- *Come to understand other perspectives and cultures.*

	Essential Learning Objectives	Performance Indicators	Classroom Assessments
Reading: Literature/Informational Text	<p>1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from text, including determining where the text leaves matters uncertain. (RL.11-12.1/RI.11-12.1)</p>	<p>Performance will be satisfactory when the student:</p> <ul style="list-style-type: none"> a. analyzes the meaning of a text, b. prioritizes quality of textual evidence to select strong supporting examples, and c. applies strategies to a variety of types of texts. 	<ul style="list-style-type: none"> ● Read and analyze journalistic texts ● Read and analyze media including video, online publications and multimedia ● Read and analyze visual information (charts, graphs, etc.) ● Read and analyze laws that protect journalists
	<p>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.11-12.2)</p> <p>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 analysis; provide an objective summary of the text. (RI.11-12.2)</p>	<p>Performance will be satisfactory when the student:</p> <ul style="list-style-type: none"> a. objectively summarizes a text, b. analyzes how specific details develop, shape and refine central ideas and meaning of a text, and c. applies strategies to a variety of text types. 	

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Reading: Literature/Informational Text	<p>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). (RL.11-12.3)</p> <p>Analyze a complete set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. (RI.11-12.3)</p>	<p>Performance will be satisfactory when the student:</p> <ol style="list-style-type: none"> analyzes how characters can have conflicting motivations, applies techniques for analyzing elements of a story, analyzes complex ideas and events in a text, analyzes and explains how individuals, ideas, and events work together in a text, and defines the development of a text through its personalities, the events, or the ideas. 	<ul style="list-style-type: none"> Read and analyze journalistic texts, including news stories, in-depth and investigative pieces, opinion and editorial pieces, and letters to the editor Read, analyze, and discuss legal cases and decisions that affect student and professional journalists Collaboration and peer review of student articles Study and apply journalistic vocabulary and concepts Read, analyze, and discuss writers’ use of tone, diction, syntax, and figurative language
	<p>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). (RL.12.4/RI.12.4)</p>	<p>Performance will be satisfactory when the student:</p> <ol style="list-style-type: none"> determines the meaning of unfamiliar words and phrases based on how they are used in a text, identifies and explains figurative language with textual support, identifies and explains connotative and technical language (e.g., jargon) with textual support, identifies meanings of archaic words and phrases, analyzes an author’s use of word choice to create meaning and tone, using an advanced tone vocabulary, analyzes multiple meanings of words and how they impact meaning and writer’s purpose, analyzes the impact of word choice and how it contributes to the uniqueness or aesthetic quality of the writing, and analyzes an author’s choice of words to alter or manipulate meaning or tone. 	

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Reading: Literature/Informational Text	<p>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.11-12.5)</p> <p>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.11-12.5)</p>	<p>Performance will be satisfactory when the student:</p> <p>a. analyzes how mystery, tension, and surprise were created through the structure, order of events, and manipulation of time,</p> <p>b. supports analysis with textual evidence, and</p> <p>c. analyzes the role of particular sentences, paragraphs, or larger pieces of text to develop or refine ideas or claims.</p>	<ul style="list-style-type: none"> ● Read and respond to journalism code of ethics ● Read excerpts from journalistic texts and respond in writing ● Read sample editorials and discuss qualities ● Read, analyze, and evaluate modern examples for evident tenets of journalism ● Take a test/assessment on the elements/tenets of journalism ● Collaborate on commenting and writing (e.g. GoogleDocs) ● Prepare and discuss for regular staff meetings ● Revise and edit story examples as well as stories students produce on their own ● Brainstorm, report, write, edit and design stories
	<p>6. Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement). (RL.11-12.6)</p> <p>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. (RI.11-12.6))</p>	<p>Performance will be satisfactory when the student:</p> <p>a. recognizes point of view,</p> <p>b. understands the use of sarcasm, satire, and understatement,</p> <p>c. distinguishes between what is stated directly and what is meant to identify point of view, and</p> <p>d. analyzes and discusses how the overall effect of a text’s power, persuasiveness, and beauty are impacted by the author’s choices.</p>	

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Reading: Literature/Informational Text	<p>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. (Include at least one play by Shakespeare.) (RL.11-12.7)</p> <p>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.11-12.7)</p>	<p>Performance will be satisfactory when the student:</p> <ol style="list-style-type: none"> understands techniques for identifying a subject or key scene within a particular medium, understands techniques for documenting differences between different artistic mediums, analyzes the extent to which a medium emphasizes or leaves out certain aspects of a key scene or subject, support thinking with examples from the texts, and integrates multiple sources of information presented in different media or formats as well as in words to address questions and solve problems, and evaluates these multiple sources of information. 	<ul style="list-style-type: none"> Analyze a single story's varying forms of media coverage (e.g. read print articles, watch video, listen to audio, view multimedia about Mile of Music festival) Compare and contrast journalistic account versus fictional or artistic portrayal of the same event/story Write a journalistic text (news story or feature) about a Shakespearean play
	<p>8. 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. (RI.9-10.8)</p>	<p>Performance will be satisfactory when the student:</p> <ol style="list-style-type: none"> traces an argument and claims through a text; includes specific details, evaluates an argument and claims, assesses whether reasoning is sound and whether evidence is relevant and valid, and understands and recognizes false statements and fallacious reasoning within an argument or claim. 	<ul style="list-style-type: none"> Read, analyze, and evaluate arguments within journalistic texts (i.e. evaluate argument, claims, and evidence from opinion/editorial pieces)

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Reading: Literature/Informational Text	<p>9. 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 or the Bible or how a later author draws on a play by Shakespeare). (RL.9-10.9)</p> <p>Analyze seminal U.S. 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”), including how they address related themes and concepts. (RI.9-10.9)</p>	<p>Performance will be satisfactory when the student:</p> <p>a. identifies literary importance and/or significance of literary/historical text,</p> <p>b. summarizes the literary/historical text, and</p> <p>c. interprets the theme and key concepts to compare/contrast the authors’ multiple perspectives.</p>	<ul style="list-style-type: none"> ● Identify literary allusions within journalistic texts ● Study, analyze, and discuss the function, history, and development of journalism in the United States. ● Analyze and discuss the First Amendment, Bill of Rights, and other historical documents (including legal rulings) that affect the free press ● Assess historical and current impact of journalism laws
	<p>10. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems in the grades 11-12 text complexity band proficiently, with scaffolding as needed. (RL.11-12.10)</p> <p>By the end of grade 12, read and comprehend literary nonfiction in the grades 11-12 text complexity band proficiently, with scaffolding as needed. (RI.11-12.10)</p>	<p>Performance will be satisfactory when the student:</p> <p>a. makes meaning from appropriately complex stories, dramas, and poems as well as difficult informational text,</p> <p>b. engages with and appreciates appropriately complex texts, and</p> <p>c. selects texts that are interesting, motivating, and appropriate for who they are as readers.</p>	<ul style="list-style-type: none"> ● Read excerpts from journalistic texts and respond in writing ● Read sample editorials and discuss qualities ● Read, analyze, and evaluate modern examples for evident tenets of journalism

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Writing	<p>11. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. (W.11-12.1)</p>	<p>Performance will be satisfactory when the student:</p> <ol style="list-style-type: none"> identifies qualities of arguments, writes an argument to support a claim, uses logical reasoning and relevant evidence (credible sources) to support claim, uses words, phrases, and clauses to clarify relationships and create cohesion, writes with a journalistic style, writes with a predictable structure (introduction with statement of claim, clearly organized evidence, and conclusion text supports argument), acknowledges and distinguishes claim from alternate or opposing claim, and anticipates and recognizes audiences' values and bias. 	<ul style="list-style-type: none"> ● Write a variety of journalistic texts to inform, persuade and entertain (e.g. news stories, in-depth and investigative pieces, opinion and editorial pieces, letters to the editor) ● Revise and edit story samples as well as stories students produce on their own ● Brainstorm, report, write, edit and design stories ● Collaborate on writing, revising, and editing (e.g. GoogleDocs) ● Brainstorm, prepare, and discuss story ideas for regularly scheduled staff meetings
	<p>12. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of context. (W.11-12.2)</p>	<p>Performance will be satisfactory when the student:</p> <ol style="list-style-type: none"> introduces a topic; organizes 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, develops 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, uses appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts, uses precise language and domain-specific vocabulary to manage the complexity of the topic, establishes and maintains a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing, and provides 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). 	

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Writing	<p>13. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. (W.11-12.3)</p>	<p>Performance will be satisfactory when the student:</p> <ol style="list-style-type: none"> engages and orients the reader by setting out the problem, situation or observation, establishing one or multiple points of view, and introducing a narrator and/or characters to create a smooth progression of experiences or events, uses narrative techniques such as dialogue, reflection, and multiple plot lines to develop experiences, events, and/or characters, uses a variety to sequence events so that they build on one another to create a coherent whole, uses precise words and phrases telling details and sensory language to convey a picture of the experiences, settings, events, and/or characters, and provides a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. 	<ul style="list-style-type: none"> Read, analyze, and discuss elements of feature stories Write feature stories with creative leads, developed characters, effective dialogue, and other narrative techniques
	<p>14. 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 ELOs 11-13 above.) (W.11-12.4)</p>	<p>Performance will be satisfactory when the student:</p> <ol style="list-style-type: none"> identifies audience, purpose, and task (expectations), demonstrates techniques for organizing writing, uses style appropriate to purpose and task (audience opinion, informative, explanatory, and narrative), designs consistent, appropriate style for writing, and produces clear and coherent writing. 	<ul style="list-style-type: none"> Identify, discuss, and evaluate ideas for writing and issues of interest to readers Write a variety of journalistic texts to inform, persuade and entertain (e.g. news stories, in-depth and investigative pieces, opinion and editorial pieces, letters to the editor)

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Writing	15. 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. (W.11-12.5)	Performance will be satisfactory when the student: a. uses planning, revision, editing, rewriting, or a new approach to strengthen writing, b. explains techniques used to make writing appropriate for purpose and audience, and c. produces writing that is well-developed and strong.	<ul style="list-style-type: none"> • Follow ethical standards for gathering and attributing information • Determine appropriate journalistic structure and style • Revise and edit to enhance stories for meaning, clarity, and purpose
	16. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. (W.11-12.6)	Performance will be satisfactory when the student: a. uses technology (including Internet) to produce, publish, and update individual or shared writing. b. uses technology to link to and display information, and c. uses technology to interact and collaborate with others.	<ul style="list-style-type: none"> • Produce and design multimedia content for a variety of publications or media (e.g. newspaper, online text, podcasts and blogs, and other evolving technologies)

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Writing	<p>17. 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.11-12.7)</p>	<p>Performance will be satisfactory when the student:</p> <ol style="list-style-type: none"> uses research to answer a self-generated question or solve a problem, narrows or broadens research when appropriate, synthesizes multiple sources, and demonstrates understanding of the subject through research. 	<ul style="list-style-type: none"> Write a variety of journalistic texts to inform, persuade and entertain (e.g. news stories, in-depth and investigative pieces, opinion and editorial pieces, letters to the editor) Follow ethical standards for gathering and attributing information Procure balanced and unbiased information from credible sources through the interview process (i.e. research background information, formulate effective questions, observe and record details, verify information, maintain notes or records)
	<p>18. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strength 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 over-reliance on any one source and following a standard format for citation. (W.11-12.8)</p>	<p>Performance will be satisfactory when the student:</p> <ol style="list-style-type: none"> gathers relevant information from multiple authoritative print and digital sources, using advanced searches effectively, assesses the usefulness of each source in answering the research question, integrates information into the text selectively to maintain the flow of ideas, avoids plagiarism and over-reliance on any one source, and follows a standard format for citation. 	

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Writing	<p>19. Draw evidence from literary or informational texts to support analysis, reflection, and research. (W.11-12.9)</p>	<p>Performance will be satisfactory when the student:</p> <ol style="list-style-type: none"> critically reads literary or informational texts, identifies argument/claim/message in text and then analyzes credibility of source: author, timeliness, publisher, purpose, etc., assesses whether reasoning is valid and the evidence is relevant, identifies false statements and fallacious reasoning, and cites evidence from literary/informational text to strengthen their research. 	<ul style="list-style-type: none"> Follow ethical standards for gathering and attributing information Include relevant quotations and information from credible sources with proper attribution
	<p>20. 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. (W.11-12.10)</p>	<p>Performance will be satisfactory when the student:</p> <ol style="list-style-type: none"> completes various pieces of writing over extended and shorter time frames, organizes clear and coherent pieces of writing for a variety of reasons and in a variety of settings, and understands that writing pieces are organized and developed based on task, audience and purpose. 	<ul style="list-style-type: none"> Respond in journals to journalism issues and dilemmas (e.g. fairness of journalism laws) Write a variety of journalistic texts to inform, persuade and entertain (e.g. news stories, in-depth and investigative pieces, opinion and editorial pieces, letters to the editor)

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Speaking & Listening	<p>21. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. (SL.11-12.1)</p>	<p>Performance will be satisfactory when the student:</p> <ol style="list-style-type: none"> comes to discussions prepared, having read and researched material under study, draws explicitly from that preparation by referring to evidence from other texts and research on the topic or issue to stimulate thoughtful, well-reasoned exchanges of ideas, works with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed, propels 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, and responds thoughtfully to diverse perspectives, summarizes points of agreement and disagreement, and when warranted, qualifies or justifies their own views and understanding and makes new connections in light of the evidence and reasoning presented. 	<ul style="list-style-type: none"> Discuss ideas for writing with classmates, teachers, other writers or community members Identify and discuss modern examples of different tenets of journalism coming into play and evaluate them Discuss how school publication serves its audience: students and community Discuss how modern journalism laws affect student journalism
	<p>22. 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)</p>	<p>Performance will be satisfactory when the student:</p> <ol style="list-style-type: none"> integrates multiple sources of information seen from a variety of media or formats, evaluates credibility of sources from a variety of media or formats, and evaluates accuracy of sources from a variety of media or formats. 	<ul style="list-style-type: none"> Follow ethical standards for gathering and attributing information Evaluate source credibility, balance, and bias (i.e. research background information; question source currency, reliability, authorship, and purpose; verify information; maintain notes or records) Include relevant quotations and information from credible sources with proper attribution

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Speaking & Listening	<p>23. 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. (SL.11-12.3)</p>	<p>Performance will be satisfactory when the student:</p> <ol style="list-style-type: none"> evaluates a speaker’s point of view and use of evidence and rhetoric, identifies any fallacious reasoning, and identifies exaggerated or distorted evidence. 	<ul style="list-style-type: none"> Evaluate source credibility, balance, and bias (i.e. research background information; question source currency, reliability, authorship, and purpose; verify information; maintain notes or records) Read, analyze, and evaluate arguments within journalistic texts (i.e. evaluate argument, claims, reasoning, and evidence from opinion/editorial pieces)
	<p>24. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. (SL.11-12.4)</p>	<p>Performance will be satisfactory when the student:</p> <ol style="list-style-type: none"> uses techniques for orally presenting information, findings, and supporting evidence, orally conveys a clear and distinct perspective, presents information with a clear line of reasoning, addresses alternative or opposing perspectives, and adapts information and delivery to purpose, audience, and a range of formal and informal tasks. 	<ul style="list-style-type: none"> Produce and design multimedia content for a variety of publications or media (e.g. newspaper, online text, podcasts and blogs, and other evolving technologies) Present proposals for a variety of journalistic texts to inform, persuade and entertain (e.g. news stories, in-depth and investigative pieces, opinion and editorial pieces, letters to the editor)

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Speaking & Listening	25. 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.11-12.5)	Performance will be satisfactory when the student: a. uses multimedia components and visual displays to clarify information, b. uses multimedia components and visual displays to strengthen claims by using evidence, c. uses multimedia components and visual displays to strengthen claims by adding interest, d. uses media ethically, e. uses multimedia components and visual displays to augment their understanding of their findings, f. understands the speaker's audience, and g. adapts media to formal and informal tasks.	<ul style="list-style-type: none"> ● Produce and design multimedia content for a variety of publications or media (e.g. newspaper, online text, podcasts and blogs, and other evolving technologies) ● Present a variety of journalistic texts to inform, persuade and entertain (e.g. news stories, in-depth and investigative pieces, opinion and editorial pieces, letters to the editor)
	26. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (SL.11-12.6)	Performance will be satisfactory when the student: a. adapts his/her speech appropriately to task, audience, and situation and b. demonstrates command of formal English when appropriate to task, audience, and situation.	

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Language	27. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (L.11-12.1)	Performance will be satisfactory when the student: a. adapts their usage and grammar appropriately to authentic situations and b. writes in a way that is easily understood by the intended audience, eliminating wordiness and redundancy.	<ul style="list-style-type: none"> • Demonstrate knowledge of journalistic structure and style (e.g. complete scavenger hunt activities using the AP Stylebook; AP Stylebook quizzes; employ journalistic structure and style in writing assignments) • Revise and edit to enhance clarity, meaning, purpose
	28. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (L.11-12.2)	Performance will be satisfactory when the student: a. understands that effectiveness of message is enhanced through appropriate usage and grammar, b. applies conventions of standard English including capitalization, punctuations, and spelling, c. understands that language can be manipulated for meaning and style.	
	29. 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. (L.11-12.3)	Performance will be satisfactory when the student: a. recognizes different style guidelines exist (such as MLA) and conforms to various style guidelines when writing and editing, b. applies knowledge of language to understand how it functions in different contexts, and c. recognizes that various writing, editing choices and guidelines are used in different disciplines.	

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Language	<p>30. 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. (L.11-12.4)</p>	<p>Performance will be satisfactory when the student:</p> <ol style="list-style-type: none"> uses 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, identifies and correctly uses patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy), consults 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, and verifies the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). 	<ul style="list-style-type: none"> Study and apply journalistic vocabulary and concepts Read, analyze, and discuss writers’ use of tone, diction, syntax, and figurative language Write a variety of journalistic texts to inform, persuade and entertain (e.g. news stories, in-depth and investigative pieces, opinion and editorial pieces, letters to the editor)
	<p>31. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (L.11-12.5)</p>	<p>Performance will be satisfactory when the student:</p> <ol style="list-style-type: none"> interprets figures of speech (e.g., euphemism, oxymoron) in context and analyzes their purposes in the text and analyzes nuances in the meaning of words with similar denotations. 	
	<p>32. 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. (L.11-12.6)</p>	<p>Performance will be satisfactory when the student:</p> <ol style="list-style-type: none"> acquires and accurately uses grade-appropriate words and phrases, identifies and investigates vocabulary, and understands that the extensive vocabulary needed for success in and beyond school is built through reading and study. 	

Resources and learning activities that address Essential Learning Objectives:

- AP Style Guides
- *Introduction to Journalism: An Introduction to Newspaper Writing and Graphic Design-* Botts (10)
- *Tales from the Times: Real-Life Stories to Make You Think, Wonder, and Smile from the Pages of the New York Time-* The New York Times (10)