

Audubon School District Curriculum  
Board of Education Reapproval Date - June 2017

**Content Area(s):** Language Arts  
**Grade Level(s):** 10-12  
**Unit Name:** Gathering News  
**Timeline:** 1-2 weeks but ongoing throughout year  
**Curriculum Developer(s):** Kulak

**ENDURING UNDERSTANDINGS (Benchmarks):**

Article interest/newsworthiness is based on the following scale: proximity, relevance, timeliness, human interest, prominence, consequence, and conflict  
 I can find newsworthy ideas locally, based on my own experience, and online  
 I understand that in order to test my objectivity, I examine the language used to compose my piece  
 Regardless of the piece, I employ the inverted pyramid style of writing  
 Editorials and reviews are my way of expressing an informed opinion

**ESSENTIAL QUESTIONS:**

What makes an interesting article?  
 From where does the reporter find his/her ideas?  
 Is our view of it objective? Why or why not?  
 How do you research, interview for, write and edit a feature article, news article, movie critique, personality profile and editorial?  
 What news sources are available online?  
 What news sources are available on television?  
 What news sources are available in print?

CONTENT			INSTRUCTION and ASSESSMENT	
STANDARDS	SKILLS (What Students Be Able to Do?)	CONCEPTS (What Students Will Understand)	ACTIVITIES/STRATEGIES (Learning Activities/Differentiation/Interdisciplinary Connections)	ASSESSMENT (How Learning Will Be Assessed)
NJSLS.ELA-Literacy.W.11-12.7-10	Evaluate article interest Investigate article ideas in a variety of ways Test own objectivity Employ inverted pyramid style Write effective editorials and reviews	Inverted Pyramid Style Creating/Finding Reader Interest Journalistic Style Editorials and Reviews	Read texts carefully and the ideas and issues in articles act as launching points for discussion Read textbook chapters for information Read newspaper and magazine articles of varying complexities Interpret and analyze content Notice form, shape, and style of writing	Reading Quizzes Homework Class Participation/Discussion Writing Exercises Group Work Workbook Activities Formal Writing (publishable work)

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			<p>Make connections between texts, noticing similarities and differences in writing style and voice          Appreciate and notice the use of language precision and, when appropriate, humor of reporters          Demonstrate understanding of assigned chapters in the textbook          Inverted Pyramid activities          Lead creation          Evaluating story interest/relevance          Examining hard news vs. soft news          Writing editorials and reviews</p>	<p>Informal Writing</p>
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**Appendix**

<b>Differentiation</b>	
<b>Enrichment</b>	<ul style="list-style-type: none"> <li>● Utilize collaborative media tools</li> <li>● Provide differentiated feedback</li> <li>● Opportunities for reflection</li> <li>● Encourage student voice and input</li> <li>● Model close reading</li> <li>● Distinguish long term and short term goals</li> </ul>
<b>Intervention &amp; Modification</b>	<ul style="list-style-type: none"> <li>● Utilize “skeleton notes” where some required information is already filled in for the student</li> <li>● Provide access to a variety of tools for responses</li> <li>● Provide opportunities to build familiarity and to practice with multiple media tools</li> <li>● Leveled text and activities that adapt as students build skills</li> <li>● Provide multiple means of action and expression</li> <li>● Consider learning styles and interests</li> <li>● Provide differentiated mentors</li> <li>● Graphic organizers</li> </ul>

<b>ELLs</b>	<ul style="list-style-type: none"><li>● Pre-teach new vocabulary and meaning of symbols</li><li>● Embed glossaries or definitions</li><li>● Provide translations</li><li>● Connect new vocabulary to background knowledge</li><li>● Provide flash cards</li><li>● Incorporate as many learning senses as possible</li><li>● Portray structure, relationships, and associations through concept webs</li><li>● Graphic organizers</li></ul>
<b>21st Century Skills</b>	
<ul style="list-style-type: none"><li>● Creativity</li><li>● Innovation</li><li>● Critical Thinking</li><li>● Problem Solving</li><li>● Communication</li><li>● Collaboration</li></ul>	
<b>Integrating Technology</b>	
<ul style="list-style-type: none"><li>● Chromebooks</li><li>● Internet research</li><li>● Online programs</li><li>● Virtual collaboration and projects</li><li>● Presentations using presentation hardware and software</li></ul>	