



West Windsor-Plainsboro Regional School District  
Advanced Journalism Honors II  
Grades 9-12

## Advanced Journalism Honors II

**Content Area: Language Arts**

**Course & Grade Level: Advanced Journalism Honors II, 9-12**

### Summary and Rationale

Advanced Journalism Honors II is designed for editors and senior staff writers of the school newspaper. The course permits editors in charge of producing the school newspaper to refine and expand the knowledge base of newspaper design. Editors develop policy, resolve ethical dilemmas that arise during the course of the year, and plan issues from artistic meetings to deadlines. Editors are trained as leaders for the newspaper staff. Students in this course will design modes of communication and plan and conduct writing and layout workshops. They will work to maintain the newspaper as a public forum for their high school community while representing issues affecting their school, district and world community. Senior staff writers explore more challenging, investigative journalism and are expected to develop contacts with journalists and others in the professional community.

### Recommended Pacing

Full year

### State Standards

#### Standard 3.11/12.RI Key Ideas and Details

CPI #	Cumulative Progress Indicator (CPI)
1	Cite strong and thorough textual evidence 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.
2	Determine two or more 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 provide a complex analysis; provide an objective summary of the text.
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.

#### Standard 3.11/12.RI Craft and Structure

CPI #	Cumulative Progress Indicator (CPI)
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 <i>faction</i> in <i>Federalist</i> No. 10).
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.
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 a text.

#### Standard 3.11/12.RI Integration of Knowledge and Ideas

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.
8	Delineate and evaluate the reasoning in seminal US texts, including the application of constitutional principles and use the legal reasoning (e. g. in US Supreme Court majority opinions and dissents) the premises, purposes and argument in works of public advocacy (e.g. <i>The Federalist</i> , presidential

	addresses).
9	Analyze seventeenth-, eighteenth-, and nineteenth-century foundational US documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln’s Second Inaugural Address) for their themes, purposes, and rhetorical features.
<b>Standard 3.11/12.RI Range of Reading and Level of Text Complexity</b>	
10	By the end of grade 11, read and comprehend literary nonfiction in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.
<b>Standard 3.11/12.W Text Types and Purposes</b>	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
1	<p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <ol style="list-style-type: none"> <li>a. Introduce precise, knowledgeable claims(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claims(s), counterclaims, reasons, and evidence.</li> <li>b. Develop claim(s) and counterclaims fairly 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.</li> <li>c. Uses words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and counterclaims.</li> <li>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.</li> <li>e. Provide a concluding statement or section that follows from and supports the argument presented.</li> </ol>
2	<p>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.</p> <ol style="list-style-type: none"> <li>a. 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.</li> <li>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.</li> <li>c. 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.</li> <li>d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</li> <li>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.</li> <li>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).</li> </ol>
<b>Standard 3.11/12.W Production and Distribution of Writing</b>	

4	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose, and audience.
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 purpose and audience.
6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments and information.

**Standard 3.11/12.W Research to build and Present Knowledge**

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.
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.

**Instructional Focus**

**Unit Enduring Understandings**

- Writing conveys meaning.
- Writing enables you to ‘talk to’ people who aren’t there.
- Effective writers use specific techniques (style, word choice, organization ) to better inform, entertain and persuade.
- Audience and purpose influence technique.
- Writing helps us to clarify, as well as express, our thoughts.

**Unit Essential Questions**

- Is the pen mightier than the sword?
- How do effective writers hook and hold their readers?
- How do writers decide what to write?
- Does a writer have an obligation to help a reader understand?
- How does an effective persuader persuade their readers?

**Objectives**

**Students will know:**

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**Students will be able to:**

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**Resources**

**Core Text:** *The Manual* by Peter Daddone

**Suggested Resources:**