

Unit	Essential Questions	Standards & Skills	Common Assessments	Learning Activities	Resources/Technology
<p>Name: Introduction Quarter: 1 Length (Days): 25</p>	<ul style="list-style-type: none"> • Can I write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence? • Can I 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? • Can I produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience? • Can I 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? 	<p>CCSS: Writing 9-10.1,2,3,4,10 11-12. 1,2,3,4,10</p> <p>Language 9-10.1,3 11-12.1,3</p> <p>Reading for Information 9-10.4 11-12.4</p> <p>Speaking and Listening 9-10.1 11-12.1</p>	<p>Formative:</p> <ul style="list-style-type: none"> • Workbook page assignments • Exercises from text book (individually and with partners) <p>Summative:</p> <ul style="list-style-type: none"> • Each issue of the paper • Multiple choice assessment over text book 	<ul style="list-style-type: none"> • Read and discuss chapters in text book • Complete work book pages • Complete exercises from the text book (individually and with partners) • Meet with section editors and returning journalism students • Write stories for each issue of the paper • Design pages for the paper • Sell ad space for the paper • Team building activities 	<ul style="list-style-type: none"> • High School Journalism text book • High School Journalism work book • Teacher made handouts • Journalism lab (8 computers) • Smart board

	<ul style="list-style-type: none"> • Can I 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? • Can I 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? • Can I demonstrate command of the conventions of standard English grammar and usage when writing or speaking? • Can I 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? 				
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Unit	Essential Questions	Standards & Skills	Common Assessments	Learning Activities	Resources/Technology
<p>Name: Newspaper Publication Quarter: 2 Length (Days): The duration of second quarter</p>	<ul style="list-style-type: none"> ● Can I write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence? ● Can I 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? ● Can I produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience? ● Can I 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? ● Can I use technology, including the Internet, to produce, publish, and update 	<p>CCSS: Writing 9-10.1,2,3,4,10 11-12.1,2,3,4,10</p> <p>Language 9-10.1,3 11-12.1,3</p> <p>Reading for Information 9-10.4 11-12.4</p> <p>Speaking and Listening 9-10.1 11-12.1</p>	<p>Formative:</p> <ul style="list-style-type: none"> ● Workbook page assignments ● Exercises from text book (individually and with partners) <p>Summative:</p> <ul style="list-style-type: none"> ● Each issue of the paper ● Multiple choice assessment over text book 	<ul style="list-style-type: none"> ● Read and discuss chapters in text book ● Complete work book pages ● Complete exercises from the text book (individually and with partners) ● Meet with section editors and returning journalism students ● Write stories for each issue of the paper ● Design pages for the paper ● Sell ad space for the paper ● Team building activities 	<ul style="list-style-type: none"> ● High School Journalism text book ● High School Journalism work book ● Teacher made handouts ● Journalism lab (8 computers) ● Smart board

	<p>individual or shared writing products in response to ongoing feedback, including new arguments or information?</p> <ul style="list-style-type: none"> ● Can I 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? ● Can I demonstrate command of the conventions of standard English grammar and usage when writing or speaking? ● Can I 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? 				
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Unit	Essential Questions	Standards & Skills	Common Assessments	Learning Activities	Resources/Technology
<p>Name: Newspaper Publication Quarter: 3 Length (Days): The duration of third quarter</p>	<ul style="list-style-type: none"> • Can I write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence? • Can I 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? • Can I produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience? • Can I 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? • Can I 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? • Can I write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or 	<p>CCSS: Writing 9-10.1,2,3,4,10 11-12.1,2,3,4,10</p> <p>Language 9-10.1,3 11-12.1,3</p> <p>Reading for Information 9-10.4 11-12.4</p> <p>Speaking and Listening 9-10.1 11-12.1</p>	<p>Formative:</p> <ul style="list-style-type: none"> • Writing stories for the paper • Writing stories for the April Fool's edition • Creating dummy sheets for page design • Creating an infographic <p>Summative:</p> <ul style="list-style-type: none"> • Each issue of the paper • April Fools edition • April edition story 	<ul style="list-style-type: none"> • Brainstorm as a group • Meet with section editors and returning journalism students • Write stories for each issue of the paper • Design pages for the paper • Sell ad space for the paper • Team building activities 	<ul style="list-style-type: none"> • High School Journalism text book • High School Journalism work book • Teacher made handouts • Journalism lab (8 computers) • Smart board

	<p>two) for a range of tasks, purposes, and audiences?</p> <ul style="list-style-type: none"> • Can I demonstrate command of the conventions of Standard English grammar and usage when writing or speaking? • Can I 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? 				
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Unit	Essential Questions	Standards & Skills	Common Assessments	Learning Activities	Resources/Technology
<p>Name: Newspaper Publication Quarter: 4 Length (Days): The duration of fourth quarter</p>	<ul style="list-style-type: none"> Can I write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence? Can I 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? Can I produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience? Can I 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? Can I 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? Can I write routinely over 	<p>CCSS: Writing 9-10.1,2,3,4,5,10 11-12.1,2,3,4,5,10</p> <p>Language 9-10.1,3 11-12.1,3</p>	<p>Formative:</p> <ul style="list-style-type: none"> Writing stories for the paper Preparing information for the senior edition Creating dummy sheets for page design Brainstorm for the June edition of the paper (the first and hopefully only June edition due to snow days) <p>Summative:</p> <ul style="list-style-type: none"> Each issue of the paper June Edition Senior edition Write a story of their choosing that will not be published 	<ul style="list-style-type: none"> Brainstorm as a group Meet with section editors and returning journalism students Write stories for each issue of the paper Design pages for the paper Sell ad space for the paper Team building activities 	<ul style="list-style-type: none"> High School Journalism text book High School Journalism work book Teacher made handouts Journalism lab (8 computers) Smart board

	<p>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?</p> <ul style="list-style-type: none"> • Can I demonstrate command of the conventions of Standard English grammar and usage when writing or speaking? • Can I 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? 				
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