

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

Content Area(s): Language Arts
Grade Level(s): 10-12
Unit Name: Features
Timeline: 2-3 days
Curriculum Developer(s): Kulak

ENDURING UNDERSTANDINGS (Benchmarks):
 Features are a positive way to celebrate local news and accomplishments
 My feature articles should be based on research and relevance to my readers

ESSENTIAL QUESTIONS:
 How do we choose a topic?
 How do we research a topic?
 When is an interview needed?
 How do we write a feature article?
 How do we determine newsworthiness?
 What is our staff philosophy on featuring local and national news?

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)
<u>NJSLS.ELA-Literacy.W.11-12.7-10</u> <u>NJSLS.ELA-Literacy.W.11-12.2a-f</u> <u>NJSLS.ELA-Literacy.W.11-12.3a-e</u> <u>NJSLS.ELA-Literacy.W.11-12.4-6</u>	Determine newsworthy features Construct quality features Prepare interview questions Execute effective interview	Feature Writing Interview Skills	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 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	Reading Quizzes Homework Class Participation/Discussion Writing Exercises Group Work Workbook Activities Formal Writing (publishable work) Informal Writing

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			Demonstrate understanding of assigned chapters in the textbook Identify components of existing feature Feature a classmate(s)/Self/Celebrity/Event	
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Appendix

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

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