

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

<p>Content Area(s): Language Arts Grade Level(s): 10-12 Unit Name: Headlines Timeline: 1-2 weeks but ongoing throughout year Curriculum Developer(s): Kulak</p>
<p>ENDURING UNDERSTANDINGS (Benchmarks): Headlines follow very specific rules Headlines catch my readers attention and invite them to read my piece</p>
<p>ESSENTIAL QUESTIONS: How do we write headlines? What rules dictate how we craft our headlines? What types of headlines exist?</p>

CONTENT			INSTRUCTION and ASSESSMENT	
STANDARDS	SKILLS <small>(What Students Be Able to Do?)</small>	CONCEPTS <small>(What Students Will Understand)</small>	ACTIVITIES/STRATEGIES <small>(Learning Activities/Differentiation/Interdisciplinary Connections)</small>	ASSESSMENT <small>(How Learning Will Be Assessed)</small>
<p><u>NJSLS.ELA-Literacy.W.11-12.1d</u> <u>NJSLS.ELA-Literacy.W.11-12.2d</u> <u>NJSLS.ELA-Literacy.W.11-12.2e</u></p>	<p>Construct quality headline Adhere to proscribed headline construction rules</p>	<p>Headline rules Headline construction</p>	<p>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 headlines 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 Construct headlines matching blind leads Construct leads matching blind headlines Provide headlines for classmates' work</p>	<p>Reading Quizzes Homework Class Participation/Discussion Writing Exercises Group Work Workbook Activities Formal Writing (publishable work) Informal Writing</p>

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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	