

Academic Affairs

Thursday, September 10, 2026 5:30 PM

SASD District Administration Building, 123 Linden Street, Stroudsburg, PA 18360

1. MEETING OPENING

2. CURRICULUM

2.A. Technology Plan

Speaker (s) : Dr. Stacy Famoso

2.B. Keystone Winter and Spring Schedules

Speaker (s) : Dr. Courtney Lepore

2.C. Curricula

Speaker (s) : Dr. Courtney Lepore

2.C.1. Introduction to Journalism

Speaker (s) : Dr. Courtney Lepore

2.C.2. Introduction to Organic Chemistry

Speaker (s) : Dr. Courtney Lepore

2.C.3. Pathways to Healthcare

Speaker (s) : Dr. Courtney Lepore

2.C.4. Keyboarding

Speaker (s) : Dr. Courtney Lepore

2.D. Other

2.E. Public Comment

3. STUDENT AND COMMUNITY SUPPORT INITIATIVES (SC&I)

3.A. America's Healthiest School Awards

Speaker (s) : Dr. Laura Connolly

3.B. Other

3.C. Public Comment

4. POLICY

4.A. 204.1 Virtual Attendance and Wellness Checks

4.B. School Measles Preparedness and Response Plan

4.C. Other

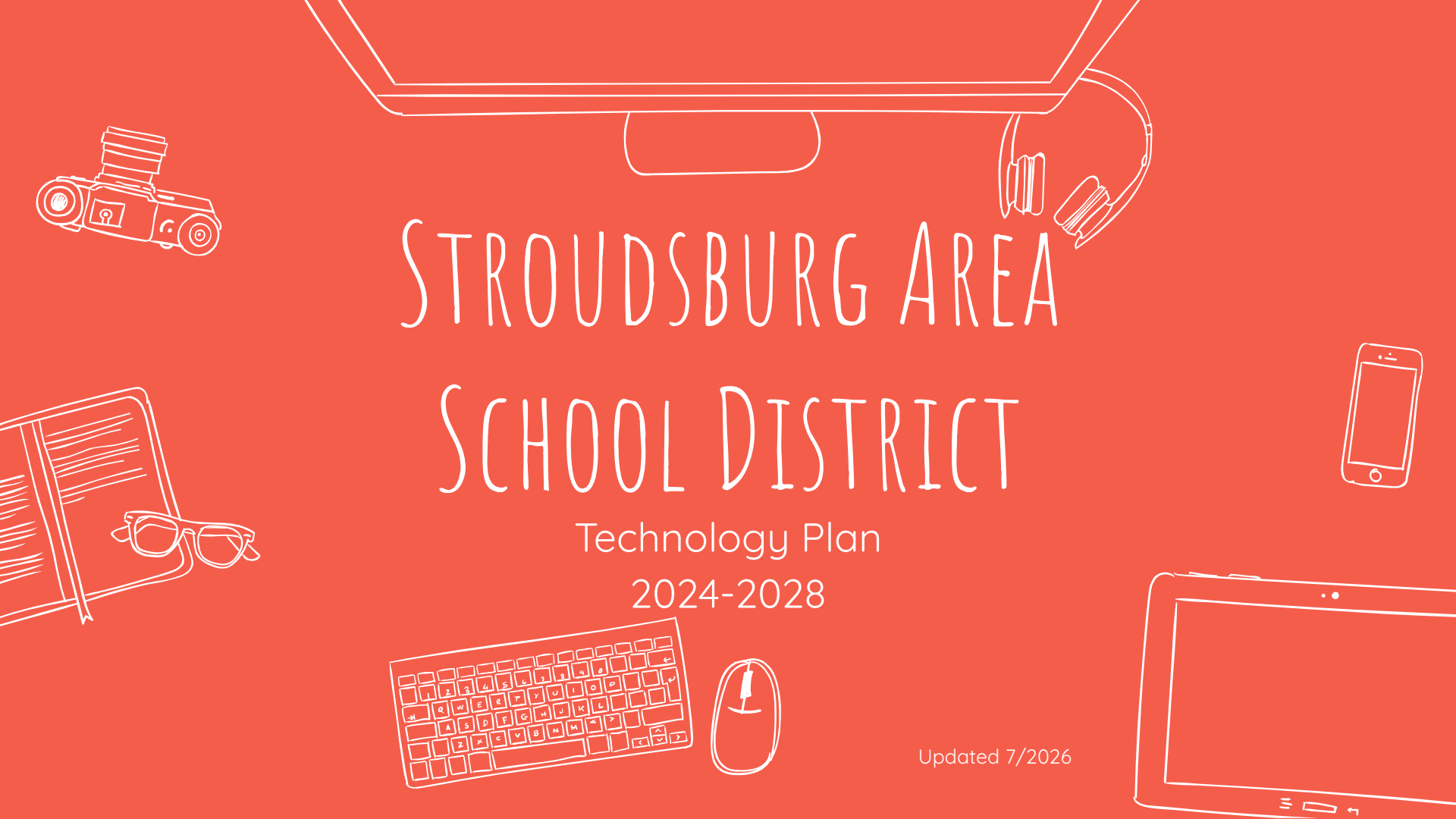
4.D. Public Comment

5. PUBLIC RELATIONS

5.A. Other

5.B. Public Comment

6. ADJOURNMENT



STROUDSBURG AREA SCHOOL DISTRICT

Technology Plan
2024-2028

Updated 7/2026



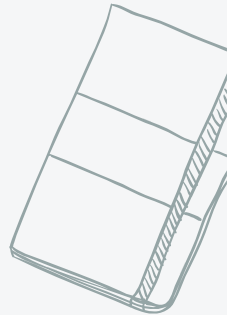
ONGOING COMMITMENT TO TECHNOLOGY

- Updated policies regarding implementation and support
- Ongoing training for Artificial Intelligence (AI) and development of procedures/policies as relates to in class use
- Continuation of replacement plans for hardware (Chromebooks and Promethean boards)
- District level server/network replacement cycle
- Ongoing training for IT staff relating to implementation and support
- Development of processes for ongoing staff development regarding instruction
- Ongoing consideration for bandwidth need, wireless updating or replacement, and switch replacement
- Increase security measures to keep inline with current cyber security requirements.



K-12 TECHNOLOGY DEVELOPMENT

- Continue to meet the district technology needs through use of survey data and a needs assessment
- Develop curriculum that incorporates technology and computer science standards (K-4 Digital Literacy Program) - this is replacing the Learning.com software
- Provide quality professional development with supports
- Provide opportunities for collaboration and learning among staff members
- Educate our community on safe and responsible tech use for our children
- Continue to utilize the SAMR model for instructional practice (next slide)



Enhancement

Substitution

Technology acts as a direct tool substitute with no functional change.

Augmentation

Technology acts as a direct tool substitute with functional improvements.

Transformation

Modification

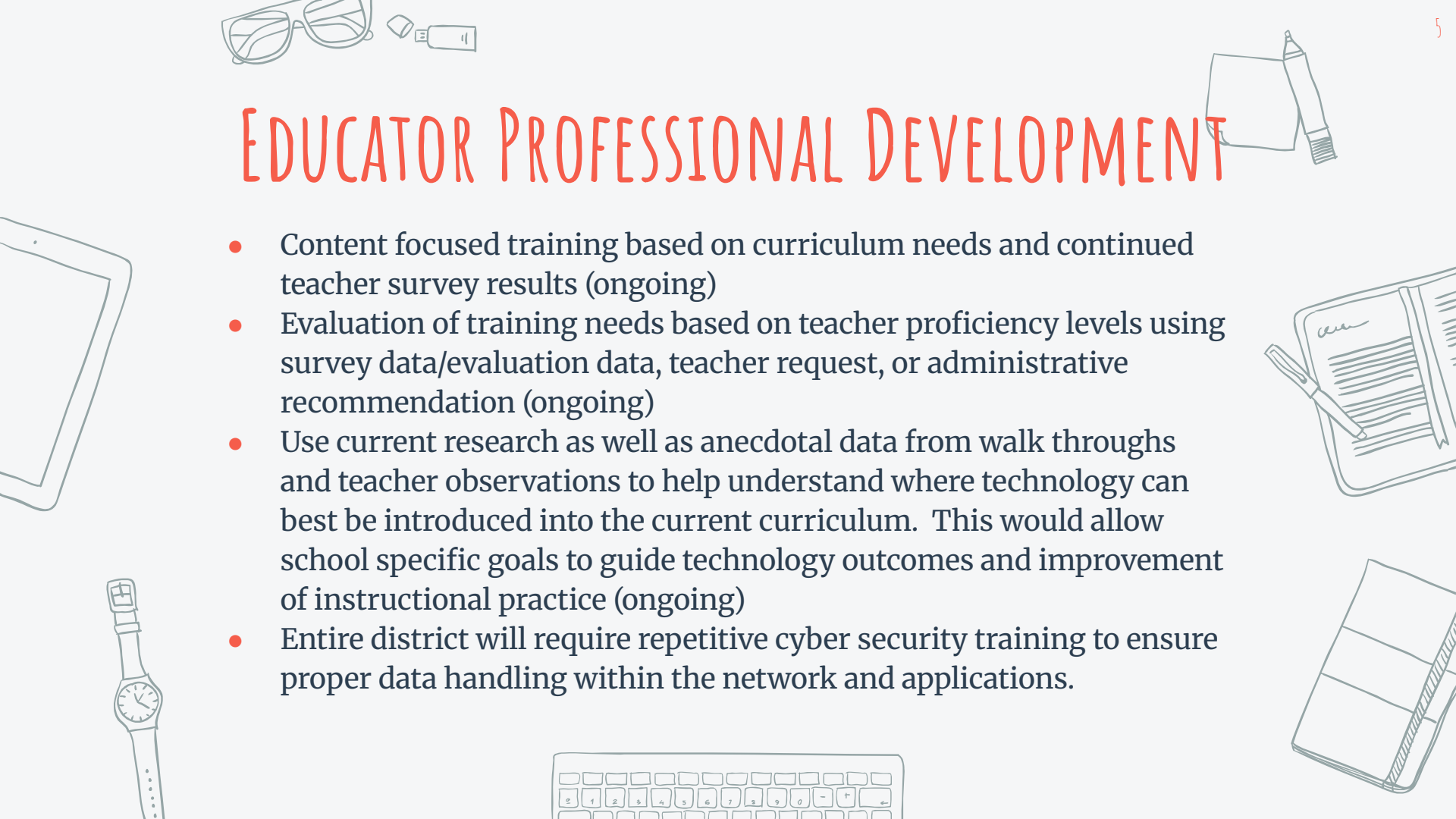
Technology allows for significant task redesign.

Redefinition

Technology allows creation of new task, previously inconceivable.

Model by Ruben Puentedura

***Not every lesson will fall within these classifications; however, we will continue to work with all staff until they understand what these different levels mean and how they can incorporate them fluently in their class lessons.**



EDUCATOR PROFESSIONAL DEVELOPMENT

- Content focused training based on curriculum needs and continued teacher survey results (ongoing)
- Evaluation of training needs based on teacher proficiency levels using survey data/evaluation data, teacher request, or administrative recommendation (ongoing)
- Use current research as well as anecdotal data from walk throughs and teacher observations to help understand where technology can best be introduced into the current curriculum. This would allow school specific goals to guide technology outcomes and improvement of instructional practice (ongoing)
- Entire district will require repetitive cyber security training to ensure proper data handling within the network and applications.



WEBSITE

- The District no longer utilizes building content managers to maintain individual school websites. Website updates are now managed centrally by one designated staff member (currently the Technology Coach, transitioning to the Technology Secretary) as part of their regular job responsibilities. This change provides greater consistency, improves quality control, and helps ensure compliance with federal website accessibility requirements.
- This transition was largely driven by the U.S. Department of Justice's updated website accessibility regulations for public entities. These requirements significantly increase the standards that school websites must meet under the Americans with Disabilities Act (ADA). The accompanying guidance spans more than 130 pages and includes extensive technical requirements governing what may be published, how content must be formatted, and how accessibility must be maintained. As a result, maintaining website compliance has become substantially more complex, making it impractical to have numerous staff members responsible for website content.
- To reduce compliance risk and ensure a consistent user experience, the District has adopted a centralized website management process in which only essential information is published and all updates are reviewed and completed through a single point of contact.

Link: <https://www.ada.gov/resources/2024-03-08-web-rule/>

CHROMEBOOK REPLACEMENT & LIFE CYCLE

- The District follows a planned Chromebook replacement life cycle to provide students with reliable, secure, and up-to-date instructional technology.
- Chromebooks are not replaced annually. Devices are refreshed based on their age, performance, manufacturer support, instructional needs, and overall condition.
- Students in Grades 3–12 retain the same Chromebook and charger from year to year, with one replacement (which is currently under consideration) reinforcing responsible care and reducing unnecessary replacement costs.
- Beginning with the 2026–2027 school year, Chromebooks assigned to Grades K–2 will remain in their classrooms as part of the District's classroom cart initiative.
- Devices collected through the replacement cycle that remain in good working condition may be repurposed as loaner devices for temporary student use during repairs or other instructional needs.
- This structured replacement program helps maximize the useful life of District technology while supporting consistent instruction and responsible stewardship of taxpayer resources.

Example Annual Purchase:

→ Approximately 1,000 touchscreen Chromebooks
→ Estimated cost: ~\$490 per device
→ Approximate annual investment: ~\$492,000

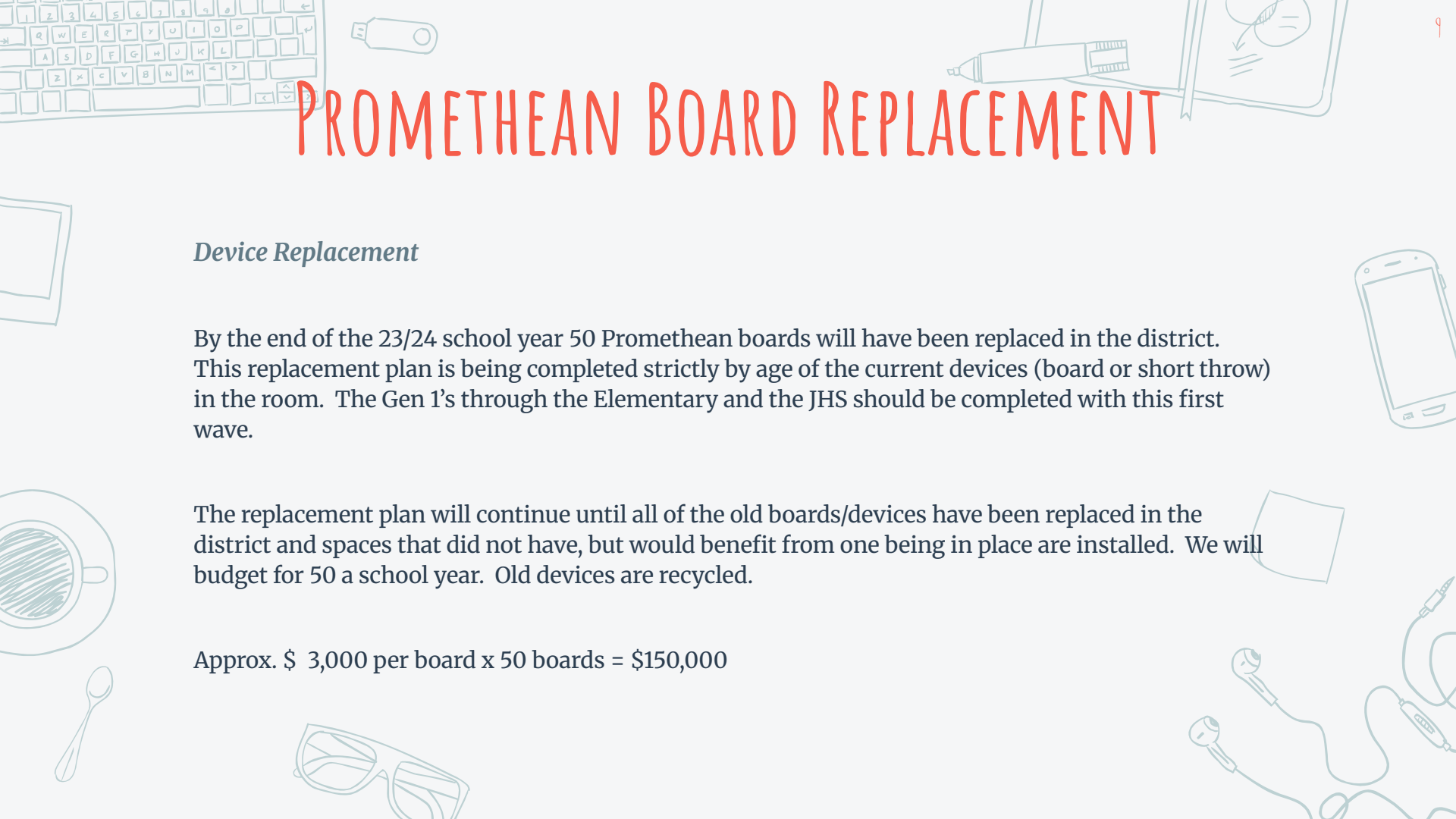


PLTW NEW DEVICES

Devices

Robust laptops will be purchased for the second stage/course in the Project Lead the Way program in July 2024 for the 24/25 school year. These laptops have a higher video card and meet or exceed the requirements of the course for the students. The Chromebooks do not do this.

Each device costs approximately \$2,200 each (expected lifespan of 7 years) and we are looking to purchase them for a class set ranging from 22 - 25 students (set by admin).



PROMETHEAN BOARD REPLACEMENT

Device Replacement

By the end of the 23/24 school year 50 Promethean boards will have been replaced in the district. This replacement plan is being completed strictly by age of the current devices (board or short throw) in the room. The Gen 1's through the Elementary and the JHS should be completed with this first wave.

The replacement plan will continue until all of the old boards/devices have been replaced in the district and spaces that did not have, but would benefit from one being in place are installed. We will budget for 50 a school year. Old devices are recycled.

Approx. \$ 3,000 per board x 50 boards = \$150,000

DESKTOP REPLACEMENT

Classroom / Office Desktops

Over 1300 of the PCs and Macs (desktops) in the district were purchased FYs 11-15 and many of the monitors are older than that.

The district began replacing the existing computers starting SY 22-23 and continued to replace $\frac{1}{4}$ of the district's computers each year which began during the 22-23 SY (JHS and wing of HS gym replaced), 23-24 SY (Middle school and section of HS), 24-25 SY (Ham and Morey and section of HS), 25-26 SY (Chipp, AE, and section of HS). Monitors will be replaced as needed or required. The computers removed will be used as needed for parts to keep the other systems up and running.

\$1000 per PC, \$175 per monitor

STUDENT CHROMEBOOKS

Breakage – Repairs and Parts

On average we use 10 technician hours per day on Chromebook related issues. These issues include the time spent getting the devices, processing them via the ticketing system, repairing them, then bringing them back, as well as phone/remote support of students and parents.

There was \$83,986 in damages during the 22/23 school year (SY), \$54,085 for the 23/24 SY, \$52,790 during the 24/25 SY, and \$33,298.98 for the 25/26 SY (once we started using Parent Square to inform and request payments for breakage). As a district we have developed a more stringent plan for breakage and costs have begun to come down.

Since introducing PS (for notifications, payment options), getting Acers, and putting K back in carts, we brought the billable ticket count down and were able to offset outstanding student.

Buying insurance for the entire district exceeds all current breakage costs. Quotes are up to \$220,000; therefore, it is not recommended.

ARTIFICIAL INTELLIGENCE (AI)

Addition of new software to combat poor use and empower teacher use:

Brisk - (\$18,750)

Brisk is an AI-powered Google Chrome Extension that overlays on top of the tools teachers are already using (Google docs, slides, Youtube, articles, websites) to save them hours across their workload.

With Brisk Teachers can:

- Quickly and effectively give feedback to your students
- Examine student writing in-depth
- Develop engaging instructional materials
- Easily adjust text difficulty and translate materials to meet student needs

Revision History - (Free)

Revision History helps teachers see students' process when they write essays in Google Docs. It is meant to help teachers guide their students through revisions as well as to ensure that students are not just copy/pasting text from AI/LLMs/ChatGPT or other sources.

With Revision History, you can see:

1. - How many edits students made to their essays
2. - How long they spent writing
3. - What snippets they copy/pasted
4. - Watch a video replaying the document being written (NEW - in beta)

It also works with documents submitted to Google Classroom (as long as they were drafted in Google Docs).

CYBER SECURITY TRAINING

Training done 3 times a year through KnowB4.com (\$56,556.50 total for a 3 year contract - we will pay over three years)

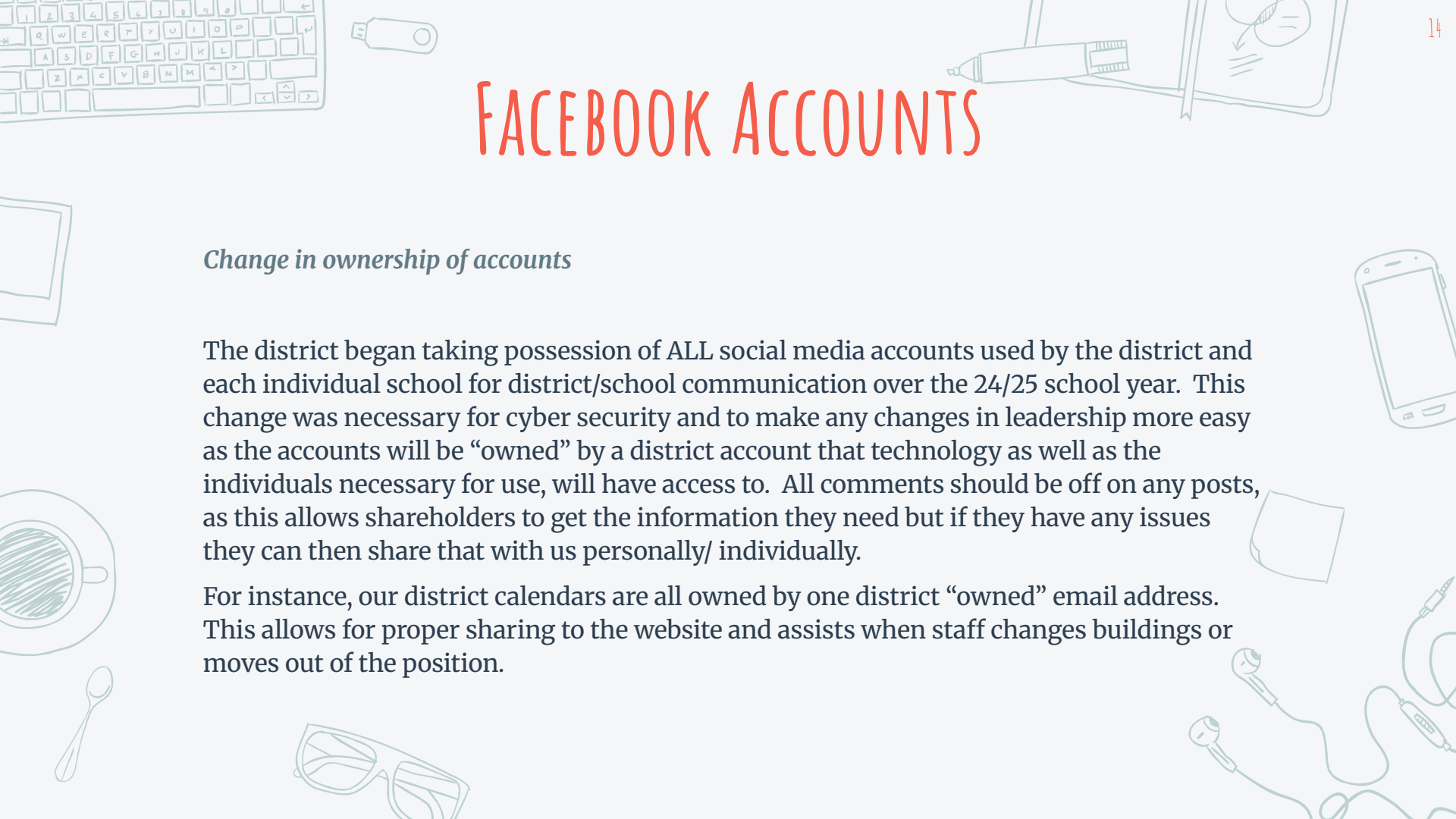
Initial training will be general however, additional training will be needed for different administrative sectors (business office, technology, special ed) to cover more possible intricate data breaches.

½ hour start of school year

½ hour in the middle of the year (during a data day)

½ hour end of the year

*****In the future we will also need to include students in on cyber training. We will also look for state funded cyber security trainings)**

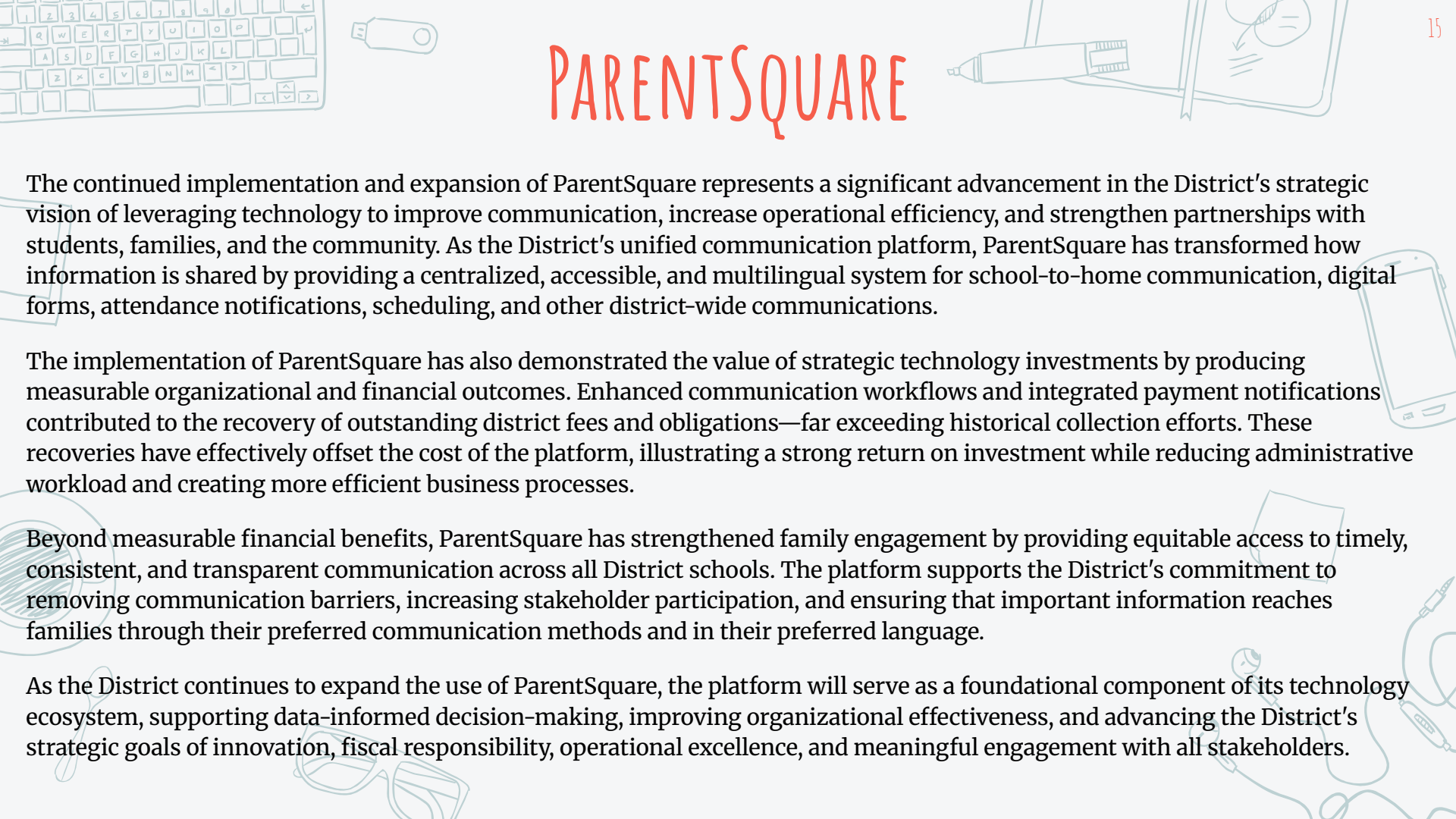


FACEBOOK ACCOUNTS

Change in ownership of accounts

The district began taking possession of ALL social media accounts used by the district and each individual school for district/school communication over the 24/25 school year. This change was necessary for cyber security and to make any changes in leadership more easy as the accounts will be “owned” by a district account that technology as well as the individuals necessary for use, will have access to. All comments should be off on any posts, as this allows shareholders to get the information they need but if they have any issues they can then share that with us personally/ individually.

For instance, our district calendars are all owned by one district “owned” email address. This allows for proper sharing to the website and assists when staff changes buildings or moves out of the position.



PARENTSQUARE

The continued implementation and expansion of ParentSquare represents a significant advancement in the District's strategic vision of leveraging technology to improve communication, increase operational efficiency, and strengthen partnerships with students, families, and the community. As the District's unified communication platform, ParentSquare has transformed how information is shared by providing a centralized, accessible, and multilingual system for school-to-home communication, digital forms, attendance notifications, scheduling, and other district-wide communications.

The implementation of ParentSquare has also demonstrated the value of strategic technology investments by producing measurable organizational and financial outcomes. Enhanced communication workflows and integrated payment notifications contributed to the recovery of outstanding district fees and obligations—far exceeding historical collection efforts. These recoveries have effectively offset the cost of the platform, illustrating a strong return on investment while reducing administrative workload and creating more efficient business processes.

Beyond measurable financial benefits, ParentSquare has strengthened family engagement by providing equitable access to timely, consistent, and transparent communication across all District schools. The platform supports the District's commitment to removing communication barriers, increasing stakeholder participation, and ensuring that important information reaches families through their preferred communication methods and in their preferred language.

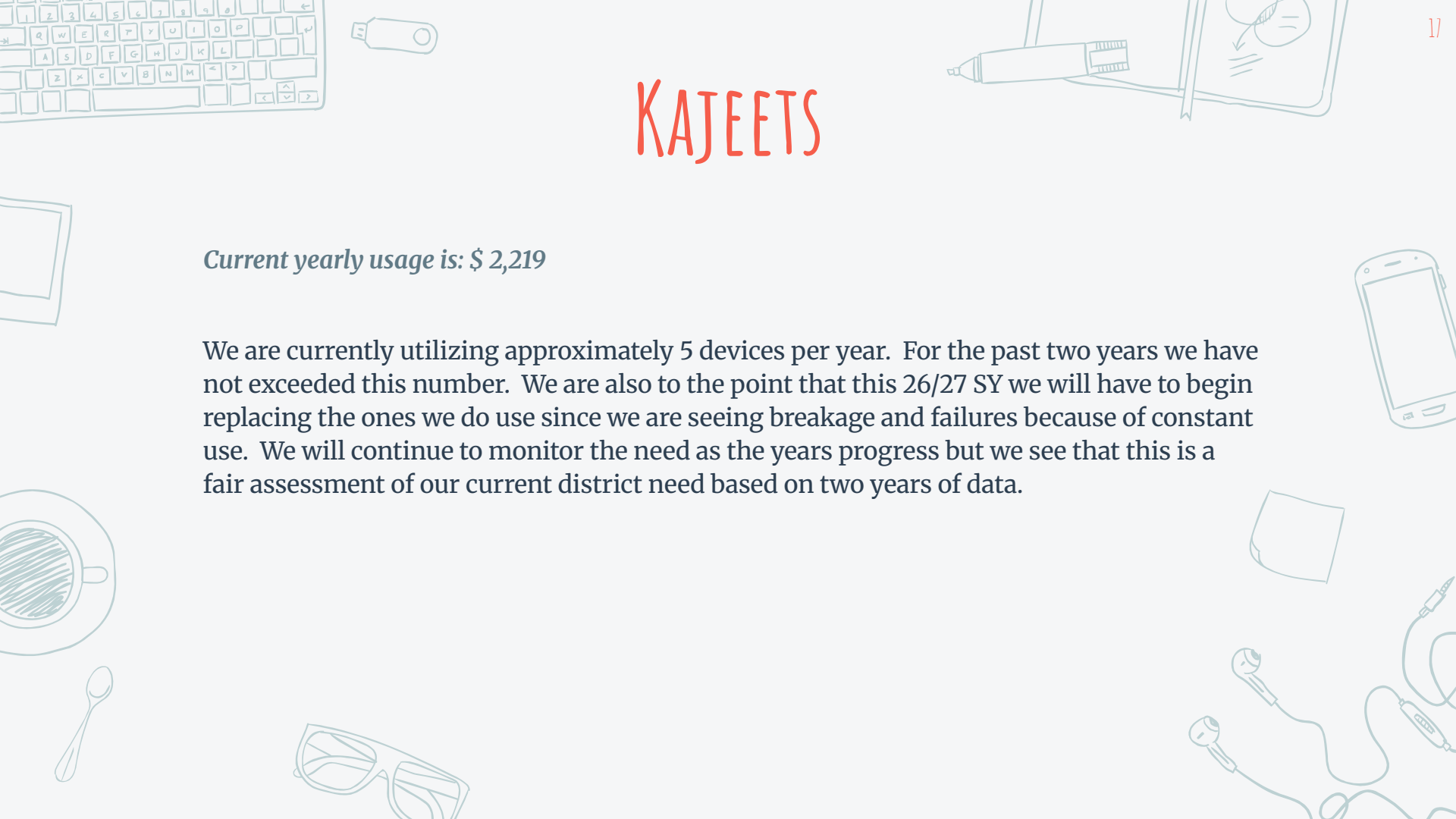
As the District continues to expand the use of ParentSquare, the platform will serve as a foundational component of its technology ecosystem, supporting data-informed decision-making, improving organizational effectiveness, and advancing the District's strategic goals of innovation, fiscal responsibility, operational excellence, and meaningful engagement with all stakeholders.



DOCUSIGN

The District transitioned from SignWell to DocuSign during the 2025–2026 school year to provide a more secure, scalable, and cost-effective electronic signature platform. In addition to offering a lower overall cost than SignWell, DocuSign is the platform utilized by IU20, making it a regional standard that better aligns the District with neighboring educational organizations. As the use of electronic forms continued to grow across departments, DocuSign provided stronger workflow automation, enhanced security and compliance features, improved document tracking, and broader integration capabilities to support administrative, business, human resources, special education, and instructional processes.

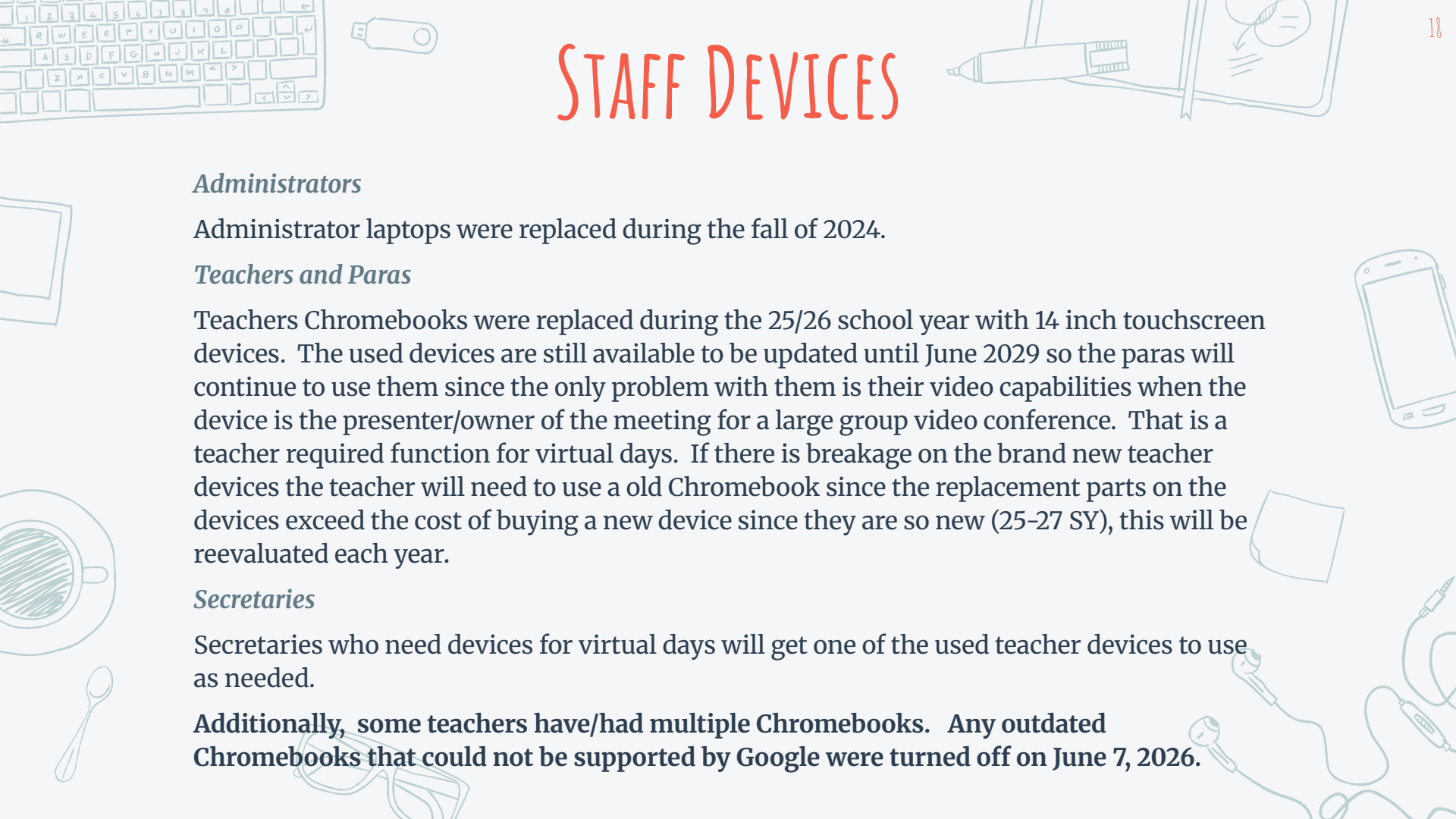
The implementation of DocuSign advances the District's strategic goals of improving operational efficiency, modernizing business practices, and expanding secure digital services. By replacing paper-based approvals and standardizing electronic signature workflows, the District has reduced processing time, strengthened accountability through comprehensive audit trails, and improved accessibility for staff and external partners. The transition also positions the District to continue expanding digital workflows, reduce paper consumption, and leverage a widely adopted platform that supports long-term operational sustainability and collaboration with regional educational partners.



KAJEETS

Current yearly usage is: \$ 2,219

We are currently utilizing approximately 5 devices per year. For the past two years we have not exceeded this number. We are also to the point that this 26/27 SY we will have to begin replacing the ones we do use since we are seeing breakage and failures because of constant use. We will continue to monitor the need as the years progress but we see that this is a fair assessment of our current district need based on two years of data.



STAFF DEVICES

Administrators

Administrator laptops were replaced during the fall of 2024.

Teachers and Paras

Teachers Chromebooks were replaced during the 25/26 school year with 14 inch touchscreen devices. The used devices are still available to be updated until June 2029 so the paras will continue to use them since the only problem with them is their video capabilities when the device is the presenter/owner of the meeting for a large group video conference. That is a teacher required function for virtual days. If there is breakage on the brand new teacher devices the teacher will need to use a old Chromebook since the replacement parts on the devices exceed the cost of buying a new device since they are so new (25-27 SY), this will be reevaluated each year.

Secretaries

Secretaries who need devices for virtual days will get one of the used teacher devices to use as needed.

Additionally, some teachers have/had multiple Chromebooks. Any outdated Chromebooks that could not be supported by Google were turned off on June 7, 2026.

TECH STAFF CONSOLIDATION OF RESPONSIBILITY

As part of the continued evolution of the Technology Department, the District is implementing a strategic consolidation of responsibilities designed to improve operational efficiency while maintaining the high level of service provided to staff and students. This restructuring has been made possible through the continued refinement of departmental procedures, improved documentation, cross-training initiatives, and the successful implementation of ParentSquare.

With the planned retirement of the Network Administrator in October, the District will not replace the position as a direct one-for-one replacement. Instead, the administrative and executive responsibilities of the Network Administrator will transition to the Director of Instructional Technology. The technical responsibilities previously performed by the Network Administrator will be distributed among existing technicians who have already been trained, or are currently being cross-trained, in these specialized areas.

Cross-training will continue as an ongoing departmental priority so that each technician develops proficiency in multiple operational areas, ensuring consistent support, reducing single points of failure, and positioning the Technology Department for long-term sustainability while continuing to provide exceptional service to the District.

COMMAND CENTERS

District Security Centers

Technology and Security have been working together to update and install command centers in multiple schools in the district. These centers will allow the viewing of large amounts of cameras in one place in case of an emergency. At this point command centers are slotted for the middle school, junior high school and high school. The boards for viewing these cameras are similar to the new Promethean boards but less expensive and without the added flair needed in classrooms for engagement. (\$ 1,600 each)

SUBSTITUTE TEACHER ACCESS

Procedure for sharing information from teachers

Professional staff must be made aware that all substitute teachers have logins for our network to use the computers and our wifi. This information is shared out from Technology (the Network Administrators secretary sends this out) every year to the Principal and the principal's secretary. The following procedure has been created to allow us to move past this issue and keep our data safe while giving the substitutes access to the information they need.

[Substitute Instructions](#)

[Teacher Instructions](#)

TECHNOLOGY BUDGETARY ITEMS

Vendor	Yearly/Multi Year Contract	Dept/Building	Items
Acadience Learning		K-6	Acadience Learning
Administrative Laptops			
Brisk Teaching			AI for staff
CDW GOVERNMENT	5 Year Renewal	DIST, TECH	Servers - Nutranix ect See PO for details/ AOS PRO entitlement & Production 24/7 System Bundle -5 Years Licences - May 2025
CDW GOVERNMENT	5 Year Renewal	DIST, TECH	Switches - Cisci 9600 Series ect. See PO for details / Cisco Catalyst DNA Advantage 5 Year License- May 2025
CDW GOVERNMENT	5 Year Renewal	DIST, TECH	Security - PAN-PA-5220-AC Palo Alto Networks PA-5220 with redundant AC power supplies PAN-PA-5220-DNS-5YR DNS Security subscription 5-year prepaid, PA-5220 PAN-PA-5220-TP-5YR Threat prevention subscription 5-year prepaid, PA5220 PAN-PA-5220-URL4-5YR PANDB URL filtering subscription 5-year prepaid, PA5220 PAN-PA-5220-GP-5YR GlobalProtect subscription 5-year prepaid, PA-5220 COSTARS 3 IT Hardware Contract (COSTARS-003-32) PAN-SVC-PREM-5220-5YR Premium support 5 year prepaid, PA-5220

Technology Budgetary Items

Keystone Exam Schedule
May 2027
Keystone Window: May 17-28, 2027
Student Last Day (Tentative): June 7, 2027

Proctors:

- 2 per testing room
- All staff will be utilized as proctors unless otherwise assigned by the building administrator.
- Examples: SWPBS, MTSS, Operation Graduation, Act 158 PA State Graduation Requirement Activities, CEW Standards Make-Up Work

Schedule:

May 17th

- Testing Day 1 Algebra (Asynchronous Day)
- Act 158 (Auditorium)
- P.E. Boot Camp (Gym)
- AP testing (Library)
- Bi-Literacy Assessments
- Senior Operation Graduation

May 18th

- Testing Day 2 Biology (Asynchronous Day)
- Act 158 (Auditorium)
- P.E. Boot Camp (Gym)
- AP testing (Library)
- Bi-Literacy Assessments
- Senior Operation Graduation

May 19th

- Testing Day 3 Literature (Asynchronous Day)
- Act 158 (Auditorium)
- P.E. Boot Camp (Gym)
- AP testing (Library)
- Bi-Literacy Assessments
- Senior Operation Graduation

May 20th

- Keystone Exam Makeup (Asynchronous Day)
- AP testing (Library)
- Bi-Literacy Assessments
- Senior Operation Graduation & Sophomore/Junior Final Push

May 21st

- Keystone Exam Makeup (Asynchronous Day)
- AP testing (Library)
- Senior Operation Graduation & Sophomore/Junior Final Push

Classwork:

Teachers will post asynchronous assignments and any/all assignments students can make up for grades. During the asynchronous days, teachers will notify students of the assignments they can make up for credit.

Act 158 Activities (Details will be outlined once dates are approved)

A. Graduating class of 2026 (if needed) and 2027 students can start on Act 158 Alternative Pathway if they were not proficient after multiple attempts on the Keystone Exams

- Stop the Bleed certification
- Hands Only CPR certification
- Northampton Community College SMARTer Planning Financial Literacy Program
- Community Service Programs TPD

Benefits:

- Makeup Days on May 20th and 21st allow students who need PE Boot Camp and Senior Operation Graduation to participate in both.
- Provides ample time for other testing such as AP exams and Bi-Literacy Assessments.
- Senior Operation Graduation and Sophomore/Junior Final Push students will have direct access to content teachers to complete necessary work, receive additional assistance in learning the essential course content, and demonstrate proficiency.
- Allow students time to make up work, focusing on those close to passing, so they can earn the credit needed for graduation.
- Pull seniors who need an extra push for teacher support to complete the work necessary to earn credit for graduation.
- Special Education Teachers/Case Managers support students with Senior Operation Graduation and review student needs to complete graduation requirements successfully.
- MCTI Students not taking Keystone Exams will be provided with special transportation. A Google Form for transportation will be shared with the MCTI students for the testing week.
- Allows for the appropriate proctors and small groups for test administration.
- Condenses the testing schedule by decreasing the number of needed testing days

High School School Keystone Exam Schedule *Winter 2027*

High School Schedule for Keystone Retake Students:

Wednesday, January 6th:	Alg	Periods 1-4	Module 1	(7:30 to 10:30)
		Period 5	Lunch	(10:30 to 11:15)
		Periods 6- 9	Module 2	(11:20 to 2:20)
Thursday, January 7th:	Bio	Periods 1-4	Module 1	(7:30 to 10:30)
		Period 5	Lunch	(10:30 to 11:15)
		Periods 6- 9	Module 2	(11:20 to 2:20)
Friday, January 8th:	Lit	Periods 1-4	Module 1	(7:30 to 10:30)
		Period 5	Lunch	(10:30 to 11:15)
		Periods 6- 9	Module 2	(11:20 to 2:20)

Alternative Pathway Seniors:

These students will participate in a financial literacy course in the morning on all three days. With the successful completion of the course, students will earn an industry-recognized credential, which will meet one of the required Act 158 criteria for the Evidence-Based graduation pathway. In the afternoon, students will participate in two service-learning projects, providing them with two additional pieces of evidence for the Evidence-Based graduation pathway.

Students not Retaking Keystone or Needing an Alternative Pathway:

Students who do not test or participate in an alternative pathway activity will not be required to attend school in person on days they are not testing or participating in alternative pathway activities. These students will participate in a combination of synchronous and/or asynchronous instruction.

1_Introduction to Journalism (Curriculum In Progress)

Grade Level Summary

[Course Cover Sheet](#)

Grade Level Modules

Module 1:	Introduction to Journalism
Module 2:	News Values and Media Literacy
Module 3:	Journalism Ethics and Media Law
Module 4:	News Writing Basics
Module 5:	Reporting, Research, and Interviewing
Module 6:	Feature Writing and Human-Interest Stories
Module 7:	Editorial, Opinion, and Review Writing
Module 8:	AP Style, Editing, and Revision
Module 9:	Photojournalism and Visual Storytelling
Module 10:	Digital and Multimedia Journalism
Module 11:	Student Publication Production
Module 12:	Final Publication Project

1_Introduction to Journalism (Curriculum In Progress) Introduction to Journalism

Unit Description

This unit introduces students to the purpose, role, and responsibilities of journalism in society and within a school community. Students examine what journalism is, how it differs from other forms of communication, and why accuracy, credibility, fairness, and audience matter. Students are introduced to major forms of journalism, including news, feature writing, opinion writing, photojournalism, and digital journalism. During this unit, students will also establish a digital portfolio that will be used throughout the course to collect drafts, reflections, revisions, and polished work.

Stroudsburg Area School District

Standards

CC.1.2.9-10.A	- Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
CC.1.2.9-10.B	- Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject.
CC.1.2.9-10.C	- Apply appropriate strategies to analyze, interpret, and evaluate how an author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
CC.1.2.9-10.D	- Determine an author's particular point of view and analyze how rhetoric advances the point of view.
CC.1.2.9-10.E	- Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.
CC.1.2.9-10.G	- Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.
CC.1.2.9-10.H	- Delineate and evaluate the argument and specific claims in a text, assessing the validity of reasoning and relevance of evidence.
CC.1.4.9-10.A	- Write informative/ explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.
CC.1.4.9-10.B	- Write with a sharp distinct focus identifying topic, task, and audience.
CC.1.4.9-10.C	- Develop and analyze the topic with relevant, well-chosen, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension.
CC.1.4.9-10.E	- Write with an awareness of the stylistic aspects of composition. * Use precise language and domain-specific vocabulary to manage the complexity of the topic. * Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.
CC.1.4.9-10.F	- Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
CC.1.4.9-10.T	- 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.
CC.1.4.9-10.U	- Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
CC.1.4.9-10.W	- Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
CC.1.4.9-10.X	- 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 discipline-specific tasks, purposes and audiences.
CC.1.5.9-10.A	- Initiate and participate effectively in a range of collaborative discussions on grades level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
CC.1.5.9-10.D	- Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning; ensure that the presentation is appropriate to purpose, audience, and task.

Essential Questions

- What is journalism, and why does it matter?

Objectives

Students will be able to:

- define journalism and explain its purpose;
- identify several forms of journalism, including news, feature writing, opinion writing, photojournalism, and digital journalism;
- distinguish journalism from advertising, propaganda, entertainment, and personal social media content;
- analyze examples of media for purpose, audience, and credibility;
- explain the importance of accuracy, fairness, and verification in journalism;
- set up a digital journalism portfolio for use throughout the course;
- reflect on their own interests, strengths, and goals as developing journalists.

Key Vocabulary and Definitions

1. Journalism: the practice of gathering, verifying, writing, and sharing information with an audience.
2. Journalist: a person who reports, writes, edits, photographs, or produces news and information.
3. News: timely and relevant information about events, issues, or people that matters to an audience.
4. Media: forms of communication used to share information with the public.
5. Audience: the intended readers, viewers, or listeners of a message.
6. Credibility: the quality of being trustworthy and believable.
7. Bias: a preference or point of view that may affect fairness or objectivity.
8. Objectivity: presenting information fairly and without personal opinion.
9. Verification: the process of checking facts and confirming that information is accurate.
10. Source: a person, text, document, or media outlet that provides information.
11. Feature: a journalistic story that explores a person, topic, or event in greater depth.
12. Editorial: an opinion piece that presents a viewpoint on an issue.
13. Photojournalism: storytelling and reporting through photographs.
14. Digital Portfolio: an online collection of student work that documents growth over time.

Unit Learning Activities

- Introduce the course and discuss the purpose of journalism.
- Brainstorm where students encounter “news” in daily life.
- Compare journalism with social media, entertainment, advertising, and opinion.
- Read and discuss sample pieces from different forms of journalism.
- Sort media examples by category: news, feature, editorial, advertisement, social post.
- Analyze a current article or school story for purpose, audience, and credibility.
- Discuss why journalism matters in a school community.
- Introduce the idea of journalism ethics, accuracy, and verification.
- Have students complete a “What kind of journalist could I be?” interest activity.
- Create student digital portfolios using the platform you choose.
- Write an introductory reflection for the portfolio about goals and interests.
- End the unit with a short written response or mini-presentation on why student journalism matters.

Unit Resources

- teacher-created slides and notes
- sample school news articles
- sample feature, opinion, and photojournalism pieces
- current event/news article examples
- Google Slides for the digital portfolio
- teacher-created handouts for vocabulary, media sorting, and reflection
- [SNO Sites](#)
- [The News Literacy Project](#)

Assessments (Formative and Summative)

Formative Assessments

- class discussion participation
- entrance/exit tickets
- vocabulary checks
- media category sorting activity
- source credibility analysis
- annotation of a sample article
- portfolio setup check
- short reflection responses

Summative Assessments

- Journalism Foundations Quiz—Students demonstrate understanding of key vocabulary, forms of journalism, and the purpose of journalism.
- Media Analysis Task—Students analyze a sample text or media piece and explain its purpose, audience, and whether it functions as journalism.
- Portfolio Entry #1—Students submit their first digital portfolio entry, including a short reflection on their goals as student journalists and what they learned in the unit.

Curriculum Writer(s)

Gretchen Kelly

Board Approval Date

1_Introduction to Journalism (Curriculum In Progress) News Values and Media Literacy

Unit Description

This unit introduces students to the principles journalists use to determine what is newsworthy and how audiences evaluate information in print, digital, and social media environments. Students examine news values such as timeliness, impact, proximity, prominence, conflict, and human interest while also developing skills in media literacy. Through analysis of articles, headlines, images, and digital content, students learn to evaluate source credibility, identify bias, distinguish fact from opinion, and recognize misinformation and disinformation. Students will continue building their digital portfolios by collecting media analysis work, reflections, and selected polished responses.

Standards

CC.1.2.9-10.A	- Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
CC.1.2.9-10.B	- Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject.
CC.1.2.9-10.D	- Determine an author's particular point of view and analyze how rhetoric advances the point of view.
CC.1.2.9-10.G	- Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.
CC.1.4.9-10.A	- Write informative/ explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.
CC.1.5.9-10.A	- Initiate and participate effectively in a range of collaborative discussions on grades level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
CC.1.5.9-10.B	- Evaluate a speaker's perspective, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

Essential Questions

- What makes a story newsworthy? How do bias, perspective, and purpose affect the way information is presented? How can students become more critical and responsible consumers of media?

Objectives

Students will be able to:

- identify and explain common news values;
- analyze why certain events, issues, or people receive media attention;
- distinguish fact from opinion in journalistic and non-journalistic texts;
- evaluate the credibility and reliability of sources;
- identify signs of bias, misinformation, and disinformation;
- compare how different media outlets present the same story;
- explain how audience, purpose, and platform influence media messages;
- add media literacy analyses and reflections to their digital portfolios.

Key Vocabulary and Definitions

1. News Values: criteria journalists use to determine whether a story is important or interesting enough to report.
2. Timeliness: the quality of being recent or current.
3. Impact: the effect or importance a story has on people or a community.
4. Proximity: the nearness of an event or issue to the audience.
5. Prominence: the importance or fame of a person, group, or institution involved in a story.
6. Conflict: disagreement, tension, or struggle that makes a story compelling.
7. Human Interest: an element of a story that appeals to emotions or personal connection.
8. Credibility: the quality of being trustworthy and believable.
9. Bias: a preference, perspective, or prejudice that may affect fairness or objectivity.

Unit Learning Activities

- Introduce and define the major news values.
- Analyze sample headlines and stories to determine why they are considered newsworthy.
- Rank possible story ideas based on news value and justify selections.
- Compare coverage of the same event from different news sources.
- Practice distinguishing fact from opinion in articles, broadcasts, and social media posts.
- Evaluate the credibility of sources using authorship, evidence, purpose, and publication context.
- Identify examples of bias, loaded language, and omission in media texts.
- Examine examples of misinformation and disinformation and discuss how they spread.
- Complete a media source comparison chart or credibility checklist.
- Write short responses explaining how audience and platform influence media presentation.
- Add one or more media analysis artifacts to the digital portfolio.
- Reflect on how media literacy skills apply to students' daily lives as news consumers and emerging journalists.

Unit Resources

- teacher-created slides and notes
- current event articles from multiple sources
- sample headlines and article sets for comparison
- media literacy practice materials
- source credibility checklists or evaluation tools
- examples of social media posts, advertisements, and opinion writing
- high school online newspaper as a model for audience and platform discussion
- digital portfolio
- teacher-created graphic organizers for fact/opinion, bias, and source evaluation
- [The News Literacy Project](#)
- [SNO Sites](#)

Assessments (Formative and Summative)

Formative Assessments

- entrance and exit tickets
- class discussion participation
- headline/news value practice
- fact vs. opinion checks
- source credibility checklist
- media comparison notes
- bias identification activity
- short written reflections
- digital portfolio progress check

Summative Assessments

- News Values Analysis Task: Students analyze a set of story ideas or articles and explain which news values make each one newsworthy.
- Media Literacy Analysis: Students evaluate a media text or set of sources for credibility, bias, audience, and purpose.
- Portfolio Entry #2: Students upload a polished media literacy analysis or reflection to their digital portfolio, demonstrating their understanding of news values, source evaluation, and responsible media consumption.

Curriculum Writer(s)

Gretchen Kelly

Board Approval Date

1_Introduction to Journalism (Curriculum In Progress) Journalism Ethics and Media Law

Unit Description

This unit introduces students to the ethical principles and legal responsibilities that guide responsible journalism. Students examine concepts such as truthfulness, accuracy, fairness, independence, attribution, plagiarism, privacy, copyright, defamation, and freedom of the press. Through discussion, case studies, and analysis of real or simulated scenarios, students learn how journalists make responsible decisions when gathering, writing, editing, and publishing information. Students will continue building their digital portfolios by reflecting on ethical dilemmas and demonstrating their understanding of the standards required for credible and responsible publication.

Standards

CC.1.2.9-10.A	- Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
CC.1.2.9-10.B	- Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject.
CC.1.2.9-10.D	- Determine an author's particular point of view and analyze how rhetoric advances the point of view.
CC.1.4.9-10.A	- Write informative/ explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.
CC.1.4.9-10.S	- Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.
CC.1.5.9-10.A	- Initiate and participate effectively in a range of collaborative discussions on grades level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
CC.1.5.9-10.B	- Evaluate a speaker's perspective, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
CC.1.5.9-10.D	- Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning; ensure that the presentation is appropriate to purpose, audience, and task.

Essential Questions

- What ethical responsibilities do journalists have to their audience and the people they cover? How do journalists balance truth, fairness, and minimizing harm? What legal limits and protections affect journalists and publications? How should student journalists make decisions when faced with difficult publication choices?

Objectives

Students will be able to :

- explain key ethical principles that guide journalism;
- distinguish between ethical and unethical reporting or publishing practices;
- define and apply concepts such as attribution, plagiarism, privacy, copyright, defamation, and freedom of the press;
- analyze case studies involving ethical or legal questions in journalism;
- justify a publication decision using evidence and ethical reasoning;
- explain the importance of responsible conduct in student journalism;
- add an ethics reflection or analysis to their digital portfolios.

Key Vocabulary and Definitions

Ethics: principles that guide responsible decision-making and behavior.

Accuracy: the quality of being correct and free from error.

Fairness: presenting information in a balanced and just manner.

Independence: maintaining journalistic judgment free from improper influence.

Attribution: giving credit to the source of information, ideas, quotations, images, or data.

Plagiarism: using another person's words, ideas, or work without proper credit.

Privacy: a person's right to control access to personal information or experiences.

Copyright: legal protection granted to creators for their original work.

Fair Use: limited legal use of copyrighted material for purposes such as commentary, criticism, or education.

Defamation: false communication that harms a person's reputation.

Libel: written defamation.

Slander: spoken defamation.

Freedom of the Press: the right of journalists and media organizations to report and publish without unjust government interference.

Verification: checking facts and confirming information before publication.

Conflict of Interest: a situation in which personal interests could interfere with fair reporting or decision-making.

Minimizing Harm: considering the possible impact of reporting on individuals and communities.

Unit Learning Activities

1. Introduce key principles of journalism ethics and responsible publication.
2. Read and discuss short informational texts or scenarios involving ethical dilemmas in journalism.
3. Analyze examples involving plagiarism, inaccurate reporting, privacy concerns, or misleading presentation.
4. Examine the difference between legal and ethical choices in journalism.
5. Discuss attribution and practice correctly crediting quotations, ideas, images, and information.
6. Explore student press rights and responsibilities in a school setting.
7. Review examples involving copyright, fair use, and image/media use in student publications.
8. Analyze case studies involving defamation, privacy, or conflicts of interest.
9. Participate in small-group or whole-class discussions about what should or should not be published in specific situations.
10. Write short responses defending publication decisions with ethical reasoning.
11. Add an ethics reflection, case study analysis, or publication decision response to the digital portfolio.

Unit Resources

- teacher-created slides and notes
- journalism ethics case studies
- sample articles or publication scenarios
- informational texts on plagiarism, copyright, defamation, and press freedom
- school or student publication policies, if available
- teacher-created graphic organizers for case study analysis and decision-making
- digital portfolio
- mentor texts from school or professional journalism sources

Assessments (Formative and Summative)

Formative Assessments

- entrance and exit tickets
- class discussion participation
- vocabulary checks
- case study annotations
- plagiarism and attribution practice
- short written responses
- partner or group scenario discussions
- digital portfolio progress check

Summative Assessments

1. Ethics and Media Law Quiz: Students demonstrate understanding of key ethical and legal journalism terms and concepts.
2. Case Study Analysis: Students analyze a journalism scenario involving an ethical or legal dilemma and explain the most responsible course of action using evidence and reasoning.
3. Portfolio Entry #3: Students upload an ethics reflection or publication decision response to their digital portfolio, demonstrating an understanding of responsible journalism practices.

Curriculum Writer(s)

Gretchen Kelly

Board Approval Date

1_Introduction to Journalism (Curriculum In Progress) News Writing Basics

Unit Description

This unit introduces students to the foundational structure and style of journalistic news writing. Students learn how to gather and organize information using the 5 Ws and H, craft effective leads, and structure articles using the inverted pyramid format and AP style. The unit emphasizes clarity, concision, accuracy, objectivity, and audience awareness. Students also practice writing headlines and captions and revising for precision and readability. Polished news writing from this unit may be included in students' digital portfolios as evidence of growth in journalistic writing.

Standards

CC.1.2.9-10.A	- Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
CC.1.2.9-10.B	- Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject.
CC.1.2.9-10.G	- Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.
CC.1.4.9-10.A	- Write informative/ explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.
CC.1.4.9-10.B	- Write with a sharp distinct focus identifying topic, task, and audience.
CC.1.4.9-10.F	- Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
CC.1.5.9-10.A	- Initiate and participate effectively in a range of collaborative discussions on grades level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
CC.1.5.9-10.D	- Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning; ensure that the presentation is appropriate to purpose, audience, and task.

Essential Questions

- How do journalists communicate important information clearly, accurately, and effectively for a specific audience?

Objectives

Students will be able to:

- identify the key features of journalistic news writing;
- use the 5 Ws and H to gather and organize information;
- write effective leads that communicate the most important information clearly;
- structure a news article using the inverted pyramid format;
- maintain an objective tone and avoid unnecessary opinion in news writing;
- revise writing for clarity, concision, accuracy, and audience;
- write basic headlines and captions that match and support a story;
- add a polished news piece to their digital portfolios.

Key Vocabulary and Definitions

Lead (Lede): the opening sentence or paragraph of a news story that presents the most important information.

5 Ws and H: who, what, when, where, why, and how; the key questions used to gather and organize information.

Inverted Pyramid: a news writing structure that places the most important information first, followed by supporting details.

Objective Tone: a neutral, fact-based style of writing that avoids personal opinion.

Headline: a brief title that summarizes or highlights the main point of a story.

Caption: a short explanation accompanying a photo or image that identifies and provides context.

Attribution: giving credit to the source of information or quotations.

Quote: the exact words spoken or written by a source.

Paraphrase: restating information from a source in new wording while preserving the original meaning.

Nut Graf: a paragraph that explains the central point or significance of a story, especially in feature writing.

Concision: expressing ideas clearly using as few words as necessary.

Accuracy: the quality of being correct and free from error.

Revision: improving a draft by refining ideas, organization, wording, and clarity.

Unit Learning Activities

1. Read and analyze mentor news articles to identify common features of journalistic writing.
2. Introduce and practice the 5 Ws and H using short events or scenarios.
3. Identify and evaluate different types of leads from sample articles.
4. Practice writing leads based on teacher-provided notes, photographs, or event summaries.
5. Learn and apply the inverted pyramid structure through modeling and guided practice.
6. Organize details from a source set or scenario into the order of importance.
7. Compare objective news writing with opinion-based or informal writing.
8. Practice writing clear, concise paragraphs using journalistic style.
9. Draft short news stories based on school events, classroom scenarios, or shared source material.
10. Practice writing headlines and captions that accurately match a story or image.
11. Revise and peer edit drafts for clarity, organization, accuracy, and tone.
12. Publish or archive a polished news article in the digital portfolio.

Unit Resources

- teacher-created slides and notes
- mentor news articles
- sample leads and headlines
- school event descriptions or teacher-created reporting scenarios
- graphic organizers for the 5 Ws and H and inverted pyramid structure
- headline and caption practice materials
- peer-editing checklists
- digital portfolio
- high school online newspaper as a mentor publication model

Assessments (Formative and Summative)

Formative Assessments

- entrance and exit tickets
- lead-writing practice
- 5 Ws and H graphic organizers
- inverted pyramid sequencing activity
- headline and caption exercises
- objective tone mini-checks
- peer editing participation
- draft checkpoints
- digital portfolio progress check

Summative Assessments

1. Lead and Structure Assessment: Students write a lead and organize article details using the inverted pyramid format.
2. News Article Writing Task: Students write a complete news article based on a shared event, scenario, or source set, demonstrating clarity, organization, accuracy, and objectivity.
3. Portfolio Entry #4: Students upload a polished news article to their digital portfolio with a brief reflection on their development as news writers.

Curriculum Writer(s)

Gretchen Kelly

Board Approval Date

1_Introduction to Journalism (Curriculum In Progress) Reporting, Research, and Interviewing

Unit Description

This unit develops the reporting skills students need to gather accurate, relevant, and engaging information for journalistic writing. Students learn how to generate story ideas, conduct background research, evaluate and organize information, prepare for interviews, ask effective questions, take accurate notes, and incorporate quotations responsibly. The unit emphasizes curiosity, listening, verification, and professionalism. Students will collect interview materials, research notes, and articles in their digital portfolios to document their growth as journalists.

Standards

CC.1.2.9-10.A	- Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
CC.1.2.9-10.B	- Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject.
CC.1.4.9-10.A	- Write informative/ explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.
CC.1.4.9-10.B	- Write with a sharp distinct focus identifying topic, task, and audience.
CC.1.4.9-10.S	- Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.
CC.1.5.9-10.A	- Initiate and participate effectively in a range of collaborative discussions on grades level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
CC.1.5.9-10.D	- Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning; ensure that the presentation is appropriate to purpose, audience, and task.
CC.1.5.9-10.C	- Integrate multiple sources of information presented in diverse media or formats (e.g. visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

Essential Questions

- How do journalists gather, evaluate, and verify information in order to report a story responsibly and effectively?

Objectives

Students will be able to:

- generate and refine newsworthy story ideas;
- conduct background research to build understanding of a topic;
- evaluate and select credible sources;
- prepare purposeful, open-ended interview questions;
- conduct interviews using active listening and professionalism;
- take accurate notes and collect relevant quotations;
- distinguish between strong and weak source material;
- verify facts and cross-check information from multiple sources;
- organize reporting materials for use in journalistic writing;
- add research notes, interview materials, and articles to their digital portfolios.

Key Vocabulary and Definitions

Reporting: the process of gathering information for a news or feature story.

Research: the process of collecting background information from credible sources.

Interview: a conversation in which a journalist asks questions to gather information, insight, or quotations.

Source: a person, text, document, organization, or media outlet that provides information.

Primary Source: original information from a firsthand source, such as an interview, speech, or official document.

Secondary Source: information that interprets or reports on original information from other sources.

Open-Ended Question: a question that invites explanation rather than a one-word answer.

Follow-Up Question: a question asked to clarify, expand, or deepen a response.

Quotation: the exact words spoken or written by a source.

Paraphrase: restating a source's ideas in new wording while keeping the original meaning.

Attribution: identifying the source of information or quotations.

Verification: confirming information through fact-checking and cross-referencing.

Observation: gathering information by noticing and recording details directly.

Note-Taking: recording important facts, quotations, and details during reporting.

Credibility: the quality of being trustworthy and reliable.

Unit Learning Activities

1. Brainstorm and evaluate possible school or community story ideas.
2. Analyze sample story pitches to determine which topics are newsworthy and manageable.
3. Practice narrowing broad topics into focused reporting questions.
4. Conduct background research using credible print and digital sources.
5. Evaluate sources for reliability, relevance, and authority.
6. Model and practice writing open-ended and follow-up interview questions.
7. Role-play interviews to practice listening, note-taking, and professionalism.
8. Conduct peer, teacher, or school-community interviews.
9. Practice recording and selecting meaningful quotations.
10. Compare strong and weak interview questions and responses.
11. Organize notes, research, and quotations into a reporting organizer.
12. Verify details across multiple sources and discuss how journalists resolve conflicting information.
13. Draft a short reporting-based piece using gathered material.
14. Upload notes, interview materials, and articles to the digital portfolio.

Unit Resources

- teacher-created slides and notes
- story idea brainstorming tools
- mentor articles showing strong reporting and use of quotations
- sample interview transcripts or recordings
- source evaluation checklists
- interview planning organizers
- note-taking templates
- school or community event information for reporting practice
- digital portfolio
- high school online newspaper as a mentor publication model

Assessments (Formative and Summative)

Formative Assessments

- entrance and exit tickets
- story idea brainstorming and ranking
- source evaluation practice
- interview question drafts
- role-play interview participation
- note-taking checks
- quotation selection practice
- research organizer completion
- digital portfolio progress check

Summative Assessments

- Story Pitch and Research Plan: Students propose a story idea, identify a purpose and audience, and outline sources and interview possibilities.
- Interview and Reporting Task: Students conduct an interview, gather supporting information, and organize quotations and facts for a journalistic piece.
- Portfolio Entry #5: Students upload a reporting artifact, such as interview questions, notes, a research reflection, or a polished reporting-based piece, to their digital portfolio.

Curriculum Writer(s)

Gretchen Kelly

Board Approval Date

1_Introduction to Journalism (Curriculum In Progress) Feature Writing and Human-Interest Stories

Unit Description

This unit introduces students to feature writing as a form of journalism that goes beyond basic reporting to tell engaging, meaningful stories about people, events, and issues. Students examine how feature writing differs from straight news writing through its use of detail, voice, structure, pacing, and narrative techniques. The unit emphasizes strong leads, description, organization, quotations, and the ability to connect with readers while maintaining accuracy and journalistic integrity. Beginning in the second marking period, selected edited feature pieces may be submitted for possible publication in the high school online newspaper and added to students' digital portfolios.

Standards

CC.1.2.9-10.A	- Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
CC.1.2.9-10.B	- Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject.
CC.1.2.9-10.D	- Determine an author's particular point of view and analyze how rhetoric advances the point of view.
CC.1.2.9-10.G	- Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.
CC.1.4.9-10.A	- Write informative/ explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.
CC.1.4.9-10.B	- Write with a sharp distinct focus identifying topic, task, and audience.
CC.1.4.9-10.E	- Write with an awareness of the stylistic aspects of composition. * Use precise language and domain-specific vocabulary to manage the complexity of the topic. * Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.
CC.1.4.9-10.S	- Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.
CC.1.5.9-10.D	- Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning; ensure that the presentation is appropriate to purpose, audience, and task.
CC.1.5.9-10.A	- Initiate and participate effectively in a range of collaborative discussions on grades level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

Essential Questions

- How do journalists turn facts and reporting into compelling stories for readers? How do structure, detail, and voice shape an effective feature story?

Objectives

Students will be able to:

- distinguish feature writing from straight news writing;
- identify the characteristics of effective human-interest and feature stories;
- analyze how leads, structure, pacing, and detail engage readers;
- develop a feature story idea centered on a person, event, issue, or experience;
- gather and organize reporting material to support a feature piece;
- incorporate quotations, description, and background information effectively;
- write with attention to audience, purpose, voice, and journalistic accuracy;
- revise feature writing for clarity, organization, engagement, and style;
- submit a polished feature or profile to their digital portfolio and, when appropriate, for possible online publication.

Key Vocabulary and Definitions

Feature Story: a journalistic piece that explores a topic in greater depth and often emphasizes storytelling, detail, and reader engagement.

Human-Interest Story: a feature story that focuses on personal experiences, emotion, or the lives of individuals.

Profile: a feature story that focuses on a person and highlights their experiences, personality, or significance.

Lead (Lede): the opening of a story designed to capture interest and introduce the topic.

Anecdotal Lead: a lead that begins with a brief story or example.

Descriptive Lead: a lead that uses vivid detail to draw in the reader.

Nut Graf: a paragraph that explains the central point, significance, or focus of the story.

Voice: the distinct style or personality of the writing.

Pacing: the speed and flow with which information is revealed in a story.

Transition: words, phrases, or sentences that connect ideas smoothly.

Quotation: the exact words of a source used in a story.

Attribution: identifying the source of information or quotations.

Angle: the specific focus or approach a writer chooses for a story.

Revision: improving a draft by refining ideas, language, structure, and clarity.

Unit Learning Activities

1. Read and analyze mentor feature stories, profiles, and human-interest articles.
2. Compare straight news stories with feature stories to identify differences in purpose, structure, tone, and style.
3. Identify and evaluate different types of feature leads.
4. Practice writing anecdotal, descriptive, and focused leads based on sample topics.
5. Examine nut grafs and discuss how they clarify the purpose of a feature story.
6. Brainstorm possible feature topics connected to the school or community.
7. Develop a feature angle for a person, event, issue, or experience.
8. Conduct interviews and gather background information to support feature writing.
9. Practice incorporating quotations and descriptive details into paragraphs.
10. Organize feature stories using a logical and engaging structure.
11. Draft, revise, and peer edit a feature or profile story.
12. Prepare a polished feature piece for the digital portfolio and, when appropriate, possible submission to the high school online newspaper.

Unit Resources

- teacher-created slides and notes
- mentor feature stories and profiles
- sample leads and nut grafs
- school or community story ideas and event information
- interview planning materials and note-taking tools
- graphic organizers for feature structure and story planning
- peer-editing checklists
- digital portfolio platform such as Google Sites, Google Drive, or Google Classroom
- high school online newspaper as a mentor publication model

Assessments (Formative and Summative)

Formative Assessments

- entrance and exit tickets
- mentor text annotations
- lead-writing practice
- nut graf analysis
- story angle brainstorming
- interview planning and question drafts
- paragraph and quotation practice
- peer editing participation
- draft checkpoints
- digital portfolio progress check

Summative Assessments

- Feature Story Planning Task: Students develop a feature topic, identify an angle, and organize reporting materials and story ideas.
- Feature or Profile Writing Task: Students write a complete feature story or profile that demonstrates effective structure, detail, quotations, engagement, and journalistic accuracy.
- Portfolio Entry #6: Students upload a polished feature or human-interest story to their digital portfolio with a brief reflection on their growth as writers and storytellers.

Curriculum Writer(s)

Gretchen Kelly

Board Approval Date

1_Introduction to Journalism (Curriculum In Progress)
 Editorial, Opinion, and Review Writing

Unit Description

This unit introduces students to forms of journalistic writing that express informed judgment, interpretation, and evaluation. Students examine the differences among editorials, opinion columns, and reviews while learning how to develop clear claims, support ideas with evidence, address counterarguments, and write with purpose for a specific audience. The unit emphasizes responsible opinion writing, strong reasoning, credible support, and the distinction between fact-based reporting and personal perspective. Selected polished opinion, editorial, or review pieces may be added to students' digital portfolios and submitted for possible publication in the high school online newspaper.

Standards

CC.1.2.9-10.A	- Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
CC.1.2.9-10.B	- Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject.
CC.1.2.9-10.D	- Determine an author's particular point of view and analyze how rhetoric advances the point of view.
CC.1.4.9-10.A	- Write informative/ explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.
CC.1.4.9-10.B	- Write with a sharp distinct focus identifying topic, task, and audience.
CC.1.4.9-10.C	- Develop and analyze the topic with relevant, well-chosen, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension.
CC.1.4.9-10.D	- Organize ideas, concepts, and information to make important connections and distinctions; use appropriate and varied transitions to link the major sections of the text; include formatting when useful to aiding comprehension; provide a concluding statement or section.
CC.1.4.9-10.E	- Write with an awareness of the stylistic aspects of composition. * Use precise language and domain-specific vocabulary to manage the complexity of the topic. * Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.
CC.1.4.9-10.G	- Write arguments to support claims in an analysis of substantive topics.
CC.1.5.9-10.A	- Initiate and participate effectively in a range of collaborative discussions on grades level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
CC.1.5.9-10.B	- Evaluate a speaker's perspective, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

Essential Questions

- How do journalists express opinions responsibly and persuasively? How do claims, evidence, and audience shape effective editorial, opinion, and review writing?

Objectives

Students will be able to:

- distinguish among editorials, opinion columns, and reviews;
- explain the difference between objective reporting and opinion-based journalism;
- identify claims, reasons, evidence, and rhetorical strategies in mentor texts;
- develop a clear position on a school, community, or cultural topic;
- support claims with relevant facts, examples, and source-based evidence;
- address alternative viewpoints or counterarguments appropriately;
- write reviews that evaluate a text, event, performance, or product using clear criteria;
- revise opinion writing for clarity, organization, tone, and effectiveness;
- publish a polished editorial, opinion piece, or review in the digital portfolio and, when appropriate, prepare it for possible online publication.

Key Vocabulary and Definitions

Editorial: an opinion piece that presents a position on an issue and attempts to persuade an audience.

Opinion Column: a regular piece of writing that expresses a writer's personal perspective on a topic.

Review: a piece of writing that evaluates a book, film, event, performance, product, or experience using specific criteria.

Claim: the main argument or position a writer is making.

Reason: an explanation that supports a claim.

Evidence: facts, examples, quotations, or details that support a claim.

Counterargument: an opposing viewpoint or argument.

Rebuttal: a response that addresses or challenges a counterargument.

Audience: the intended readers of a piece of writing.

Tone: the writer's attitude toward the subject and audience.

Bias: a preference or point of view that may shape writing or interpretation.

Criteria: the standards or qualities used to judge or evaluate something in a review.

Persuasion: the act of convincing an audience through reasoning, evidence, and language.

Credibility: the quality of being trustworthy and believable.

Revision: improving writing by refining ideas, evidence, organization, and style.

Unit Learning Activities

1. Read and analyze mentor editorials, opinion columns, and reviews.
2. Compare opinion-based journalism with objective news reporting.
3. Identify claims, reasons, evidence, tone, and audience in sample texts.
4. Discuss what makes opinion writing responsible, fair, and persuasive.
5. Brainstorm school, community, or cultural issues appropriate for editorial writing.
6. Develop opinion statements and refine them into arguable claims.
7. Practice gathering evidence from reporting, observation, or source material to support claims.
8. Examine how writers address counterarguments and alternative perspectives.
9. Analyze mentor reviews to identify criteria, evaluation, and supporting details.
10. Write an editorial, opinion column, or review based on a selected topic, event, text, or experience.
11. Participate in peer review focused on clarity, reasoning, organization, and tone.
12. Revise and polish writing for inclusion in the digital portfolio and, when appropriate, submission to the high school online newspaper.

Unit Resources

- teacher-created slides and notes
- mentor editorials, opinion columns, and reviews
- school or community issue topics
- sample reviews of books, films, events, or performances
- graphic organizers for claim, evidence, counterargument, and rebuttal
- peer-editing checklists
- digital portfolio platform such as Google Sites, Google Drive, or Google Classroom
- high school online newspaper as a mentor publication model

Assessments (Formative and Summative)

Formative Assessments

- entrance and exit tickets
- mentor text annotations
- claim-writing practice
- evidence-gathering exercises
- counterargument and rebuttal practice
- review criteria planning
- peer discussion participation
- draft checkpoints
- peer editing participation
- digital portfolio progress check

Summative Assessments

- Opinion Writing Planning Task: Students develop a clear claim, identify supporting evidence, and organize ideas for an editorial, opinion piece, or review.
- Editorial, Opinion, or Review Writing Task: Students write a complete piece that demonstrates a clear position or evaluation, effective support, awareness of audience, and strong organization.
- Portfolio Entry #7: Students upload a polished editorial, opinion column, or review to their digital portfolio with a brief reflection on their growth in opinion-based journalistic writing.

Curriculum Writer(s)

Gretchen Kelly

Board Approval Date

1_Introduction to Journalism (Curriculum In Progress)
AP Style, Editing, and Revision

Unit Description

This unit focuses on the editing and revision practices that help journalists prepare clear, accurate, polished writing for publication. Students are introduced to core AP Style conventions and learn how journalists revise for clarity, concision, accuracy, tone, grammar, punctuation, and consistency. The unit emphasizes the difference between revising ideas and editing surface features, as well as the role of peer review and editorial feedback in the publication process. Students will apply these skills to previously drafted pieces, strengthen their digital portfolio entries, and prepare selected work for possible submission to the high school online newspaper during the second, third, and fourth marking periods.

Standards

CC.1.4.9-10.A	- Write informative/ explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.
CC.1.4.9-10.B	- Write with a sharp distinct focus identifying topic, task, and audience.
CC.1.4.9-10.C	- Develop and analyze the topic with relevant, well-chosen, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension.
CC.1.4.9-10.D	- Organize ideas, concepts, and information to make important connections and distinctions; use appropriate and varied transitions to link the major sections of the text; include formatting when useful to aiding comprehension; provide a concluding statement or section.
CC.1.4.9-10.E	- Write with an awareness of the stylistic aspects of composition. * Use precise language and domain-specific vocabulary to manage the complexity of the topic. * Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.
CC.1.4.9-10.F	- Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
CC.1.4.9-10.T	- 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.
CC.1.5.9-10.A	- Initiate and participate effectively in a range of collaborative discussions on grades level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
CC.1.5.9-10.D	- Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning; ensure that the presentation is appropriate to purpose, audience, and task.

Essential Questions

- How do journalists revise and edit writing so it is clear, accurate, and ready for publication? How do style, grammar, and editorial choices shape the effectiveness of journalistic writing?

Objectives

Students will be able to:

- distinguish between revision and editing;
- apply basic AP Style conventions to journalistic writing;
- edit for grammar, punctuation, capitalization, spelling, and usage;
- revise for clarity, concision, accuracy, organization, and tone;
- identify and correct common errors in journalistic writing;
- use peer and teacher feedback to strengthen a draft;
- prepare writing for publication using consistent style and formatting;
- revise selected pieces for their digital portfolios and, when appropriate, for possible online publication.

Key Vocabulary and Definitions

AP Style: a set of writing and formatting guidelines commonly used in journalism.

Editing: correcting errors in grammar, punctuation, spelling, usage, and style.

Revision: improving a piece of writing by refining ideas, structure, clarity, and effectiveness.

Proofreading: the final review of a text to catch remaining surface errors before publication.

Concision: expressing ideas clearly in as few words as necessary.

Clarity: the quality of being easy to understand.

Tone: the writer's attitude toward the topic and audience.

Consistency: using the same style, formatting, and conventions throughout a piece of writing.

Peer Review: feedback given by classmates to help improve a draft.

Editorial Feedback: comments and suggestions provided to strengthen writing before publication.

Copyediting: reviewing writing for correctness, clarity, and adherence to style guidelines.

Draft: a version of a piece of writing that will likely be revised or edited.

Publication-Ready: polished writing that is prepared for a public audience.

Mechanics: the technical rules of writing, including punctuation, capitalization, and spelling.

Unit Learning Activities

1. Introduce the purpose and use of AP Style in journalism.
2. Practice common AP Style conventions such as numbers, dates, titles, abbreviations, and capitalization.
3. Compare rough drafts and revised drafts to identify effective revision choices.
4. Model the difference between revising for meaning and editing for correctness.
5. Complete editing practice using sentences and short journalistic passages.
6. Revise previously written news, feature, or opinion pieces for clarity, tone, and organization.
7. Practice trimming wordiness and improving concision in student drafts.
8. Use peer-editing checklists to provide feedback on content, clarity, and correctness.
9. Participate in mini-lessons on common grammar and usage issues in student writing.
10. Apply teacher and peer feedback to create stronger final drafts.
11. Prepare selected pieces for inclusion in the digital portfolio and, when appropriate, submission to the high school online newspaper.

Unit Resources

- teacher-created slides and notes
- AP Style reference sheets or classroom guide
- sample edited and revised journalism drafts
- teacher-created editing passages and sentence practice
- peer-editing checklists
- revision checklists for clarity, concision, and tone
- student drafts from prior units
- digital portfolio
- high school online newspaper as a mentor publication model

Assessments (Formative and Summative)

Formative Assessments

- entrance and exit tickets
- AP Style practice checks
- editing warm-ups
- sentence correction exercises
- peer review participation
- revision checklists
- draft conferences
- proofreading practice
- digital portfolio progress check

Summative Assessments

1. AP Style and Editing Assessment: Students demonstrate understanding of key AP Style rules and editing conventions by correcting journalistic sentences or passages.
2. Revision Task: Students revise and edit a previously drafted journalistic piece to improve clarity, organization, tone, and correctness.
3. Portfolio Entry #8: Students upload a revised and polished piece to their digital portfolio with a brief reflection on how editing and revision improved the writing.

Curriculum Writer(s)

Gretchen Kelly

Board Approval Date

1_Introduction to Journalism (Curriculum In Progress) Photojournalism and Visual Storytelling

Unit Description

This unit introduces students to photojournalism and visual storytelling as important forms of journalistic communication. Students examine how photographs can inform, document, and shape audience understanding of people, events, and issues. The unit emphasizes composition, observation, timing, ethical decision-making, caption writing, and the relationship between images and written reporting. Students will analyze mentor images, practice taking purposeful journalistic photographs, and create visual work that may be added to their digital portfolios and, when appropriate, prepared for possible publication in the high school online newspaper.

Standards

CC.1.4.9-10.A	- Write informative/ explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.
CC.1.4.9-10.B	- Write with a sharp distinct focus identifying topic, task, and audience.
CC.1.4.9-10.C	- Develop and analyze the topic with relevant, well-chosen, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension.
CC.1.4.9-10.D	- Organize ideas, concepts, and information to make important connections and distinctions; use appropriate and varied transitions to link the major sections of the text; include formatting when useful to aiding comprehension; provide a concluding statement or section.
CC.1.4.9-10.E	- Write with an awareness of the stylistic aspects of composition. * Use precise language and domain-specific vocabulary to manage the complexity of the topic. * Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.
CC.1.4.9-10.F	- Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
CC.1.5.9-10.A	- Initiate and participate effectively in a range of collaborative discussions on grades level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
CC.1.5.9-10.D	- Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning; ensure that the presentation is appropriate to purpose, audience, and task.

Essential Questions

- How do photojournalists use images to tell truthful, meaningful stories? How do visual choices and ethical decisions shape the way audiences understand a story?

Objectives

Students will be able to:

- explain the role of photojournalism in reporting and storytelling;
- analyze how photographs communicate information, emotion, and perspective;
- identify basic elements of composition, framing, angle, focus, and timing in journalistic images;
- distinguish between strong and weak journalistic photographs;
- apply ethical principles to taking, selecting, and editing images;
- write accurate, informative captions that provide context for photographs;
- select photographs that effectively support a story or communicate an event;
- create photojournalistic work for inclusion in their digital portfolios and, when appropriate, for possible online publication.

Key Vocabulary and Definitions

Photojournalism: journalism that uses photographs to report events and tell stories.

Visual Storytelling: communicating ideas or information through images.

Composition: the arrangement of visual elements within a photograph.

Framing: how subjects are positioned within the shot.

Angle: the position from which a photograph is taken.

Focus: the clarity and sharpness of the subject in an image.

Candid: an unposed photograph capturing a natural moment.

Subject: the main person, object, or scene in a photograph.

Caption: a brief explanation that identifies and provides context for an image.

Context: the background information needed to understand an image fully.

Cropping: trimming part of an image to improve focus or composition.

Ethics: principles that guide responsible decision-making in journalism.

Manipulation: altering an image in a misleading or deceptive way.

Perspective: the point of view or visual angle presented in an image.

Visual Impact: the strength or effectiveness of an image in capturing attention and communicating meaning.

Unit Learning Activities

1. Analyze mentor photographs from news, sports, feature, and school publication contexts.
2. Discuss how images tell stories differently from written text.
3. Identify elements of strong composition, framing, angle, timing, and subject selection.
4. Compare effective and ineffective journalistic photographs and explain why some images communicate more clearly than others.
5. Study the role of captions in providing context and accurate information.
6. Practice writing complete and informative captions for sample images.
7. Discuss ethical issues in photojournalism, including privacy, staging, manipulation, and respectful representation.
8. Take photographs of school events, classroom activities, or staged practice scenarios with a focus on storytelling.
9. Review and select photos that best represent an event, action, or experience.
10. Pair photographs with captions or short written reflections.
11. Participate in peer critique of visual storytelling choices.
12. Add selected photojournalism work to the digital portfolio and, when appropriate, prepare it for possible submission to the high school online newspaper.

Unit Resources

- teacher-created slides and notes
- mentor photojournalism examples from school and professional publications
- sample captions and caption-writing models
- school events, classroom activities, or practice photography subjects
- cameras or school-approved devices for photography
- photo selection and critique guides
- ethics scenarios related to visual journalism
- digital portfolio
- high school online newspaper as a mentor publication model

Assessments (Formative and Summative)

Formative Assessments

- entrance and exit tickets
- mentor image analysis
- composition and angle practice
- caption-writing exercises
- ethics discussion participation
- peer critique participation
- photo selection rationale
- digital portfolio progress check

Summative Assessments

1. Photo Analysis Task: Students analyze one or more journalistic images and explain how visual choices communicate meaning, focus attention, and shape audience understanding.
2. Photojournalism Project: Students produce a small set of journalistic photographs with captions that document an event, person, or topic and demonstrate attention to composition, accuracy, and ethics.
3. Portfolio Entry #9: Students upload selected photojournalism work to their digital portfolio with a brief reflection on how images can function as journalistic storytelling.

Curriculum Writer(s)

Gretchen Kelly

Board Approval Date

1_Introduction to Journalism (Curriculum In Progress) Digital and Multimedia Journalism

Unit Description

This unit introduces students to the ways journalism is created, adapted, and shared across digital platforms and multimedia formats. Students examine how written stories, images, audio, video, and social media can work together to inform and engage audiences. The unit emphasizes digital writing, audience awareness, platform-specific choices, responsible online publishing, and multimedia storytelling techniques. In the third marking period, students may begin planning a longform journalism piece that incorporates sustained reporting and, when appropriate, digital or multimedia elements. Students will create digital and multimedia work for their portfolios and may prepare selected pieces for possible publication in the high school online newspaper.

Standards

CC.1.4.9-10.A	- Write informative/ explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.
CC.1.4.9-10.B	- Write with a sharp distinct focus identifying topic, task, and audience.
CC.1.4.9-10.C	- Develop and analyze the topic with relevant, well-chosen, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension.
CC.1.4.9-10.E	- Write with an awareness of the stylistic aspects of composition. * Use precise language and domain-specific vocabulary to manage the complexity of the topic. * Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.
CC.1.4.9-10.F	- Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
CC.1.4.9-10.T	- 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.
CC.1.5.9-10.A	- Initiate and participate effectively in a range of collaborative discussions on grades level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
CC.1.5.9-10.C	- Integrate multiple sources of information presented in diverse media or formats (e.g. visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
CC.1.5.9-10.D	- Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning; ensure that the presentation is appropriate to purpose, audience, and task.

Essential Questions

- How do journalists use digital and multimedia tools to tell stories effectively for different audiences? How do platform, format, and audience shape the way a story is created and shared?

Objectives

Students will be able to:

- explain how digital journalism differs from print-based journalism;
- analyze how stories change when presented through text, audio, video, images, or social media;
- identify strengths and limitations of different digital and multimedia formats;
- adapt journalistic writing for online audiences and digital platforms;
- create short digital or multimedia journalistic content using appropriate tools and formats;
- make responsible choices about accuracy, tone, design, and audience in digital publishing;
- evaluate how multimedia elements can support or strengthen a journalistic story;
- begin planning a longform journalism piece that may include digital or multimedia components;
- add digital or multimedia work to their portfolios and, when appropriate, prepare it for possible online publication.

Key Vocabulary and Definitions

Digital Journalism: journalism created for and distributed through online platforms.

Multimedia Journalism: journalism that combines more than one medium, such as text, images, audio, video, or graphics.

Platform: the medium or channel through which content is published or shared.

Audience: the intended readers, viewers, or listeners of a piece of journalism.

Engagement: the way audiences interact with content through reading, viewing, listening, or responding.

Podcast: a digital audio program shared online.

Video Journalism: reporting and storytelling through moving images and sound.

Social Media Post: a short digital message created for online sharing and audience interaction.

Multimedia Package: a journalistic presentation that combines text with images, audio, video, or interactive elements.

Caption: text that explains or provides context for an image or media element.

Hyperlink: a digital link connecting readers to another webpage, source, or resource.

Longform Journalism: an extended journalistic piece that explores a topic in greater depth through sustained reporting and development.

Digital Citizenship: responsible and ethical participation in online spaces.

Accessibility: designing content so that it can be used and understood by a wide range of audiences.

Publishing: making content publicly available to an audience.

Unit Learning Activities

1. Analyze examples of digital articles, multimedia packages, podcasts, videos, and school news websites.
2. Compare how the same story is presented in print, online, audio, and visual formats.
3. Discuss how audience and platform affect writing style, design, and delivery.
4. Examine the role of headlines, hyperlinks, captions, visuals, and layout in digital journalism.
5. Practice adapting a print-based article for an online audience.
6. Create short digital writing pieces such as web blurbs, post captions, or social media-style story promotions.
7. Explore basic audio, video, or multimedia storytelling techniques using available classroom tools.
8. Collaborate to plan a small multimedia story or digital news package.
9. Discuss digital citizenship, responsible online publishing, and audience awareness.
10. Brainstorm longform journalism topics that could be developed in later units.
11. Begin preliminary planning for a longform journalism piece that may include multimedia elements.
12. Add digital and multimedia work to the digital portfolio and, when appropriate, prepare selected pieces for possible submission to the high school online newspaper.

Unit Resources

- teacher-created slides and notes
- mentor digital news stories and multimedia examples
- school or professional online news publications
- podcast, video, or multimedia journalism samples
- devices and school-approved digital tools for writing, audio, video, or design
- planning organizers for multimedia story development
- digital citizenship materials
- digital portfolio platform
- high school online newspaper as a mentor publication model

Assessments (Formative and Summative)

Formative Assessments

- entrance and exit tickets
- mentor text and media analysis
- platform comparison activities
- digital writing practice
- audience and format reflection tasks
- multimedia planning checks
- collaboration and discussion participation
- longform topic brainstorming
- digital portfolio progress check

Summative Assessments

1. Digital Story Adaptation Task: Students adapt a journalistic story for a digital platform, demonstrating awareness of audience, format, and purpose.
2. Multimedia Journalism Project: Students create a short digital or multimedia journalism piece that combines text with one or more supporting media elements.
3. Portfolio Entry #10: Students upload a digital or multimedia journalism artifact to their portfolio with a brief reflection on how platform and format shape storytelling.

Curriculum Writer(s)

Gretchen Kelly

Board Approval Date

1_Introduction to Journalism (Curriculum In Progress) Student Publication Production

Unit Description

This unit focuses on the collaborative process of producing student journalism for an authentic audience. Students apply the reporting, writing, editing, visual storytelling, and digital publishing skills developed earlier in the course as they pitch ideas, plan coverage, revise work, meet deadlines, and contribute to a class or school publication. The unit emphasizes newsroom roles, editorial workflow, collaboration, responsibility, and publication standards. During the third and fourth marking periods, students will continue submitting selected polished work to the high school online newspaper and will develop a longform journalism piece through research, interviewing, drafting, revision, and editorial feedback. Students will add publication-ready work and process reflections to their digital portfolios.

Standards

CC.1.4.9-10.A	- Write informative/ explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.
CC.1.4.9-10.B	- Write with a sharp distinct focus identifying topic, task, and audience.
CC.1.4.9-10.C	- Develop and analyze the topic with relevant, well-chosen, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension.
CC.1.4.9-10.D	- Organize ideas, concepts, and information to make important connections and distinctions; use appropriate and varied transitions to link the major sections of the text; include formatting when useful to aiding comprehension; provide a concluding statement or section.
CC.1.4.9-10.E	- Write with an awareness of the stylistic aspects of composition. * Use precise language and domain-specific vocabulary to manage the complexity of the topic. * Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.
CC.1.4.9-10.F	- Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
CC.1.4.9-10.T	- 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.
CC.1.5.9-10.A	- Initiate and participate effectively in a range of collaborative discussions on grades level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
CC.1.5.9-10.C	- Integrate multiple sources of information presented in diverse media or formats (e.g. visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
CC.1.5.9-10.D	- Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning; ensure that the presentation is appropriate to purpose, audience, and task.

Essential Questions

- How do journalists work together to produce accurate, engaging, and publication-ready stories for a real audience? How do deadlines, editorial decisions, and collaboration shape the publication process?

Objectives

Students will be able to:

- explain the roles and responsibilities involved in student publication production;
- generate and pitch story ideas appropriate for a school or community audience;
- plan, draft, revise, and edit journalistic pieces for publication;
- collaborate with peers to provide and apply editorial feedback;
- meet deadlines and manage workflow as part of a publication process;
- prepare selected work for submission to the high school online newspaper;
- develop a longform journalism piece through sustained reporting and revision;
- reflect on how editorial decisions affect content, quality, and audience engagement;
- add publication-ready work and reflections to their digital portfolios.

Key Vocabulary and Definitions

Publication: a newspaper, website, magazine, or other outlet that shares journalism with an audience.

Editorial Workflow: the sequence of steps used to plan, draft, revise, edit, and publish content.

Pitch: a proposed story idea presented for approval or discussion.

Deadline: the date or time by which work must be completed.

Editor: a person who reviews and improves writing for clarity, accuracy, style, and publication readiness.

Staff Writer: a writer who contributes articles or content to a publication.

Copyediting: editing for grammar, spelling, punctuation, style, and consistency.

Layout: the arrangement of text, images, and design elements in a publication.

Proofreading: the final review of content before publication.

Submission: a piece of work sent for review or publication.

Editorial Feedback: comments or suggestions intended to strengthen a piece before publication.

Longform Journalism: an extended journalistic piece that explores a topic in depth through sustained reporting and development.

Newsroom: the group or setting in which journalists plan and produce stories.

Production Schedule: a timeline for completing stages of publication work.

Audience Engagement: the ways readers interact with or respond to content.

Unit Learning Activities

1. Analyze how a student publication or online newspaper is organized and produced.
2. Review newsroom roles, responsibilities, and editorial expectations.
3. Brainstorm and pitch individual or group story ideas for publication.
4. Develop a publication calendar or production timeline for stories and deadlines.
5. Conduct reporting, writing, revising, and editing for selected stories.
6. Participate in editorial meetings to discuss story progress, quality, and readiness.
7. Practice giving and applying peer and editor-style feedback.
8. Prepare stories, images, captions, and multimedia elements for submission or publication.
9. Track progress on longform journalism pieces through proposal, reporting, drafting, and revision stages.
10. Reflect on collaboration, deadlines, editorial choices, and challenges in publication work.
11. Submit selected polished pieces to the high school online newspaper when appropriate.
12. Add final and in-process publication artifacts to the digital portfolio.

Unit Resources

- teacher-created slides and notes
- school or mentor student publications
- story pitch forms and editorial meeting templates
- production calendars or workflow organizers
- peer-editing and copyediting checklists
- longform project planning materials
- digital portfolio platform
- high school online newspaper as a mentor publication model and submission destination

Assessments (Formative and Summative)

Formative Assessments

- entrance and exit tickets
- story pitch proposals
- editorial meeting participation
- deadline and workflow check-ins
- draft checkpoints
- peer editing and revision participation
- longform project progress checks
- submission readiness reviews
- digital portfolio progress check

Summative Assessments

1. Publication Pitch and Planning Task: Students propose a publishable story idea, identify audience and purpose, and create a plan for reporting, drafting, revision, and deadline completion.
2. Publication-Ready Writing Task: Students complete and polish a journalistic piece for possible submission or publication, demonstrating strong reporting, organization, revision, and audience awareness.
3. Portfolio Entry #11: Students upload a publication-ready piece and a brief reflection on the production process, including collaboration, deadlines, and editorial feedback.

Curriculum Writer(s)

Gretchen Kelly

Board Approval Date

1_Introduction to Journalism (Curriculum In Progress)
Final Publication Project

Unit Description

This culminating unit gives students the opportunity to apply the reporting, writing, editing, visual storytelling, and publication skills developed throughout the course in a final authentic project. Students will complete and refine a substantial piece of journalism, which may include a longform article, feature, profile, editorial, multimedia story, photojournalism project, or other publication-ready work. The unit emphasizes sustained inquiry, revision, editorial decision-making, reflection, and audience awareness. Students will curate a digital portfolio of their strongest work from across the year, reflect on their growth as journalists, and prepare selected final pieces for possible submission to the high school online newspaper.

Standards

CC.1.2.9-10.A	- Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
CC.1.2.9-10.B	- Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject.
CC.1.2.9-10.G	- Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.
CC.1.4.9-10.A	- Write informative/ explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.
CC.1.4.9-10.B	- Write with a sharp distinct focus identifying topic, task, and audience.
CC.1.4.9-10.C	- Develop and analyze the topic with relevant, well-chosen, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension.
CC.1.4.9-10.D	- Organize ideas, concepts, and information to make important connections and distinctions; use appropriate and varied transitions to link the major sections of the text; include formatting when useful to aiding comprehension; provide a concluding statement or section.
CC.1.4.9-10.E	- Write with an awareness of the stylistic aspects of composition. * Use precise language and domain-specific vocabulary to manage the complexity of the topic. * Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.
CC.1.4.9-10.F	- Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
CC.1.4.9-10.T	- 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.
CC.1.5.9-10.A	- Initiate and participate effectively in a range of collaborative discussions on grades level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
CC.1.5.9-10.C	- Integrate multiple sources of information presented in diverse media or formats (e.g. visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
CC.1.5.9-10.D	- Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning; ensure that the presentation is appropriate to purpose, audience, and task.

Essential Questions

- How do journalists use reporting, writing, revision, and reflection to create meaningful work for a real audience? How does a final published piece demonstrate growth, purpose, and responsibility as a student journalist?

Objectives

Students will be able to:

- complete a substantial journalistic project that demonstrates course skills and growth;
- refine a longform or publication-ready piece through sustained drafting, revision, and editing;
- apply standards of accuracy, credibility, ethics, and audience awareness to final work;
- select and organize portfolio artifacts that represent development across the course;
- reflect on strengths, challenges, and growth as a journalist, writer, and contributor to a publication;
- present or publish final work for an authentic audience when appropriate;
- use teacher, peer, and editorial feedback to strengthen final products;
- curate a digital portfolio that includes drafts, polished pieces, multimedia artifacts, and reflections.

Key Vocabulary and Definitions

Capstone Project: a final task or product that demonstrates learning across a course.

Longform Journalism: an extended journalistic piece that explores a topic in depth through sustained reporting and development.

Portfolio: a curated collection of work that demonstrates growth, skill, and achievement over time.

Curation: the process of selecting and organizing work for a specific purpose or audience.

Reflection: thoughtful writing or discussion about learning, growth, process, and performance.

Revision: improving a piece of writing by refining ideas, structure, detail, and clarity.

Editing: correcting errors and improving style, consistency, and correctness.

Publication-Ready: polished work that is prepared for a public audience.

Audience Awareness: understanding the needs, interests, and expectations of intended readers or viewers.

Authentic Audience: a real audience beyond the classroom, such as readers of a school newspaper.

Submission: sending work for review, publication, or presentation.

Multimedia Artifact: a portfolio item that includes text, images, audio, video, or other digital elements.

Process Reflection: writing that explains how a project was developed, revised, and improved over time.

Journalistic Integrity: a commitment to truthfulness, fairness, accuracy, and ethical practice.

Unit Learning Activities

1. Review the goals and expectations of the final publication project.
2. Revisit earlier portfolio pieces to identify growth and strong candidate artifacts.
3. Select a final project format, such as a longform article, feature, profile, editorial, review, photojournalism set, or multimedia story.
4. Develop or refine a project proposal, timeline, and revision plan.
5. Continue reporting, interviewing, researching, drafting, and revising final projects.
6. Participate in peer workshops, conferences, and editorial review sessions.
7. Apply editing and AP Style skills to prepare final work for publication.
8. Curate portfolio entries to represent a range of genres and skills from across the course.
9. Write reflective pieces explaining growth, revision choices, challenges, and accomplishments.
10. Prepare selected final work for possible submission to the high school online newspaper.
11. Present final pieces or portfolios to classmates, teachers, or a broader audience when appropriate.
12. Complete a final portfolio review that includes polished work and reflections.

Unit Resources

- teacher-created slides and notes
- final project guidelines and portfolio checklists
- student drafts and previous course artifacts
- peer review and conferencing tools
- AP Style and editing reference materials
- longform project planning materials
- digital portfolio platform
- high school online newspaper as a mentor publication model and submission destination

Assessments (Formative and Summative)

Formative Assessments

- entrance and exit tickets
- project proposal or planning checkpoints
- draft conferences
- peer workshop participation
- revision and editing checks
- portfolio curation progress checks
- reflection drafts
- submission readiness reviews

Summative Assessments

1. Final Publication Project: Students complete a substantial journalistic piece that demonstrates strong reporting, organization, revision, audience awareness, and journalistic integrity.
2. Digital Portfolio Submission: Students submit a curated portfolio of work from across the course, including drafts, polished pieces, multimedia artifacts, and reflections.
3. Final Reflection: Students write a reflection explaining their growth as journalists, the development of their final project, and the strengths of their portfolio.

Curriculum Writer(s)

Gretchen Kelly

Board Approval Date

1_Introduction to Organic Chemistry (Curriculum In Progress)

Grade Level Summary

[Course Cover Sheet](#)
[PA STEELS Standards](#)

Grade Level Modules

- Module 1: ONE: Foundations
- Module 2: TWO: Organic Structure and Nomenclature
- Module 3: THREE: Conformational Analysis
- Module 4: FOUR: Stereoisomers

1_Introduction to Organic Chemistry (Curriculum In Progress) ONE: Foundations

Unit Description

Students will review chemical structure, bonding, hybridization, and geometry. They will learn to translate classical chemical models into organic models.

Standards

3.1.4.B	- Know models as useful simplifications of objects or processes.
3.4.10.A	- Explain concepts about the structure and properties of matter.
3.2.12.A5	- MODELS/PATTERNS Use VSEPR theory to predict the molecular geometry of simple molecules. CONSTANCY AND CHANGE Predict the shift in equilibrium when a system is subjected to a stress.

Essential Questions

- How do electron distributions dictate chemical connectivity, molecular geometry, and structural stability in organic compounds?
- How do valence electrons govern atomic bonding and structural representation in organic chemistry?
- How do atomic orbital hybridization and electron delocalization dictate 3D shape and molecular stability?

Objectives

By the end of Unit 1, students should be able to...

1. Determine electron configurations and formal charges; draw valid Lewis structures, condensed formulas, and bond-line structures for organic molecules; convert fluently between structural representations, and
2. predict molecular and electron-pair geometries using VSEPR theory; assign atomic hybridization states; construct valid resonance forms using curved arrows to evaluate electron delocalization and stability.

Key Vocabulary and Definitions

1. electron configuration: arrangement of electrons in an atom's energy levels, subshells, and orbitals
2. valence electrons: electrons in an atom's outermost shell
3. molecular formula: a way of writing the exact types and numbers of atoms that make up a singular molecule
4. Lewis structure: model that shows how valence electrons are arranged and bonded
5. condensed structural formula: a way to depict a molecule in a single line of text
6. bond line structure: shorthand way to draw organic molecules using lines for bonds
7. isomer: molecules with the same chemical formula but a different arrangement of atoms
8. index of hydrogen deficiency (SOPBAR): calculation used to determine how many rings or pi bonds exist in an organic molecule
9. electron domain geometry: describes arrangement of bonds AND lone pairs
10. molecular geometry: describes arrangement of only bonds between connected atoms
11. resonance: delocalization of electrons causing the existence of multiple valid Lewis structures
12. hybridization: the mixing of atomic orbitals to create new, hybrid orbitals

Unit Learning Activities

[Teacher Provided Workbook \(Lessons 1 & 2\)](#)

[Electron Configuration Card Sort \(Review\)](#)

[Bond-Line Online Worksheet](#)

[Geometry Worksheet](#)

[Slideshow](#)

Unit Resources

1. Pearson MyLab Mastering Organic Chemistry (online platform)

2. Pearson eText:

Organic Chemistry: A Learner Centered Approach, 1e by Richard Mullins (ISBN: 9780137566471)

Assessments (Formative and Summative)

MyLab Mastering Organic Chemistry: Chapter 1 Pre & Post-Lecture Comprehension Check, Chapter 2 Pre & Post-Lecture Comprehension Check

Curriculum Writer(s)

Cayla Hicks

Board Approval Date

1_Introduction to Organic Chemistry (Curriculum In Progress) TWO: Organic Structure and Nomenclature

Unit Description

Students will explore functional groups and begin naming complex organic molecules. They will be able to identify molecular function based on structure.

- Lab Unit 1: Simple Distillation
 - Students use organic properties to distill alcohol from water.

Standards

3.4.12.A	- Apply concepts about the structure and properties of matter.
3.1.10.A7	- Describe the relationship between the structure of organic molecules and the function they serve in living organisms. Explain how cells store and use information to guide their functions.
3.3.12.A	- Explain the relationship between structure and function at all levels of organization.

Essential Questions

- How do functional groups dictate physical properties, and how does systematic naming allow global communication of chemical structures?
- How do specific functional groups and intermolecular forces dictate boiling points, solubility, and lab separation techniques?
- How do systematic IUPAC rules provide a standardized method for naming complex organic molecules?

Objectives

By the end of Unit 2, students should be able to...

1. Identify major functional groups within organic molecules; correlate structural features with IMFs; apply IMF principles to laboratory techniques such as distillation and extraction, and
2. determine parent carbon chains and substituent priorities; systematically apply IUPAC rules to name molecules containing functional groups; translate systematic chemical names into accurate bond-line structures.

Key Vocabulary and Definitions

1. IUPAC nomenclature: standardized system of naming chemical compounds
2. distillation: physical method of separating liquids in a mixture
3. immiscible: 2 or more substances that cannot mix together to form a single-layer solution
4. alkane: single bond between carbon atoms
5. alkene: double bond between carbon atoms
6. alkyne: triple bond between carbon atoms
7. functional group: a specific group of atoms within a molecule that dictates how the molecule behaves, reacts, and interacts
8. apparatus: the collective group of glassware used together to perform an experiment

Unit Learning Activities

[Teacher Provided Workbook \(Lesson 3\)](#)

[Whiteboard Modeling, Worksheets, & Self-Quiz \(randomly generated\)](#)

[Slideshow](#)

[Follow-Along Video](#)

Lab: [Simple Distillation](#)

Unit Resources

1. Pearson MyLab Mastering Organic Chemistry (online platform)
2. Pearson eText:
Organic Chemistry: A Learner Centered Approach, 1e by Richard Mullins (ISBN: 9780137566471)

Assessments (Formative and Summative)

Cumulative Lab Report: [Simple Distillation Lab Report Template](#)

[Generated Quiz](#)

Curriculum Writer(s)

Cayla Hicks

Board Approval Date

1_Introduction to Organic Chemistry (Curriculum In Progress) THREE: Conformational Analysis

Unit Description

Students will analyze different alkane conformers using Newman Projections. Students will expand this skill to analyze cycloalkanes using Chairs. This unit builds off of Unit 2 when students identify functional groups to locate strain.

- Lab Unit 2: Liquid-Liquid Extraction of Caffeine
 - Students build on skills from their first lab unit to extract caffeine from tea.

Standards

3.2.6-8.A - Develop models to describe the atomic composition of simple molecules and extended structures.

Essential Questions

- How do continuous single-bond rotations alter molecular arrangements and energy?
- How do internal bond rotations create energy differences among staggered, eclipsed, anti, and gauche conformations?
- Why do cyclic alkanes adopt specific 3D chair shapes, and how do axial versus equatorial substituent positions govern ring stability?

Objectives

By the end of Unit 3, students should be able to...

1. Construct and interpret Newman projections along specific carbon-carbon bonds; evaluate steric and torsional strain to identify high- and low-energy conformers, and
2. draw cyclohexane chair conformations and perform ring flips; evaluate 1,3-diaxial interactions to predict the most stable conformer; differentiate between cis and trans stereoisomers on cycloalkane rings.

Key Vocabulary and Definitions

1. conformers: molecules with the same molecular formula but different spatial arrangement of substituent groups due to rotation around a single bond
2. staggered conformation: low-energy spatial arrangement where substituents on adjacent atoms are as far apart as possible, creating a 60 degree dihedral angle
3. eclipsed conformation: high-energy spatial arrangement where substituents on adjacent atoms are directly lined up with one another, creating a 0 degree dihedral angle
4. gauche relationship: staggered conformation isomer where 2 large groups on adjacent atoms have a dihedral angle of 60 degrees
5. anti relationship: relative spatial arrangement where 2 large groups on adjacent atoms point in opposite directions, creating a dihedral angle of 180 degrees
6. dihedral angle (torsional angle): the angle between 2 bonds/intersecting planes originating from different atoms; measures the rotation of a bond around a central shared bond
7. torsional strain: potential energy in a molecule caused by electron repulsion between bonds when they are forced into an eclipsed conformation during rotation
8. steric strain: potential energy in a molecule caused by repulsive forces between electron clouds of large substituent groups forced close together during rotation
9. angle strain: instability in a molecule when its bond angles are forced to move away from their natural shapes
10. Newman projection: drawing method used to visualize the 3D conformers of a molecule by looking directly down a specific, single bond axis
11. chair conformation: the most stable, lowest-energy shape that a cyclohexane ring can adopt
12. axial: bonds that point straight up/down around the ring
13. equatorial: bonds that slant outward along the equator around the ring
14. cis isomer: similar substituent groups lie on the same side
15. trans isomer: similar substituent groups lie on opposite sides

Unit Learning Activities

[Teacher Provided Workbook \(Lessons 4 & 5\)](#)

[Slideshow](#) & Whiteboard Practice

[Liquid-Liquid Extraction Lab](#)

Kahoot (high & low energy conformers, cis/trans isomers)

Pearson+ Video Lessons & Practice

[Chair Conformation Worksheet](#)

[Newman Projection Worksheet](#)

Unit Resources

1. Pearson MyLab Mastering Organic Chemistry (online platform)

2. Pearson eText:

Organic Chemistry: A Learner Centered Approach, 1e by Richard Mullins (ISBN: 9780137566471)

Assessments (Formative and Summative)

[Cumulative Lab Report](#)

eText Assessments 3.32, 3.33, 3.34

Transfer Task: [Alkane Fuel Emission Analysis](#)

Curriculum Writer(s)

Cayla Hicks

Board Approval Date

1_Introduction to Organic Chemistry (Curriculum In Progress) FOUR: Stereoisomers

Unit Description

Students will continue to explore organic structure by identifying stereoisomerism. Using foundational organic frameworks, they will determine the difference in properties of molecules when their spatial arrangements change.

Standards

- | | |
|------------------|--|
| 3.2.10.A2 | - Compare and contrast different bond types that result in the formation of molecules and compounds. Explain why compounds are composed of integer ratios of elements. |
| 3.1.4.B | - Know models as useful simplifications of objects or processes. |

Essential Questions

- How does 3D spatial orientation create non-superimposable molecular structures with distinct properties?
- How do chiral centers originate, and how are absolute 3D configurations defined using priority rules?
- How do structural relationships between non-superimposable mirror images and non-mirror-image stereoisomers differ?

Objectives

By the end of Unit 4, students should be able to...

1. Identify chiral centers (stereocenters) in organic structures; apply Cahn-Ingold-Prelog (CIP) rules to assign absolute R or S configurations, and
2. differentiate between enantiomers, diastereomers, meso compounds, and constitutional isomers; predict physical property differences between stereoisomer pairs.

Key Vocabulary and Definitions

1. stereoisomers: molecules that have the same molecular formula and same atomic connections but a different 3D shape
2. E/Z nomenclature: IUPAC method for naming alkene stereoisomers when cis/trans labels fail
3. Cahn-Ingold-Prelog rules: standard system for ranking substituents around a stereocenter
4. chiral: molecule that has a non-superimposable mirror image
5. achiral: molecule that has a superimposable mirror image (overlaps perfectly)
6. chiral center: an atom (usually carbon) bonded to 4 distinct groups
7. enantiomer: stereoisomers that are non-superimposable mirror images of each other
8. diastereomer: stereoisomers that are not mirror images of each other
9. meso compound: achiral molecule that contains at least 2 chiral centers
10. constitutional isomer: molecules that share the same molecular formula but their atoms are connected in a different order
11. racemic mixture: an equal 50:50 mix of 2 enantiomers

Unit Learning Activities

[Teacher Provided Workbook \(Lesson 6 Part 1 & 2\)](#)

[Slideshow](#)

Chirality EdPuzzle

Unit Resources

1. Pearson MyLab Mastering Organic Chemistry (online platform)
2. Pearson eText:
Organic Chemistry: A Learner Centered Approach, 1e by Richard Mullins (ISBN: 9780137566471)

Assessments (Formative and Summative)

Formative Independent Whiteboard Assessment

Course Final

Curriculum Writer(s)

Cayla Hicks

Board Approval Date

1_Pathways to Health Care (Curriculum In Progress)

Grade Level Summary

[Course Cover Sheet](#)

Grade Level Modules

Module 1:	Unit 1: Foundations of Healthcare
Module 2:	Unit 2: Clinical Careers
Module 3:	Unit 3: Diagnostic & Technical Roles
Module 4:	Unit 4: Allied Health Professions
Module 5:	Unit 5: Professional Development

1_Pathways to Health Care (Curriculum In Progress)
Unit 1: Foundations of Healthcare

Unit Description

This introductory unit provides students with a broad understanding of the healthcare field, including healthcare systems, careers, professionalism, ethics, communication, patient rights, and safety practices. Students will explore the roles of healthcare workers and develop foundational employability and interpersonal skills essential for success in healthcare settings.

Standards

10.1.9.D	- Analyze prevention and intervention strategies in relation to adolescent and adult drug use. decision-making/refusal skills situation avoidance goal setting professional assistance (e.g., medical, counseling. support groups) parent involvement
10.1.9.E	- Analyze how personal choice, disease and genetics can impact health maintenance and disease prevention.
10.1.12.B	- Evaluate factors that impact the body systems and apply protective/ preventive strategies. fitness level environment (e.g., pollutants, available health care) health status (e.g., physical, mental, social) nutrition
10.1.12.E	- Identify and analyze factors that influence the prevention and control of health problems. research medical advances technology government policies/regulations
10.2.9.A	- Identify and describe health care products and services that impact adolescent health practices.
10.2.9.C	- Analyze media health and safety messages and describe their impact on personal health and safety.
10.2.12.A	- Evaluate health care products and services that impact adult health practices.
10.2.12.B	- Assess factors that impact adult health consumer choices. access to health information access to health care cost safety
10.2.12.D	- Examine and apply a decision-making process to the development of short and long-term health goals.
10.3.9.A	- Analyze the role of individual responsibility for safe practices and injury prevention in the home, school and community. modes of transportation (e.g., pedestrian, bicycle, vehicular, passenger, farm vehicle, all-terrain vehicle) violence prevention in school self-protection in the home self-protection in public places
11.1.9.B	- Explain the responsibilities associated with managing personal finances (e.g., savings, checking, credit, non- cash systems, investments, insurance).
15.6.12.N	- Compare and contrast various suppliers of insurance products and develop criteria to evaluate individual insurance needs.
13.1.11.B	- Analyze career options based on personal interests, abilities, aptitudes, achievements and goals.
13.2.3.D	- Identify the importance of developing a plan for the future.
13.3.11.A	- Evaluate personal attitudes and work habits that support career retention and advancement.

Essential Questions

- What is healthcare and why is it important?
- What careers and pathways exist within the healthcare industry?
- What skills and behaviors are expected of healthcare professionals?
- How do ethics, laws, and patient rights impact healthcare delivery?
- Why are communication and safety essential in healthcare environments?

Objectives

Students will be able to:

- Describe the organization and structure of healthcare systems.
- Identify major healthcare career pathways and educational requirements.
- Use introductory medical terminology related to body systems, positions, prefixes, suffixes, and abbreviations.
- Explain and apply basic patient care principles.
- Demonstrate professional behaviors expected in healthcare settings.
- Explain basic healthcare ethics, laws, and patient rights.
- Apply effective verbal and nonverbal communication skills.
- Recognize and follow health, safety, and infection prevention protocols.

Key Vocabulary and Definitions

- Healthcare system – The organized network of people, services, and facilities that provide medical care.
- Therapeutic communication – Professional communication that builds trust and supports patient care.
- Professionalism – Behaving in a responsible, respectful, and ethical way in the workplace.
- HIPAA – A federal law that protects patient health information and privacy.
- Ethics – Moral principles that guide decisions and behavior in healthcare.
- Scope of practice – The tasks and responsibilities a healthcare worker is legally allowed to perform.
- Infection control – Methods used to prevent the spread of disease.
- PPE (Personal Protective Equipment) – Equipment like gloves, masks, and gowns used to protect against infection.
- Vital signs – Basic measurements of body function (temperature, pulse, respiration, blood pressure).
- Patient rights – Legal and ethical protections given to patients receiving care.

Unit Learning Activities

Week 1: Introduction to Health Care

- History and evolution of healthcare
- Types of healthcare facilities
- Members of the healthcare team
- Organization of healthcare systems
- Suggested Activities
 - Class discussion: "What does healthcare mean?"
 - Healthcare career matching activity
 - Video reflection on modern healthcare systems

Week 2: Healthcare Careers and Pathways

- Therapeutic vs. diagnostic services
- Educational requirements and certifications
- Employability and soft skills
- Career exploration and pathways
- Introduction to medical terminology
- Suggested Activities
 - Research a healthcare career
 - Guest speaker or virtual interview
 - Resume and employability mini lesson

Week 3: Professionalism in Health Care

- Appearance and behavior expectations
- Time management and accountability
- Teamwork and workplace readiness
- Digital professionalism and social media awareness
- Suggested Activities
 - Scenario analysis
 - Professional vs. unprofessional behavior sorting activity
 - Mock workplace situations

Week 4: Ethics, Laws, and Patient Rights

- HIPAA and confidentiality
- Patient rights and advocacy
- Ethical dilemmas in healthcare
- Consent and scope of practice
- Suggested Activities
 - Case study discussions
 - Ethics debate
 - HIPAA violation examples

Week 5: Basic Patient Care Principles

- Patient comfort and positioning
- Measuring and recording vital signs
- Patient privacy and dignity
- Observation and reporting skills
- Suggested Activities
 - Vital signs practice
 - Bed-making or patient positioning demonstration
 - Role-play patient care scenarios
 - Observation charting practice

Week 6: Communication in Health Care

- Verbal and nonverbal communication
- Active listening skills
- Communication barriers
- Cultural awareness and empathy
- Suggested Activities
 - Role-play patient interactions
 - Active listening exercises
 - Nonverbal communication challenge

Week 7: Safety, Infection Control, and Culminating Review

- Standard precautions
- Hand hygiene and PPE
- Workplace safety practices
- Introduction to infection prevention
- Suggested Activities
 - Proper hand washing demonstration
 - PPE practice stations
 - Safety hazard identification activity

Unit Resources

Diversified Health Occupations or Introduction to Health Care & Careers; Medical Terminology for Health Professions; OSHA/HIPAA/CDC online resources; Career exploration tools (BLS Occupational Outlook Handbook); Basic clinical equipment for demonstrations; Guest speakers/site visits

Assessments (Formative and Summative)

Formative

- Bell ringers
- Exit tickets
- Class discussions
- Skills practice
- Reflection journals

Summative

- Unit test
- Career research presentation
- Professionalism and communication performance task

Differentiation and Supports

- Guided notes
- Vocabulary supports
- Choice boards for career exploration
- Visual demonstrations and modeling
- Small group discussions
- Extended time accommodations

Extension Activities

- Healthcare career fair
- HOSA participation
- Mock interviews
- Job shadow reflection

Culminating Project

- Students will create a “Healthcare Professional Portfolio” including:
- Career research
- Resume
- Professional reflection
- HIPAA and ethics scenarios
- Communication reflection
- Safety checklist

Curriculum Writer(s)

Sarah Davis

Board Approval Date

1_Pathways to Health Care (Curriculum In Progress)
Unit 2: Clinical Careers

Unit Description

This unit introduces students to a wide range of clinical healthcare careers and pathways. Students will explore physician specialties, nursing careers, therapy professions, and mental health careers while examining educational requirements, certifications, workplace responsibilities, and emerging trends in healthcare. The unit emphasizes career readiness, interdisciplinary collaboration, communication, empathy, and patient-centered care.

Standards

10.1.9.D	- Analyze prevention and intervention strategies in relation to adolescent and adult drug use. decision-making/refusal skills situation avoidance goal setting professional assistance (e.g., medical, counseling. support groups) parent involvement
10.1.9.E	- Analyze how personal choice, disease and genetics can impact health maintenance and disease prevention.
10.1.12.B	- Evaluate factors that impact the body systems and apply protective/ preventive strategies. fitness level environment (e.g., pollutants, available health care) health status (e.g., physical, mental, social) nutrition
10.1.12.E	- Identify and analyze factors that influence the prevention and control of health problems. research medical advances technology government policies/regulations
10.2.9.A	- Identify and describe health care products and services that impact adolescent health practices.
10.2.9.C	- Analyze media health and safety messages and describe their impact on personal health and safety.
10.2.12.A	- Evaluate health care products and services that impact adult health practices.
10.2.12.B	- Assess factors that impact adult health consumer choices. access to health information access to health care cost safety
10.2.12.D	- Examine and apply a decision-making process to the development of short and long-term health goals.
10.3.9.A	- Analyze the role of individual responsibility for safe practices and injury prevention in the home, school and community. modes of transportation (e.g., pedestrian, bicycle, vehicular, passenger, farm vehicle, all-terrain vehicle) violence prevention in school self-protection in the home self-protection in public places
11.1.9.B	- Explain the responsibilities associated with managing personal finances (e.g., savings, checking, credit, non- cash systems, investments, insurance).
15.6.12.N	- Compare and contrast various suppliers of insurance products and develop criteria to evaluate individual insurance needs.
13.1.11.B	- Analyze career options based on personal interests, abilities, aptitudes, achievements and goals.
13.2.3.D	- Identify the importance of developing a plan for the future.
13.3.11.A	- Evaluate personal attitudes and work habits that support career retention and advancement.

Essential Questions

- What roles do clinical healthcare professionals play in patient care?
- How do healthcare professionals collaborate to improve patient outcomes?
- What educational pathways and certifications are required for clinical careers?
- How do mental and physical health intersect in healthcare settings?
- Which healthcare career pathways align with individual interests and strengths?

Objectives

Students will be able to:

- Identify major physician specialties and their roles in healthcare.
- Compare nursing pathways, certifications, and career opportunities.
- Describe therapy professions and rehabilitation services.
- Explore careers in mental and behavioral health.
- Analyze educational requirements and workplace expectations for clinical careers.
- Demonstrate understanding of interdisciplinary teamwork in healthcare.
- Apply professionalism and communication skills in clinical scenarios.

Key Vocabulary and Definitions

- Physician specialty – A specific area of medicine a doctor focuses on (e.g., pediatrics, surgery).
- Residency – Post-medical school training where doctors gain hands-on experience in a specialty.
- Registered Nurse (RN) – A licensed nurse who provides and coordinates patient care.
- Licensed Practical Nurse (LPN) – A nurse who provides basic patient care under supervision.
- Nurse Practitioner (NP) – An advanced practice nurse who can diagnose and treat patients.
- Therapy services – Healthcare services that help patients recover or improve function.
- Occupational therapy – Therapy focused on helping patients perform daily activities.
- Physical therapy – Therapy focused on improving movement and mobility.
- Psychiatry – A medical field focused on diagnosing and treating mental illness.
- Counseling – Support services that help individuals manage emotional and mental health challenges.
- Interdisciplinary team – A group of healthcare professionals working together on patient care.

Unit Learning Activities

Week 8: Introduction to Clinical Careers

- Overview of clinical healthcare careers
- Clinical settings and patient care environments
- Career readiness and workplace expectations
- Suggested Activities
 - Healthcare team role matching activity
 - Career interest inventory
 - Clinical careers overview presentation
 - Small group discussions

Week 9: Physician Specialties

- Primary care vs. specialty medicine
- Surgical and non-surgical specialties
- Education, medical school, and residency
- Roles and responsibilities of physicians
- Suggested Activities
 - Physician specialty research project
 - “Day in the Life” physician career analysis
 - Medical specialty matching game
 - Guest speaker or virtual physician interview

Week 10: Nursing Pathways

- CNA, LPN, RN, BSN, and advanced practice nursing
- Nursing specialties and work environments
- Nursing skills and patient advocacy
- Communication and teamwork in nursing
- Suggested Activities
 - Nursing pathway flowchart activity
 - Nursing case study scenarios

- Nursing skills demonstration videos
- Panel discussion or interview clips

Week 11: Therapy Professions

- Physical therapy
- Occupational therapy
- Speech-language pathology
- Respiratory therapy and rehabilitation careers
- Suggested Activities
 - Therapy profession stations
 - Mobility and adaptive equipment demonstration
 - Case study analysis
 - Career comparison activity

Week 12: Mental Health Careers

- Psychology and psychiatry
- Counseling and social work
- Substance abuse and behavioral health services
- Mental health awareness and stigma reduction
- Suggested Activities
 - Mental health awareness discussion
 - Career research activity
 - Scenario-based patient support role-play
 - TED Talk or video reflection

Week 13: Emerging and Specialized Clinical Careers

- Telehealth and healthcare technology
- Sports medicine
- Emergency medicine
- Public health and community health careers
- Suggested Activities
 - Emerging careers research project
 - Technology in healthcare discussion
 - Public health scenario activity
 - Career pathway poster creation

Week 14: Clinical Skills and Professional Communication

- Patient interaction and bedside manner
- Communication with healthcare teams
- Empathy and professionalism
- Documentation and reporting basics
- Suggested Activities
 - Role-play patient interactions
 - Team communication scenarios
 - Mock interdisciplinary meeting
 - Reflection writing

Week 15: Culminating Career Exploration Project and Review

- Review of clinical career pathways
- Career portfolio completion
- Presentation preparation
- Unit review activities
- Suggested Activities

- Portfolio workshop
- Peer review sessions
- Career presentations
- Review games

Unit Resources

Diversified Health Occupations or Introduction to Health Care & Careers; Medical Terminology for Health Professions; OSHA/HIPAA/CDC online resources; Career exploration tools (BLS Occupational Outlook Handbook); Basic clinical equipment for demonstrations; Guest speakers/site visits

Assessments (Formative and Summative)

Formative

- Bell ringers
- Exit tickets
- Career reflections
- Class discussions
- Case study analysis

Summative

- Unit test
- Clinical career research presentation
- Career exploration portfolio
- Communication performance task

Differentiation and Supports

- Guided notes
- Vocabulary supports
- Career choice boards
- Visual organizers and graphic charts
- Small group discussions
- Extended time accommodations

Extension Activities

- Healthcare career fair
- Guest speakers from clinical professions
- Mock interviews
- Job shadow reflection
- HOSA participation

Culminating Project

- Students will create a "Clinical Careers Portfolio" including:
- Career research
- Educational pathway comparison
- Resume or career readiness artifact
- Reflection on personal career interests
- Communication and professionalism reflection
- Presentation on a selected clinical profession

Curriculum Writer(s)

Sarah Davis

Board Approval Date

1_Pathways to Health Care (Curriculum In Progress)
Unit 3: Diagnostic & Technical Roles

Unit Description

This unit introduces students to diagnostic and technical healthcare careers that support patient diagnosis, treatment, and healthcare system efficiency. Students will explore laboratory sciences, medical imaging, pharmacy careers, and health information technology. Emphasis is placed on accuracy, technology use, teamwork, patient safety, and the critical role these professionals play in healthcare decision-making.

Standards

10.1.9.D	- Analyze prevention and intervention strategies in relation to adolescent and adult drug use. decision-making/refusal skills situation avoidance goal setting professional assistance (e.g., medical, counseling. support groups) parent involvement
10.1.9.E	- Analyze how personal choice, disease and genetics can impact health maintenance and disease prevention.
10.1.12.B	- Evaluate factors that impact the body systems and apply protective/ preventive strategies. fitness level environment (e.g., pollutants, available health care) health status (e.g., physical, mental, social) nutrition
10.1.12.E	- Identify and analyze factors that influence the prevention and control of health problems. research medical advances technology government policies/regulations
10.2.9.A	- Identify and describe health care products and services that impact adolescent health practices.
10.2.9.C	- Analyze media health and safety messages and describe their impact on personal health and safety.
10.2.12.A	- Evaluate health care products and services that impact adult health practices.
10.2.12.B	- Assess factors that impact adult health consumer choices. access to health information access to health care cost safety
10.2.12.D	- Examine and apply a decision-making process to the development of short and long-term health goals.
10.3.9.A	- Analyze the role of individual responsibility for safe practices and injury prevention in the home, school and community. modes of transportation (e.g., pedestrian, bicycle, vehicular, passenger, farm vehicle, all-terrain vehicle) violence prevention in school self-protection in the home self-protection in public places
15.6.12.N	- Compare and contrast various suppliers of insurance products and develop criteria to evaluate individual insurance needs.
13.1.11.B	- Analyze career options based on personal interests, abilities, aptitudes, achievements and goals.
13.2.3.D	- Identify the importance of developing a plan for the future.
13.3.11.A	- Evaluate personal attitudes and work habits that support career retention and advancement.

Essential Questions

- How do diagnostic and technical professionals support patient care?
- What technologies are used in modern healthcare diagnostics and treatment?
- What educational pathways lead to laboratory, imaging, pharmacy, and HIT careers?
- How does accurate data impact patient outcomes?
- What skills are essential for success in technical healthcare roles?

Objectives

Students will be able to:

- Describe careers in laboratory sciences and their role in diagnosis.
- Explain the purpose and function of medical imaging technologies.
- Identify pharmacy career roles and medication distribution processes.
- Understand the role of health information technology in healthcare systems.
- Analyze education and certification requirements for technical careers.
- Demonstrate understanding of accuracy, safety, and ethics in healthcare data and procedures.
- Apply professionalism and communication skills in technical healthcare settings.

Key Vocabulary and Definitions

- Diagnostic – Relating to identifying a disease or condition.
- Specimen – A sample of body tissue or fluid used for testing.
- Pathology – The study of disease and its effects on the body.
- Radiology – The use of imaging technology to diagnose and treat disease.
- MRI (Magnetic Resonance Imaging) – A scan that uses magnets and radio waves to create detailed images.
- CT scan – A detailed imaging test that uses X-rays to view internal structures.
- Ultrasound – Imaging that uses sound waves to view organs and tissues.
- Pharmacist – A healthcare professional who prepares and dispenses medications.
- Dosage – The amount of medication prescribed or taken.
- Electronic Health Record (EHR) – A digital version of a patient's medical chart.
- Health Information Technology (HIT) – Systems used to store, manage, and share healthcare data.
- Data integrity – Ensuring healthcare information is accurate and complete.

Unit Learning Activities

Week 16: Introduction to Diagnostic & Technical Careers

- Overview of diagnostic healthcare roles
- Importance of accuracy and data in healthcare
- Interdisciplinary collaboration
- Introduction to healthcare technology
- Suggested Activities
 - Career cluster sorting activity
 - Healthcare systems role mapping
 - Technology in healthcare discussion
 - Case study introduction

Week 17: Laboratory Sciences

- Clinical laboratory science careers
- Specimen collection and analysis
- Pathology and microbiology basics
- Safety and lab protocols
- Suggested Activities
 - Lab simulation activity
 - Microscope or specimen analysis demo
 - Case study interpretation
 - Lab safety training review

Week 18: Medical Imaging

- Radiologic technologist roles
- X-ray, MRI, CT, and ultrasound basics
- Imaging safety and radiation protection
- Patient preparation and communication

- Suggested Activities
 - Imaging technology comparison chart
 - Virtual imaging lab tour
 - Case study interpretation of imaging results
 - Role-play patient imaging preparation

Week 19: Pharmacy Careers

- Pharmacist vs pharmacy technician roles
- Medication types and classifications
- Prescription process and dosage basics
- Medication safety and ethics
- Suggested Activities
 - Prescription label analysis
 - Medication matching activity
 - Case study on medication errors
 - Guest speaker or video interview

Week 20: Health Information Technology (HIT)

- Electronic Health Records (EHR)
- Medical coding and billing basics
- Data privacy and HIPAA compliance
- Healthcare informatics and data systems
- Suggested Activities
 - Mock EHR documentation activity
 - Coding scenario practice
 - HIPAA compliance case study
 - Healthcare data flow diagram

Week 21: Integration of Diagnostic Systems

- How lab, imaging, pharmacy, and HIT work together
- Patient case studies
- Interdisciplinary communication
- Technology in coordinated care
- Suggested Activities
 - Patient case simulation
 - Team-based diagnosis activity
 - Systems mapping project
 - Group discussion

Week 22: Professionalism and Ethics in Technical Roles

- Confidentiality and HIPAA
- Accuracy and responsibility
- Communication with healthcare teams
- Ethical decision-making
- Suggested Activities
 - Ethical dilemma discussions
 - Role-play communication scenarios
 - Case study review
 - Professional behavior analysis

Week 23: Culminating Project and Review

- Review of diagnostic and technical careers
- Portfolio completion

- Presentation preparation
- Unit review games
- Suggested Activities
 - Career portfolio workshop
 - Peer review
 - Presentation practice
 - Review activities

Unit Resources

Diversified Health Occupations or Introduction to Health Care & Careers; Medical Terminology for Health Professions; OSHA/HIPAA/CDC online resources; Career exploration tools (BLS Occupational Outlook Handbook); Basic clinical equipment for demonstrations; Guest speakers/site visits

Assessments (Formative and Summative)

Formative

- Exit tickets
- Vocabulary checks
- Case study discussions
- Skill practice activities
- Bell ringers

Summative

- Unit test
- Career research presentation
- Diagnostic systems portfolio
- Communication and ethics performance task

Differentiation and Supports

- Guided notes
- Visual diagrams and charts
- Vocabulary scaffolds
- Choice boards for career exploration
- Small group instruction
- Extended time accommodations

Extension Activities

- Job shadow opportunities
- Guest speakers from technical fields
- HOSA competitive events
- Healthcare technology exploration project
- Career fair participation

Culminating Project

- Students will create a "Diagnostic & Technical Careers Portfolio" including:
- Career research in one technical field
- Educational pathway analysis
- Case study reflection
- Resume or career readiness artifact
- Reflection on ethics and accuracy in healthcare
- Presentation on selected diagnostic/technical profession

Curriculum Writer(s)

Sarah Davis

1_Pathways to Health Care (Curriculum In Progress)

Unit 4: Allied Health Professions

Unit Description

This unit introduces students to diverse allied health professions that support, manage, and expand healthcare delivery beyond traditional clinical roles. Students will explore emergency medical services, public health careers, alternative and integrative medicine, and healthcare administration. Emphasis is placed on teamwork, systems thinking, community health, leadership, ethics, and the wide range of career pathways that support patient and population health.

Standards

10.1.9.D	- Analyze prevention and intervention strategies in relation to adolescent and adult drug use. decision-making/refusal skills situation avoidance goal setting professional assistance (e.g., medical, counseling. support groups) parent involvement
10.1.9.E	- Analyze how personal choice, disease and genetics can impact health maintenance and disease prevention.
10.1.12.B	- Evaluate factors that impact the body systems and apply protective/ preventive strategies. fitness level environment (e.g., pollutants, available health care) health status (e.g., physical, mental, social) nutrition
10.1.12.E	- Identify and analyze factors that influence the prevention and control of health problems. research medical advances technology government policies/regulations
10.2.9.A	- Identify and describe health care products and services that impact adolescent health practices.
10.2.9.C	- Analyze media health and safety messages and describe their impact on personal health and safety.
10.2.12.A	- Evaluate health care products and services that impact adult health practices.
10.2.12.B	- Assess factors that impact adult health consumer choices. access to health information access to health care cost safety
10.2.12.D	- Examine and apply a decision-making process to the development of short and long-term health goals.
10.3.9.A	- Analyze the role of individual responsibility for safe practices and injury prevention in the home, school and community. modes of transportation (e.g., pedestrian, bicycle, vehicular, passenger, farm vehicle, all-terrain vehicle) violence prevention in school self-protection in the home self-protection in public places
15.6.12.N	- Compare and contrast various suppliers of insurance products and develop criteria to evaluate individual insurance needs.
13.1.11.B	- Analyze career options based on personal interests, abilities, aptitudes, achievements and goals.
13.2.3.D	- Identify the importance of developing a plan for the future.
13.3.11.A	- Evaluate personal attitudes and work habits that support career retention and advancement.

Essential Questions

- How do allied health professionals support the healthcare system?
- What roles do EMS, public health, administration, and alternative medicine play in improving health outcomes?
- How do healthcare systems address both individual and community health needs?
- What education and skills are needed for allied health careers?
- How do leadership and communication influence healthcare delivery?

Objectives

Students will be able to:

- Describe the role of emergency medical services in acute care and response.
- Explain the purpose and impact of public health initiatives.
- Identify careers in alternative and integrative medicine.
- Understand healthcare administration roles and healthcare system operations.
- Compare education pathways for allied health professions.
- Analyze how allied health careers contribute to patient and population health.
- Demonstrate professionalism and communication in system-based healthcare roles.

Key Vocabulary and Definitions

- Allied health – Healthcare professions that support diagnosis, treatment, and health systems.
- EMS (Emergency Medical Services) – Emergency care provided outside of hospitals.
- EMT (Emergency Medical Technician) – A trained professional who provides emergency medical care.
- Paramedic – A highly trained EMS provider who can perform advanced procedures.
- Triage – The process of prioritizing patients based on urgency of care.
- Public health – The study and practice of improving health at the community level.
- Epidemiology – The study of how diseases spread in populations.
- Health promotion – Activities that encourage healthy behaviors.
- Healthcare administration – Management of healthcare facilities and systems.
- Health policy – Rules and guidelines that shape healthcare systems.
- Alternative medicine – Non-traditional healthcare practices used alongside or instead of standard medicine.
- Integrative medicine – A combination of traditional and alternative medical approaches.

Unit Learning Activities

Week 24: Introduction to Allied Health Professions

- Overview of allied health roles
- How allied health supports healthcare systems
- Interdisciplinary collaboration
- Career pathways overview
- Suggested Activities
 - Career cluster mapping activity
 - Healthcare system role analysis
 - Discussion: “Who keeps healthcare running?”
 - Intro video on allied health careers

Week 25: Emergency Medical Services (EMS)

- EMT and paramedic roles
- Emergency response systems
- Triage and patient stabilization
- Communication in emergency care
- Suggested Activities
 - EMS scenario simulation
 - Triage sorting activity
 - Emergency response flowchart
 - Guest speaker or virtual ride-along video

Week 26: EMS Skills and Emergency Systems

- Vital signs in emergency care
- CPR and basic life support overview
- Emergency communication systems
- Safety in high-pressure environments
- Suggested Activities

- CPR demonstration or video lab
- Emergency scenario role-play
- Vital signs practice
- Radio communication simulation

Week 27: Public Health Careers

- Role of public health organizations
- Disease prevention and health promotion
- Epidemiology basics
- Community health initiatives
- Suggested Activities
 - Disease outbreak simulation
 - Public health campaign design
 - Data interpretation activity
 - Case study analysis

Week 28: Public Health in Action

- Vaccination programs and prevention
- Environmental health and safety
- Health disparities and access to care
- Global health initiatives
- Suggested Activities
 - Health equity discussion
 - Public health infographic creation
 - Case study: outbreak response
 - Community health mapping

Week 29: Alternative and Integrative Medicine

- Overview of holistic health approaches
- Chiropractic, acupuncture, herbal medicine
- Evidence-based practice vs alternative care
- Patient choice and cultural considerations
- Suggested Activities
 - Debate: traditional vs integrative medicine
 - Research alternative therapies
 - Cultural health practices discussion
 - Case study analysis

Week 30: Healthcare Administration

- Hospital and clinic management roles
- Health policy and regulation
- Insurance and billing systems overview
- Leadership and communication in healthcare organizations
- Suggested Activities
 - Mock hospital administration simulation
 - Insurance claim analysis activity
 - Organizational chart creation
 - Leadership scenario role-play

Week 31: Culminating Project and Review

- Review of allied health professions
- Portfolio completion
- Career presentations

- Unit synthesis and reflection
- Suggested Activities
 - Portfolio workshop
 - Peer review sessions
 - Career presentations
 - Review games

Unit Resources

Diversified Health Occupations or Introduction to Health Care & Careers; Medical Terminology for Health Professions; OSHA/HIPAA/CDC online resources; Career exploration tools (BLS Occupational Outlook Handbook); Basic clinical equipment for demonstrations; Guest speakers/site visits

Assessments (Formative and Summative)

Formative

- Exit tickets
- Vocabulary checks
- Case study discussions
- Scenario-based reflections
- Bell ringers

Summative

- Unit test
- Allied health career presentation
- Portfolio project
- Communication and systems performance task

Differentiation and Supports

- Guided notes
- Visual systems maps
- Vocabulary scaffolding
- Choice boards for career exploration
- Small group instruction
- Extended time accommodations

Extension Activities

- EMS certification exploration (CPR/First Aid)
- Public health campaign competition
- Job shadowing in healthcare administration
- Guest speakers from EMS and public health fields
- HOSA participation

Culminating Project

- Students will create an "Allied Health Professions Portfolio" including:
 - Career research in one allied health field
 - Systems map showing how roles connect
 - Reflection on community vs clinical healthcare
 - Resume or career readiness artifact
 - Case study analysis
 - Presentation on selected allied health profession

Curriculum Writer(s)

Sarah Davis

Board Approval Date

1_Pathways to Health Care (Curriculum In Progress)

Unit 5: Professional Development

Unit Description

This unit focuses on essential professional development skills required for success in all healthcare careers. Students will deepen their understanding of healthcare ethics, cultural competency, communication skills, and the role of technology in modern medicine. Emphasis is placed on professionalism, reflective practice, patient-centered care, and preparing students for clinical experiences, internships, or postsecondary training.

Standards

10.1.9.D	- Analyze prevention and intervention strategies in relation to adolescent and adult drug use. decision-making/refusal skills situation avoidance goal setting professional assistance (e.g., medical, counseling. support groups) parent involvement
10.1.9.E	- Analyze how personal choice, disease and genetics can impact health maintenance and disease prevention.
10.1.12.B	- Evaluate factors that impact the body systems and apply protective/ preventive strategies. fitness level environment (e.g., pollutants, available health care) health status (e.g., physical, mental, social) nutrition
10.1.12.E	- Identify and analyze factors that influence the prevention and control of health problems. research medical advances technology government policies/regulations
10.2.9.A	- Identify and describe health care products and services that impact adolescent health practices.
10.2.9.C	- Analyze media health and safety messages and describe their impact on personal health and safety.
10.2.12.A	- Evaluate health care products and services that impact adult health practices.
10.2.12.B	- Assess factors that impact adult health consumer choices. access to health information access to health care cost safety
10.2.12.D	- Examine and apply a decision-making process to the development of short and long-term health goals.
10.3.9.A	- Analyze the role of individual responsibility for safe practices and injury prevention in the home, school and community. modes of transportation (e.g., pedestrian, bicycle, vehicular, passenger, farm vehicle, all-terrain vehicle) violence prevention in school self-protection in the home self-protection in public places
15.6.12.N	- Compare and contrast various suppliers of insurance products and develop criteria to evaluate individual insurance needs.
13.1.11.B	- Analyze career options based on personal interests, abilities, aptitudes, achievements and goals.
13.2.3.D	- Identify the importance of developing a plan for the future.
13.3.11.A	- Evaluate personal attitudes and work habits that support career retention and advancement.

Essential Questions

- What does it mean to be a professional in healthcare?
- How do ethics guide decision-making in patient care?
- Why is cultural competency essential in modern healthcare settings?
- How does communication impact patient outcomes and team effectiveness?
- How is technology transforming healthcare delivery and practice?

Objectives

Students will be able to:

- Apply ethical principles to healthcare scenarios and decision-making.
- Demonstrate cultural competency in patient-centered care situations.
- Use effective verbal, nonverbal, and written communication skills in healthcare contexts.
- Analyze the impact of technology on healthcare delivery and patient outcomes.
- Reflect on personal strengths and areas for growth in professional development.
- Demonstrate professionalism in simulated healthcare environments.

Key Vocabulary and Definitions

- Ethics – Principles that guide right and wrong decisions in healthcare.
- Confidentiality – Protecting patient information from unauthorized access.
- Cultural competency – The ability to understand and respect different cultural backgrounds in care.
- Diversity – Differences among people including culture, race, beliefs, and experiences.
- Equity – Fair treatment and access to healthcare resources.
- Inclusion – Ensuring all individuals feel respected and supported in care environments.
- Therapeutic communication – Communication that promotes patient trust and understanding.
- Interprofessional collaboration – Healthcare professionals working together across disciplines.
- Telemedicine – Providing healthcare services remotely using technology.
- Digital health – The use of technology to improve healthcare delivery.
- Informed consent – A patient's agreement to treatment after understanding risks and benefits.
- Professionalism – Consistent ethical and responsible behavior in healthcare settings.

Unit Learning Activities

Week 32: Introduction to Professionalism in Healthcare

- Expectations for healthcare professionals
- Workplace behavior and accountability
- Professional identity development
- Reflection on career readiness
- Suggested Activities
 - Professional vs unprofessional scenario sorting
 - Career readiness self-assessment
 - Healthcare workplace expectations discussion
 - Reflection journal

Week 33: Healthcare Ethics

- Ethical principles (autonomy, beneficence, nonmaleficence, justice)
- HIPAA and confidentiality
- Informed consent
- Ethical decision-making in patient care
- Suggested Activities
 - Ethics case study analysis
 - Scenario-based debates
 - HIPAA violation examples
 - Role-play ethical dilemmas

Week 34: Cultural Competency in Healthcare

- Diversity in patient populations
- Health disparities and equity
- Cultural beliefs and healthcare decisions
- Bias awareness in healthcare
- Suggested Activities
 - Cultural case study analysis
 - Perspective-taking role-play
 - Health equity discussion
 - Cultural awareness reflection activity

Week 35: Communication Skills in Healthcare

- Therapeutic communication techniques
- Active listening and empathy
- Interprofessional communication
- Barriers to effective communication
- Suggested Activities
 - Patient interaction role-play
 - Team communication simulation
 - Nonverbal communication challenge
 - Documentation practice

Week 36: Technology in Medicine and Culmination

- Telemedicine and digital health tools
- Electronic Health Records (EHR)
- Artificial intelligence in healthcare
- Future trends in healthcare technology
- Suggested Activities
 - Mock EHR documentation activity
 - Telemedicine simulation
 - Healthcare technology research presentations
 - Course reflection and goal setting

Unit Resources

Diversified Health Occupations or Introduction to Health Care & Careers; Medical Terminology for Health Professions; OSHA/HIPAA/CDC online resources; Career exploration tools (BLS Occupational Outlook Handbook); Basic clinical equipment for demonstrations; Guest speakers/site visits

Assessments (Formative and Summative)

Formative

- Exit tickets
- Scenario reflections
- Case study discussions
- Vocabulary checks
- Participation activities

Summative

- Ethics case study
- Cultural competency reflection
- Communication performance task
- Technology in healthcare presentation
- Professional development portfolio

Differentiation and Supports

- Guided notes
- Scenario scaffolding
- Visual organizers
- Choice boards
- Small group discussion support
- Extended time accommodations

Extension Activities

- Mock interviews
- Guest speakers from healthcare professions
- Telehealth simulation extension
- HOSA leadership activities
- Job shadow reflection

Culminating Project

- Students will create a "Professional Development Portfolio" including:
- Ethical decision-making case study
- Cultural competency reflection
- Communication skills reflection
- Healthcare technology analysis
- Resume or career readiness artifact
- Final reflection on growth across the course

Curriculum Writer(s)

Sarah Davis

Board Approval Date

1_Keyboarding (Curriculum In Progress)

Grade Level Summary

[Course Cover Sheet](#)

Grade Level Modules

- Module 1: Touch typing of alphabet and punctuation keys
- Module 2: Improving language skills when keying and proofreading
- Module 3: Building, improving and sustaining speed when keying documents
- Module 4: Touch typing figures and symbol keys
- Module 5: Formatting memos
- Module 6: Formatting block letters and envelopes
- Module 7: Formatting MLA style reports

1_Keyboarding (Curriculum In Progress)

Touch typing of alphabet and punctuation keys

Unit Description

Identify the location of alphabet and punctuation keys using the proper touch typing techniques.

Standards

3.7.10.C - Apply basic computer operations and concepts.

3.7.10.A - Identify and safely use a variety of tools, basic machines, materials and techniques to solve problems and answer questions.

2.2.11.A - Develop and use computation concepts, operations and procedures with real numbers in problem-solving situations.

3.7.10.B - Apply appropriate instruments and apparatus to examine a variety of objects and processes.

Essential Questions

- What is keyboarding?
- What is the correct technique for touch typing?

Objectives

Student will:

- identify the location of alphabet and punctuation keys
- use the correct finger to strike each key
- use proper techniques when striking keys
- use proper keyboarding posture when typing
- demonstrate proper key reach techniques
- demonstrate correct body and hand position
- build speed and accuracy through drills and timings in text and in the computer program
- critique his/her own keyboarding techniques primarily by utilizing a checklist

Key Vocabulary and Definitions

- Keyboarding - The activity of entering information into the computer utilizing a keyboard.
 - Keyboarding Technique:
 - Sit up straight at the computer; your body should be centered with the keyboard and monitor.
 - Feet are flat on the floor.
 - Fingers are resting on the home row keys (asdfjkl;)
 - Wrists are straight/slightly elevated using the natural curve of the wrist and based on individual student body design
 - Eyes on the screen or copy
- Ergonomics - Using technology properly to increase productivity, lessen muscle fatigue, and decrease musculoskeletal disorders such as tendonitis and carpal tunnel syndrome.
- Keyboard - An input device used to enter information into a computer
- Input device - A device that allows you to give information to a computer. Examples: keyboard, mouse, touch screen

Unit Learning Activities

- Demonstrate the proper finger placement in a curved, upright position over the home keys. Have students show proper placement of fingers on home keys.
- Demonstrate the proper finger placement for all alphabet and punctuation keys.
- Dictate letters/punctuation while students key.
- Utilize online keyboarding practice sites to improve speed and technique
- Observe students as they complete practice drills and make necessary adjustments to students' keyboarding technique.

Unit Resources

Keyboarding and Information Processing 21st Century Keyboarding and Information Processing

Assessments (Formative and Summative)

Formative Assessment:

- Checking students' posture and technique (correcting when necessary)
- Reviewing proper keyboarding techniques as a class

Summative Assessment:

- Quiz—fill in all letters and punctuation keys on blank keyboard.
- Utilizing a checklist of proper keyboarding techniques, evaluate each student.

Curriculum Writer(s)

Michelle Brozusky

Board Approval Date

1_Keyboarding (Curriculum In Progress)

Improving language skills when keying and proofreading

Unit Description

Review and improve language skills when keying all types of copy and proofread all documents

Standards

3.7.10.A	- Identify and safely use a variety of tools, basic machines, materials and techniques to solve problems and answer questions.
3.7.10.C	- Apply basic computer operations and concepts.
1.6.11.A	- Listen to others.
1.6.11.D	- Contribute to discussions.
1.6.11.E	- Participate in small and large group discussions and presentations.
1.6.11.F	- Use media for learning purposes.

Essential Questions

- Why is it important to have the ability to locate and correct grammatical and typographical errors?
- Why is it important to demonstrate the use of capitalization and number expression rules, basic sentence structure, and pronoun agreement rules?

Objectives

Students will be able to:

- Proofread and correct documents
- Ability to locate and correct grammatical and typographical errors
- Capitalization rules
- Number expression rules
- Basic sentence structure
- Pronoun agreement rules

Key Vocabulary and Definitions

- Proofreading - To carefully read text to find and fix errors
 - Rough Draft - Text with proofreaders marks indicating corrections to be made to the text.
 - Script - A handwritten copy of text
-
- Capitalization Rules
 1. Capitalize the first word of a sentence, personal titles, and names of people.
 2. Capitalize days of the week and months of the year.
 3. Capitalize cities, states, countries and specific geographic features.
 4. Capitalize names of clubs, schools, companies and other organizations.
 5. Capitalize historic periods, holidays, and events.
 6. Capitalize streets, buildings, and other specific structures.
 7. Capitalize an official title when it precedes a name and elsewhere if it is a title of high distinction .
 8. Capitalize initials; also letters in abbreviations if the letters will be capitalized when the words are spelled out.
-
- Number Expression
 1. Spell a number that begins a sentence even when other numbers in the sentence are shown in figures.
 2. Use figures for numbers above 10 and for numbers from 1 to 10 when they are used with numbers above 10.
 3. Use figures to express date and time (unless followed by o'clock).
 4. Use figures for house numbers except house number One.
 5. Use figures to express measures and weights.
 6. Use figures for numbers following nouns.
 7. Spell and capitalize names of small numbered streets (ten and under).
 8. Spell indefinite numbers.

Proofreading Marks

Unit Learning Activities

- Read and study with students the capitalization, number expression, grammar and punctuation rules/guides presented in each lesson before they key the “Learn and Apply” sentences in textbook, supplying the appropriate corrections.
- Review language and writing skills with students. Using textbook activities, have students study spelling/definitions of the words and then key the “Apply” lines choosing the right word(s) to complete the sentence.
- Have students detect and correct errors in punctuation, capitalization, number expressions, subject/verb agreement, and word choice by completing textbook activities.
- Given an incomplete sentence, students will continue the sentence and develop and compose as they key to integrate their keyboarding skills with creative-thinking, decision-making, and problem-solving skills.
- Extension: Have students create a reference manual containing all the language-skill rules/guides, and definitions of sound-alike work groups.

Unit Resources

Keyboarding and Information Processing 21st Century Keyboarding and Information Processing

Assessments (Formative and Summative)

Formative Assessment:

- Dictate a sentence that applies the rule(s) students have learned and have them capitalize, supply appropriate figure or word, and use proper grammar and punctuation. Review answers as a group.
- Review all “Learn and Apply” sentences as a class

Summative Assessment

- Quiz—based on capitalization, number expression, grammar and punctuation rules/guides.
- Given a document with numerous language skill errors, have students proofread and correct while keying the document correctly.

Curriculum Writer(s)

Michelle Brozusky

Board Approval Date

1_Keyboarding (Curriculum In Progress)

Building, improving and sustaining speed when keying documents

Unit Description

Learn to build, improve and sustain speed when keying documents

Standards

3.7.10.A	- Identify and safely use a variety of tools, basic machines, materials and techniques to solve problems and answer questions.
3.7.10.C	- Apply basic computer operations and concepts.
1.6.11.A	- Listen to others.
1.6.11.D	- Contribute to discussions.
1.6.11.E	- Participate in small and large group discussions and presentations.
3.7.10.B	- Apply appropriate instruments and apparatus to examine a variety of objects and processes.

Essential Questions

- Why is it important to build and improve speed when keying documents?
- Why is it important to sustain speed when keying documents?

Objectives

- Complete 30-second timed writings from typed copy
- Complete one-minute timed writings from typed copy
- Complete two-minute timed writings from typed copy
- Complete five-minute timed writings from typed copy
- Prepare a number of documents under timed conditions in order to meet specified goals for each document
- Complete all documents in acceptable manner in the time allotted

Key Vocabulary and Definitions

- Timed Writing - An assessment or practice task where text is typed with a strict time limit.
- GWAM - Gross Words a Minute - A measure of your typing speed that calculates the number of words typed per minute. One GWAM is equal to five characters or keystrokes, including spaces and punctuation.
- NWAM - Net Words A Minute - Final speed calculated by subtracting errors from the GWAM to show a true speed output.

Unit Learning Activities

- Begin by having students key sentences for 30-second timings. Teach them to use the scale at the end of each line and beneath the copy to count the words typed. Explain that they must multiply total words by two to get their gross words a minute (gwam) since the timings are based on one minute.
- Have students complete timing, calculate gwam and record on speed sheet (kept in student folder) for 30-second, one-minute, two-minute and five-minute timings (increase length of time as course progresses).
- Have students complete timings from handwritten, rough-draft copies since the primary input to computers will be in this format. Students will key one-minute timings first on straight copy; next, on script copy; and finally, on rough draft.
- Have students key additional timings on the slower paragraphs to increase speed.
- As instruction progresses, the focus shifts from quality-only to more realistic measure of productivity—using both the quality and quantity of output. For production timings, allow time for planning and preparing when students will organize all materials needed to process the documents. This will encourage organization skills and improve chance of higher production score and reduce anxiety. Before telling students to start keying, direct them to proofread/correct each document completed before printing it and to move promptly to next document. Time students for the number of minutes specified for document production. As soon as time is ended, tell students how much time they have to proofread and check the completed documents. Students will fill in the scoring sheets, assemble documents in numerical order, fasten papers together with score sheet on top and hand in.

Unit Resources

Keyboarding and Information Processing 21st Century Keyboarding and Information Processing

Assessments (Formative and Summative)

Formative Assessment

- Observe students as they key timed writings and offer assistance with calculation of gwam when necessary.
- Students will complete numerous timed writings and production tests before they will be used as an assessment. Observe students' work throughout timings and production units.

Summative Assessment

- Timed writings evaluated for speed and accuracy
- Production tests evaluated for speed and accuracy

Curriculum Writer(s)

Michelle Brozusky

Board Approval Date

1_Keyboarding (Curriculum In Progress) Touch typing figures and symbol keys

Unit Description

Identify the location of figures and symbols using the proper touch typing techniques

Standards

- | | |
|-----------------|--|
| 3.7.10.A | - Identify and safely use a variety of tools, basic machines, materials and techniques to solve problems and answer questions. |
| 3.7.10.C | - Apply basic computer operations and concepts. |
| 3.7.10.B | - Apply appropriate instruments and apparatus to examine a variety of objects and processes. |

Essential Questions

- What is the correct technique for touch typing?
- What is the correct finger placement on the keyboard for each key?

Objectives

Student will:

- Operate the figure keys (top row) with correct technique by touch
- Operate the numeric keypad with correct technique by touch
- Key any symbol with correct technique by touch
- Key copy containing symbols, figures and words

Key Vocabulary and Definitions

- Touch typing - a method of keying without looking the keys. With touch typing, a typist relies on muscle memory and memorizing the location of the keys on the keyboard.
- Figure Keys - The number keys 0 - 9. Located on the top row and on the number pad on the right side of most keyboards.
- Symbol keys - Keys other than letters and numbers on the keyboard. They are primarily located on the top row and right side of the keyboard. Majority of symbol keys are on dual character keys and require the use of the shift key being held down while keying the symbol.

Unit Learning Activities

- Demonstrate the proper finger placement for all top row and keypad numbers and for symbol keys
- Dictate letters and numbers while students key
- Dictate symbols while students key
- Observe students as they complete practice drills and make necessary adjustments to students' keyboarding technique
- Dictate isolated figure and symbol combinations as students key
- Have students complete textbook drills using various numbers and symbols

Unit Resources

Keyboarding and Information Processing 21st Century Keyboarding and Information Processing

Assessments (Formative and Summative)

Formative Assessment:

- Observe students' posture and technique (correcting when necessary) on regular basis
- Review proper reaches for numbers and symbols as a class

Summative Assessment:

- Quiz—fill in the numbers and symbol keys on blank keyboard
- Given a document with a variety of numbers and symbols, have students key the document using proper technique

Curriculum Writer(s)

Michelle Brozusky

Board Approval Date

1_Keyboarding (Curriculum In Progress) Formatting memos

Unit Description

Learn to format memos properly

Standards

- | | |
|-----------------|--|
| 3.7.10.A | - Identify and safely use a variety of tools, basic machines, materials and techniques to solve problems and answer questions. |
| 3.7.10.C | - Apply basic computer operations and concepts. |
| 3.7.10.B | - Apply appropriate instruments and apparatus to examine a variety of objects and processes. |

Essential Questions

- What is the purpose of a memo?
- What are the standard parts of a memo?

Objectives

Students will be able to:

- Format simplified and standard memos
- Format memos from arranged and semi-arranged copy
- Identify all parts of a simplified and a standard memo

Key Vocabulary and Definitions

- Memo - Also called an interoffice memorandum, a written message used by employees within an organization to communicate with one another
- Standard Memo margins:
 - Top margin 2 inch
 - Side margin 1 inch
 - Bottom margin 1 inch
- Memo heading - includes who the memo is being sent to (TO:), who the memo is from (FROM:), the date the memo is sent (DATE:), and what the memo is about (SUBJECT:). Each section is separated by a double space

Example:

TO:
FROM:
DATE:
SUBJECT:

- Single Space - A formatting style that places one line of text directly below the previous line with no blank line between.
- Double Space - A formatting style that leaves a full empty blank line between each line of text
- Memo body - all paragraphs of the body of a memo begin at the left margin and are single spaced with a double space between paragraphs

Unit Learning Activities

- Explain the purpose of memorandums and the formatting of both a simplified and standard memo
- Identify all parts of a simplified and a standard memo
- Guide students through the steps of completing both memo formats by keying parts of memos along with students (using SMART board) highlighting the spacing between the parts of the memos
- Have students key both types of memos repetitively using activities from textbook
- Compare and contrast between the simplified and standard memo

Unit Resources

Keyboarding and Information Processing 21st Century Keyboarding and Information Processing

Assessments (Formative and Summative)

Formative Assessment:

- As a class, review the parts of both types of memos
- Observe students as they key a simplified and a standard memo from textbook and offer any help that is needed

Summative Assessment

- Students will format/key simplified and standard memos for evaluation using a rubric

Curriculum Writer(s)

Michelle Brozusky

Board Approval Date

1_Keyboarding (Curriculum In Progress) Formatting block letters and envelopes

Unit Description

Learn to format block letters and large and small envelopes properly

Standards

- | | |
|-----------------|--|
| 3.7.10.A | - Identify and safely use a variety of tools, basic machines, materials and techniques to solve problems and answer questions. |
| 3.7.10.C | - Apply basic computer operations and concepts. |
| 3.7.10.B | - Apply appropriate instruments and apparatus to examine a variety of objects and processes. |

Essential Questions

- What is the purpose of a personal-business letter and a business letter?
- When should a business letter be used instead of an email or a memo?
- What are the parts of a business letter?
- How do you properly address an envelope?

Objectives

Students will be able to:

- Format personal-business letters in block style
- Format business letters in block style
- Format large and small envelopes
- Format personal-business and business letters from arranged and semi-arranged copy
- Identify all parts of a personal-business and business letter
- Identify all parts of envelopes

Key Vocabulary and Definitions

- Block format letter - a letter format with a clean, formal layout. All lines are flush with the left margin, there are no indentations.
- Personal Business Letter - An informal letter written by an individual to a business, organization, or official.
- Business Letter - A formal letter used for professional communications between companies, organizations, clients, or individuals.
- Parts of a letter:
 - Return Address - the address of the person who is writing the letter.
 - Date - The date the letter is written
 - Letter Mailing Address - The address of the person or company being written to.
 - Salutation - The greeting of the letter (example: Dear)
 - Body - The message of the letter
 - Complimentary Close - The ending of the letter (example: Sincerely)
 - Name of the Writer - The originator of the letter.

Unit Learning Activities

- Explain the purpose and formatting of block personal-business and business letters, referring to textbook examples.
- Identify all parts of a block personal-business and business letters
- Guide students through the steps of completing both letter formats by keying parts of letters along with students (using SMART board)
- Guide students through the steps of completing envelopes by keying parts along with students (using SMART board)
- Have students key both types of letters and envelopes repetitively using activities from textbook
- Compare and contrast the differences in a personal-business letter and a business letter

Unit Resources

Keyboarding and Information Processing 21st Century Keyboarding and Information Processing

Assessments (Formative and Summative)

Formative Assessment:

- As a class, review the purpose and formatting of personal-business and business letters and how to format an envelope
- Observe students as they key and format letters and envelopes and offer any help when needed

Summative Assessment:

- Students will format/key personal-business and business letters and envelopes for evaluation using a rubric

Curriculum Writer(s)

Michelle Brozusky

Board Approval Date

1_Keyboarding (Curriculum In Progress) Formatting MLA style reports

Unit Description

Learn to format MLA style reports

Standards

- | | |
|-----------------|--|
| 3.7.10.A | - Identify and safely use a variety of tools, basic machines, materials and techniques to solve problems and answer questions. |
| 3.7.10.C | - Apply basic computer operations and concepts. |
| 3.7.10.B | - Apply appropriate instruments and apparatus to examine a variety of objects and processes. |

Essential Questions

- What are the parts of an MLA style report?
- What is the purpose of endnotes and footnotes in an MLA style report?

Objectives

Students will be able to:

- Format an MLA style report
- Format endnotes and footnotes in a report
- Format MLA style reports from arranged and semi-arranged copy
- Identify the parts of an MLA style report

Key Vocabulary and Definitions

- Margin - The blank space around the edges of the page. MLA style requires margins to be set to 1 inch.
- Double Space - A line spacing setting that leaves a full blank line between every line of text.
- Font - The style of the text characters. MLA style requires readable text in 12-point Times New Roman font.
- Indent - Shifting the starting line of a paragraph in from the margin. MLA paragraphs require a 0.5-inch indent made by using the Tab key.
- Center Align - Text positioning between the right and left margins used for the report's main title.
- Header - A small section at the top right of each page that includes the student's last name and page number
- Heading - Information in the top left corner of the first page listing the student name, instructor name, course title, and date.
- Works Cited Page - A separate page at the end of the report that lists every source in the report.
- Plagiarism - Using someone else's words or ideas as your own.
- Endnote - A reference placed at the end of a chapter or at the end of the text.
- Footnote - A reference placed at the bottom of the page where the note is located.

Unit Learning Activities

- As a class, brainstorm a list of work situations for which a report would be appropriate
- Examine with the students the model MLA report and explain the different parts and their formatting
- Have students start keying the model report as teacher observes and confirms/corrects the student's formatting

Unit Resources

Keyboarding and Information Processing 21st Century Keyboarding and Information Processing

Assessments (Formative and Summative)

Formative Assessment:

- As a class, review the purpose and formatting of an MLA style report to determine if students understand material
- Observe students as they key and format reports

Summative Assessment

- Students will format/key an MLA style report and will be evaluated using a rubric
- MLA report production tests—students given twenty minutes to complete reports to be graded using speed and accuracy (using timing chart for grade)

Curriculum Writer(s)

Michelle Brozusky

Board Approval Date

School Measles Preparedness and Response Plan

Applies to: Students, staff, parents/guardians, volunteers, and visitors

Effective Date: _____

School/District: Stroudsburg Area School District

Plan Coordinator: _____

School Nurse/Health Office: _____

Local Health Department: _____

Purpose

This plan establishes procedures to prevent, identify, and respond to suspected, confirmed, or exposed cases of measles within the school community.

The goals are to:

- Protect students, staff, families, and visitors.
- Identify possible measles cases quickly.
- Reduce opportunities for transmission.
- Coordinate promptly with public-health authorities.
- Identify individuals who may require exclusion, vaccination, post-exposure prophylaxis, or medical evaluation.
- Provide families and staff with timely, accurate information.
- Maintain student and employee confidentiality.

Recognizing Measles

Staff and families should be alert for:

- Fever, which may be high.
- Cough.
- Runny nose.
- Red or watery eyes.
- A red, blotchy rash that typically begins on the face/head and spreads downward over the body.

Measles can spread before the rash is recognized. A person with measles is generally considered infectious from **4 days before through 4 days after rash onset**, with the day the rash begins considered Day 0. ([CDC](https://www.cdc.gov/measles/))

Prevention and Preparedness

School Administration

Before a case occurs:

- Maintain current student immunization records as required by state law.
- Encourage staff to know their measles/MMR immunity status and locate vaccination records.
- Establish a process for quickly identifying students and staff who lack documented evidence of immunity if an exposure occurs.
- Maintain updated parent/guardian emergency contact information.
- Designate a private room with a closable door where a person with suspected measles can wait until they leave the building.
- Maintain an emergency communication plan for staff and families.
- Identify a primary and backup contact responsible for communicating with the local health department.
- Educate staff about measles symptoms and reporting procedures.
- Reinforce hand hygiene, respiratory etiquette, and staying home when ill.

Pennsylvania schools should be aware that students with vaccine exemptions may be excluded during an outbreak of a vaccine-preventable disease. ([Pennsylvania Government](#))

Response to a Student with Suspected Measles

If a student develops symptoms consistent with measles at school:

1. **Do not allow the student to remain in the classroom or other common areas.**
2. Provide a well-fitting mask to the student.
3. Move the student promptly to the school's designated private room with the door closed, away from other students and staff.
4. Limit the number of people who enter the room.
5. Notify the school nurse/health official and administrator immediately.
6. Contact the parent/guardian and arrange prompt pickup.
7. Advise the parent/guardian to **call the healthcare provider before arriving** at a medical office, urgent care, or emergency department and explain that measles is suspected. This allows the healthcare facility to take precautions to prevent exposing others. ([CDC](#))
8. Document where the student was present in the school, including classrooms, transportation, cafeteria, extracurricular activities, and other relevant locations.
9. Contact the local health department promptly for instructions regarding reporting, exposure assessment, exclusion, testing, and communications.
10. Do not independently identify the student to other families or staff.

Response to a Staff Member With Suspected Measles

A staff member who develops symptoms compatible with measles should:

- Immediately stop direct contact with students and staff.
- Put on a well-fitting mask.
- Notify their supervisor and the school health office.
- Leave the school as soon as safely possible.
- Contact their healthcare provider **before going to the healthcare facility** and report possible measles.
- Remain away from work until cleared to return under public-health/medical guidance.

Staff should not report to work when measles is suspected merely to be evaluated by the school nurse.

Confirmed Measles Case

Upon notification of a confirmed case, the administrator/designee will immediately coordinate with the local health department.

The response team will:

- Determine the person's infectious period.
- Develop a timeline of where the infected individual was present.
- Identify potentially exposed students, employees, volunteers, visitors, transportation contacts, and others as directed by public health.
- Review documentation of measles immunity.
- Identify individuals who may be at increased risk for serious illness.
- Follow public-health instructions concerning exclusion, post-exposure prophylaxis, monitoring, testing, and return to school/work.
- Issue exposure notifications approved or recommended by public health.
- Protect the confidentiality of the infected individual.

A person with measles should generally remain isolated through **4 days after rash onset**. Immunocompromised individuals may require a longer isolation period and should follow individualized medical/public-health guidance. ([CDC](#))

Managing Exposed Students and Staff

The school will work with public-health authorities to determine who meets the definition of an exposure and who has acceptable evidence of immunity.

Do not rely solely on a person's recollection of having been vaccinated when public health requires documentation. CDC outbreak guidance states that written documentation of vaccine dates should be used when determining presumptive immunity of exposed contacts. ([CDC](#))

Under Pennsylvania school guidance, exposed children and staff without proof of immunity may be excluded **from Day 5 after the first exposure through Day 21 after the last exposure**. All exclusion decisions should be made in consultation with the Pennsylvania Department of Health or local health department. ([Pennsylvania Government](#))

Individuals who receive immune globulin after an exposure may require a longer monitoring period; public health will determine the appropriate timeline. ([CDC](#))

Post-Exposure Actions

Individuals exposed to measles should contact their healthcare provider promptly.

For susceptible individuals, post-exposure prophylaxis may be an option:

- **MMR vaccine:** may be given within **72 hours of initial exposure** when medically appropriate.
- **Immune globulin (IG):** may be given within **6 days of initial exposure** for certain individuals, particularly people at increased risk or those who cannot receive MMR vaccine.

Healthcare providers and public-health officials should determine eligibility. Pregnant individuals, infants, and people with significant immune compromise should receive individualized medical guidance rather than attempting to determine vaccination eligibility themselves. ([CDC](#))

Parent/Guardian Responsibilities

Parents and guardians should:

- Review their child's vaccination records.
- Provide requested immunization documentation promptly.
- Monitor children for fever, cough, runny nose, red/watery eyes, and rash following a known exposure.
- Keep a child with suspected measles home.
- Notify the school nurse promptly if measles is suspected or diagnosed.
- Call the child's healthcare provider before taking a potentially infectious child into a healthcare facility.
- Follow exclusion and return-to-school instructions provided by public health.

- Inform the school if their child has received post-exposure MMR vaccine or immune globulin when requested for public-health follow-up.

Parents should contact their child's healthcare provider for medical advice, particularly if the child is an infant, pregnant, immunocompromised, or otherwise at increased risk.

Staff Responsibilities

All staff should:

- Know the major signs and symptoms of measles.
- Immediately refer a student with suspected symptoms to the school health office using the school's isolation procedure.
- Avoid unnecessarily moving a symptomatic student through the building.
- Maintain confidentiality.
- Follow public-health instructions regarding exposure monitoring or exclusion.
- Review their own measles immunity/vaccination documentation.
- Report possible measles symptoms or a diagnosis promptly to their supervisor.

Teachers and other staff should **not diagnose measles**. Their role is to recognize concerning symptoms, separate the potentially infectious person from others, and notify appropriate personnel.

School Nurse/Health Office Responsibilities

The school nurse or designated health professional will:

- Assess reports of possible measles while minimizing additional exposure.
- Arrange immediate separation of suspected cases.
- Notify administration.
- Coordinate with the local health department.
- Assist with reviewing immunization/immunity records.
- Maintain an exposure/contact list as directed by public health.
- Provide families and employees with approved information.
- Track exclusion and anticipated return dates.
- Coordinate return-to-school/work documentation when required.
- Maintain confidential health records.

Environmental Response

Because measles primarily requires an airborne-transmission response, **isolating the person and preventing further exposure are immediate priorities**.

Measles virus can remain infectious in the air or on surfaces for up to approximately **2 hours after an infected person leaves an area.** ([CDC](#))

After a suspected or confirmed case:

- Restrict access to affected areas as directed by public health.
- Consult the health department before deciding when an affected room should be reopened.
- Follow routine environmental cleaning and disinfection procedures.
- Clean frequently touched surfaces.
- Continue promoting handwashing and respiratory hygiene.
- Coordinate ventilation/HVAC decisions with facilities personnel and public-health guidance rather than improvising changes during an incident.

Communication with Families

When an exposure notification is necessary, communications should be coordinated with the local health department.

A parent/guardian notification should explain:

- That a measles exposure has been identified.
- The relevant exposure date(s).
- Symptoms to watch for.
- The monitoring period.
- What parents should do if symptoms develop.
- Who may need to provide vaccination/immunity documentation.
- Any public-health-directed exclusion requirements.
- Where families can obtain additional information.

Do not disclose the name, classroom, medical history, or other personally identifiable information of the infected individual unless disclosure is legally authorized and necessary.

Communication with Staff

Staff should receive:

- The exposure period and locations they need to know about.
- Instructions for determining/documenting immunity.
- Symptoms and monitoring instructions.
- Reporting procedures if symptoms develop.
- Work-exclusion requirements when applicable.

- Instructions not to disclose or speculate about the identity of the affected individual.

Return to School or Work

A person diagnosed with measles may generally return after the infectious period has ended—typically after completing isolation through the fourth day after rash onset—but the **local health department's instructions will control the school's response.**

Individuals who are immunocompromised may require longer isolation. ([CDC](#))

Exposed individuals who lack evidence of immunity must follow the exclusion period established by public-health authorities before returning.

Incident Response Team

For a suspected or confirmed case, activate the school's response team:

Administrator/Incident Lead: Principal

School Nurse/Health Lead: School Nurse

District Administration: Dr. Cosmas Curry

Communications Lead: Dr. Stacy Famoso

Facilities Lead: Mr. Nathan Strouse

Transportation Lead: Mr. Kevin Aul

Student Services/Special Education: Mrs. Lynda Hopkins

Local Health Department Contact: Monroe County Department of Health (570) 424-3020

The Incident Lead will maintain a written record of decisions and guidance received from public-health authorities.

Immediate Response Checklist

- Separate suspected case from others immediately.
- Provide a mask to the symptomatic individual if tolerated.
- Place individual in designated private room with door closed.
- Notify school nurse/health designee.
- Notify administrator.
- Arrange for student pickup or staff departure.
- Tell family/staff member to call healthcare provider before arriving for care.
- Contact local health department.
- Record dates, times, rooms, transportation, activities, and potential contacts.
- Review vaccination/immunity documentation.
- Identify potentially vulnerable exposed individuals with public-health assistance.

- Implement exclusion instructions from public health.
- Send approved staff/family communications.
- Restrict affected areas as directed.
- Document all actions and public-health instructions.
- Establish monitoring and return-to-school/work dates.

Pennsylvania Public-Health Coordination

For Pennsylvania schools, the Pennsylvania Department of Health specifically advises schools to contact their local Department of Health office or county/municipal health department **before acting in response to a known or suspected communicable disease**. Public health can assist with identifying high-risk individuals, appropriate actions, communications, treatment recommendations, and ongoing response. ([Pennsylvania Government](#))

This plan should be reviewed annually and whenever CDC, state, or local public-health guidance changes.

Approved by: _____

Date: _____

Next review date: _____

The key operational point is to avoid treating this as only an attendance or cleaning issue: **rapid isolation, immediate public-health notification, immunity verification, contact identification, and timely post-exposure decisions** are the core of the response. CDC identifies MMR vaccination as the best protection against measles. ([CDC](#))

For Pennsylvania implementation, the state also publishes school-specific measles guidance. [Pennsylvania measles guidance for schools and child care settings](#)