NEW MILFORD PUBLIC SCHOOLS
New Milford, Connecticut

Journalism II

October 2015

Approved by the Board of Education
November 2015

New Milford Board of Education

New Milford's Mission Statement

The mission of the New Milford Public Schools, a collaborative partnership of students, educators, family and community, is to prepare each and every student to compete and excel in an ever-changing world, embrace challenges with vigor, respect and appreciate the worth of every human being, and contribute to society by providing effective instruction and dynamic curriculum, offering a wide range of valuable experiences, and inspiring students to pursue their dreams and aspirations.

Journalism II

Journalism II is a semester course for students who wish to continue their studies in journalism. Emphasis in this course is on producing the school paper, *The Wave Review*, as well as writing and reporting school news on Wave TV. Students work with In Design and journalistic style guides and learn proofreading, editing, and story development. Students continue to critically examine electronic news media for topical concerns. All senior electives include the core text reading requirement and, in the fall semester, the "writing the college essay" assignment. Students may also choose to participate in the summer reading activity.

Pacing Guide

Unit #	Title	Weeks	Pages
1	The Interview Process	2	7-9
2	Feature Writing & Sports Writing	2-3	10-12
3	Editorial Journalism	2-3	13-15
4	Film, Music, Book Reviews	2-3	16-18
5	Designing an Effective Article Page on the WAVE Review Website	2-3	19-21
6	Journalism and Social Media	2-3	22-24
7	Editorial Writing about Current Events	2-3	25-27

Standards Key

RL – Reading Literature Standard

RI – Reading Informational Texts Standard

L – Language Standard

SL – Speaking and Listening Standard

W – Writing Standard

New Milford Public Schools

Committee Member(s): Rick Casagrande & Ashley Gomes Unit 1: The Interview Process	Course/Subject: Journalism II Grade Level: 10-12 # of Weeks: 2

Identify Desired Results
Common Core Standards

- RI.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- SL.11-12.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
- W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- W.11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

Enduring Understandings Generalizations of desired understanding via essential questions (Students will understand that …)	Essential Questions Inquiry used to explore generalizations
- Interviewing is a process - A good interviewer crafts thoughtful, focused questions - Interview questions must generate a variety of perspectives on the issue at hand - The interviewer should create questions that the interviewee feels comfortable and compelled to answer - An interviewer must maintain proper etiquette	- How does an interviewer craft thoughtful and focused questions? - How does an interviewer make the interviewee feel comfortable and compelled to answer questions, while generating a variety of perspectives on an issue? - How does an interview choose an appropriate person to interview for a chosen topic? - How does an interviewer maintain a proper etiquette?

Expected Performances
What students should know and be able to do

Students will know the following:
- how to conduct meaningful research
- how to collaborate effectively with group members
- how to generate interview questions
- how to record questions via note taking and recording devices

Students will be able to do the following:

- Survey a variety of online, print, and broadcast media news sources
- Work with group members in order to conduct research
- Create effective and appropriate interview questions
- Transcribe an interview through note taking and recording devices
- Create and compose an article through question and answer format

Character Attributes

- Cooperation
- Integrity
- Respect

Technology Competencies

- Use of Google Docs
- Use of recording devices

Develop Teaching and Learning Plan

Teaching Strategies:	Learning Activities:
- Have students watch Katie Couric's YouTube video "On How to Interview" - Hold group discussions about effective interviews, maintaining composure during an interview, and overcoming nerves before and during an interview - Provide students with the opportunity to generate their chosen topic - Provide examples of good and bad interviews	- View Katie Couric's YouTube video and take detailed notes - Participate in whole-class group discussion - Generate possible topic choices for an interview, narrow down choices, and determine final topic and person to interview - View various examples of good and bad interviews - Work with classmates to peer edit interview questions - Record interview notes - Create a Q & A format article

Assessments

Performance Task(s) Authentic application to evaluate student achievement of desired results designed according to GRASPS (one per marking period)	Other Evidence Application that is functional in a classroom context to evaluate student achievement of desired results
Goal: Generate an effective interview with a person about a specific topic Role: Interviewer for a magazine (i.e. *Time, The New Yorker, Rolling Stone*) Audience: Readers of selected magazine Situation: Interview Product or Performance: Generate an article with an introduction, Q & A questions, and conclusion	- Whole-Class discussion participation - Conduct during interview - Annotations of required video

Standards for Success: NMHS Common Core Journalism rubric	

Suggested Resources

- Journalism I textbook
- Various print and non-print news sources
- iConn.org, npr.org, cnn.org, etc.
- High School Journalism - www.schooljournalism.org
- Katie Couric On How to Conduct a Good Interview https://youtu.be/4eOynrI2eTM
- http://www.schooljournalism.org/interviewing-tips/

New Milford Public Schools

Committee Member(s): Rick Casagrande & Ashley Gomes Unit 2: Feature Writing & Sports Writing	Course/Subject: Journalism II Grade Level: 10-12 # of Weeks: 2-3

Identify Desired Results
Common Core Standards

- RI.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- SL.11-12.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
- W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- W.11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

Enduring Understandings Generalizations of desired understanding via essential questions (Students will understand that …)	Essential Questions Inquiry used to explore generalizations
- Sports writing is information driven - An inherent interest in a sport is not required to write a good sports article - Athletes/coaches must be interviewed to give an article purpose - Feature writing takes appropriate time and research - Deadlines must be appropriately met	- What makes a good feature article? - How does the journalist know what athlete/person of relevance to interview? - What should the writer do to constantly improve on the article until it's the best it can be?

Expected Performances
What students should know and be able to do

Students will know the following:
- how to conduct meaningful research
- how to collaborate effectively with group members
- how to generate relevant questions
- how to record relevant information about sporting events

Students will be able to do the following:

- Survey a variety of online, print, and broadcast media news sources
- Work with group members in order to conduct research
- Create effective and relevant interview questions
- Take appropriate notes while conducting the interview
- Craft a feature piece on an athlete or a relevant topic within the school

Character Attributes

- Cooperation
- Professionalism
- Respect
- Integrity

Technology Competencies

- Use of Google Docs
- Use of recording devices

Develop Teaching and Learning Plan

Teaching Strategies:	Learning Activities:
- Have students read articles from popular newspapers and sports magazines - Provide examples of biased and unbiased articles - Clarify the different types of sports writing and provide examples (advance story, game story, post-game story)	- Participate in whole-class group discussion - View and analyze Sports Illustrated, ESPN, New York Times, and other large publications - Work with partners to generate article ideas - Attend a school sporting event, or watch a professional/collegiate level event at home - Record notes throughout the event in order to produce a game story

Assessments

Performance Task(s) Authentic application to evaluate student achievement of desired results designed according to GRASPS (one per marking period)	Other Evidence Application that is functional in a classroom context to evaluate student achievement of desired results
Goal: Generate a sports feature on an athlete or a team Role: Journalist, interviewer Audience: Teacher, classmates Product or Performance: Completed feature article, peer edited Standards for Success: NMHS Common Core Journalism rubric	- Whole-Class discussion participation - Interview conduct - Research prior to sporting event

Suggested Resources

- Journalism I textbook
- Various print and non-print news sources
- iConn.org, npr.org, cnn.org, etc.
- High School Journalism - www.schooljournalism.org
- Katie Couric On How to Conduct a Good Interview - https://youtu.be/4eOynrI2eTM
- http://www.schooljournalism.org/interviewing-tips/

New Milford Public Schools

Committee Member(s): Rick Casagrande & Ashley Gomes Unit 3: Editorial Journalism	Course/Subject: Journalism II Grade Level: 10-12 # of Weeks: 2-3

Identify Desired Results
Common Core Standards

- RI.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- SL.11-12.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
- W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- W.11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

Enduring Understandings Generalizations of desired understanding via essential questions (Students will understand that …)	Essential Questions Inquiry used to explore generalizations
- Editorials include interpretation, criticism and persuasion, and entertainment - There are guidelines for writing editorials - An editorial page can include letters to the editor, cartoons, and a statement of policy	- How can a journalist have an opinion while maintaining professionalism? - What are the guidelines for writing an effective editorial column? - What are the similarities/differences between an editorial and argumentative writing? - In what mediums are editorials delivered?

Expected Performances
What students should know and be able to do

Students will know the following:
- how to conduct meaningful research
- how to collaborate effectively with group members
- how to effectively write an argument
- how to research the opposing side of an argument
- how to interpret, criticize, and entertain through the use of an editorial

Students will be able to do the following:

- Survey a variety of online, print, and broadcast media news sources
- Work with group members in order to conduct research and create an editorial project
- Research an issue of contention
- Present both sides of an argument for the purposes of debate

Character Attributes

- Respect
- Professionalism
- Integrity

Technology Competencies

- Use of Google Docs
- Viewing of news programs with debates
- Recording of a debate through a podcast

Develop Teaching and Learning Plan

Teaching Strategies:
- Provide students with editorials in newspapers
- Provide students with editorial articles with different viewpoints on a similar subject
- Review the elements of argumentative writing
- Hold group discussions about a current issue as practice for editorial writing

Learning Activities:
- Participate in whole-class group discussion
- Close reading and annotations on the Editorial chapter in the textbook
- Annotations on the news program
- Complete a short editorial piece on a teacher-generated topic
- Work with a partner to decide a topic to debate
- Create a script to read during recording of podcast
- Record podcast with debate partner

Assessments

Performance Task(s) Authentic application to evaluate student achievement of desired results designed according to GRASPS (one per marking period)	Other Evidence Application that is functional in a classroom context to evaluate student achievement of desired results
Goal: Record a podcast that serves as an editorial debate between two students Role: Journalist, researcher, debater Audience: Teacher, class, subscribers Product or Performance: Students will research a topic and prepare a back and forth script to be read and recorded on a podcast Standards for Success: NMHS Common Core Journalism rubric	• Whole-Class discussion participation • Student generated research • Annotations of textbook, news programs • Professionalism during podcast

Suggested Resources	

- Journalism I textbook
- Various print and non-print news sources
- iConn.org, npr.org, cnn.org, etc.
- High School Journalism - www.schooljournalism.org
- Katie Couric On How to Conduct a Good Interview - https://youtu.be/4eOynrI2eTM
- http://www.schooljournalism.org/interviewing-tips/

New Milford Public Schools

Committee Member(s): Rick Casagrande & Ashley Gomes Unit 4: Film, Music, Book Reviews	Course/Subject: Journalism II Grade Level: 10-12 # of Weeks: 2-3

Identify Desired Results
Common Core Standards

- RI.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- SL.11-12.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
- W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- W.11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

Enduring Understandings Generalizations of desired understanding via essential questions (Students will understand that …)	Essential Questions Inquiry used to explore generalizations
- Reviewing media is largely opinion-based - Good reviews include a thoughtful analysis on the subject matter - Any opinion isn't inherently interesting or thought-provoking - Reviews reach a large audience and therefore must be approached in a professional an insightful manner	- What makes reviews interesting and readable? - How to ask and the answer the right questions to write reviews? - What makes someone qualified to write a review of an album, movie, or book? - What makes a successful album, movie, or book review?

Expected Performances
What students should know and be able to do

Students will know the following:
- how to conduct meaningful research
- how to collaborate effectively with group members
- how to listen, watch, or read for the intent of writing a review
- Key terms and concepts including: anecdote, character development, plot progression, fluidity

Students will be able to do the following:

- Survey a variety of online, print, and broadcast media news sources
- Work with group members in order to conduct research and create a presentation
- Listen to an album or watch a movie for the first time with the intent to review
- Address questions of concern within the chosen piece of media
- Provide analysis as to what makes the album/film/book strong/weak?

Character Attributes

- Professionalism
- Integrity

Technology Competencies

- Use of Google Docs
- Reading movie, book, and album review blogs
- Watching Ebert and Roeper film review
- Watching a YouTube channel strictly for album reviews
- Watching/listening to movie/album

Develop Teaching and Learning Plan

Teaching Strategies:	Learning Activities:
- Read the Reviews chapter of the textbook with focus - Generate questions to address in a media review - Provide students with examples of film, music, and book reviews - Provide time to watch a movie in class for the purpose of reviewing - Assign homework to listen to an album on YouTube	- Participate in whole-class group discussion - Analyze a variety of media reviews - Group work to generate questions to address when writing a review - Watch a movie while taking notes to be used in a review assignment - Share one paragraph reviews of a personal favorite movie with classmates for the purpose of peer editing - Complete an individual review of a book, movie, or album

Assessments

Performance Task(s) Authentic application to evaluate student achievement of desired results designed according to GRASPS (one per marking period)	Other Evidence Application that is functional in a classroom context to evaluate student achievement of desired results
Goal: Students will watch a movie, listen to an album, or read a book of their choice for reviewing purposes Role: Journalist, reviewer Audience: Teacher, interested readers Product or Performance: Students will write a thorough and complete review of a	- Whole-Class discussion participation - Annotations from other reviews in class - Short, one-paragraph review of a favorite movie - Completion of homework/class work assignments

type of media that they watched, listened, or read for the first time, complete with a recommendation for their readers Standards for Success: NMHS Common Core Journalism rubric	

Suggested Resources

- Journalism I textbook
- Various print and non-print news sources
- iConn.org, npr.org, cnn.org, etc.
- High School Journalism - www.schooljournalism.org

New Milford Public Schools

Committee Member(s): Rick Casagrande & Ashley Gomes Unit 5: Designing an Effective Article Page on the WAVE Review Website	Course/Subject: Journalism II Grade Level: 10-12 # of Weeks: 2-3

Identify Desired Results

Common Core Standards

- RI.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- SL.11-12.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
- W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- W.11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

Enduring Understandings Generalizations of desired understanding via essential questions (Students will understand that …)	Essential Questions Inquiry used to explore generalizations
- The design of a page on a website is crucial to reader's response(s) - Information on a webpage should be prioritized by importance - The design of a webpage should be aesthetically pleasing - The most common method of design layout is the grid method - The use of photos should enhance the author's overall purpose for writing	- How does the design of a page on a website enhance the reader's overall response to the subject matter? - How should information be presented on a webpage? - What should the overall design of the webpage evoke from the reader? - Why is the grid method the most common design layout for publications? - How does the use of photos enhance the author's purpose for writing?

Expected Performances
What students should know and be able to do

Students will know the following:
- how to conduct meaningful research
- how to collaborate effectively with group members
- the grid method of newspaper design for print and online publications
- how color, font, layout, column size and photos impact reader response
- the elements of a news article: photo, headline, cutline, story, pull quotes, subheads, bylines

Students will be able to do the following:
- Survey a variety of online, print, and broadcast media news sources
- Work with group members in order to conduct research
- Create a page on the WAVE Review website using the grid method of layout and incorporating the elements of an article

Character Attributes

- Cooperation
- Integrity
- Respect
- Responsibility

21st Century Skills: collaboration, critical thinking, digital citizenship

Technology Competencies

- Use of Google Docs
- Online research

Develop Teaching and Learning Plan

Teaching Strategies:	Learning Activities:
• Facilitate group discussions about the elements of an article both online and in print • Provide computer time to complete the online classroom activity about article design • Provide several examples of articles both in print and online to facilitate discussion about various elements of design • Demonstrate the various elements of an article through various examples • Provide computer time to publish an article to the WAVE Review site	• Participate in whole-class group discussion • Complete the online classroom activity about the origins and foundations of design found on the following link: http://timharrower.com/tutorial/index.html • Research, define and apply the elements of an article: photo, headline, cutline, story, pull quotes, subheads, bylines • Write an article and publish it to the WAVE Review website

Assessments

Performance Task(s) Authentic application to evaluate student achievement of desired results designed according to GRASPS (one per marking period)	Other Evidence Application that is functional in a classroom context to evaluate student achievement of desired results
Goal: Demonstrate understanding of article design on an online news publication Role: Journalist Audience: New Milford High School community Product or Performance: Students will research a topic (either given by the teacher or of their own choice) and write an article about this topic. Each student will publish their article to the WAVE Review website using their knowledge of article design for an online site. Standards for Success: NMHS Common Core Journalism rubric & Teacher-made rubric for online publications	• Whole-Class discussion participation • Completion of homework assignments • Research and written assignments

Suggested Resources

- Journalism I textbook
- Various print and non-print news sources
- iConn.org, npr.org, cnn.org, etc.
- High School Journalism - www.schooljournalism.org
- http://www.schooljournalism.org/journalism-design-skills/
- Story Design: Step by Step - http://timharrower.com/tutorial/index.html
- Award Winning Newspaper Designs - http://www.smashingmagazine.com/2008/02/11/award-winning-newspaper-designs/
- Web Toolbox- http://www.lightsphere.com/dev/

New Milford Public Schools

Committee Member(s):	Course/Subject: Journalism II
Rick Casagrande & Ashley Gomes	Grade Level: 10-12
Unit 6: Journalism and Social Media	# of Weeks: 2-3

Identify Desired Results
Common Core Standards

- RI.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- SL.11-12.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
- W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- W.11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

Enduring Understandings Generalizations of desired understanding via essential questions (Students will understand that …)	Essential Questions Inquiry used to explore generalizations
- Journalists in the 21st century use social media to spark interest about a given subject or topic. - Journalists in the 21st century generate ideas from the public about possible article topics. - Social media allows journalists to quickly provide information about a topic to the public. - Journalists in the 21st century use a variety of various sources to provide information to the public in a means other than words. - Journalists in the 21st century are able to become global and digital citizens in order to easily reach people all over the world.	- What sites are available to journalists to present information about a topic? - How can journalist research information and generate ideas based on public opinions found on social media? - How does a journalist create an effective piece to spark interest in the reader/viewer? - What does it mean to be a "global citizen" and a "digital citizen"?

Expected Performances
What students should know and be able to do

Students will know the following:
- how to conduct research
- how to collaborate effectively with group members
- various social media sites about for their use such as: Tumblr, Twitter, Facebook, Instagram, WordPress, Google+, Pinterest, etc.

Students will be able to do the following:
- Survey a variety of online, print, and broadcast media news sources
- Work with group members in order to conduct research and create a presentation
- Present research about a topic in a variety of different ways through social media sites

Character Attributes

- Cooperation
- Integrity
- Respect
- Responsibility

21st Century Skills: collaboration, critical thinking, digital citizenship

Technology Competencies

- Use of Google Docs
- Various social media sites including: Tumblr, Twitter, Facebook, Instagram, WordPress, Google+ and Pinterest

Develop Teaching and Learning Plan

Teaching Strategies:
- Provide students with the article "How a Journalist Uses Social Media" from Forbes.com by Dan Schawbel
- Provide a variety of various reputable news sources and their social media sites (see several links in suggested resources)
- Hold group discussions about digital citizenship and global citizenship
- Have students create online school-appropriate accounts for various social media sites
- Monitor to ensure appropriate use of social media sites

Learning Activities:
- Participate in whole-class group discussion
- Read and annotate the Forbes.com article about Journalists and Social Media
- Research and annotate the differences between the provided social media sites that various news sources uses and the effectiveness of each, as well as the pros and cons to each site
- Research a chosen topic and present this information on a minimum of one social media site

Assessments

Performance Task(s) Authentic application to evaluate student achievement of desired results designed according to GRASPS (one per marking period)	Other Evidence Application that is functional in a classroom context to evaluate student achievement of desired results
Goal: To present a researched topic on a social media site Role: Online Journalist Audience: The World Product or Performance: Students will research a topic of choice and present this information on a social media platform, understanding that anyone can see the information that they put online. A link to this information can be added to the WAVE Review site. Standards for Success: NMHS Civic and Social rubric	• Whole-Class discussion participation • Annotations of article • Appropriate use of social media

Suggested Resources

- Various print and non-print news sources
- iConn.org, npr.org, cnn.org, etc.
- High School Journalism - www.schooljournalism.org
- http://www.forbes.com/sites/danschawbel/2011/10/24/how-a-journalist-uses-social-media/
- CNN Breaking News on Twitter.
- Top 50 Sportswriters to follow on Twitter.
- The New York Times on Pinterest
- The Washington Post's Facebook Page
- The Associated Press on Twitter
- NPR on Instagram
- The New York Times on Google+
- The Twitter Media Blog
- NewsWhip's Spike Blog
- Steve Buttry is a reporter for Digital First Media who maintains a WordPress about all things journalism.

New Milford Public Schools

Committee Member(s): Rick Casagrande & Ashley Gomes Unit 7: Editorial Writing about Current Events	Course/Subject: Journalism II Grade Level: 10-12 # of Weeks: 2-3

Identify Desired Results

Common Core Standards

- RI.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- SL.11-12.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
- W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- W.11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

Enduring Understandings Generalizations of desired understanding via essential questions (Students will understand that …)	Essential Questions Inquiry used to explore generalizations
- The topic choice must be relevant timely, and prominent - Current events writing can be bias, and not objective, so it is important to understand our own views of an issue.	- How is a particular current event affecting our society? - How has a particular current event been previously portrayed in the media? - What is the background knowledge needed to present a current event?

Expected Performances
What students should know and be able to do

Students will know the following:
- How to conduct research
- Work with group members
- How to engage in meaningful and constructive conversations
- How to write an editorial

Students will be able to do the following:
- Survey a variety of online, print, and broadcast media news sources
- Conduct effective research
- Generate effective conversations with a group about possible topics for writing
- Write an editorial about a current event topic

Character Attributes

- Cooperation
- Integrity
- Respect
- Responsibility

21st Century Skills: collaboration, critical thinking, digital citizenship

Technology Competencies

- Use of Google Docs
- Online research

Develop Teaching and Learning Plan

Teaching Strategies:	Learning Activities:
- Review how to write an editorial by providing examples and an explanation of this type of article/writing - Generate discussions about current events happening locally, statewide, nationally and worldwide - Provide time for students to research topics - Guide students through the writing process	- Participate in whole-class group discussion - Read various editorial articles in order to review how to write an editorial - Work with a group (or team) to conduct research about a topic - Brainstorm, draft, write, edit, and publish a final editorial article about a chosen current event

Assessments

Performance Task(s) Authentic application to evaluate student achievement of desired results designed according to GRASPS (one per marking period)	**Other Evidence** Application that is functional in a classroom context to evaluate student achievement of desired results
Goal: Publish an editorial about a current event to the WAVE Review site Role: Journalist Audience: NMHS student body Product or Performance: Students will work through the writing process in order to create a published editorial about a current event. Students will brainstorm a topic through group discussions, draft an article, write their article, edit with peers and teacher, write a final draft, and finally publish their article to the WAVE Review site. Standards for Success: NMHS Common	- Whole-Class discussion participation - Group research - Annotations of various articles

Core Journalism rubric	

Suggested Resources

- Journalism I textbook
- Various print and non-print news sources
- iConn.org, npr.org, cnn.org, etc.
- High School Journalism - www.schooljournalism.org