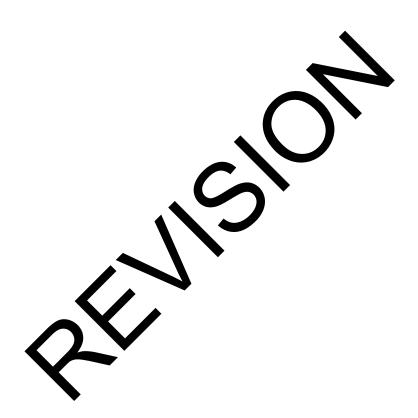
NEW MILFORD PUBLIC SCHOOLS

New Milford, Connecticut



October 2020



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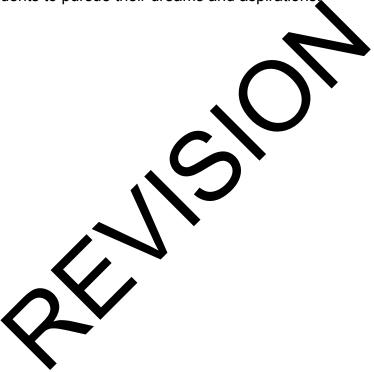
Mrs Catherine Calabrese

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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 I CP

10-12

Journalism I is a semester course for students interested in learning about the importance of journalism and the media today. Students will practice journalistic writing for a variety of areas including news, editorials, profiles, sports, and feature writing. Emphasis is placed on editing, format and accurate content. Students practice interviewing and research including fact checking, ethics, copyright and journalism law. Additionally, students discuss current changes brought about through social media. Students are expected to read books and articles written by journalists as well as contribute articles to the Wave Deview and other public media outlets.

Pacing Guide

Unit #	Title	Weeks	Pages
1	Journalism Fundamentals	6	7-13
2	Objective Journalism	6	14-20
3	Diverse Perspectives in Journalism	6	21-26

UNIT I: Journalism Fundamentals

Stage 1 Desired Results

ESTABLISHED GOALS

CCSS.ELA-LITERACY.RH.11-12.2

Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

CCSS.ELA-LITERACY.SL.11-12.1.A

Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

CCSS.ELA-LITERACY.W.11-12.3

Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

CCSS.ELA-LITERACY.W.11-12.3.A

Engage and orient the reader by setting out a problem, situation, or

Transfe

Students will be able to independently use their learning ...

- Determine the central ideas of newly e countered nowfiction texts
- Provide accurate summaries of nonfiction texts
- Write narratives to develop real experiences or vents using effective technique, well-chosen details, and well-structured event sequences
- Develop and strengthen wrong ing but noing, revising, editing, rewriting, or trying a new approach
- Focus on what is most synificant for a specific purpose and audience while writing

Meaning

UNDERSTANDIN

Students will under and the c...

- surns em is nonfiction writing that uses a valuety of techniques to inform, entertain, and persurde readers
- journalists write various types of articles/stories including news, features, sports, opinion, etc.
- journalism contains various genres
- journalism is published through a variety of print and electronic media such as newspapers, magazines, books, blogs, webcasts, podcasts, social networking and

ESSENTIAL QUESTIONS

Students will keep considering...

- What is journalism?
- What are the goals of journalism?
- What types of writing do journalists do?
- Who are journalists responsible to?
- How has journalism changed over time?

observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

CCSS.ELA-LITERACY.W.11-12.3.B

Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

CCSS.ELA-LITERACY.W.11-12.5

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.

- social media sites, and e-mail as well as through radio, motion pictures, and television.
- journalists are responsible to a number of people including the public, local communities, publishers, etc.
- the craft of journalism has evolved over time
- the internet has had a significant impact on the industry.

AL VISIL M

tudents will be skilled at...

Students will know...

- the types of stories journalists write
- the media types used by jour ralists
- the basic guiding principles and this of journalism
- what a feature articles

- determining the central idea of a piece of journalism
- accurately summarizing a piece of journalism
- interviewing fellow students
- writing a feature article to develop a real event, person, or experience
- engaging the reader
- using well-chosen details, and well-structured event sequences
- using the writing process to develop and strengthen writing.

		Stage 2 – Evidence
Code	Evaluative Criteria	Assessment Evidence
		PERFORMANCE TASK(S):
	Students choose a topic for their feature and perform	Goal/challenge:
T, M, A	necessary background research (students use hyperlinks to source material in their final feature to	Your school's student-run newspaper The Wave Review needs content!
	cite their sources)	Role for student:
		You are a reporter for The Volve Review
Т	Students use storytelling techniques to engage and	
	entertain readers	Audience for student wesk:
		Students at NMAS
Т	Students use well-structured event sequences and	
	well-chosen details to develop their topics	Situation
		Your school student-run newspaper is in need of fresh content! They are
Т	Students draft, confer, and revise writing throughout	looking for Feature Articles for the digital publishing of the following sections:
	the process.	S. ort ∠nte tainment, and Lifestyle.
Α	Students share their writing with their peers.	P. ducts and performances generated by student:
		You ill write a feature article about a topic of your choice. You should write
Α	Students offer and receive respectful writing feed. ck.	about a person, an event, or experience that will appeal to readers at NMHS.
		Remember that feature articles contain a storyline and have entertainment
T	Students produce a final, polished piece they an submit to <i>The Wave Review</i> for digital publication	value. Instead of reciting plain facts, they go in-depth into a topic.
		Standards/criteria for judging success:
		Students writes an original feature article that:
		 includes background research from at least 2 sources (hyperlinked in the text)
		- uses detail to create vivid descriptions
		- uses quotations from personal interviews
		- uses well-structured event sequences
		- maintains a tone appropriate to the audience and goals of the piece

OTHER EVIDENCE:
Students will show they have achieved Stage 1 goals by
Collaborative projects
Close reading of various mentor texts
Slideshow presentations
Participation in small-group and whole-group discussions
Completion of in-class writing assignments and activities
Brainstorming
Daily journaling in writer's notebook
Participation in all aspects of the writing process, with focus on the writer's
workshop
Production of polished riting

	Stage 3 – Learning Plan	
Code	Pre-Assessment	
M	Students will respond in their notebooks, and in a class discussion, to the essential question- "What is Journalism?" Encourage students to list all of the types of journalism media they have seen, shared, and loved. Ask students to list the places they find journalism. Finally, introduce essential questions for the unit and briefly discuss the culminating performance task and learning objectives.	
	Summary of Key Learning Events and Instruction Student success at transfer meaning and acquisition depends on	Progress Monitoring
M	Teacher activates prior knowledge by asking students to define journalism. What do you already know about journalism? What is an example of good journalism?	St. vo. deve journalism in their own words and select an article to share with the class that exemplifies good journalism. Students write a summary of the article they chose and explain why they think it is a representation of gor a journalism. Students share their ideas with the class
А	Teacher uses student responses and own knowledge to concruct a working definition of journalism that is shared with students	Students revisit their chosen article and respond to the following: Is the piece still considered journalism based on our new definition?
M, A	Teacher reviews the goals or <u>principles of journalism:</u> steking thath, reporting accurately, verification, minimizing harm, estim independently, accountability/transparency, etc.	Students read an article of their choice looking for evidence of the principles of journalism
M, A	Teacher reviews different article two and a scusses the difference in author's purpose (news, feature, sport), opinion/editorials, columns, reviews, etc.)	Students explore two different media publications and make a list of the types of stories they found (news, sports, opinion, entertainment, etc), and the types of media used (print, visual, audio, video, etc) in each publication.
А	Teacher introduces different journalism genres (news, culture, entertainment, investigative, gonzo, citizen)	Students work in small groups to teach each genre to the class. Each group researches a different genre in order to define it, and creates a slideshow to teach their findings to the class.
А	Teacher defines "feature writing" for students. Teacher uses a number of model texts to show students what feature writing is.	Students explore the example features provided by the teacher, and choose one to read closely. Students make a list

		of narrative techniques and great moves used by the writer that they notice- they share out their findings.
A	Teacher compiles a list of narrative techniques and great moves students noticed in their chosen mentor text and shares it with students. Teacher reviews GRASP (write a feature article about a topic of your choice).	Students choose a topic for their own original feature story and start drafting their idea
M, A	Teacher uses mentor texts to show students that the best feature writers know what they are talking about and do their research. They also use hyperlinks to cite their sources.	Students perform necessary background research for their feature stories, continue drafting, and embed hyperlinks to their sources in their writing.
М, А	Teacher shows the students how to perform interviews to learn more about your topic	Sturents pendim necessary interviews for their features. Sidely's continue drafting
А	Teacher uses mentor texts to show students that the best feature writer use well-structured event sequences and well-chosen details to develop their topics	Students revisit their drafts paying close attention to their actured event sequences and details
Т	Teacher reminds students that feature writers use narrative techniques to engage and entertain their readers. Teacher chooses minits sons a needed by the students.	Students draft, confer, and revise writing throughout the process. They prepare their final, digital drafts to be sent to <i>The Wave Review</i> (optional).

Recommended Resources:

<u>American Press Institute</u>

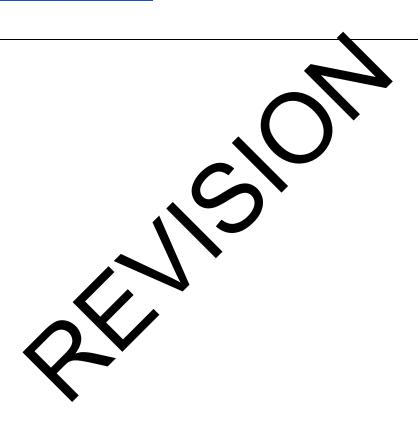
TED: Journalism Talks

Pew Research Center: Journalism

NPR.org

American Public Media

A Masterclass in Narrative Nonfiction, Ben Rawlence



Stage 1 Desired Results

ESTABLISHED GOALS

CCSS.ELA-LITERACY.RH.11-12.5

Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.

CCSS.ELA-LITERACY.RH.11-12.3

Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

CCSS.ELA-LITERACY.SL.11-12.1.C

Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

CCSS.ELA-LITERACY.W.11-12.2

Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

Transfer

Students will be able to independently use their learning to...

- Analyze in detail how a complex primary source is structured
- Evaluate various explanations for actions or events
- Conduct research to answer a question or solve a proximal
- Select the most significant and relevant facts when relaying information
- Write informative texts to convey information cit. vly and accurately
- Establish and maintain a formal style and objective and

Meaning

UNDERSTANDINGS

Students will understand that...

- objectivity is a method the journalist is not objective, his method are)
- a number of factors man people, events or ideas no rswo div
- reporters the specific strategies to report
- e prore pectives included in your news who ng, the closer you get to accuracy and fairne
- there are a number of ways to determine credibility of your sources
- news writers organize information from most important to least important.

ESSENTIAL QUESTIONS

Students will keep considering...

- What is objectivity in news writing?
- What makes something newsworthy?
- How can I report what I see accurately?
- Where can I find accurate information?
- How do news writers determine the importance of information?
- How do news writers organize information?
- How can I avoid bias?

CCSS.ELA-LITERACY.W.11-12.2.B

Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

CCSS.ELA-LITERACY.WHST.11-12.1.D

Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

Acquisition

Students will know...

- The 5 W's (who, what, when, where, why)
- How to craft a lede, nut graf and headline
- Inverted pyramid news story organization
- AP style basics

Students will be skilled at...

- analyzing in detail how a complex news story is structured
- evaluating various explanations for actions or events and determining which explanation best accords with textual evidence
- propeling conversations by posing and responding to questions that probe reasoning and vidence
- promoting divergent and creative perspectives conveying information clearly and accurately through the effective selection, organization, and analysis of content
- selecting the most significant and relevant facts
- establishing and maintaining a formal style and objective tone while attending to the norms and conventions of news writing.

PERFORMANCE TASK(S): T Students attend and observe closely an event that is newsworthy and take notes about what they see, hear, experience. A Students conduct interviews with other participants and take notes Students select the most significant and relevant facts and decide how to organize their information using the inverted pyramid method A Students establish and maintain a formal tone throughout their news story M Students aim for accurate and fair representation of the events covered A Students draft, confer, and revise writing throughs the process. A Students share their writing with the peen the process. A Students offer and receive respectful means, feedback. T Students produce a final, polished piect they can submit to the NewsTimes publication (optional) PERFORMANCE TASK(S): Goal/challenge: Write a news story for the New Milford Audience for student: You are a citizen reporter it New Milford Audience for student. Your local community Your local community Situation: The locate every aper is oliciting news stories. Cover an event and submit your story for publication. The locate every aper is oliciting news stories. Cover an event and submit your story for publication. The locate every aper is oliciting news stories. Cover an event and submit your story for publication. The locate every aper is oliciting news stories. Cover an event and submit your story for publication. The locate every aper is oliciting news stories. Cover an event and submit your story for publication. The locate every aper is oliciting news stories. Cover an event and submit your story for publication. The locate every aper is oliciting news stories. Cover an event and submit your story for publication. The locate every aper is oliciting news stories. Cover an event and submit your story for publication. The locate every aper is oliciting news stories. Students and review and fair representation of the every for the local newspaper. It can be a sporting event, and fair representation of the event accurately and	Code	Evaluative Criteria	2 – Evidence Assessment Evidence
newsworthy and take notes about what they see, hear, experience. A Students conduct interviews with other participants and take notes Students select the most significant and relevant facts and decide how to organize their information using the inverted pyramid method A Students establish and maintain a formal tone throughout their news story M Students aim for accurate and fair representation of the events covered A Students draft, confer, and revise writing throughout the process. A Students share their writing with the peel A Students offer and receive respectful writing, feedback. T Students produce a final, polished piete they can Write a news story for the New Milford NewsTimes Role for students Your local community A dience for students Your local community Situation: The local news aper is obliciting news stories. Cover an event and submit your story for pru lication. Photose any performances generated by student: Choose any vent to cover for the local newspaper. It can be a sporting event, can munity event, art (play or exhibition), or anything that you witness that is news worthy. Write a 500 word news story that captures the event accurately and fairly. Standards/criteria for judging success: Student employs: - The 5 W's (who, what, when, where, why) - A well-written lede, nut graf and headline - Inverted pyramid news story organization - Varied perspectives from multiple witnesses			PERFORMANCE TASK(S):
A Students conduct interviews with other participants and take notes Students select the most significant and relevant facts and decide how to organize their information using the inverted pyramid method A Students establish and maintain a formal tone throughout their news story M Students aim for accurate and fair representation of the events covered A Students draft, confer, and revise writing throughs the process. A Students share their writing with the peek A Students offer and receive respectful writing, feedback. T Students produce a final, polished pieks they can You are a citizen reporter is New Milford Audience for students Your local community Your local curve and subtreation. The local event converted and subtreatio	Т	newsworthy and take notes about what they see,	Write a news story for the <u>New Milford NewsTimes</u>
Addience for students Students select the most significant and relevant facts and decide how to organize their information using the inverted pyramid method A Students establish and maintain a formal tone throughout their news story B Students aim for accurate and fair representation of the events covered A Students draft, confer, and revise writing throughs the process. A Students share their writing with throughs A Students offer and receive respectful writing feedback. T Students produce a final, polished piece they can Addience for students Your local community Situation: The local iews aper is foliciting news stories. Cover an event and submit your story for purication: The local iews aper is foliciting news stories. Cover an event and submit your story for purication: The local iews aper is foliciting news stories. Cover an event and submit your story for purication: The local iews aper is foliciting news stories. Cover an event and submit your story for purication: The local iews aper is foliciting news stories. Cover an event and submit your story or purication: The local iews aper is foliciting news stories. Cover an event and submit your story or purication: The local iews aper is foliciting news stories. Cover an event and submit your story or purication: The local iews aper is foliciting news story or an event and submit your story or purication: The local iews aper is foliciting news story or an event and submit your story or ganization The local iews aper is foliciting news story or an event and submit your story or ganization The local iews aper is foliciting news story or ganization The local iews aper is foliciting news story or an event and submit your story or ganization The local iews aper is foliciting news story or an event and submit your story or ganization The local iews aper is foliciting news story or an event and submit your story of purication.	Α	·	
The locat ews aper is oliciting news stories. Cover an event and submit your story fer publication. The locat ews aper is oliciting news stories. Cover an event and submit your story fer publication. The locat ews aper is oliciting news stories. Cover an event and submit your story fer publication. The locat ews aper is oliciting news stories. Cover an event and submit your story fer publication. The locat ews aper is oliciting news stories. Cover an event and submit your story fer publication. The locat ews aper is oliciting news stories. Cover an event and submit your story fer publication. The locat ews aper is oliciting news stories. Cover an event and submit your story fer publication. The locat ews aper is oliciting news stories. Cover an event and submit your story fer publication. The locat ews aper is oliciting news stories. Cover an event and submit your story fer publication. The locat ews aper is oliciting news stories. Cover an event and submit your story fer publication. The locat ews aper is oliciting news story is consistent. The locat ews aper is oliciting news story is consistent. The locat ews aper is oliciting news story is consistent. The locat ews aper is oliciting news story is accurated by student: Choose any vent to cover for the local newspaper. It can be a sporting event, con undentity event, art (play or exhibition), or anything that you witness that is news vorthy. Write a 500 word news story that captures the event accurately and fairly. Students draft, confer, and revise writing throughs to approximate the event accurately and fairly. Students draft, confer, and revise writing throughs the event, art (play or exhibition), or anything that you witness that is news vorthy. Write a 500 word news story that captures the event accurately and fairly. Students draft, confer, and revise writing throughs the event accurately and fairly. Students draft, confer, and revise writing throughs the event accurately and fairly. Students draft, confer and specific vent, and speci	М	Students select the most significant and relevant facts and decide how to organize their information using	Your local community
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A Students draft, confer, and revise writing throughout the process. A Students share their writing with the peek A Students offer and receive respectful writing feedback. T Students produce a final, polished pieks they can A students draft, confer, and revise writing throughout and fairly. Standards/criteria for judging success: Student employs: - The 5 W's (who, what, when, where, why) - A well-written lede, nut graf and headline - Inverted pyramid news story organization - Varied perspectives from multiple witnesses	М	The state of the s	Choose an event to cover for the local newspaper. It can be a sporting event, community event, art (play or exhibition), or anything that you witness that is
A Students share their writing with the speek A Students offer and receive respectful writing feedback. The 5 W's (who, what, when, where, why) A well-written lede, nut graf and headline Inverted pyramid news story organization Varied perspectives from multiple witnesses	А		and fairly.
A Students offer and receive respectful writing feedback. - A well-written lede, nut graf and headline - Inverted pyramid news story organization - Varied perspectives from multiple witnesses	Α	Students share their writing with the peer	Student employs:
T Students produce a final, polished piece they can - Varied perspectives from multiple witnesses	А	Students offer and receive respectful writing feedback.	- A well-written lede, nut graf and headline
	Т		- Varied perspectives from multiple witnesses

OTHER EVIDENCE:
Students will show they have achieved Stage 1 goals by
Collaborative projects
Close reading of various mentor texts
Slideshow presentations
Participation in small-group and whole-group discussions
Completion of in-class writing assignments and activities
Brainstorming
Daily journaling in writer's notebook
Photojournalism project
Participation in all assects of the writing process, with focus on the writer's
workshop
Production of rousing living

	Stage 3 – Learning Plan	
Code	Pre-Assessment	
M	Students will respond in their notebooks, and in a class discussion, to the question "What sets news writing apart from other types of writing?" Finally, introduce essential questions for the unit and briefly discuss the culminating performance task and learning objectives.	
	Summary of Key Learning Events and Instruction Student success at transfer meaning and acquisition depends on	Progress Monitoring
М	Teacher asks students to define the words "objective" and "bias" in their own words	So year done the terms in their own words and share their ideas with the class
A	Teacher reads <u>"The Lost Meaning of 'Objectivity</u> " with the class. Teacher reminds students that humans are biased and have limitations. We cannot know all of the things. But we can use strategies to proof things accurately.	Students revisit their definitions and make necessary revisions based on what they learned from the article.
М	Teacher asks students: what makes something newswork v?	Students scan a local or national newspaper (print or online) and take note of the stories being covered. Students list qualities that make something newsworthy based on their observations
A	Teacher introduces <u>five factors</u> of "newscort", "stories: Timing, Significance, Proximity, Procurence, and Luman Interest Teacher reminds students that some stories have more than one factor and that journalists will write about a mgs about which they think people want to read. Teacher reviews GRAS 3 (write a news story)	Students choose a recent event that they observed and use the inverted pyramid organization method to write a short news report about what they saw.
M	Teacher reads a mentor text (current news story) with the class and asks students to identify the types of information gathering the writer had to use in order to tell this story. Teacher points out different strategies used by the reporter to report the story (including interviews, internet research, in person and phone interviews, eye-witness accounts, their own observations, etc.)	Students begin reporting on their news story. They set up interviews, do research, and make plans to attend the event. If the event has already happened, they reach out to other witnesses to interview them.

М	Teacher reviews interviewing strategies reporters use to propel conversations by posing and responding to questions that probe reasoning and evidence. Teacher reminds students to gather as many divergent and creative perspectives as possible. The more perspectives, the closer you are to accuracy.	Students conduct more interviews and more research in order to deliver the most accurate information
М	Teacher refers back to the mentor text (current news story) and points out the various perspectives represented in the article. Teacher also looks into the sources for the piece and discusses their credibility (are they an expert, a witness, a person who may be biased for some reason? etc.)	Students wrap up their reporting and make sure all their notes are in one place
А	Teacher introduces students to the 5 W's (who, what, where, when, why) as a method of objective reporting	Students do ermine the 5 W's for their own news story by figoring out who the story is about, what is happening, where has happening, when it happened, and why.
А	Teacher uses a mentor text (current news article) to show students that news reporters put the most important information (including the 5 %'s) first when crafting a news story. Teacher defines a "lede" "not graf" and "headline".	Students begin organizing the information they gathered ough reporting. They write a lede, nutgraf, and headline.
Α	Teacher introduces students to the inverted pyramid lews tory organization method used by most news writers. Teacher remade students that news reporting uses very little part tive technique and relies on this organization as a method of objectivity.	Students use the inverted pyramid organization method to craft their news stories
Α	Teacher introduces students to the major enponents of <u>AP style</u> ; (consistent guidelines for gramme, spelling, purztuation and language usage) used by newspapers in persuits it consistency, clarity, accuracy and brevity	Students write their news stories, and use AP style basics to establish and maintain a formal style and objective tone while attending to the norms and conventions of news writing.
М, Т	Teacher provides mini-lessons as necessary while students work toward completing GRASP.	Students draft, confer, and revise writing throughout the process. They prepare their final, digital drafts to be sent to <i>The Wave Review</i> (optional).

Recommended Resources:

<u>American Press Institute</u>

TED: Journalism Talks

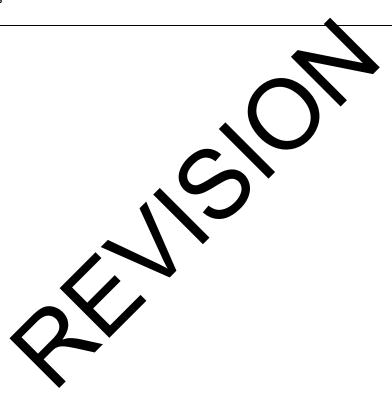
Pew Research Center: Journalism

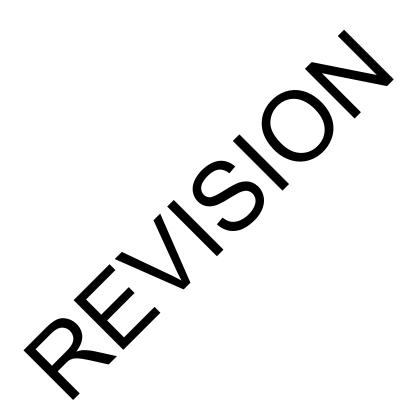
NPR.org

American Public Media

GMU Writing Center: News writing fundamentals

Basic News Writing, Bill Parks





Stage 1 Desired Results

ESTABLISHED GOALS

CCSS.ELA-LITERACY.RH.11-12.6

Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

CCSS.ELA-LITERACY.RH.11-12.8

Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.

CCSS.ELA-LITERACY.W.11-12.8

Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

CCSS.ELA-LITERACY.SL.11-12.1.D

Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions

Transfer

Students will be able to independently use their learning to...

- evaluate differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
- respond thoughtfully to diverse perspectives; synthesis comments, claims, and evidence made on all sides of an issue
- integrate and evaluate multiple sources of information presented in diverse formats and media
- write opinion pieces using valid reasoning and level and sufficient evidence

Meaning

UNDERSTANDINGS

Students will understand that...

- journalists have a respt usibility to provide citizens with the information they need to make the fest possible accisions about their lives, their communities, their societies, and their coveragents
- the first amend ent protects freedom of the
- jour alists and readers are biased (despite their sest intentions/methods)
- the internet both promotes and restricts the free flow of information

ESSENTIAL QUESTIONS

Students will keep considering...

- Why is it important to have an informed public?
- What are the historical and legal rights of the press?
- Who funds news networks?
- What are the dangers of censorship in journalism?
- What is cancel culture?
- What is confirmation bias? How does it impact journalism? What are filter bubbles?
- How has the internet changed the craft of journalism?

Acquisition

when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

CCSS.ELA-LITERACY.W.11-12.1

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

CCSS.ELA-LITERACY.RH.11-12.7

Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

CCSS.ELA-LITERACY.W.11-12.1.A

Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.

CCSS.ELA-LITERACY.W.11-12.1.B

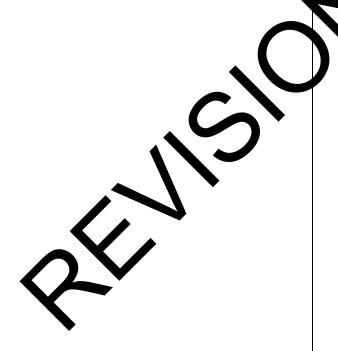
Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.

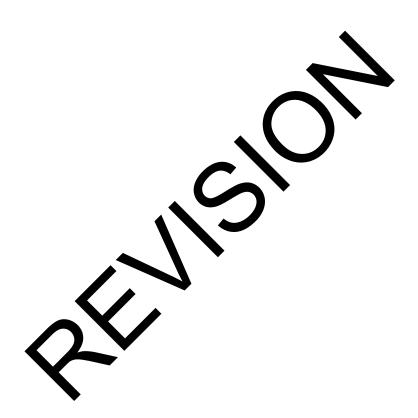
Students will know...

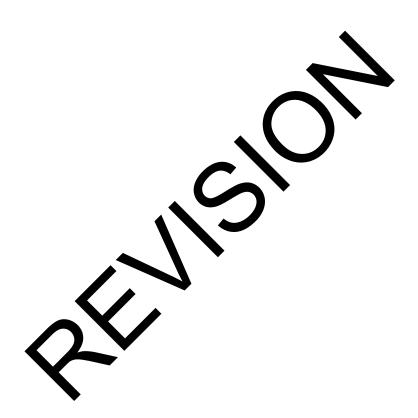
- the functions of an independent press in a free society
- the first amendment and the major challenges to press freedom in American history
- confirmation bias and filter bubbles
- elements of an op-ed
- methods of persuasion (ethos, logos, pathos)

Students will be skilled at...

- gathering relevant information from multiple authoritative print and digital sources
- responding thoughtfully to diverse perspectives
- synthesizing comments, claims, and evidence made on all sides of an issue
- resolving contradictions when possible
- crafting a unique opinion on the matter
- writing an argument to support their opinion integrating information selectively to maintain be flow of ideas
- awiding plagiarism and overreliance on any one source







Code	Evaluative Criteria	2 – Evidence Assessment Evidence
		PERFORMANCE TASK(S):
М	Students identify an issue in today's society about which they feel strongly	Goal/challenge: You have an unpopular opinion
Α	Students find a piece of journalism that covers the topic from a point of view they disagree with	Role for student: You have just encountered a voice in the media that you adamantly disagree
Α	Students will conduct research in order to view the issues from multiple diverse perspectives	with on a topic about which you know a good deal. Audience for students
Т	Students will craft an informed opinion piece aimed at persuading their readers	The person expressing the offending opinion Situation: You can visually tone side of the story get told. You will write an op-ed piece in response to the onensive story you heard/saw/read, designed to convince your recider that you know better. Products and performances generated by student: A sell-research opinion piece
		Standards/criteria for judging success student employs: - relevant information from multiple authoritative print and digital sources - a synthesis of comments, claims, and evidence made on all sides of the issue - a unique opinion on the matter - organization that logically sequences claim(s), counterclaims, reasons,
		 and evidence. pointing out the strengths and limitations of source material in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.

	OTHER EVIDENCE:
	Students will show they have achieved Stage 1 goals by
	Collaborative project
	Close reading of various mentor texts
	Slideshow pregentations
	Participation in small-group and whole-group discussions
	Completion of in-class viriting assignments and activities
	Brainstorming Decrease which is a written's metabook.
	Day journality in writer's notebook
	Participate in all aspects of the writing process, with focus on the writer's workshop
	Reduction of polished writing
	added of politica witting

	Stage 3 – Learning Plan	
Code M	Pre-Assessment Students will respond in their notebooks, and in a class discussion, to the question "Why is a free media so important?" Finally, introducessential questions for the unit and briefly discuss the culminating performance task and learning objectives.	
	Summary of Key Learning Events and Instruction Student success at transfer meaning and acquisition depends on	Progress Monitoring
М	Teacher introduces the first amendment and how it applies to journalism and freedom of the press.	Studients investigate <u>historical and present-day challenges to phys fixedom.</u>
А	Teacher shows clips from The Post and discusses the impact the Pertagor Papers had on press freedom	Sty ents learn about Wikileaks and the Julian Assange case of 2020. What information are citizens entitled to? When should journalists be censored?
A	Teacher discusses the many major differences between the Pentagor Papers and Wikileaks focusing in on the impact the internet has had on the availability of information (the internet enabled will leaks to disseminate information in a completely unrelected teat vay).	Students reflect on how the craft of journalism has changed over time by answering the question: How has the internet impacted the practice of journalism?
М	Teacher introduces confirmation bit and internet alter bubbles	Students assess their own "social media bubbles" What are the messages you hear most often? How can you find alternative viewpoints? Are social media algorithms a form of censorship? Are they dangerous?
А, Т	Teacher chooses a current event that is well-covered in the media. Teacher selects three-four pieces that cover the event from different news outlets. Teacher asks students to contrast the news pieces. What information gets emphasized? Any information omitted?	Students choose a news story to follow throughout the remainder of the unit. They read 3-4 articles (1 each week) and track how different media outlets cover the story differently.
М	Teacher reviews the GRASP (You will write an op-ed piece designed to	Students identify an issue in today's society about which they

	convince your reader that you know better)	feel strongly
А	Teacher provides a number of well-written opinion articles that honor the complexity of the issues and use a variety of persuasive techniques	Students choose one article from the mentor texts to read closely. Students identify things the writers did well in the piece.
А	Teacher uses a mentor text to show students that opinion writers honor the complexity of their issue by researching all sides	Students find a piece of journalism that covers the topic from a point of view they disagree with and take note of the evidence used by the writer to support their claims.
А	Teacher uses a mentor text to show students that opinion writers use methods of persuasion like ethos, pathos, and logos.	Students search for 2 more articles about their chosen issue irrorder to liew the issues from multiple diverse per sectives. They will highlight evidence of ethos, logos and pushos in the articles
Т	Teacher uses a mentor text to show students that opinion writers must carefully organize their information so their argument is clear.	Sturents draft an informed opinion piece aimed at resuading their readers
Т	Teacher confers with students as they work toward completing the GNASP	Students revise, share and finalize their opinion pieces.
	Recommended Resources:	
	History.com: Freedom of the press Julian Assange: Public Enemy?	
	"Beware online filter bubbles" Eli X riser	
	American Press Institute TED : Journalism Talks	
	Pew Research Center: Journalism	
	NPR.org American Public Media	
	American rubiic ivieula	