

NEW MILFORD PUBLIC SCHOOLS

New Milford, Connecticut



Journalism I CP

October 2020

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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.

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## 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 Review and other public media outlets.

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## 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

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## UNIT I: Journalism Fundamentals

Stage 1 Desired Results		
<p><b>ESTABLISHED GOALS</b></p> <p>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.</p> <p><a href="#">CCSS.ELA-LITERACY.SL.11-12.1.A</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.</p> <p><a href="#">CCSS.ELA-LITERACY.W.11-12.3</a> Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p><a href="#">CCSS.ELA-LITERACY.W.11-12.3.A</a> Engage and orient the reader by setting out a problem, situation, or</p>	<p><i>Transfer</i></p> <p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> <li>- Determine the central ideas of newly encountered nonfiction texts</li> <li>- Provide accurate summaries of nonfiction texts</li> <li>- Write narratives to develop real experiences or events using effective technique, well-chosen details, and well-structured event sequences</li> <li>- Develop and strengthen writing by planning, revising, editing, rewriting, or trying a new approach</li> <li>- Focus on what is most significant for a specific purpose and audience while writing</li> </ul>	
	<p><i>Meaning</i></p>	
	<p><b>UNDERSTANDING</b> <i>Students will understand and that...</i></p> <ul style="list-style-type: none"> <li>- Journalism is nonfiction writing that uses a variety of techniques to inform, entertain, and persuade readers</li> <li>- journalists write various types of articles/stories including news, features, sports, opinion, etc.</li> <li>- journalism contains various genres</li> <li>- journalism is published through a variety of print and electronic media such as newspapers, magazines, books, blogs, webcasts, podcasts, social networking and</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> <li>- What is journalism?</li> <li>- What are the goals of journalism?</li> <li>- What types of writing do journalists do?</li> <li>- Who are journalists responsible to?</li> <li>- How has journalism changed over time?</li> </ul>

<p>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.</p> <p><a href="#">CCSS.ELA-LITERACY.W.11-12.3.B</a> Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p>	<p>social media sites, and e-mail as well as through radio, motion pictures, and television.</p> <ul style="list-style-type: none"> <li>- journalists are responsible to a number of people including the public, local communities, publishers, etc.</li> <li>- the craft of journalism has evolved over time</li> <li>- the internet has had a significant impact on the industry.</li> </ul>	
<p><a href="#">CCSS.ELA-LITERACY.W.11-12.5</a> 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.</p>	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>- the types of stories journalists write</li> <li>- the media types used by journalists</li> <li>- the basic guiding principles and ethics of journalism</li> <li>- what a feature article is.</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>- determining the central idea of a piece of journalism</li> <li>- accurately summarizing a piece of journalism</li> <li>- interviewing fellow students</li> <li>- writing a feature article to develop a real event, person, or experience</li> <li>- engaging the reader</li> <li>- using well-chosen details, and well-structured event sequences</li> <li>- using the writing process to develop and strengthen writing.</li> </ul>



Stage 2 – Evidence		
Code	Evaluative Criteria	Assessment Evidence
T, M, A	Students choose a topic for their feature and perform necessary background research (students use hyperlinks to source material in their final feature to cite their sources)	<p>PERFORMANCE TASK(S):</p> <p>Goal/challenge: Your school's student-run newspaper <i>The Wave Review</i> needs content!</p> <p>Role for student: You are a reporter for <i>The Wave Review</i></p> <p>Audience for student work: Students at NMHS</p> <p>Situation: Your school's student-run newspaper is in need of fresh content! They are looking for Feature Articles for the digital publishing of the following sections: Sports, Entertainment, and Lifestyle.</p> <p>Products and performances generated by student: You will write a <b>feature article</b> about a topic of your choice. You should write about a person, an event, or experience that will appeal to readers at NMHS. Remember that feature articles contain a storyline and have entertainment value. Instead of reciting plain facts, they go in-depth into a topic.</p> <p>Standards/criteria for judging success: Students writes an original feature article that:</p> <ul style="list-style-type: none"> <li>- includes background research from at least 2 sources (hyperlinked in the text)</li> <li>- uses detail to create vivid descriptions</li> <li>- uses quotations from personal interviews</li> <li>- uses well-structured event sequences</li> <li>- maintains a tone appropriate to the audience and goals of the piece</li> </ul>
T	Students use storytelling techniques to engage and entertain readers	
T	Students use well-structured event sequences and well-chosen details to develop their topics	
T	Students draft, confer, and revise writing throughout the process.	
A	Students share their writing with their peers.	
A	Students offer and receive respectful writing feedback.	
T	Students produce a final, polished piece they can submit to <i>The Wave Review</i> for digital publication	

		<p>OTHER EVIDENCE:</p> <p><i>Students will show they have achieved Stage 1 goals by...</i></p> <p>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 writing</p>
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## 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.	
	<p>Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i></p> <p>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?</p> <p>A Teacher uses student responses and own knowledge to construct a working definition of journalism that is shared with students.</p> <p>M, A Teacher reviews the goals or <a href="#">principles of journalism</a>: seeking truth, reporting accurately, verification, minimizing harm, acting independently, accountability/transparency, etc.</p> <p>M, A Teacher reviews different article types and discusses the difference in author’s purpose (news, feature, sports, opinion/editorials, columns, reviews, etc.)</p> <p>A Teacher introduces different journalism genres (news, culture, entertainment, investigative, gonzo, citizen)</p> <p>A Teacher defines “feature writing” for students. Teacher uses a number of model texts to show students what feature writing is.</p>	<p>Progress Monitoring</p> <p>Students define 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 good journalism. Students share their ideas with the class</p> <p>Students revisit their chosen article and respond to the following: Is the piece still considered journalism based on our new definition?</p> <p>Students read an article of their choice looking for evidence of the principles of journalism</p> <p>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.</p> <p>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.</p> <p>Students explore the example features provided by the teacher, and choose one to read closely. Students make a list</p>

		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 <b>feature article</b> 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.
M, A	Teacher shows the students how to perform interviews to learn more about your topic	Students perform necessary interviews for their features. Students continue drafting
A	Teacher uses mentor texts to show students that the best feature writers use well-structured event sequences and well-chosen details to develop their topics	Students revisit their drafts paying close attention to their structured event sequences and details
T	Teacher reminds students that feature writers use narrative techniques to engage and entertain their readers. Teacher chooses minor sources 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:

[American Press Institute](#)

[TED : Journalism Talks](#)

[Pew Research Center: Journalism](#)

[NPR.org](#)

[American Public Media](#)

[A Masterclass in Narrative Nonfiction, Ben Rawlence](#)

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## Stage 1 Desired Results

ESTABLISHED GOALS	<i>Transfer</i>	
<p><a href="#">CCSS.ELA-LITERACY.RH.11-12.5</a> 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.</p> <p><a href="#">CCSS.ELA-LITERACY.RH.11-12.3</a> Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.</p>	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> <li>- Analyze in detail how a complex primary source is structured</li> <li>- Evaluate various explanations for actions or events</li> <li>- Conduct research to answer a question or solve a problem</li> <li>- Select the most significant and relevant facts when relaying information</li> <li>- Write informative texts to convey information clearly and accurately</li> <li>- Establish and maintain a formal style and objective tone</li> </ul>	
	<i>Meaning</i>	
<p><a href="#">CCSS.ELA-LITERACY.SL.11-12.1.C</a> 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.</p> <p><a href="#">CCSS.ELA-LITERACY.W.11-12.2</a> 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.</p>	<p><b>UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>- objectivity is a method (the journalist is not objective, his methods are)</li> <li>- a number of factors make people, events or ideas newsworthy</li> <li>- reporters use specific strategies to report events accurately</li> <li>- the more perspectives included in your news writing, the closer you get to accuracy and fairness</li> <li>- there are a number of ways to determine credibility of your sources</li> <li>- news writers organize information from most important to least important.</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> <li>- What is objectivity in news writing?</li> <li>- What makes something newsworthy?</li> <li>- How can I report what I see accurately?</li> <li>- Where can I find accurate information?</li> <li>- How do news writers determine the importance of information?</li> <li>- How do news writers organize information?</li> <li>- How can I avoid bias?</li> </ul>

<p><a href="#">CCSS.ELA-LITERACY.W.11-12.2.B</a> 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.</p> <p><a href="#">CCSS.ELA-LITERACY.WHST.11-12.1.D</a> Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p>	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>- The 5 W's (who, what, when, where, why)</li> <li>- How to craft a lede, nut graf and headline</li> <li>- Inverted pyramid news story organization</li> <li>- AP style basics</li> </ul>	<p><b>Acquisition</b></p> <p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>- analyzing in detail how a complex news story is structured</li> <li>- evaluating various explanations for actions or events and determining which explanation best accords with textual evidence</li> <li>- propeling conversations by posing and responding to questions that probe reasoning and evidence</li> <li>- promoting divergent and creative perspectives conveying information clearly and accurately through the effective selection, organization, and analysis of content</li> <li>- selecting the most significant and relevant facts</li> <li>- establishing and maintaining a formal style and objective tone while attending to the norms and conventions of news writing.</li> </ul>
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Stage 2 – Evidence		
Code	Evaluative Criteria	Assessment Evidence
		PERFORMANCE TASK(S):
T	Students attend and observe closely an event that is newsworthy and take notes about what they see, hear, experience.	Goal/challenge: Write a news story for the <a href="#">New Milford NewsTimes</a>
A	Students conduct interviews with other participants and take notes	Role for student: You are a citizen reporter in New Milford
M	Students select the most significant and relevant facts and decide how to organize their information using the inverted pyramid method	Audience for student: Your local community
A	Students establish and maintain a formal tone throughout their news story	Situation: The local newspaper is soliciting news stories. Cover an event and submit your story for publication.
M	Students aim for accurate and fair representation of the events covered	Products and performances generated by student: 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 newsworthy. Write a 500 word news story that captures the event accurately and fairly.
A	Students draft, confer, and revise writing throughout the process.	Standards/criteria for judging success:
A	Students share their writing with their peers	Student employs:
A	Students offer and receive respectful writing feedback.	<ul style="list-style-type: none"> <li>- The 5 W's (who, what, when, where, why)</li> <li>- A well-written lede, nut graf and headline</li> <li>- Inverted pyramid news story organization</li> <li>- Varied perspectives from multiple witnesses</li> <li>- AP style basics</li> </ul>
T	Students produce a final, polished piece they can submit to the <i>NewsTimes</i> publication (optional)	



		<p>OTHER EVIDENCE:</p> <p><i>Students will show they have achieved Stage 1 goals by...</i></p> <p>Collaborative projects</p> <p>Close reading of various mentor texts</p> <p>Slideshow presentations</p> <p>Participation in small-group and whole-group discussions</p> <p>Completion of in-class writing assignments and activities</p> <p>Brainstorming</p> <p>Daily journaling in writer's notebook</p> <p>Photojournalism project</p> <p>Participation in all aspects of the writing process, with focus on the writer's workshop</p> <p>Production of polished writing</p>
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## 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.	
	<p>Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i></p> <p>M Teacher asks students to define the words “objective” and “bias” in their own words</p> <p>A Teacher reads <a href="#">“The Lost Meaning of ‘Objectivity’”</a> 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 report things accurately.</p> <p>M Teacher asks students: what makes something newsworthy?</p> <p>A Teacher introduces <a href="#">five factors</a> of “news worthy” stories: Timing, Significance, Proximity, Prominence, and Human Interest. Teacher reminds students that some stories have more than one factor and that journalists will write about things about which they think people want to read. Teacher reviews GRASP (write a news story)</p> <p>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.)</p>	<p>Progress Monitoring</p> <p>M Students define the terms in their own words and share their ideas with the class</p> <p>A Students revisit their definitions and make necessary revisions based on what they learned from the article.</p> <p>M 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</p> <p>A 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.</p> <p>M 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.</p>

M	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
M	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
A	Teacher introduces students to the 5 W's (who, what, where, when, why) as a method of objective reporting	Students determine the 5 W's for their own news story by figuring out who the story is about, what is happening, where it's happening, when it happened, and why.
A	Teacher uses a mentor text (current news article) to show students that news reporters put the most important information (including the 5 W's) first when crafting a news story. Teacher defines a "lede" "nut graf" and "headline".	Students begin organizing the information they gathered through reporting. They write a lede, nutgraf, and headline.
A	Teacher introduces students to the inverted pyramid news story organization method used by most news writers. Teacher reminds students that news reporting uses very little narrative technique and relies on this organization as a method of objectivity.	Students use the inverted pyramid organization method to craft their news stories
A	Teacher introduces students to the major components of <a href="#">AP style</a> ; (consistent guidelines for grammar, spelling, punctuation and language usage) used by newspapers in pursuit of 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.
M, T	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:

[American Press Institute](#)

[TED : Journalism Talks](#)

[Pew Research Center: Journalism](#)

[NPR.org](#)

[American Public Media](#)

[GMU Writing Center: News writing fundamentals](#)

[Basic News Writing](#), Bill Parks

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## Stage 1 Desired Results

ESTABLISHED GOALS	<i>Transfer</i>	
<p><a href="#">CCSS.ELA-LITERACY.RH.11-12.6</a> Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.</p> <p><a href="#">CCSS.ELA-LITERACY.RH.11-12.8</a> Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.</p>	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> <li>- evaluate differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.</li> <li>- respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue</li> <li>- integrate and evaluate multiple sources of information presented in diverse formats and media</li> <li>- write opinion pieces using valid reasoning and relevant and sufficient evidence</li> </ul>	
<p><a href="#">CCSS.ELA-LITERACY.W.11-12.8</a> 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.</p> <p><a href="#">CCSS.ELA-LITERACY.SL.11-12.1.D</a> Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions</p>	<p><b>UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>- journalists have a responsibility to provide citizens with the information they need to make the best possible decisions about their lives, their communities, their societies, and their governments</li> <li>- the first amendment protects freedom of the press</li> <li>- journalists and readers are biased (despite their best intentions/methods)</li> <li>- the internet both promotes and restricts the free flow of information</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> <li>- Why is it important to have an informed public?</li> <li>- What are the historical and legal rights of the press?</li> <li>- Who funds news networks?</li> <li>- What are the dangers of censorship in journalism?</li> <li>- What is cancel culture?</li> <li>- What is confirmation bias? How does it impact journalism? What are filter bubbles?</li> <li>- How has the internet changed the craft of journalism?</li> </ul>
	<i>Acquisition</i>	

<p>when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</p> <p><a href="#">CCSS.ELA-LITERACY.W.11-12.1</a> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p><a href="#">CCSS.ELA-LITERACY.RH.11-12.7</a> 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.</p> <p><a href="#">CCSS.ELA-LITERACY.W.11-12.1.A</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.</p> <p><a href="#">CCSS.ELA-LITERACY.W.11-12.1.B</a> 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.</p>	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>- the functions of an independent press in a free society</li> <li>- the first amendment and the major challenges to press freedom in American history</li> <li>- confirmation bias and filter bubbles</li> <li>- elements of an op-ed</li> <li>- methods of persuasion (ethos, logos, pathos)</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>- gathering relevant information from multiple authoritative print and digital sources</li> <li>- responding thoughtfully to diverse perspectives</li> <li>- synthesizing comments, claims, and evidence made on all sides of an issue</li> <li>- resolving contradictions when possible</li> <li>- crafting a unique opinion on the matter</li> <li>- writing an argument to support their opinion integrating information selectively to maintain the flow of ideas</li> <li>- avoiding plagiarism and overreliance on any one source</li> </ul>
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Stage 2 – Evidence		
Code	Evaluative Criteria	Assessment Evidence
M	Students identify an issue in today's society about which they feel strongly	<p>PERFORMANCE TASK(S):</p> <p>Goal/challenge: You have an unpopular opinion</p> <p>Role for student: You have just encountered a voice in the media that you adamantly disagree with on a topic about which you know a good deal.</p> <p>Audience for student: The person expressing the offending opinion</p> <p>Situation: You can't just let one side of the story get told. You will write an op-ed piece in response to the offensive story you heard/saw/read, designed to convince your reader that you know better.</p> <p>Products and performances generated by student: A well-research opinion piece</p> <p>Standards/criteria for judging success</p> <p>Student employs:</p> <ul style="list-style-type: none"> <li>- relevant information from multiple authoritative print and digital sources</li> <li>- a synthesis of comments, claims, and evidence made on all sides of the issue</li> <li>- a unique opinion on the matter</li> <li>- organization that logically sequences claim(s), counterclaims, reasons, and evidence.</li> <li>- pointing out the strengths and limitations of source material in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.</li> </ul>
A	Students find a piece of journalism that covers the topic from a point of view they disagree with	
A	Students will conduct research in order to view the issues from multiple diverse perspectives	
T	Students will craft an informed opinion piece aimed at persuading their readers	

		<p>OTHER EVIDENCE:  <i>Students will show they have achieved Stage 1 goals by...</i></p> <ul style="list-style-type: none"> <li>Collaborative project</li> <li>Close reading of various mentor texts</li> <li>Slideshow presentations</li> <li>Participation in small-group and whole-group discussions</li> <li>Completion of in-class writing assignments and activities</li> <li>Brainstorming</li> <li>Daily journaling in writer's notebook</li> <li>Participation in all aspects of the writing process, with focus on the writer's workshop</li> <li>Production of polished writing</li> </ul>

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## Stage 3 – Learning Plan

Code	<i>Pre-Assessment</i>	
M	Students will respond in their notebooks, and in a class discussion, to the question “Why is a free media so important?” Finally, introduce essential questions for the unit and briefly discuss the culminating performance task and learning objectives.	
	<p>Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i></p> <p>M Teacher introduces the first amendment and how it applies to journalism and freedom of the press.</p> <p>A Teacher shows clips from The Post and discusses the impact the Pentagon Papers had on press freedom</p> <p>A Teacher discusses the many major differences between the Pentagon Papers and Wikileaks focusing in on the impact the internet has had on the availability of information (the internet enabled wikileaks to disseminate information in a completely unprecedented way).</p> <p>M Teacher introduces confirmation bias and <a href="#">internet filter bubbles</a></p> <p>A, T 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?</p> <p>M Teacher reviews the GRASP (You will write an op-ed piece designed to</p>	<p>Progress Monitoring</p> <p>Students investigate <a href="#">historical and present-day challenges to press freedom</a>.</p> <p>Students learn about <a href="#">Wikileaks and the Julian Assange case of 2020</a>. What information are citizens entitled to? When should journalists be censored?</p> <p>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?</p> <p>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?</p> <p>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.</p> <p>Students identify an issue in today’s society about which they</p>

	convince your reader that you know better)	feel strongly
A	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.
A	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.
A	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 in order to view the issues from multiple diverse perspectives. They will highlight evidence of ethos, logos and pathos in the articles
T	Teacher uses a mentor text to show students that opinion writers must carefully organize their information so their argument is clear.	Students draft an informed opinion piece aimed at persuading their readers
T	Teacher confers with students as they work toward completing the C-ASP	Students revise, share and finalize their opinion pieces.
<p>Recommended Resources:</p> <p><a href="#">History.com: Freedom of the press</a></p> <p><a href="#">Julian Assange : Public Enemy?</a></p> <p><a href="#">"Beware online filter bubbles" Eli Pariser</a></p> <p><a href="#">American Press Institute</a></p> <p><a href="#">TED : Journalism Talks</a></p> <p><a href="#">Pew Research Center: Journalism</a></p> <p><a href="#">NPR.org</a></p> <p><a href="#">American Public Media</a></p>		