

LEADERSHIP IN JOURNALISM CURRICULUM



Grade Level(s): 10-12

Curriculum Author(s): Conor Gereg and Kyle Brennan

Course Description: The course will provide the opportunity for second-, third-, and fourth-year journalism students to hone the foundational skills learned from the Journalism course. Students in this course will serve in a leadership capacity on the editorial board for the school journalism website, the *NHS Chief Advocate*. Students will provide instruction to first-year journalism students, model ethical research practices, prioritize content, give feedback to writers, and execute the production of the website, which recognizes its audience, purpose, and context. Responsibilities include, but are not limited to, mentoring students throughout the research and writing process, collaborating with editors and instructors, and serving as liaisons to the school community. Students will also critically examine the 21st-century media landscape and analyze newsworthiness through multiple lenses. Leadership in Journalism may count as an English course if taken in a student's junior or senior year; however, it may only count once as an English credit. Additional Leadership in Journalism enrollments will count toward the Humanities or STEM elective requirements. *Credit Type: Humanities/STEM, 1.0 Credit*

Year At A Glance

Unit Title	Overarching Essential Question	Overarching Enduring Understanding	Vision of A Learner “I Can” Statements
Leadership in the Foundations of Journalism	What are the fundamentals in creating clear communication in journalism?	Clarity and organization in journalism are vitally important to communicate ideas.	TCC2; CCE3; CCE4; DE4; TI2; P2; AA2
Leadership in Multimedia Journalism	How can multimedia engage an audience and communicate ideas in journalism?	Effective and engaging journalistic communication can take shape through a range of visual and audio media.	TI4; TCC2; CCE4; DE4; TI2; P2; AA1; AA2
Leadership in Feature Journalism	How can journalists distill important details about people, events, and ideas to an audience in an engaging way?	Lucid and creative journalistic writing has the power to bring a subject to life.	TCC2; CCE2; CCE4; DE4; TI2; P2; AA2
Leadership in Opinion Journalism	What are the hallmarks of communicating a defensible opinion?	Understanding and respecting the views of others is essential to not only persuasive writing, but also in providing supportive, actionable peer feedback.	TCC2; CCE4; DE4; TI2; P2; AA2



Unit 1 - Leadership in the Foundations of Journalism

Desired Results - Goals, Transfer, Meaning, Acquisition

Established Goals:

Common Core State Standards

- **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.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.
- **CCSS.ELA-LITERACY.W.11-12.1.C** Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- **CCSS.ELA-LITERACY.W.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.
- **CCSS.ELA-LITERACY.W.11-12.10** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
- **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.
- **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.
- **CCSS.ELA-LITERACY.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.

Vision of A Learner Attributes: Students will be able to independently use their learning to... (“I can” statements to be demonstrated)

- I can evaluate evidence from multiple perspectives, and recognize their limitations and implications, in order to justify new conclusions. **TCC2**
- I can show initiative in prompting group discourse and fostering collaboration among others, providing actionable feedback, and working with others to solve problems and/or design products. **CCE3**
- I can communicate and express my understanding in an authentic, respectful and relevant way, using the most effective mode of expression. **CCE4**
- I can work respectfully with all members of my community and support the needs of others. **DE4**
- I can evaluate my objectives and a variety of credible resources to find the best solutions for any challenge. **TI2**

- I can strengthen my weaknesses by identifying, initiating, and practicing appropriate strategies to become confident in my ability to overcome my challenges. **P2**
- I can assess my past successes and mistakes to change my approach. **AA2**

Understandings: Students will understand that...

- Journalism takes the shape of many mediums, though clarity in communication remains consistent throughout.
- Coaching new journalists begins with prioritizing foundational skills within journalism.
- Editing and revising prose is a vital component of effective communication.
- Collaboration is vital to the exchange of ideas and the development of quality journalism.
- Clarity and organization in journalism are vitally important to communicate ideas.

Essential Questions:

- How do journalists use words, organization, questions, and multimedia to effectively tell stories?
- Why does the way an article is structured matter, and why is the inverted pyramid format most effective for hard news?
- What makes information newsworthy?
- What strategies lead to the best interviews, and how can editors coach writers to conduct successful interviews?
- What ethical responsibilities do we have as members of a school media publication?
- What are the fundamentals in creating clear communication in journalism?

Students will know...

- How to organize a piece of writing that prioritizes clarity and important details.
- How to determine the relevance of information for a specific audience.
- The tenets of conducting an effective interview that addresses the focus of a piece.
- The ethics surrounding the field of journalism and how to communicate these understandings to new journalists.
- The proper way to formulate interview questions that merit the desired outcomes of a piece.
- How to use their own experiences to lead the journalistic production of their peers.

Students will be able to...

- Determine the most effective way to organize and present a piece of journalistic prose.
- Identify details that are salient to a piece of writing and be able to justify their inclusion.
- Develop, and assist peers in developing, newsworthy and engaging story ideas from initial brainstorming to step-by-step execution.
- Conduct, and assist peers in conducting, interviews with relevant sources that yield engaging quotes thanks to insightful questioning.
- Provide direct instruction to peers about topics involving the basics of journalism.
- Lead discussions about ethical dilemmas involving high school journalism.
- Manage the *NHS Chief Advocate* website and social media, including publishing articles written by themselves and peer authors.



Key Vocabulary: inverted pyramid; active voice; passive voice; syntax; voice and style; caption; byline; headline; subheadline; title; dateline; lead; hard news; soft news; newsworthiness; timeliness; relevance; interest; proximity; interview; direct quote; on the record; off the record; attribution; story pitch; caption; angle; ethics; copyright; defamation; libel; First Amendment; objective; subjective

Assessment Evidence

Performance Tasks:

- **Summative I:** Students complete a production log that tracks both the quantity and quality of completed work during the first half of the first quarter; production tracking includes articles written, articles edited, and multimedia produced, among other items. The production log also includes a self-reflection. **CCE4, DE4, TI2, P2, AA2, CCE3**
- **Summative II:** Students complete a production log that tracks both the quantity and quality of completed work during the second half of the first quarter; production tracking includes articles written, articles edited, and multimedia produced, among other items. The production log also includes a self-reflection. **CCE4, DE4, TI2, P2, AA2, CCE3**

Other Evidence:

- **Interim:** Students will conduct story-pitch workshops that facilitate discussion and essential questions that focus student story ideas for Unit I. These will be scored as presentation-style assessments. **CCE4, DE4, TI2, TI4, CCE3**
- **Interim:** Students will collaborate with a fellow editor to teach a lesson about a foundational journalism skill. Topics may include newsworthiness, interviewing, emailing, lead writing, and ethics. **CCE4, DE4, TI2, TI4**
- **Interim:** Quizzes on foundational journalism skills. Topics may include grammar, syntax, organization, language use, and other skills as needed based on reflection of class-wide needs. **P2, AA2**

Learning Plan

- Develop success criteria for hard news stories by critiquing positive and negative models, considering prior experiences, etc. **AA2**
- Written responses and/or discussions on news articles and journalism topics (especially those in the resources below) **CCE4**
- Initiating activities on foundational journalism skills, including grammar, syntax, and organization **P2**
- Review positive feedback strategies and responsibilities for peer editing **DE4**
- Group discussions and role play simulations about journalism ethics **CCE4, P2, CCE3**
- Lead workshops on choosing interview subjects and designing engaging questions to elicit useful responses **TI2, P2**

Teacher Resources: Royalty-free and creative commons imagery sources such as Unsplash, Pexels, Pixabay, and Wikimedia can be used for student-generated content when additional (outside) photography is needed. The *NHS Chief Advocate's* website provider, SNO Sites, also provides some [optional lesson materials](#). Additional materials may include, but are not limited to, student examples such as:

- [NHS Drama Club Follows the Yellow Brick Road to Spring Wizard of Oz Production](#)
- [Chiefs Roll into Baseball State Final. but 'Job Not Finished'](#)
- [Unified's Momentum Continues into the Spring Season with Volleyball](#)



Unit 2 - Leadership in Multimedia Journalism

Desired Results - Goals, Transfer, Meaning, Acquisition

Established Goals:

Common Core State Standards

- **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.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.
- **CCSS.ELA-LITERACY.W.11-12.10** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
- **CCSS.ELA-LITERACY.W.11-12.1.C** Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- **CCSS.ELA-LITERACY.W.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.
- **CCSS.ELA-LITERACY.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.
- **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.
- **CCSS.ELA-LITERACY.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.

Vision of A Learner Attributes: Students will be able to independently use their learning to... ("I can" statements to be demonstrated)

- I can apply my strengths and anticipate challenges to reach my current and future goals. **TI4**
- I can evaluate evidence from multiple perspectives, and recognize their limitations and implications, in order to justify new conclusions. **TCC2**
- I can communicate and express my understanding in an authentic, respectful and relevant way, using the most effective mode of expression. **CCE4**
- I can work respectfully with all members of my community and support the needs of others. **DE4**
- I can evaluate my objectives and a variety of credible resources to find the best solutions for any challenge. **TI2**
- I can strengthen my weaknesses by identifying, initiating, and practicing appropriate strategies to become confident in my ability to

overcome my challenges. **P2**

- I can evaluate different approaches and justify the best pathway to success. **AA1**
- I can assess my past successes and mistakes to change my approach. **AA2**

Understandings: Students will understand that...

- Effective and engaging journalistic communication can take shape through a range of visual and audio media.
- All forms of journalism require some degree of a lead and development.
- Research and background information collection is a hallmark of all types of journalistic work.
- Modern journalism requires elements of multimedia, mostly in the style of short-form video, catchy photography, witty podcasts, and engaging graphics.

Essential Questions:

- How can multimedia engage an audience and communicate ideas in journalism?
- What is the best instrument (podcast journalism, video journalism, photojournalism) to deliver a particular idea in journalistic composition?
- What makes for engaging multimedia journalism? What does this look and sound like?

Students will know...

- What type(s) of medium is most appropriate for a specific topic or idea.
- The elements of good photojournalism, including emotions or actions of people, uniqueness, framing, lighting, and complete captions.
- The elements of good video journalism, including framing, lighting, clear audio, a variety of shots, pacing, transitions, pithy soundbites from insightful questioning, inclusion of graphics, and clean editing.
- The elements of good podcasting, including scripting, clear audio, focused discussions, transitions, and interviewing skills.
- The elements of good social media journalism, including engaging visuals, attention-grabbing graphics, concise information, and links to additional content.
- How to use their own experiences to lead the journalistic production of their peers.

Students will be able to...

- Rationalize and defend the type of medium students choose to use in their work.
- Develop, and assist peers in developing, newsworthy and engaging story ideas from initial brainstorming to step-by-step execution.
- Conduct, and assist peers in conducting, interviews with relevant sources that yield engaging quotes thanks to insightful questioning.
- Produce, and lead peers in the production of, multimedia elements that meet the criteria of engaging, accurate, and unbiased journalism.
- Provide direct instruction to peers about topics involving multimedia journalism.
- Self-edit and make suggestions for others' revisions on video, photography, podcasts, and/or social media graphics.
- Manage the *NHS Chief Advocate* website and social media, including publishing pieces produced by themselves and peer authors.

Key Vocabulary: framing; rule of thirds; photojournalism; lighting; B-roll; tight shot; wide shot; head room; pan; zoom; tripod; cut; jump-cut;

spacing; natural sound; transition; voiceover; lower third; aspect ratio; podcast; scripting; pull-quote

Assessment Evidence

Performance Tasks:

- **Summative I:** Students complete a production log that tracks both the quantity and quality of completed work during the first half of the second quarter; production tracking includes articles written, articles edited, and multimedia produced, among other items. The production log also includes a self-reflection. **CCE4, DE4, TI2, P2, AA2, AA1**
- **Summative II:** Students complete a production log that tracks both the quantity and quality of completed work during the second half of the second quarter; production tracking includes articles written, articles edited, and multimedia produced, among other items. The production log also includes a self-reflection. **CCE4, DE4, TI2, P2, AA2, AA1**

Other Evidence:

- **Interim:** Students will conduct story-pitch workshops that facilitate discussion and essential questions that focus student story ideas for Unit II. These will be scored as presentation-style assessments. **CCE4, DE4, TI2**
- **Interim:** Students will collaborate with a fellow editor to teach a lesson about multimedia journalism skills. Topics may include podcasting, video production, photojournalism, and social media journalism. **CCE4, DE4, TI2**
- **Interim:** Quizzes on foundational journalism skills. Topics may include grammar, syntax, organization, language use, and other skills as needed based on reflection of class-wide needs. **P2, AA2, AA1**

Learning Plan

- Students reflect on previous writing to improve compositional and research skills in the drafting, editing, and production of journalistic pieces. **TI4**
- Editors can provide specific and actionable feedback to peers to assist in the recursive writing (and multimedia journalism production) process. **CCE4**
- Develop success criteria for multimedia journalism stories by critiquing positive and negative models, considering prior experiences, etc. **AA2, AA1**
- Editors suggest new ideas for, or changes to, social media graphic templates. **CCE4, AA2**
- Students learn, through instruction as well as trial and error, how to use video, photo, and podcasting equipment and editing software. **P2, AA2, AA1**
- Written responses and/or discussions on news articles and journalism topics (especially those in the resources below). **CCE4**
- Initiating activities on foundational journalism skills, including grammar, syntax, and organization. **P2**
- Review positive feedback strategies and responsibilities for peer editing. **DE4**

Teacher Resources: Royalty-free and creative commons imagery sources such as Unsplash, Pexels, Pixabay, and Wikimedia can be used for student-generated content when additional (outside) photography is needed. The *NHS Chief Advocate's* website provider, SNO Sites, also provides some [optional lesson materials](#). Students may use technological resources including WeVideo and Canva to create multimedia and social media productions. Additional materials may include, but are not limited to, student examples such as:



- [*A Humble Hive. A Humble Home*](#)
- [*Underappreciated Cafeteria Staff the 'Power Plant' of Nonnewaug*](#)
- [*Garguilo's Freshman Season Puts Her on Fast Track*](#)



Unit 3 - Leadership in Feature Journalism

Desired Results - Goals, Transfer, Meaning, Acquisition

Established Goals:

Common Core State Standards

- **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.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.
- **CCSS.ELA-LITERACY.W.11-12.1.C** Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- **CCSS.ELA-LITERACY.W.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.
- **CCSS.ELA-LITERACY.W.11-12.10** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
- **CCSS.ELA-LITERACY.W.11-12.3.C** Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome.
- **CCSS.ELA-LITERACY.W.11-12.3.D** Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, 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.
- **CCSS.ELA-LITERACY.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.

Vision of A Learner Attributes: Students will be able to independently use their learning to... (“I can” statements to be demonstrated)

- I can evaluate evidence from multiple perspectives, and recognize their limitations and implications, in order to justify new conclusions. **TCC2**
- I can give and receive actionable and relevant feedback with openness to be able to determine meaningful revisions for success. **CCE2**
- I can communicate and express my understanding in an authentic, respectful and relevant way, using the most effective mode of expression. **CCE4**
- I can work respectfully with all members of my community and support the needs of others. **DE4**

- I can evaluate my objectives and a variety of credible resources to find the best solutions for any challenge. **TI2**
- I can strengthen my weaknesses by identifying, initiating, and practicing appropriate strategies to become confident in my ability to overcome my challenges. **P2**
- I can assess my past successes and mistakes to change my approach. **AA2**

Understandings: Students will understand that...

- Lucid and creative journalistic writing has the power to bring a subject to life.
- Feature journalism should consider a specific angle on a topic and how it will engage an audience.
- The style of prose used in feature journalism is unique from hard-news writing.
- There are unique differences in feature writing that invite the inclusion of subjective vocabulary and apt adjectives.
- The lead is the most important part of feature writing because it determines whether the reader will be hooked enough to continue reading.
- Feature stories are often the most popular pieces of journalism because they invite higher levels of audience engagement surrounding people in the community.

Essential Questions:

- How can journalists distill important details about people, events, and ideas to an audience in an engaging way?
- What makes feature writing different from other styles of journalistic prose?
- Why is it important to be adaptable when interviewing--or learning about--a subject when drafting a feature story?
- How can an author's perspective and attitudes be integrated into a feature story?

Students will know...

- Feature writing looks and sounds different from hard-news/informational journalistic writing.
- Creative attributes help to enrich an audience's understanding and appreciation of a piece.
- Writing is a recursive process and many drafts will be necessary prior to publishing polished feature-style journalism.
- Strategies to create engaging and creative leads, which are crucial to the success of a feature article.
- Interviewing skills that will yield pithy quotes, garner information that isn't widely known, and dictate the direction of a story.

Students will be able to...

- Provide direct instruction to peers on how to embed creative writing elements to a piece of feature writing.
- Identify areas in peer writing that will benefit from the inclusion of figurative language.
- Develop, and assist peers in developing, newsworthy and engaging feature story ideas from initial brainstorming to step-by-step execution, especially with regard to angle development.
- Conduct, and assist peers in conducting, interviews with relevant sources that yield engaging quotes thanks to insightful questioning.
- Manage the *NHS Chief Advocate* website and social media, including publishing pieces produced by themselves and peer authors.



Key Vocabulary: delayed lead; profile feature; narrative; simile; metaphor; allusion; imagery; hook; personification; hyperbole; oxymoron; parallelism

Assessment Evidence

Performance Tasks:

- **Summative I:** Students complete a production log that tracks both the quantity and quality of completed work during the first half of the third quarter; production tracking includes articles written, articles edited, and multimedia produced, among other items. The production log also includes a self-reflection. **CCE4, DE4, TI2, P2, AA2, CCE2**
- **Summative II:** Students complete a production log that tracks both the quantity and quality of completed work during the second half of the third quarter; production tracking includes articles written, articles edited, and multimedia produced, among other items. The production log also includes a self-reflection. **CCE4, DE4, TI2, P2, AA2, CCE2**

Other Evidence:

- **Interim:** Students will conduct story-pitch workshops that facilitate discussion and essential questions that focus student story ideas for Unit III. These will be scored as presentation-style assessments. **CCE4, DE4, TI2, CCE2**
- **Interim:** Students will collaborate with a fellow editor to teach a lesson about feature writing skills. Topics may include story angle, relevance, and newsworthiness of a piece, as well as feature interviewing, photography, and other elements. **CCE4, DE4, TI2**
- **Interim:** Quizzes on foundational journalism skills. Topics may include grammar, syntax, organization, language use, and other skills as needed based on reflection of class-wide needs. **P2, AA2**

Learning Plan

- Students reflect on previous writing to improve compositional and research skills in the drafting, editing, and production of journalistic pieces. **TI4**
- Editors can provide specific and actionable feedback to peers to assist in the recursive writing process. **CCE4, CCE2**
- Develop success criteria for feature stories by critiquing positive and negative models, considering prior experiences, etc. **AA2**
- Written responses and/or discussions on news articles and journalism topics (especially those in the resources below). **CCE4**
- Initiating activities on foundational journalism skills, including grammar, syntax, and organization. **P2**
- Review positive feedback strategies and responsibilities for peer editing. **DE4**

Teacher Resources: Royalty-free and creative commons imagery sources such as Unsplash, Pexels, Pixabay, and Wikimedia can be used for student-generated content when additional (outside) photography is needed. The *NHS Chief Advocate's* website provider, SNO Sites, also provides some [optional lesson materials](#). Students may use technological resources including WeVideo and Canva to create multimedia and social media productions. Additional materials may include, but are not limited to, student examples such as:

- [Denman: Teacher, Coach, and 'Professional Freshman Wrangler'](#)
- [A Family Responsibility: TJ Butkus Continues the Legacy of Laurel Knoll Farm](#)



- [*A Captain's Road to Recovery*](#)
- [*Nonnewaug's Resident Paleontologist. Chris Koemp*](#)
- [*Idaho Murders Case Prompts Questions About Causes of Heinous Crime*](#)



Unit 4 - Leadership in Opinion Journalism

Desired Results - Goals, Transfer, Meaning, Acquisition

Established Goals:

Common Core State Standards

- **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.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.
- **CCSS.ELA-LITERACY.W.11-12.1.C** Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- **CCSS.ELA-LITERACY.W.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.
- **CCSS.ELA-LITERACY.W.11-12.10** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
- **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.
- **CCSS.ELA-LITERACY.W.11-12.1.C** Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- **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.
- **CCSS.ELA-LITERACY.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.

Vision of A Learner Attributes: Students will be able to independently use their learning to... ("I can" statements to be demonstrated)

- I can evaluate evidence from multiple perspectives, and recognize their limitations and implications, in order to justify new conclusions. **TCC2**
- I can communicate and express my understanding in an authentic, respectful and relevant way, using the most effective mode of expression. **CCE4**

- I can work respectfully with all members of my community and support the needs of others. **DE4**
- I can evaluate my objectives and a variety of credible resources to find the best solutions for any challenge. **TI2**
- I can strengthen my weaknesses by identifying, initiating, and practicing appropriate strategies to become confident in my ability to overcome my challenges. **P2**
- I can assess my past successes and mistakes to change my approach. **AA2**

Understandings: Students will understand that...

- Understanding and respecting the views of others is essential to not only persuasive writing, but also in providing supportive, actionable peer feedback.
- All authors are entitled to respectfully present an opinion on a publishable topic.
- Opinion writing must include facts, research, interviews, and/or counterarguments to be effective.
- Ethical standards must be followed for opinion writing, especially in a school publication.

Essential Questions:

- What are the hallmarks of communicating a defensible opinion?
- Why is it essential to include well-researched and balanced information when composing an argument?
- How can an author create an op-ed that reflects thoughtfully considered ideas while also ultimately crafting an opinion on a topic?
- When in journalism is it appropriate to utilize personal pronouns when communicating ideas?

Students will know...

- Formulating an effective argument requires an author to provide thorough research in order to reinforce ideas.
- An author's credibility and relevance on an issue is a prerequisite in composing an argument. (e.g. - How is the author positioned to provide a salient view on a topic of relevance?)
- Opinion writing is only effective when the speaker considers their role within the topic or issue and why their voice is uniquely positioned to provide commentary.
- When to use and when to avoid using personal pronouns in opinion writing.
- Strategies for starting and ending opinion pieces, many of which use a full-circle style of finishing a column by connecting it back to the lead.

Students will be able to...

- Recognize the limitations to one's argument and where additional research is needed.
- Produce a piece of opinion writing that is fair, insightful, unique, and driven by more than opinion.
- Provide direct instruction to peers on how to effectively produce opinion writing.
- Develop, and assist peers in developing, newsworthy and engaging opinion story ideas from initial brainstorming to step-by-step execution, especially with regard to angle development.
- Conduct, and assist peers in conducting, interviews with relevant sources that yield engaging quotes thanks to insightful questioning, and/or research on relevant topics.
- Manage the *NHS Chief Advocate* website and social media, including publishing pieces produced by themselves and peer authors.

Key Vocabulary: column; op-ed; review; bias; kicker; rebuttal; counter-argument; hyperbole and litotes; anaphora; irony; satire; authorial voice



Assessment Evidence

Performance Tasks:

- **Summative I:** Students complete a production log that tracks both the quantity and quality of completed work during the first half of the fourth quarter; production tracking includes articles written, articles edited, and multimedia produced, among other items. The production log also includes a self-reflection. **CCE4, DE4, TI2, P2, AA2**
- **Summative II:** Students complete a production log that tracks both the quantity and quality of completed work during the second half of the fourth quarter; production tracking includes articles written, articles edited, and multimedia produced, among other items. The production log also includes a self-reflection. **CCE4, DE4, TI2, P2, AA2**

Other Evidence:

- **Interim:** Students will conduct story-pitch workshops that facilitate discussion and essential questions that focus student story ideas for Unit IV. These will be scored as presentation-style assessments. **CCE4, DE4, TI2**
- **Interim:** Students will collaborate with a fellow editor to teach a lesson about opinion/editorial writing journalism. Topics may include voice, style, newsworthiness, interviewing, lead writing, and ethics. **CCE4, DE4, TI2**
- **Interim:** Quizzes on foundational journalism skills. Topics may include grammar, syntax, organization, language use, and other skills as needed based on reflection of class-wide needs. **P2, AA2**

Learning Plan

- Students reflect on previous writing to improve compositional and research skills in the drafting, editing, and production of journalistic pieces. **TI4**
- Editors can provide specific and actionable feedback to peers to assist in the recursive writing process. **CCE4**
- Develop success criteria for opinion stories by critiquing positive and negative models, considering prior experiences, etc. **AA2**
- Written responses and/or discussions on news articles and journalism topics (especially those in the resources below). **CCE4**
- Initiating activities on foundational journalism skills, including grammar, syntax, and organization. **P2**
- Review positive feedback strategies and responsibilities for peer editing. **DE4**

Teacher Resources: Royalty-free and creative commons imagery sources such as Unsplash, Pexels, Pixabay, and Wikimedia can be used for student-generated content when additional (outside) photography is needed. The *NHS Chief Advocate's* website provider, SNO Sites, also provides some [optimal lesson materials](#). Students may use technological resources including WeVideo and Canva to create multimedia and social media productions. Additional materials may include, but are not limited to, student examples such as:

- [Cole: Libraries Lend Knowledge, Create Connection Amidst Digital Revolution](#)
- [Conti: Journalism 'Helped Me Finally Find My Place'](#)
- [Orosz: Sordi's Impact on Me](#)
- [Cummings: Travel is the Ultimate Education](#)
- [Cole: AI and Writing as a Product of Living](#)

