EAST PENN SCHOOL DISTRICT

JOURNALISM

Approved 10/19
Effective 8/20

Unit: Feature Writing

STAGE 1 | DESIRED RESULTS

ESTABLISHED GOALS

Standards

CC.1.4.11–12.H
Write with a sharp, distinct focus identifying topic, task, and audience. Introduce the precise, knowledgeable claim.

CC.1.4.11–12.I
Distinguish the claim(s) from alternate or opposing claims; 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.

CC.1.4.11–12.J
Create organization that logically sequences claim(s), counterclaims, reasons, and evidence; use words, phrases, and clauses as well as varied syntax to link the major sections of the text to create cohesion and clarify the relationships between claim(s) and reasons, between reasons and

Transfer

Students will be able to independently use their learning to write a feature story with relevant sources related to the school learning environment that follows the conventions of journalistic style.

Meaning

UNDERSTANDINGS
U1: Feature writing requires research on a topic that requires news elements (timeliness, prominence, proximity, human interest, conflict).
U2: Feature articles require reporters to be objective and credible.
U3: Reporters research both sides of an argument, if applicable, to present both sides of a story in order to present a balanced perspective.
U4: Feature writing focuses more on the narrative and eschews the straight lead.
U5: Feature writing looks at soft

ESSENTIAL QUESTIONS
EQ1: Why is it important to know your audience?
EQ2: What is the focus of the story?
EQ3: How do you know a story is finished?
EQ4: Why must a story present all sides?
EQ5: How can I take the reader "inside" the story?
EQ6: How can I encourage my reader to stay with the story?

evidence, and between claim(s) and counterclaims; provide a concluding statement or section that follows from and supports the argument presented. CC.1.4.11–12.K Write with an awareness of the stylistic aspects of composition. Use precise language, domain specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing. CC.1.4.11–12.L Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. CC.1.4.11–12.T Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. CC.1.4.11–12.U Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments and information. CCSS.ELA-LITERACY.SL.11-12.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.	news, human interest, narrative, in-depth.	
	Acquisition	
	Students will know... K1: How to write an engaging feature lead and nut graph K2: How to use quotations from primary sources accurately K3: How to incorporate multiple sources following Associated Press style K4: How to use proper attribution throughout the piece	*Students will be skilled at...* S1: Writing and revising with a sense of style, voice, conventions, and organization S2: Preparing questions for an interview that elicits interesting, engaging quotes from sources S3: Using general academic language S4: Writing in inverted pyramid style

Unit: News Writing

STAGE 1 | DESIRED RESULTS

ESTABLISHED GOALS

Standards

CC.1.4.11–12.H
Write with a sharp, distinct focus identifying topic, task, and audience. Introduce the precise, knowledgeable claim.

CC.1.4.11–12.I
Distinguish the claim(s) from alternate or opposing claims; 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.

CC.1.4.11–12.J
Create organization that logically sequences claim(s), counterclaims, reasons, and evidence; use words, phrases, and clauses as well as varied syntax to link the major sections of the text to create cohesion and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims; provide a concluding statement or section that follows from and supports the argument presented.

CC.1.4.11–12.K

Transfer

Students will be able to independently use their learning to write a news story with relevant sources related to the school learning environment that follows the conventions of journalistic style.

Meaning

UNDERSTANDINGS
U1: News writing requires research on a topic that requires news elements (timeliness, prominence, proximity, human interest, conflict).
U2: News articles require reporters to be objective and credible.
U3: Reporters research both sides of all arguments to present both sides of a story in order to present a balanced perspective.

ESSENTIAL QUESTIONS
EQ1: How do you know if a source is reliable?
EQ2: Why is it important to stay objective?
EQ3: What makes a story newsworthy?

Acquisition

Students will know...
K1: How to write a summary news lead
K2: How to write a news nut paragraph
K3: How to incorporate multiple sources following Associated Press style
K4: How to use proper attribution throughout the piece

Students will be skilled at...
S1: Writing and revising with a sense of style, brevity, conventions, and organization
S2: Distinguishing claims from alternate or opposing claims
S3: Using general academic language
S4: Writing in inverted pyramid style
S5: Writing with a sharp, distinct focus

Write with an awareness of the stylistic aspects of composition. Use precise language, domain specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing. CC.1.4.11–12.L Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. CC.1.4.11–12.T Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. CC.1.4.11–12.U Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments and information. CCSS.ELA-LITERACY.SL.11-12.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.		

Unit: Opinion Writing

STAGE 1 | DESIRED RESULTS

ESTABLISHED GOALS

Standards

CC.1.4.11–12.H
Write with a sharp, distinct focus identifying topic, task, and audience. Introduce the precise, knowledgeable claim.

CC.1.4.11–12.I
Distinguish the claim(s) from alternate or opposing claims; 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.

CC.1.4.11–12.J
Create organization that logically sequences claim(s), counterclaims, reasons, and evidence; use words, phrases, and clauses as well as varied syntax to link the major sections of the text to create cohesion and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims; provide a concluding statement or section that follows from and supports the argument presented.

CC.1.4.11–12.K
Write with an awareness of the stylistic

Transfer

Students will be able to independently use their learning to write an opinion story with relevant research related to a current event or relevant topic to a school audience that follows the conventions of journalistic style.

Meaning

UNDERSTANDINGS
U1: Opinion writing requires research on a topic that requires research on a timely topic that has the element of timeliness .
U2: Opinion writing largely consists of editorials, columns, and reviews.
U3: Opinion pieces allow journalists to be subjective in their opinion.
U4: Journalists research both sides of all arguments to present both sides of a story in order to understand the topic.
U5: Journalists often interview subjects for opinion/think pieces and can include that information in the writing.

ESSENTIAL QUESTIONS
EQ1: Who is the audience and why should they read the story?
EQ2: What is the focus of the story?
EQ3: What notes should be used as quotations and what can be used as information for added details in a story?
EQ4: Do my ideas seem fresh and original or have I included cliches in the piece?
EQ5: Does the writing clearly convey an idea to the reader?

Acquisition

Students will know...
K1: How to write an editorial piece that represents the opinion of an editorial board
K2: How to write a personal column
K3: How to write various reviews (music, film, book, restaurant, video game, and concert)

Students will be skilled at...
S1: Writing and revising with a sense of style, brevity, conventions, and organization
S2: Taking a stance on a topic
S3: Writing with a sharp, distinct focus

aspects of composition. Use precise language, domain specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing. CC.1.4.11–12.L Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. CC.1.4.11–12.T Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. CC.1.4.11–12.U Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments and information. CCSS.ELA-LITERACY.SL.11-12.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.	K4: How to incorporate multiple sources following Associated Press style K5: How to use proper attribution throughout the piece	

Unit: Press Law and Ethics

STAGE 1 | DESIRED RESULTS

ESTABLISHED GOALS

Standards

CC.1.4.11–12.H
Write with a sharp, distinct focus identifying topic, task, and audience. Introduce the precise, knowledgeable claim.

CC.1.4.11–12.I
Distinguish the claim(s) from alternate or opposing claims; 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.

CC.1.4.11–12.J
Create organization that logically sequences claim(s), counterclaims, reasons, and evidence; use words, phrases, and clauses as well as varied syntax to link the major sections of the text to create cohesion and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims; provide a concluding statement or section that follows from and supports the argument presented.

CC.1.4.11–12.K
Write with an awareness of the stylistic

Transfer

Students will be able to independently use their learning to develop a solid foundation in press law and ethics as it applies to scholastic media versus professional media, including First Amendment-related rights and responsibilities.

Meaning

UNDERSTANDINGS

U1: Opinion writing requires research on a topic that requires research on a timely topic that has the element of timeliness.
U2: Opinion writing largely consists of editorials, columns, and reviews.
U3: Opinion pieces allow journalists to be subjective in their opinion.
U4: Journalists research both sides of all arguments to present both sides of a story in order to understand the topic.
U5: Journalists often interview subjects for opinion / think pieces and can include that information in the writing.

ESSENTIAL QUESTIONS

EQ1: Why must we consider all resources for the story in order to present a fair, balanced, and accurate account?
EQ2: What is the importance of right of reply from other sources?
EQ3: What is the impact of words of subjectivity from either the writer or a peer editor?
EQ4: What happens if a writer has a conflict of interest with the sources or the story topic?

Acquisition

Students will know...

K1: What rights are guaranteed by the First Amendment
K2: What rights student journalists have under Tinker v. Des Moines / Hazelwood v. Kuhlmeier
K4: How to file a FOIA request

Students will be skilled at...

S1: Demonstrating an understanding of journalist's responsibility to be fair, accurate, truthful, and balanced in reporting
S2: Demonstrating an understanding of the rights guaranteed by the First

aspects of composition. Use precise language, domain specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing. CC.1.4.11–12.L Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. CC.1.4.11–12.T Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. CC.1.4.11–12.U Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments and information. CCSS.ELA-LITERACY.SL.11-12.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.	K5: That printing the truth is not libelous K6: The benefits of the First Amendment to the journalist K7: What is expected under the Society of Professional Journalists' Code of Ethics	Amendment to the U.S. Constitution as well as those proposed by PA New Voices (SB806) S3: Demonstrating an understanding of the responsibilities that come with writing and publishing for a public forum for student expression S4: Demonstrating an understanding of pertinent court cases related to student freedom of expression S5: Using resources that will serve as guides to assist them (https://splc.org/law-library/)

Unit: Review Writing

STAGE 1 | DESIRED RESULTS

ESTABLISHED GOALS

Standards

CC.1.4.11–12.H
Write with a sharp, distinct focus identifying topic, task, and audience. Introduce the precise, knowledgeable claim.

CC.1.4.11–12.I
Distinguish the claim(s) from alternate or opposing claims; 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.

CC.1.4.11–12.J
Create organization that logically sequences claim(s), counterclaims, reasons, and evidence; use words, phrases, and clauses as well as varied syntax to link the major sections of the text to create cohesion and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims; provide a concluding statement or section that follows from and supports the argument presented.

CC.1.4.11–12.K
Write with an awareness of the stylistic

Transfer

Students will be able to independently use their learning to write a review piece with a critical lens with relevant research related to a relevant form of media, arts, or culture that is relatable to a school audience and follows the conventions of journalistic style.

Meaning

UNDERSTANDINGS
U1: Requirements of review writing for various genres
U2: Importance of sharp, vivid writing in review writing to make copy intriguing and showcase tone and voice
U3: Importance of research for each type of review provided for the genres (film, book, music, concert, restaurant, podcast, and others.)

ESSENTIAL QUESTIONS
EQ1: What is the focus/angle of a review?
EQ2: What can be used as information for added details in a story?
EQ3: Why should a writer's ideas seem fresh and avoid cliches in the piece?
EQ4: How can a writer clearly convey an idea to the reader for him or her to make judgement about the medium, platform or business being reviewed?

Acquisition

Students will know...
K1: How to write a review that follows Associated Press style in a professional manner
K2: How to write various reviews in all styles/genres (music, film, book, restaurant, video game, and concert)
K3: How to incorporate multiple sources and attribution to support writer's ideas
K4: How to maintain a sense of fairness and balance when reviewing both in diction and one as well as

Students will be skilled at...
S1: Writing and revising with a sense of style, brevity, conventions, and organization
S2: Taking a stance on a topic
S3: Writing with a sharp, distinct focus
S4: Presenting information with engaging lead that transitions seamlessly from one point of review to the next
S5: Incorporating precise and accurate words for appropriate review that are descriptive and clear

aspects of composition. Use precise language, domain specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing. CC.1.4.11–12.L Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. CC.1.4.11–12.T Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. CC.1.4.11–12.U Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments and information. CCSS.ELA-LITERACY.SL.11-12.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.	avoiding conflict of interest in the review.	S6: Including quotes and attributions where necessary