



Information Overload: Media Literacy

Draft Date 06-10-2025	Course HS CP Journalism	Duration 2 Week(s)	Grades 11, 12	Subjects English Language Arts	Team Janae Lapp, Shaun Karli
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Focus

Before we start producing news, we have to examine our own media consumption. We will review traditional sources of media, as well as more recent “disruptors” such as the internet and social media. Regardless of the format, we need to ask how we can be ethical and informed consumers of news.

Stage 1: Learning Goals

Established Goals	Transfer	
Standards	Long-Term Transfer Goals	
Pennsylvania Core Standards English Language Arts (2014): 11-12 ■ Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on and related to an author’s implicit and explicit assumptions and beliefs. (CC.1.2.11-12.B) ■ Evaluate how an author’s point of view or purpose shapes the content and style of a text. (CC.1.2.11-12.D) ■ Integrate and evaluate multiple sources of information presented in different media or formats (e.g. visually, quantitatively) as well as in words in order to address a question or solve a problem. (CC.1.2.11-12.G)	What kinds of long-term, independent accomplishments are desired? Students will be able to independently use their learning to... ■ Reading Informational Text / Reading Literature: Explore text and other media to seek understanding of multiple perspectives and cultures. (T1) ■ Speaking and Listening: Demonstrate interest in and acknowledgement of diverse perspectives by asking probing questions and providing respectful verbal and non-verbal feedback. (T2)	
	Meaning	
	Understandings	Essential Questions
	What specifically do you want students to understand? What inferences should they make? Students will understand that... ■ Diverse media that features a range of perspectives on a given topic helps individuals to deepen and challenge their thinking. (U1) ■ (6-12): Integrating multiple sources of information in diverse media or	What thought-provoking questions will foster inquiry, meaning making, and transfer? Students will keep considering... ■ How can I figure out the author's point of view? (Q1) ■ How do I find and use trustworthy information? (Q2) ■ (4-12) How does the author’s perspective and time when this text

- Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. (CC.1.2.11-12.J)
- Integrate multiple sources of information presented in diverse formats and media (e.g. visually, quantitative, 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. (CC.1.5.11-12.C)

Profile of a CV Learner

- Global Citizenship: Students will be able to mindfully and respectfully seek to understand the ideas and perspectives of others to responsibly participate in all facets of local and global society. (PCVL.GC)
- Life-Long Learner: Students will be able to independently use their learning to analyze past and ongoing performance, adjust thinking processes to new contexts, and use information to make informed and conscientious decisions. (PCVL.LLL)

formats enhances a speaker's credibility and persuasiveness. (U2)

- Multimedia components and visual aids (i.e. pictures, charts, PowerPoints, etc.) are powerful tools that can significantly enhance the development, credibility and communication of main ideas and themes in presentations. (U3)

was produced affect my understanding? (Q3)

- How do I learn from others in group discussions? How do I build on others' ideas? How do I share my thoughts clearly? How do I show others I am listening? (Q4)
- How can I create a positive and respectful discussion that encourages everyone to share their ideas? How effective is the strategy that I am using, and what changes might be needed? (Q5)

Acquisition of Knowledge & Skill

Knowledge

What facts and basic concepts should students know and be able to recall?
Students will know...

- Vocabulary: bias, gatekeeper, newsworthy, copy, beat, deadline, pitch, source, attribution, angle, scoop (K1)
- Elements of a print newspaper: headline, byline, lead, cover, cutline/caption, index, flag/logo, column, dateline, jumpline, wire story (K2)
- Traditional media gatekeepers (K3)
- Roles in a newsroom: Editor-in-Chief, Assistant Editor-in-Chief, Copy Editor, Fact Checker, Public Relations, Photographer (K4)
- Hard vs soft news (K5)

Skills

What discrete skills and processes should students be able to use? Students can...

- I can use textual cues to navigate a traditional newspaper. (S1)
- I can identify sources of journalistic bias. (S2)
- I can use online tools to determine bias of news outlets. (S3)
- I can select a variety of sources to get multiple perspectives. (S4)
- I can articulate the definition of journalism. (S5)
- I can name 3-5 news values and explain how editors use them to determine newsworthiness. (S6)
- I can self-evaluate and track growth of my journalistic skills. (S7)



Just the Facts, Please: News Writing

Draft Date 06-10-2025	Course HS CP Journalism	Duration 4 Week(s)	Grades 11, 12	Subjects English Language Arts	Team Janae Lapp, Shaun Karli
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Focus

Now that we understand more about the current media landscape, it is time to add our journalistic voice. We will learn the basics of news writing and photojournalistic style, and start to produce publishable stories for our own school community.

Stage 1: Learning Goals

Established Goals	Transfer	
Standards	Long-Term Transfer Goals	
Pennsylvania Core Standards English Language Arts (2014): 11-12 ■ Evaluate how an author's point of view or purpose shapes the content and style of a text. (CC.1.2.11-12.D) ■ Write informative/ explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately. (CC.1.4.11-12.A) ■ Write with a sharp distinct focus identifying topic, task, and audience. (CC.1.4.11-12.B) ■ 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	What kinds of long-term, independent accomplishments are desired? Students will be able to independently use their learning to... ■ Writing: Communicate information and ideas clearly to address task, purpose, and intended audience. (T1) ■ Writing: Build stamina, perseverance, and craftsmanship through the writing process to become fluent, strategic, and independent writers. (T2) ■ Reading Informational Text / Reading Literature: Explore text and other media to seek understanding of multiple perspectives and cultures. (T3)	
	Meaning	
	Understandings	Essential Questions
	What specifically do you want students to understand? What inferences should they make? Students will understand that... ■ Meeting a common goal often requires flexibility, compromise, and a willingness to accept constructive feedback. (U1)	What thought-provoking questions will foster inquiry, meaning making, and transfer? Students will keep considering... ■ As I am speaking/writing... What am I trying to say? How do I explain my ideas or approach for a specific purpose and audience? What details are appropriate to include to clarify my message? How can I utilize accessibility

the norms of the discipline in which they are writing. (CC.1.4.11-12.E)

- Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. (CC.1.4.11-12.F)
- Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. (CC.1.4.11-12.V)
- 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. (CC.1.4.11-12.W)

Profile of a CV Learner

- Communication: Students will be able to independently and confidently adapt their writing and speaking in relation to audience, task, and purpose, as well as practice active listening to understand other perspectives, viewpoints, and cultures. (PCVL.CM)
- Innovative Problem Solving: Students will be able to independently use their learning to approach new problems with curiosity

- Effective communication provides an opportunity to affect local and global change. (U2)
- Effective readers determine the author's viewpoint and how it shapes the text. (U3)
- Effective readers evaluate the style, tone, and use of evidence that an author chooses to include in the text to convey an idea. (U4)
- Effective writers make deliberate and strategic choices when considering purpose and audience to convey information clearly about a topic. (U5)
- Effective writers choose appropriate/relevant evidence from text(s) to support their opinion. (U6)
- Effective writers understand there are multiple points of view/opinions. (U7)
- Effective writers create organizational structures to support their opinions. (U8)
- Effective writers choose organizational structures to logically sequence ideas and events. (U9)
- Effective writers strengthen their writing through the process of revising and editing. (U10)
- Effective writers effectively use a variety of digital tools to collaborate, produce, and publish their writing. (U11)
- Strategic researchers gather information from a variety of reliable resources to answer a specific research question or explore a topic. (U12)

tools to ensure diverse audiences can understand me? What adjustments do I need to make? (Q1)

- How can I figure out the author's point of view? (Q2)
- How does the way this information is organized help me understand the text? (Q3)
- How do I find and use trustworthy information? (Q4)
- How does the author support their argument? (Q5)
- How do I choose relevant information to include in my writing? How does that help support my explanation? (Q6)
- What is the best way to organize this information? (Q7)
- How clear is my argument? What can I do to make it more logical and effective? (Q8)
- How do I know if I communicated my point effectively? (Q9)
- What is the best way to organize the events in this story? (Q10)
- How do I find reliable and useful sources for my research? How do I compare information that I have found from multiple sources to figure out what is accurate? (Q11)

and creativity while consistently seeking growth through self-reflection and a willingness to accept constructive feedback. (PCVL.IPS)

- Strategic researchers participate in independent and collaborative research to better understand the content that they are researching. (U13)

Acquisition of Knowledge & Skill

Knowledge

What facts and basic concepts should students know and be able to recall?
Students will know...

- Basic news writing vocabulary: Angle, Backgrounder, Developing story, Hard lead, Hard news, Inverted pyramid, Investigative reporting, Lead/lede, News story, Nut paragraph, Participant observation, Scoop, Cutline, Information graphic (K1)
- Inverted pyramid style of news writing (K2)
- Types of leads (K3)
- Journalistic experiences during an important event (such as 9/11) (K4)
- Types of photojournalism styles (K5)

Skills

What discrete skills and processes should students be able to use? Students can...

- I can determine which stories are the most newsworthy. (S1)
- I can interview sources to gather accurate information. (S2)
- I can write a hard news lead. (S3)
- I can write a hard news headline. (S4)
- I can write a news story in inverted pyramid style. (S5)
- I can describe the challenges for journalists reporting on tragedies. (S6)
- I can take pictures that accurately tell a story. (S7)
- I can write cutlines that give additional information about a photo. (S8)



Dilemmas and Tensions: Ethics in Journalism

Draft Date	Course	Duration	Grades	Subjects	Team
06-10-2025	HS CP Journalism	2 Week(s)	11, 12	English Language Arts	Janae Lapp, Shaun Karli
Focus					
As we try to produce truthful, fact-based journalism, we will encounter ethical dilemmas. To help resolve these, we will first examine legal precedence related to journalism. We will also study theories of how to make wise decisions to deal with ethical tensions. We will examine scenarios that real-life student journalists encounter, creating and analyzing our own case studies.					
Stage 1: Learning Goals					
Established Goals			Transfer		
Standards			Long-Term Transfer Goals		
Pennsylvania Core Standards English Language Arts (2014): 11-12 - Integrate and evaluate multiple sources of information presented in different media or formats (e.g. visually, quantitatively) as well as in words in order to address a question or solve a problem. (CC.1.2.11-12.G) - Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently. (CC. 1.2.11-12.L) - Initiate and participate effectively in a range of collaborative discussions on grades level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. (CC. 1.5.11-12.A)			What kinds of long-term, independent accomplishments are desired? Students will be able to independently use their learning to... - Reading Informational Text / Reading Literature: Explore text and other media to seek understanding of multiple perspectives and cultures. (T1) - Speaking and Listening: Demonstrate interest in and acknowledgement of diverse perspectives by asking probing questions and providing respectful verbal and non-verbal feedback. (T2)		
			Meaning		
			Understandings	Essential Questions	
			What specifically do you want students to understand? What inferences should they make? Students will understand that... - Strong inferences are based on specific text details that lead to a broader topic, point, or conclusion. (U1) - Engaging in collaborative discussions allows students to learn from each	What thought-provoking questions will foster inquiry, meaning making, and transfer? Students will keep considering... What challenges do communities face? What are some innovative and traditional ways they are meeting those challenges? How does that inspire my own ideas? (Q1)	

- Evaluate how the speaker's perspective, reasoning, and use of evidence and rhetoric affect the credibility of an argument through the author's stance, premises, links among ideas, word choice, points of emphasis, and tone. (CC.1.5.11-12.B)

Profile of a CV Learner

- Innovative Problem Solving: Students will be able to independently use their learning to approach new problems with curiosity and creativity while consistently seeking growth through self-reflection and a willingness to accept constructive feedback. (PCVL.IPS)
- Global Citizenship: Students will be able to mindfully and respectfully seek to understand the ideas and perspectives of others to responsibly participate in all facets of local and global society. (PCVL.GC)

other, deepen their understanding of topics, and gain new perspectives. (U2)

- ELA: Reading provides a window into others' perspectives and stories which promotes compassion for others and develops critical thinking. (U3)
- Being receptive to contradictory or challenging ideas, asking probing questions, and providing respectful feedback broadens one's perspective and deepens others' thinking. (U4)
- Meaningful change in a community requires looking at a problem from multiple angles with curiosity and a willingness to challenge and deepen one's thinking. (U5)

- How do societies and individuals interact and influence each other? (Q2)
- What is the problem, and why does this problem exist and need solving? (Q3)
- How do I come up with a solution that can potentially help with this problem? (Q4)
- How do I work to design, test, and rework the solution based on feedback from the target audience? (Q5)
- To what extent does the way I act show what and who is important to me? (Q6)
- How do I learn from others in group discussions? How do I build on others' ideas? How do I share my thoughts clearly? How do I show others I am listening? (Q7)

Acquisition of Knowledge & Skill

Knowledge

What facts and basic concepts should students know and be able to recall? Students will know...

- Vocabulary: First Amendment, censorship, court of public opinion, public forum, invasion of privacy, libel, off the record, plagiarism (K1)
- Stephen Glass and the *New Republic* scandal (K2)
- PA laws related to student journalism (K3)
- Supreme Court rulings related to student journalism: Tinker vs. DeMoiner, Hazelwood School District v. Kuhlmeier, Dean v. Utica Community Schools (K4)
- Areas of ethical inquiry: personal ethics, professional ethics, social and political ethics,

Skills

What discrete skills and processes should students be able to use? Students can...

- I can describe the types of ethical frameworks that journalists use to make decisions. (S1)
- I can apply ethical frameworks to solve real-life journalistic dilemmas. (S2)
- I can justify why journalists are making certain decisions based on ethical frameworks. (S3)
- I can resolve censorship issues when they arise. (S4)

	global ethics (K5) ■ Ethical frameworks: Teleological, Deontological, Virtue (K6) ■ Ethical Justifications: Authoritative, External, Voices, Naturalism, Social Agreement, or Contract (K7) ■ How censorship affects journalists and audiences (K8)	■ I can correctly attribute my and others' work and sources. (S5) ■ I can apply laws and court rulings to my own situations. (S6)
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Stories Worth Sharing: Feature Writing

Draft Date 06-10-2025	Course HS CP Journalism	Duration 4 Week(s)	Grades 11, 12	Subjects English Language Arts	Team Janae Lapp, Shaun Karli
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Focus

Once we have learned to write in an informational style, it's time to learn about journalistic formats that use more creative elements. We will learn about different types of feature stories, then spend time interviewing one individual in depth and writing a personality profile about him or her.

Stage 1: Learning Goals

Established Goals	Transfer	
Standards	Long-Term Transfer Goals	
Pennsylvania Core Standards English Language Arts (2014): 11-12 ■ Write informative/ explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately. (CC.1.4.11-12.A) ■ Write with a sharp distinct focus identifying topic, task, and audience. (CC.1.4.11-12.B) ■ Develop and analyze 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; include graphics and multimedia when useful to aiding comprehension. (CC.1.4.11-12.C)	What kinds of long-term, independent accomplishments are desired? Students will be able to independently use their learning to... ■ Writing: Communicate information and ideas clearly to address task, purpose, and intended audience. (T1) ■ Writing: Build stamina, perseverance, and craftsmanship through the writing process to become fluent, strategic, and independent writers. (T2) ■ Speaking and Listening: Demonstrate interest in and acknowledgement of diverse perspectives by asking probing questions and providing respectful verbal and non-verbal feedback. (T3)	
	Meaning	
	Understandings	Essential Questions
	What specifically do you want students to understand? What inferences should they make? Students will understand that... ■ Being receptive to contradictory or challenging ideas, asking probing questions, and providing respectful	What thought-provoking questions will foster inquiry, meaning making, and transfer? Students will keep considering... ■ As I am reading my research, how do I deepen and challenge my thinking? (Q1)

- Organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create whole; use appropriate and varied transitions and syntax to link the major sections of the text; provide a concluding statement or section that supports the information presented; include formatting when useful to aiding comprehension. (CC.1.4.11-12.D)
- 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.E)
- Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. (CC.1.4.11-12.F)

- feedback broadens one's perspective and deepens others' thinking. (U1)
- Effective writers make deliberate and strategic choices when considering purpose and audience to convey information clearly about a topic. (U2)
 - Effective writers choose organizational structures and transitions to logically connect ideas and information. (U3)
 - Effective writers strengthen their writing through the process of revising and editing. (U4)
 - Effective writers effectively use a variety of digital tools to collaborate, produce, and publish their writing. (U5)

- How do the stories people tell give insight into who they are? (Q2)
- How does who I am writing for impact the way I am sharing information about the topic? (Q3)
- How do I choose relevant information to include in my writing? How does that help support my explanation? (Q4)
- What is the best way to organize this information? (Q5)
- How do I play with words and phrases to communicate my ideas more powerfully? (Q6)
- How does my audience feedback help me revise? (Q7)
- How does using a digital tool strengthen writing ? (5-12) (Q8)

Acquisition of Knowledge & Skill

Knowledge

What facts and basic concepts should students know and be able to recall?
Students will know...

- Vocabulary: anecdotal lead, angle, close-ended questions, features, human-interest story, profile, standard verbatim transcription (K1)
- Grammar rules of integrating quotes (K2)
- Why profile writing is important (K3)
- Interviewing skills (K4)
- Types of interviewing questions (K5)
- Types of digital tools to assist with interviewing and transcribing (K6)
- Types of feature headlines (K7)

Skills

What discrete skills and processes should students be able to use? Students can...

- I can write effective interview questions. (S1)
- I can ask follow-up questions to probe more deeply during an interview. (S2)
- I can use digital tools to record and transcribe a long-form interview. (S3)
- I can edit a written transcript into standard verbatim form. (S4)
- I can use body language and non-verbal cues to make an interview subject feel comfortable. (S5)
- I can write an effective feature lead. (S6)

ISTE Standards

ISTE Standards: 1

- Evaluate and select information sources and digital tools based on the appropriateness to specific tasks (ISTE.3.1.c)
- Process data and report results (ISTE.3.1.d)

Profile of a CV Learner

- Communication: Students will be able to independently and confidently adapt their writing and speaking in relation to audience, task, and purpose, as well as practice active listening to understand other perspectives, viewpoints, and cultures. (PCVL.CM)
- Life-Long Learner: Students will be able to independently use their learning to analyze past and ongoing performance, adjust thinking processes to new contexts, and use information to make informed and conscientious decisions. (PCVL.LLL)

- Common attribution verbs (K8)
- Types of feature leads (K9)
- *Wall Street Journal* organization for feature stories (K10)

- I can select the most powerful quotes from a transcript. (S7)
- I can use the *Wall Street Journal* format to organize a feature story. (S8)
- I can smoothly integrate quotes and paraphrases. (S9)
- I can write effective feature leads and headlines. (S10)



The Press and Democracy: History of Journalism

Draft Date 06-10-2025	Course HS CP Journalism	Duration 2 Week(s)	Grades 11, 12	Subjects English Language Arts	Team Janae Lapp, Shaun Karli
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Focus

Now that we have some experience as student journalists, we can think about how journalists have historically participated in American democracy. By examining case studies like Watergate, we can learn how to intentionally use the power of the press to uphold democratic principles and free speech in our own times.

Stage 1: Learning Goals

Established Goals	Transfer	
Standards	Long-Term Transfer Goals	
Pennsylvania Core Standards English Language Arts (2014): 11-12 ■ Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs. (CC.1.2.11-12.B) ■ Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of the text. (CC.1.2.11-12.C) ■ Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging. (CC.1.2.11-12.E)	What kinds of long-term, independent accomplishments are desired? Students will be able to independently use their learning to... ■ Reading Informational Text / Reading Literature: Read to gain knowledge, build critical thinking skills, and spark curiosity and interest. (T1) ■ Reading Informational Text / Reading Literature: Explore text and other media to seek understanding of multiple perspectives and cultures. (T2)	
	Meaning	
	Understandings	Essential Questions
	What specifically do you want students to understand? What inferences should they make? Students will understand that... ■ Effective communication provides an opportunity to affect local and global change. (U1) ■ Effective readers identify key details of informational texts to determine main ideas. (U2)	What thought-provoking questions will foster inquiry, meaning making, and transfer? Students will keep considering... ■ How have the events of the past influenced the world we know today? (Q1) ■ How do societies and individuals interact and influence each other? (Q2) ■ How will I judge if a risk I am thinking about is worth taking? What are the

- Integrate and evaluate multiple sources of information presented in different media or formats (e.g. visually, quantitatively) as well as in words in order to address a question or solve a problem. (CC.1.2.11-12.G)
- Analyze foundational U.S. and world documents of historical, political, and literary significance for their themes, purposes, and rhetorical features. (CC.1.2.11-12.I)
- Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama. (CC.1.3.11-12.C)

Profile of a CV Learner

- Global Citizenship: Students will be able to mindfully and respectfully seek to understand the ideas and perspectives of others to responsibly participate in all facets of local and global society. (PCVL.GC)
- Life-Long Learner: Students will be able to independently use their learning to analyze past and ongoing performance, adjust thinking processes to new contexts, and use information to make informed and conscientious decisions. (PCVL.LLL)

- Strong inferences are based on specific text details that lead to a broader topic, point, or conclusion. (U3)
- (4-12) The perspective of authors on a specific topic, situated in place and time, impacts how readers understand their works. (U4)

- consequences of not doing it? Is this worth my persistence? Would my time and efforts be better applied elsewhere? (Q3)
- What do I need to know to retell/ summarize this text? (Q4)
 - What questions do I have as I read this text? (Q5)
 - What is this author trying to tell me based on the evidence used? How does this connect to what I already know and believe? (Q6)
 - How do I find and use trustworthy information? (Q7)
 - (4-12) How does the author's perspective and time when this text was produced affect my understanding? (Q8)

Acquisition of Knowledge & Skill

Knowledge

What facts and basic concepts should students know and be able to recall?
Students will know...

- Vocabulary: investigative reporting, desk, off the record, background, deep background, classified, subpoena, verbatim, slush fund (K1)
- Famous journalists of the past: Walter Cronkite, Joseph Pulitzer (Pulitzer Prize), William Randolph Hearst, Bob Woodward/Carl Bernstein, Edward R. Murrow, Nellie Bly, Margaret Bourke-White, Ida Tarbell, Barbara Walters, Tom Brokaw, David Brinkley, Tim

Skills

What discrete skills and processes should students be able to use? Students can...

- I can determine what sources to use to investigate a story. (S1)
- I can explain the contributions of key journalists in history. (S2)
- I can connect historical examples of journalism, such as Watergate, to current events. (S3)
- I can articulate the role of journalism in upholding democracy. (S4)
- I can use research skills to find accurate information about historic figures. (S5)

	Russert, Thomas Friedman, Diane Sawyer, Anderson Cooper, Benjamin Franklin, Wolf Blitzer, Mike Wallace, Peter Jennings, Walter Lippmann (K2) ■ Investigative journalism, freedom of the press, and rhetorical strategies (K3) ■ Journalistic components of the Watergate scandal (K4)	■ I can present about a journalist in a clear and engaging way. (S6)
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The Head and the Heart: Opinion Writing

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Focus

Once we have a strong foundation in fact-based writing, we can learn to write opinion pieces from a foundation of research rather than our own personal biases. We can consider the issues that fire our hearts and imaginations, closely examine the evidence, and learn to craft a persuasive message to a particular audience.

Stage 1: Learning Goals

Established Goals	Transfer	
Standards	Long-Term Transfer Goals	
Pennsylvania Core Standards English Language Arts (2014): 11-12 ■ Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs. (CC.1.2.11-12.B) ■ Evaluate how an author's point of view or purpose shapes the content and style of a text. (CC.1.2.11-12.D) ■ Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging. (CC.1.2.11-12.E)	What kinds of long-term, independent accomplishments are desired? Students will be able to independently use their learning to... ■ Reading Informational Text / Reading Literature: Explore text and other media to seek understanding of multiple perspectives and cultures. (T1) ■ Writing: Communicate information and ideas clearly to address task, purpose, and intended audience. (T2) ■ Writing: Build stamina, perseverance, and craftsmanship through the writing process to become fluent, strategic, and independent writers. (T3) ■ Writing: Apply knowledge of vocabulary to communicate effectively in a variety of contexts using appropriate conventions (T4)	
	Meaning	
	Understandings	Essential Questions
	What specifically do you want students to understand? What inferences should they make? Students will understand that... ■ Effective communication provides an opportunity to affect local and global change. (U1)	What thought-provoking questions will foster inquiry, meaning making, and transfer? Students will keep considering... ■ What challenges do communities face? What are some innovative and traditional ways they are meeting those

- Evaluate how words and phrases shape meaning and tone in texts. (CC.1.2.11-12.F)
- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools. (CC.1.2.11-12.K)
- Write arguments to support claims in an analysis of substantive topics. (CC.1.4.11-12.G)
- Write with a sharp distinct focus identifying topic, task, and audience. Introduce the precise, knowledgeable claim. (CC.1.4.11-12.H)
- 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.I)
- 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 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.J)

- Being receptive to contradictory or challenging ideas, asking probing questions, and providing respectful feedback broadens one's perspective and deepens others' thinking. (U2)
- Meaningful change in a community requires looking at a problem from multiple angles with curiosity and a willingness to challenge and deepen one's thinking. (U3)
- Innovative problem-solvers realize that failure is an opportunity to learn and accept constructive feedback to evaluate and revise their thinking. (U4)
- Effective readers determine the author's viewpoint and how it shapes the text. (U5)
- Diverse media that features a range of perspectives on a given topic helps individuals to deepen and challenge their thinking. (U6)
- Effective readers evaluate the style, tone, and use of evidence that an author chooses to include in the text to convey an idea. (U7)
- (4-12) The perspective of authors on a specific topic, situated in place and time, impacts how readers understand their works. (U8)
- Effective writers choose appropriate/relevant evidence from text(s) to support their opinion. (U9)
- Effective writers understand there are multiple points of view/opinions. (U10)

- challenges? How does that inspire my own ideas? (Q1)
- What causes/issues/problems do I care about (local-global)? What are some ways I can affect positive change? (Q2)
- What is the problem, and why does this problem exist and need solving? (Q3)
- How do I come up with a solution that can potentially help with this problem? (Q4)
- How will I judge if a risk I am thinking about is worth taking? What are the consequences of not doing it? Is this worth my persistence? Would my time and efforts be better applied elsewhere? (Q5)
- To what extent does the way I act show what and who is important to me? (Q6)
- What is this author trying to tell me based on the evidence used? How does this connect to what I already know and believe? (Q7)
- How can I figure out the author's point of view? (Q8)
- How does the way this information is organized help me understand the text? (Q9)
- How do I find and use trustworthy information? (Q10)
- How does the author support their argument? (Q11)
- How does this text compare to other texts on the same topic? (Q12)
- (4-12) How does the author's perspective and time when this text

- Write with an awareness of the stylistic aspects of composition. • Use precise language and domain-specific vocabulary 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.K)
- Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. (CC.1.4.11-12.L)
- 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.T)
- 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. (CC.1.4.11-12.U)
- 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. (CC.1.4.11-12.W)
- Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or

- Effective writers create organizational structures to support their opinions. (U11)
- Effective writers effectively use a variety of digital tools to collaborate, produce, and publish their writing. (U12)
- Effective writers strengthen their writing through the process of revising and editing. (U13)

was produced affect my understanding? (Q13)

- How does who I am writing for impact the way I am sharing information about the topic? (Q14)
- (7+) What are other opinions about this topic? How can I consider/use these opinions in my argument? (Q15)
- How clear is my argument? What can I do to make it more logical and effective? (Q16)
- How do I know if I communicated my point effectively? (Q17)
- How do I play with words and phrases to communicate my ideas more powerfully? (Q18)
- How do I find reliable and useful sources for my research? How do I compare information that I have found from multiple sources to figure out what is accurate? (Q19)
- As I am reading my research, how do I deepen and challenge my thinking? (Q20)

Acquisition of Knowledge & Skill

Knowledge	Skills
What facts and basic concepts should students know and be able to recall? Students will know... ■ Vocabulary: angle, bias, editorial, editorial cartoon, editorial department, editorialize, op-ed page, counter-claim (K1)	What discrete skills and processes should students be able to use? Students can... ■ I can use ethos, logos and pathos to convince an audience. (S1) ■ I can craft arguments based on the target audience. (S2) ■ I can acknowledge and refute counter-arguments. (S3)

a day or two) for a range of discipline-specific tasks, purposes and audiences. (CC.1.4.11-12.X)

Profile of a CV Learner

- Communication: Students will be able to independently and confidently adapt their writing and speaking in relation to audience, task, and purpose, as well as practice active listening to understand other perspectives, viewpoints, and cultures. (PCVL.CM)
- Innovative Problem Solving: Students will be able to independently use their learning to approach new problems with curiosity and creativity while consistently seeking growth through self-reflection and a willingness to accept constructive feedback. (PCVL.IPS)
- Global Citizenship: Students will be able to mindfully and respectfully seek to understand the ideas and perspectives of others to responsibly participate in all facets of local and global society. (PCVL.GC)

- Persuasive techniques: ethos, logos, pathos (K2)
- Connotation and denotation of words (K3)
- Types of feature leads (K4)
- Types of feature headlines (K5)
- Structure of an editorial (K6)
- Structure of a review (K7)

- I can choose language with specific connotations. (S4)
- I can determine viewpoints and bias in argument writing. (S5)
- I can synthesize various viewpoints. (S6)
- I can find reliable statistics about a topic. (S7)
- I can use details to support an opinion about a cultural artifact. (S8)