

# Course of Study:

## English Language Arts

### *Writing for Publications I and II*



**Course of Study, English Language Arts - Revised February 2023 (D. Massucci)**  
**Writing for Publications I and II**

**Strand:** Ohio's Learning Standards Grades 11-12: Reading Informational Texts

**Learning Standard:**

RI.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

RI.11-12.2 Analyze informational text development.

RI.11-12.3 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

RI.11-12.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

RI.11-12.5 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.

RI.11-12.6 Determine an author's perspective or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.

RI.11-12.7 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.

~~RI.11-12.8 Delineate and evaluate the reasoning in seminal U.S. texts and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).~~

~~RI.11-12.9 Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.~~

~~RI.11-12.10 By the end of grade 11, read and comprehend literary nonfiction in the grades-~~

~~RI.11-12.10 By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11-CGR text complexity band independently and proficiently.~~

**How Taught?**

- Students will learn journalistic, technical, and informational writing terminology and technique, including how to identify and evaluate author's purpose and technique.
- Students will read, analyze, and synthesize examples of journalistic writing and nonfiction informational texts and publication.
- Students will read examples of local **and national** journalism and professional publications for elements of craft, including structure, voice, and development of perspective.
- Students will regularly complete analyses of **articles/texts in order to learn, practice, and reinforce journalistic skills.**
- Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another.

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<p><b>Materials:</b> SNO (Student News Organization) Curriculum -SNO Journalism Curriculum -Best of SNO: Student Journalism Resource</p> <p><i>Still Captive? History, Law and the Teaching of High School Journalism</i></p> <p><i>The Associated Press Stylebook and Briefing on Media Law</i></p> <p><i>The Newspaper Designer's Handbook</i></p> <p>Associated Press News</p> <p><i>The Geauga Maple Leaf, The News Herald, The Plain Dealer, USA Today, The Washington Post, The New York Times</i></p> <p>*Students regularly use the internet to explore story ideas, research topics, locate sources, fact-check information, and write/revise articles.</p>	<p><b>How Assessed?</b></p> <ul style="list-style-type: none"><li>● Pre-Assessments (pre-tests, inventories, observation, anticipation guide, questioning, diagnostics).</li><li>● Formative Assessments (<b>article drafts</b>, entry/exit slips, mini-analysis assignments, group work, reflections, discussions, Socratic seminar, writer's workshops, homework/classwork, self and peer evaluations, checklists, journals/progress notes, observations, conferences, interviews, rubrics, questionnaires, quick writes).</li><li>● Summative Assessments (<b>completed articles</b>, formal essays, rubrics, tests/exams, projects, evaluation, demonstration, portfolio review).</li></ul>
	<p><b>How Re-Taught?</b></p> <ul style="list-style-type: none"><li>● Descriptive feedback on original task/assessment</li><li>● Student examples of expectations</li><li>● Modeling</li><li>● Student self-assessments</li><li>● New tasks assigned by teacher</li><li>● Manipulatives</li><li>● Presenting the information again in a different way</li><li>● Review sessions</li><li>● Graphic organizers</li><li>● Small-group instruction</li><li>● Practice activities</li></ul>

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**Strand:** Ohio's Learning Standards Grades 11-12: Writing Standards

Learning Standard:	How Taught?
<p>W.11-12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>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.</p> <p>W.11-12.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>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.</p> <p>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.</p> <p>W.11-12.7 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.</p> <p>W.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p> <p>W.11-12.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>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.</p>	<ul style="list-style-type: none"><li>● Students will generate ideas and conduct research (including interviews) <del>background research</del> from print and internet sources and informational texts to write, revise, and publish their own articles.</li><li>● Students will collaborate with <b>each other</b> to learn, practice, and reinforce professional journalism and technical writing standards.</li><li>● Students will learn and <b>demonstrate</b> digital editing and publication techniques through maintenance and use of the high school news website.</li><li>● <b>Students will learn and demonstrate print editing and publication techniques through production and distribution of a print newspaper.</b></li><li>● Through a rigorous and collaborative writing and revision process, students <b>will</b> learn and practice the <b>skills of prewriting, researching, drafting, revising, editing, proofreading, and publishing.</b></li><li>● Students will write, revise, and <b>publish their work on our school newspaper website, <i>thehilltopecho.org</i>, and for print issues of the newspaper.</b></li></ul> <p><del>a. Establish a clear and thorough thesis to present a complex argument.</del></p> <p><del>b. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.</del></p> <p><del>c. 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.</del></p> <p><del>d. 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.</del></p>

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	<p><del>e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</del></p> <p><del>f. Provide a concluding statement or section that follows from and supports the argument presented</del></p> <p><del>a. Establish a clear and thorough thesis to present and explain information.</del></p> <p><del>b. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia to aid comprehension, if needed. Ohio's Learning Standards for Grades 11-12</del></p> <p><del>c. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</del></p> <p><del>d. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</del></p> <p><del>e. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</del></p> <p><del>f. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</del></p> <p><del>g. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic</del></p> <p><del>a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. 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 (e.g., a sense of mystery, suspense, growth, or resolution). d. Use precise words and phrases, telling details, and</del></p>
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	<p>sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. c. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p> <p>a. Apply grades 11–12 Reading standards to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early twentieth-century foundational works of American literature, including how two or more diverse texts from the same period treat similar themes and/or topics”). b. Apply grades 11–12 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts and the premises, purposes, and arguments in works of public advocacy [e.g., <i>The Federalist</i>, presidential addresses]”).</p> <p><del>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</del></p>
<p><b>Materials:</b>          SNO (Student News Organization) Curriculum          -SNO Journalism Curriculum          -Best of SNO: Student Journalism Resource</p> <p><i>Still Captive? History, Law and the Teaching of High School Journalism</i></p> <p><i>The Associated Press Stylebook and Briefing on Media Law</i></p> <p><i>The Newspaper Designer's Handbook</i></p> <p>Associated Press News</p> <p><i>The Geauga Maple Leaf, The News Herald, The Plain Dealer, USA Today, The Washington Post, The New York Times</i></p> <p>*Students regularly use the internet to explore story ideas, research topics, locate sources, fact-check information, and write/revise articles.</p>	<p><b>How Assessed?</b></p> <ul style="list-style-type: none"> <li>• Students will learn and practice writing and speaking skills that will enable them to generate ideas, research, interview, revise, edit, <b>proofread</b>, and publish original writing, photography, <b>and art</b> that meets rigorous journalistic and professional writing standards. <del>through maintenance of the high school newspaper website <i>The Hilltop Echo</i> (thehilltopeeche.org)</del></li> <li>• Pre-Assessments (pre-tests, inventories, observation, anticipation guide, questioning, diagnostics).</li> <li>• Formative Assessments (<b>article drafts</b>, entry/exit slips, mini-analysis assignments, group work, reflections, discussions, Socratic seminar, writer’s workshops, homework/classwork, self and peer evaluations, checklists, journals/progress notes, observations, conferences, interviews, rubrics, questionnaires, quick writes).</li> </ul>

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	<ul style="list-style-type: none"> <li>● Summative Assessments (<b>completed articles</b>, formal essays, rubrics, tests/exams, project, evaluation, demonstration, portfolio review).</li> </ul>
	<p><b>How Re-Taught?</b></p> <ul style="list-style-type: none"> <li>● Descriptive feedback on original task/assessment</li> <li>● Student examples of expectations</li> <li>● Modeling</li> <li>● Student self-assessments</li> <li>● New tasks assigned by teacher</li> <li>● Manipulatives</li> <li>● Presenting the information again in a different way</li> <li>● Review sessions</li> <li>● Graphic organizers</li> <li>● Small-group instruction</li> <li>● Practice activities</li> </ul>

**Strand:** Ohio's Learning Standards Grades 11-12: Speaking and Listening Standards

<p><b>Learning Standard:</b></p> <p>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.</p> <p>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.</p> <p>SL.11-12.3 Evaluate a speaker's perspective, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p> <p>SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development,</p>	<p><b>How Taught?</b></p> <ul style="list-style-type: none"> <li>● Students will learn how to plan for and participate in <b>organizational/editorial</b> meetings to discuss story ideas, writing and revision schedules, website maintenance, <b>and printing/publication schedules</b>.</li> <li>● Students will liaison and collaborate with their teacher, classmates, and other community members to conduct interviews/research, collect information, share <b>information</b>, and evaluate information.</li> <li>● Students will learn and practice public speaking and dialogue through organizational leadership goals.</li> <li>● Through the weekly and quarterly work of running <i>The Hilltop Echo</i>, CHS's student newspaper, students will learn, apply, and reinforce effective speaking and listening skills.</li> </ul> <p><del>a. Come to discussions prepared, having read and researched material under study; explicitly draw on</del></p>
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<p>substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p> <p>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.</p> <p>SL.11-12.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate</p>	<p><del>that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas:</del></p> <p><del>b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</del></p> <p><del>c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</del></p> <p><del>d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</del></p>
<p><b>Materials:</b></p> <p>SNO (Student News Organization) Curriculum          -SNO Journalism Curriculum          -Best of SNO: Student Journalism Resource</p> <p><i>Still Captive? History, Law and the Teaching of High School Journalism</i></p> <p><i>The Associated Press Stylebook and Briefing on Media Law</i></p> <p><i>The Newspaper Designer's Handbook</i></p> <p>Associated Press News</p> <p><i>The Geauga Maple Leaf, The News Herald, The Plain Dealer, USA Today, The Washington Post, The New York Times</i></p>	<p><b>How Assessed?</b></p> <ul style="list-style-type: none"> <li>• Pre-Assessments (pre-tests, inventories, observation, anticipation guide, questioning, diagnostics).</li> <li>• Formative Assessments (entry/exit slips, mini-analysis assignments, group work, reflections, discussions, Socratic seminar, writer's workshops, homework/classwork, self and peer evaluations, checklists, journals/progress notes, observations, conferences, interviews, rubrics, questionnaires, quick writes, <b>interviews, presentations</b>).</li> <li>• Summative Assessments (formal essays, rubrics, tests/exams, project, evaluation, demonstration, portfolio review, <b>interviews, presentations</b>).</li> </ul>
<p><i>*Students regularly use the internet to explore story ideas, research topics, locate sources, fact-check information, and write/revise articles.</i></p>	<p><b>How Re-Taught?</b></p> <ul style="list-style-type: none"> <li>• Descriptive feedback on original task/assessment</li> <li>• Student examples of expectations</li> <li>• Modeling</li> <li>• Student self-assessments</li> <li>• New tasks assigned by teacher</li> <li>• Manipulatives</li> </ul>



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	<ul style="list-style-type: none"> <li>● Presenting the information again in a different way</li> <li>● Review sessions</li> <li>● Graphic organizers</li> <li>● Small-group instruction</li> <li>● Practice activities</li> </ul>
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**Strand:** Ohio’s Learning Standards Grades 11-12: Language Standards

<p><b>Learning Standard:</b></p> <p>L.11-12.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.11-12.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.11-12.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p>L.11-12.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.</p> <p>L.11-12.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>L.11-12.6 Acquire and accurately use 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.</p>	<p><b>How Taught?</b></p> <ul style="list-style-type: none"> <li>● Students will learn standards of professional writing for journalism, technical writing, and other professional publications <b>by examining and studying</b> style guides (such as <i>The AP Stylebook</i>) <b>and media</b>.</li> <li>● Students will practice <b>writing techniques and utilize vocabulary that are specific to</b> professional publications and written communication.</li> <li>● Students will practice writing, editing, and publishing skills <b>that adhere to effective journalistic writing principles and styles</b>.</li> </ul> <p><del>a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.</del></p> <p><del>b. Resolve issues of complex or contested usage, consulting references (e.g., MerriamWebster’s Dictionary of English Usage, Garner’s Modern American Usage) as needed.</del></p> <p><del>a. Observe hyphenation conventions.</del></p> <p><del>b. Spell correctly.</del></p> <p><del>a. Vary syntax for effect, consulting references (e.g., Tufte’s Artful Sentences) for guidance as needed.</del></p> <p><del>b. Apply an understanding of syntax to the s</del></p> <p><del>a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</del></p> <p><del>b. Identify and correctly use patterns of word</del></p>
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	<p>changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).  e. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, part of speech, etymology, or standard usage.  d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).  study of complex texts when reading.</p> <p>a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. b. Analyze nuances in the meaning of words with similar denotations.</p>
<p><b>Materials:</b>  SNO (Student News Organization) Curriculum  -SNO Journalism Curriculum  -Best of SNO: Student Journalism Resource</p> <p><i>Still Captive? History, Law and the Teaching of High School Journalism</i></p> <p><i>The Associated Press Stylebook and Briefing on Media Law</i></p> <p><i>The Newspaper Designer's Handbook</i></p> <p>Associated Press News</p> <p><i>The Geauga Maple Leaf, The News Herald, The Plain Dealer, USA Today, The Washington Post, The New York Times</i></p> <p>*Students regularly use the internet to explore story ideas, research topics, locate sources, fact-check information, and write/revise articles.</p>	<p><b>How Assessed?</b></p> <ul style="list-style-type: none"> <li>• Pre-Assessments (pre-tests, inventories, observation, anticipation guide, questioning, diagnostics).</li> <li>• Formative Assessments (<b>article drafts</b>, entry/exit slips, mini-analysis assignments, group work, reflections, discussions, Socratic seminar, writer's workshops, homework/classwork, self and peer evaluations, checklists, journals/progress notes, observations, conferences, interviews, rubrics, questionnaires, quick writes).</li> <li>• Summative Assessments (<b>completed articles</b>, formal essays, rubrics, tests/exams, project, evaluation, demonstration, portfolio review).</li> </ul> <p><b>How Re-Taught?</b></p> <ul style="list-style-type: none"> <li>• Descriptive feedback on original task/assessment</li> <li>• Student examples of expectations</li> <li>• Modeling</li> <li>• Student self-assessments</li> <li>• New tasks assigned by teacher</li> <li>• Manipulatives</li> <li>• Presenting the information again in a different way</li> <li>• Review sessions</li> </ul>

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	<ul style="list-style-type: none"><li>● Graphic organizers</li><li>● Small-group instruction</li><li>● Practice activities</li></ul>
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