

Southern York County School District Instructional Plan

Course/Subject: Digital Journalism

Grade Level: 10, 11, 12

Textbook(s)/Instructional Materials Used:

Tim Harrower's Inside Reporting: A Practical Guide to the Craft of Journalism Second Edition; ISBN # 978-0-07-337891-6; Mc-Graw-Hill

Dates: August through October – 28 days

Unit Plan: Courier Basic Training

Stage 1 – Desired Results

PA Core State Assessments/Standards:

CC.1.2.11–12.A

Key Ideas and Details: Main Idea

A Determine and analyze the relationship between two or more central ideas of a text, including the development and interaction of the central ideas; provide an objective summary of the text.

CC.1.2.11–12.B

Key Ideas and Details: Text Analysis

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.C

Key Ideas and Details: Text Analysis

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.D

Craft and Structure: Point of View

Evaluate how an author's point of view or purpose shapes the content and style of a text.

CC.1.2.11–12.E

Craft and Structure: Text Structure

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.F

Craft and Structure Vocabulary

Evaluate how words and phrases shape meaning and tone in texts.

CC.1.2.11–12.G

Integration of Knowledge and Ideas: Diverse Media

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.H

Integration of Knowledge and Ideas: Evaluating Arguments

Analyze seminal texts based upon reasoning, premises, purposes, and arguments.

CC.1.2.11–12.I

Integration of Knowledge and Ideas Analysis Across Texts

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.J

Vocabulary Acquisition and Use

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.K

Vocabulary Acquisition and Use

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.L

Range of Reading

Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.

CC.1.3.11–12.A

Key Ideas and Details: Theme

Determine and analyze the relationship between two or more themes or central ideas of a text, including the development and interaction of the themes; provide an objective summary of the text.

CC.1.3.11-12.E

Craft and Structure: Text Structure

Evaluate the structure of texts including how specific sentences, paragraphs, and larger portions of the texts relate to each other and the whole.

CC.1.3.11-12.F

Craft and Structure: Vocabulary

Evaluate how words and phrases shape meaning and tone in texts.

CC.1.4.11–12.A

Informative/ Explanatory

Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.

CC.1.4.11–12.B

Informative/Explanatory Focus

Write with a sharp, distinct focus identifying topic, task, and audience.

CC.1.4.11–12.C

Informative/Explanatory Content

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.D

Informative/Explanatory Organization

Organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a 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.E

Informative/Explanatory Style

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.F

Informative/Explanatory Conventions of Language

Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

CC.1.4.11–12.G

Opinion/Argumentative

Write arguments to support claims in an analysis of substantive topics.

CC.1.4.11–12.H

Opinion/Argumentative Focus

Write with a sharp, distinct focus identifying topic, task, and audience. Introduce the precise, knowledgeable claim.

CC.1.4.11–12.I

Opinion/Argumentative Content

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**Opinion/Argumentative Organization**

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**Opinion/Argumentative Style**

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**Opinion/Argumentative Conventions of Language**

Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

CC.1.4.11–12.M**Narrative**

Write narratives to develop real or imagined experiences or events.

CC.1.4.11–12.N**Narrative Focus**

Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple points of view, and introducing a narrator and/or characters.

CC.1.4.11–12.O**Narrative Content**

Use narrative techniques such as dialogue, description, reflection, multiple plot lines, and pacing to develop experiences, events, and/or characters; use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, settings, and/or characters.

CC.1.4.11–12.P**Narrative Organization**

Create a smooth progression of experiences or events using 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; provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative

CC.1.4.11–12.Q**Narrative Style**

Write with an awareness of the stylistic aspects of writing. Use parallel structure. Use various types of phrases and clauses to convey specific meanings and add variety and interest. Use precise language, domain specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

CC.1.4.11–12.R**Narrative Conventions of Language**

Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

CC.1.4.11–12.T**Production and Distribution of Writing Process**

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**Technology and Publication**

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.V

Conducting Research

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.W

Credibility, Reliability, and Validity of Sources

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 over-reliance on any one source and following a standard format for citation.

CC.1.4.11–12.X

Range of Writing

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 discipline-specific tasks, purposes, and audiences.

CC.1.5.11–12.A

Comprehension and Collaboration Collaborative Discussion

Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

CC.1.5.11–12.B

Comprehension and Collaboration Critical Listening

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.C

Comprehension and Collaboration Evaluating Information

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.D

Presentation of Knowledge and Ideas Purpose, Audience, and Task

Present information, findings, and supporting evidence, conveying a clear and distinct perspective; organization, development, substance, and style are appropriate to purpose, audience, and task.

CC.1.5.11–12.E

Presentation of Knowledge and Ideas Context

Adapt speech to a variety of contexts and tasks.

CC.1.5.11–12.F

Integration of Knowledge and Ideas Multimedia

Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence.

CC.1.5.11–12.G

Conventions of Standard English

Demonstrate command of the conventions of standard English when speaking based on Grades 11–12 level and content.

Understanding(s):

Students will understand

1. *The ability to determine which stories are most interesting and important to readers, news judgment, is an essential skill to be able to use.* CC.1.2.11–12.A, CC.1.2.11–12.B , CC.1.2.11–12.C, CC.1.2.11–12.D, CC.1.2.11–12.G, CC.1.2.11–12.J, CC.1.2.11–12.K, CC.1.2.11–12.L, CC.1.3.11–12.B,

Essential Question(s):

- *What is news, and what is its value?* CC.1.2.11–12.A, CC.1.2.11–12.B , CC.1.2.11–12.C, CC.1.2.11–12.D, CC.1.2.11–12.G, CC.1.2.11–12.J, CC.1.2.11–12.K, CC.1.2.11–12.L, CC.1.5.11–12.A , CC.1.5.11–12.B. CC.1.5.11–12.C,

<p>CC.1.5.11–12.A , CC.1.5.11–12.B. CC.1.5.11–12.C, CC.1.5.11–12.D, CC.1.5.11–12E, CC.1.5.11–12.F, CC.1.5.11–12.G</p> <p>2. <i>There are seven elements of news that will allow a source to label the information as news: impact, immediacy, proximity, prominence, novelty, conflict and emotions.</i> CC.1.2.11–12.B,CC.1.2.11–12.C, CC.1.2.11–12.D, CC.1.2.11–12.J, CC.1.2.11–12.K, CC.1.2.11–12.L</p> <p>3. <i>Stories come from sudden, unpredictable breaking news; scheduled events; press releases; and ideas of students, faculty, administration, community members, reporters, editors, or readers.</i> CC.1.2.11–12.A, CC.1.2.11–12.D, CC.1.2.11–12.G, CC.1.5.11–12.A , CC.1.5.11–12.B. CC.1.5.11–12.C, CC.1.5.11–12.D, CC.1.5.11–12E, CC.1.5.11–12.F, CC.1.5.11–12.G</p> <p>4. <i>Every reporter must learn to select, check, balance and cultivate sources that provide depth, context, and reliability in a story.</i>CC.1.2.11–12.A, CC.1.2.11–12.B, CC.1.2.11–12.C, CC.1.2.11–12.D, CC.1.2.11–12.F, CC.1.2.11–12.H, CC.1.3.11–12.B, CC.1.4.11–12.C, CC.1.4.11–12.T, CC.1.4.11–12.V, CC.1.4.11–12.W</p> <p>5. <i>Plagiarism is stealing someone else’s work and calling it your own; to avoid it, reporters should quote and credit the source or paraphrase and credit the source.</i> CC.1.2.11–12.A, CC.1.2.11–12.B, CC.1.2.11–12.F,CC.1.2.11–12.L, CC.1.4.11–12.A, CC.1.4.11–12.T</p> <p>6. <i>Reporters must be careful researching via the Internet; fabrications, distortions, and misquoted statements need to be found out through evaluating a website’s reliability (its authority, accuracy, objectivity, and timeliness).</i> CC.1.2.11–12.A, CC.1.2.11–12.B, CC.1.2.11–12.C, CC.1.2.11–12.D, CC.1.2.11–12.F, CC.1.2.11–12.G, CC.1.2.11–12.H, CC.1.2.11–12.J, CC.1.2.11–12.K , CC.1.2.11–12.L, CC.1.3.11–12.B, CC.1.4.11–12.A, CC.1.4.11–12.C, CC.1.4.11–12.T, CC.1.4.11–12.V, CC.1.4.11–12.W</p> <p>7. <i>Reporters must take good notes (focusing on sight, sound, action, and emotion) to write a story, listening, interpreting, observing, and evaluating prior to writing.</i> CC.1.3.11–12.E, CC.1.3.11–12.F, CC.1.5.11–12.A , CC.1.5.11–12.B. CC.1.5.11–12.C,</p>	<p>CC.1.5.11–12.D, CC.1.5.11–12E, CC.1.5.11–12.F, CC.1.5.11–12.G</p> <ul style="list-style-type: none"> ▪ <i>What’s the best way to analyze and record the information one gathers for a story?</i> CC.1.2.11–12.A, CC.1.2.11–12.B, CC.1.2.11–12.C, CC.1.2.11–12.D, CC.1.2.11–12.G, CC.1.2.11–12.H, CC.1.2.11–12.L, CC.1.3.11–12.A, CC.1.4.11–12.A, CC.1.4.11–12.C, CC.1.4.11–12.D,CC.1.4.11–12.E, CC.1.4.11–12.F, CC.1.4.11–12.T, CC.1.4.11–12.V, CC.1.4.11–12.W, CC.1.5.11–12.A , CC.1.5.11–12.B. CC.1.5.11–12.C, CC.1.5.11–12.D, CC.1.5.11–12E, CC.1.5.11–12.F, CC.1.5.11–12.G ▪ <i>How is an interview successfully prepared for, planned out, and executed?</i> CC.1.2.11–12.L, CC.1.5.11–12.A , CC.1.5.11–12.B. CC.1.5.11–12.C, CC.1.5.11–12.D, CC.1.5.11–12E, CC.1.5.11–12.F, CC.1.5.11–12.G ▪ <i>How do we write for the Courier while following AP guidelines?</i> CC.1.2.11–12.E, CC.1.2.11–12.F, CC.1.2.11–12.K CC.1.2.11–12.L, CC.1.4.11–12.A, CC.1.4.11–12.B, CC.1.4.11–12.C, CC.1.4.11–12.D,CC.1.4.11–12.E, CC.1.4.11–12.F, CC.1.4.11–12.G, CC.1.4.11–12.H, CC.1.4.11–12.I, CC.1.4.11–12.J,CC.1.4.11–12.K, CC.1.4.11–12.L, CC.1.4.11–12.M, CC.1.4.11–12.N, CC.1.4.11–12.O, CC.1.4.11–12.P, CC.1.4.11–12.Q, CC.1.4.11–12.R, CC.1.4.11–12.T , CC.1.4.11–12.X ▪ <i>How do we write basic news, feature, short story options, sports, and commentary pieces?</i> CC.1.2.11–12.B, CC.1.2.11–12.C, CC.1.2.11–12.D, CC.1.2.11–12.E, CC.1.2.11–12.F, CC.1.2.11–12.G, CC.1.2.11–12.J, CC.1.2.11–12.K, CC.1.2.11–12.L, CC.1.3.11–12.A, CC.1.3.11–12.E, CC.1.3.11–12.F, CC.1.4.11–12.A, CC.1.4.11–12.B, CC.1.4.11–12.C, CC.1.4.11–12.D,CC.1.4.11–12.E, CC.1.4.11–12.F, CC.1.4.11–12.G, CC.1.4.11–12.H, CC.1.4.11–12.I, CC.1.4.11–12.J,CC.1.4.11–12.K, CC.1.4.11–12.L, CC.1.4.11–12.M, CC.1.4.11–12.N, CC.1.4.11–12.O, CC.1.4.11–12.P, CC.1.4.11–12.Q, CC.1.4.11–12.R, CC.1.4.11–12.T, CC.1.4.11–12.X ▪ <i>How do we publish our work?</i> CC.1.4.11–12.T, CC.1.4.11–12.U ▪ <i>How do law and ethics play a role in scholastic journalism?</i> CC.1.2.11–12.A, CC.1.2.11–12.B, CC.1.2.11–12.I , CC.1.2.11–
---	--

<p>CC.1.5.11–12.D, CC.1.5.11–12E, CC.1.5.11–12.F, CC.1.5.11–12.G</p> <p>8. <i>Reporters must take good notes (focusing on sight, sound, action, and emotion) to write a story, listening, interpreting, observing, and evaluating prior to writing.</i> CC.1.3.11-12.E, CC.1.3.11-12.F, CC.1.5.11–12.A , CC.1.5.11–12.B. CC.1.5.11–12.C, CC.1.5.11–12.D, CC.1.5.11–12E, CC.1.5.11–12.F, CC.1.5.11–12.G</p> <p>9. <i>To interview successfully, reporters plan all stages of the interview ahead of time; types of interviews include in person (the best way to interview), by phone (for quick interviews or confirmation of facts), by e-mail (a last resort because of the inability to see and hear the source), or at press conferences.</i> CC.1.2.11–12.L, CC.1.5.11–12.A , CC.1.5.11–12.B. CC.1.5.11–12.C, CC.1.5.11–12.D, CC.1.5.11–12E, CC.1.5.11–12.F, CC.1.5.11–12.G</p> <p>10. <i>Reporters must use quotes to make stories more believable and human; the four ways to use quotes are direct quotes, indirect quotes, paraphrase, partial quote, and dialogue.</i> CC.1.2.11–12.B, CC.1.2.11–12.E, CC.1.2.11–12.L, CC.1.4.11–12.A,CC.1.4.11–12.B, CC.1.4.11–12.C, CC.1.4.11–12.D,CC.1.4.11–12.E, CC.1.4.11–12.F, CC.1.4.11–12.T</p> <p>11. <i>Reporters must follow the AP guidelines on punctuation and capitalization of quotes.</i> CC.1.2.11–12.L, CC.1.4.11–12.A,CC.1.4.11–12.B, CC.1.4.11–12.C, CC.1.4.11–12.T, CC.1.4.11–12.X</p> <p>12. <i>Through attribution, journalists cite their sources so that readers understand that the writers didn't fabricate the information.</i> CC.1.2.11–12.J, CC.1.2.11–12.L, CC.1.4.11–12.A, CC.1.4.11–12.B, CC.1.4.11–12.C, CC.1.4.11–12.T, CC.1.4.11–12.V, CC.1.4.11–12.W, CC.1.4.11–12.X</p> <p>13. <i>Sports writing (game stories, feature stories, and columns) involves knowing the rules of the sport being covered, avoiding clichés, writing the game story with a plot, including charts, graphs, or sidebars to show statistics, and avoiding cheerleading.</i> CC.1.2.11–12.A, CC.1.2.11–12.C, CC.1.2.11–12.E, CC.1.2.11–12.F, CC.1.2.11–12.G, CC.1.2.11–12.J, CC.1.2.11–12.K , CC.1.2.11–12.L, CC.1.3.11–12.A, CC.1.4.11–12.A,CC.1.4.11–12.B, CC.1.4.11–12.C, CC.1.4.11–12.D,CC.1.4.11–12.E, CC.1.4.11–12.F, CC.1.4.11–12.M, CC.1.4.11–12.N, CC.1.4.11–12.O, CC.1.4.11–12.P,</p>	<p>12.J,CC.1.2.11–12.K, CC.1.2.11–12.K, CC.1.2.11–12.L</p>
--	--

CC.1.4.11–12.Q, CC.1.4.11–12.R,
CC.1.4.11–12.T, CC.1.4.11–12.X

14. *Feature story categories, focusing on personal issues, include: lifestyles, health, science and technology, entertainment, food, and home and garden.* CC.1.2.11–12.A, CC.1.2.11–12.E, CC.1.2.11–12.J, CC.1.2.11–12.K, CC.1.3.11–12.A, CC.1.4.11–12.A, CC.1.4.11–12.A, CC.1.4.11–12.B, CC.1.4.11–12.M, CC.1.4.11–12.N, CC.1.4.11–12.O, CC.1.4.11–12.P, CC.1.4.11–12.Q, CC.1.4.11–12.R
15. *The difference between hard news (serious, timely news) and soft news (less urgent, lighter topics) can allow a reporter write about a topic several ways depending upon the approach.* CC.1.2.11–12.A, CC.1.2.11–12.C, CC.1.2.11–12.E, CC.1.2.11–12.J, CC.1.2.11–12.K, CC.1.2.11–12.L, CC.1.3.11–12.A, CC.1.4.11–12.D, CC.1.4.11–12.E, CC.1.4.11–12.F
16. *The 10 most popular types of feature stories include: the personality profile, human-interest story, color story, backgrounder or analysis piece, trend story, reaction piece, flashback, how-to, consumer guide, and personal narrative.* CC.1.2.11–12.A, CC.1.2.11–12.E, CC.1.2.11–12.J, CC.1.2.11–12.K, CC.1.2.11–12.L, CC.1.3.11–12.A, CC.1.4.11–12.A, CC.1.4.11–12.M, CC.1.4.11–12.N, CC.1.4.11–12.O, CC.1.4.11–12.P, CC.1.4.11–12.Q, CC.1.4.11–12.R
17. *Writing a successful feature story takes teamwork and planning, and there is a six-step process to use (1. See if it's been done, 2. Focus on the angle, 3. Talk to the editor, 4. Do the research, 5. Write the story, 6. Plan the package).* CC.1.2.11–12.A, CC.1.2.11–12.C, CC.1.2.11–12.E, CC.1.2.11–12.G, CC.1.2.11–12.L, CC.1.4.11–12.A, CC.1.4.11–12.B, CC.1.4.11–12.D, CC.1.4.11–12.E, CC.1.4.11–12.F, CC.1.4.11–12.M, CC.1.4.11–12.N, CC.1.4.11–12.O, CC.1.4.11–12.P, CC.1.4.11–12.Q, CC.1.4.11–12.R, CC.1.4.11–12.T, CC.1.4.11–12.X
18. *Feature writers rely on syntax and phrasing, voice and tense, detail and description, and other dramatic techniques. Organization involves sections, sequences, topics, and the kabob or chronology format.* CC.1.2.11–12.A, CC.1.2.11–12.C, CC.1.2.11–12.D, CC.1.2.11–12.E, CC.1.2.11–12.F, CC.1.2.11–12.L, CC.1.4.11–12.A, CC.1.4.11–12.B, CC.1.4.11–12.D, CC.1.4.11–12.E, CC.1.4.11–12.F,

CC.1.4.11–12.M, CC.1.4.11–12.N,
CC.1.4.11–12.O, CC.1.4.11–12.P,
CC.1.4.11–12.Q, CC.1.4.11–12.R ,
CC.1.4.11–12.T, CC.1.4.11–12.X

19. *Short-form story structures allow for colorful, creative layouts that cater to the increasingly short attention span of readers, including visual elements such as bulleted lists/items, quizzes, checklists, quote collections, and polls.* CC.1.2.11–12.A, CC.1.2.11–12.E, CC.1.2.11–12.G, CC.1.2.11–12.L, CC.1.4.11–12.X
20. *Profiles reveal a person’s feelings, probe attitudes and capture habits and mannerisms in an entertaining, informative way; writing a profile involve five main steps: 1. Solicit the subject’s support, 2. Interview and observe, 3. Find the focus, 4. Follow up with further interviews and research, 5. Structure the story.*
21. *In editorials and columns, the writer’s opinions are essential, usually commenting on current events, criticize or praise public officials, endorse candidates, and explain issues to readers. It is best to keep editorials written concisely as possible, attacking issues not personalities.* CC.1.2.11–12.A, CC.1.2.11–12.C, CC.1.2.11–12.D, CC.1.2.11–12.E, CC.1.2.11–12.F , CC.1.2.11–12.L, CC.1.3.11–12.A, CC.1.4.11–12.B, CC.1.4.11–12.C, CC.1.4.11–12.D, CC.1.4.11–12.E, CC.1.4.11–12.F, CC.1.4.11–12.T, CC.1.4.11–12.X
22. *Three common approaches to personal columns are: topical commentary, personal mediation, and slice of life.* CC.1.2.11–12.A, CC.1.2.11–12.E, CC.1.2.11–12.H, CC.1.2.11–12.J, CC.1.2.11–12.L, CC.1.4.11–12.G, CC.1.4.11–12.H, CC.1.4.11–12.I, CC.1.4.11–12.J, CC.1.4.11–12.K, CC.1.4.11–12.L
23. *Columnists should develop a distinctive voice, base personal opinions on facts and present those facts, do their own reporting, choose worthy topics, have fresh insights, and have a generic backup.* CC.1.2.11–12.A, CC.1.2.11–12.B, CC.1.2.11–12.D, CC.1.2.11–12.E, CC.1.2.11–12.F, CC.1.2.11–12.H, CC.1.2.11–12.L , CC.1.4.11–12.G, CC.1.4.11–12.H, CC.1.4.11–12.I, CC.1.4.11–12.J, CC.1.4.11–12.K, CC.1.4.11–12.L, CC.1.4.11–12.T, CC.1.4.11–12.X
24. *Reviewing is a specialized form of writing, part journalism, part commentary; reviewers provide their opinions on something and help readers determine whether they should*

attend a performance or exhibition, eat at a restaurant, or buy a book or album.

CC.1.2.11–12.A, CC.1.2.11–12.B,
CC.1.2.11–12.D, CC.1.2.11–12.E,
CC.1.2.11–12.F, CC.1.2.11–12.H,
CC.1.2.11–12.L, CC.1.4.11–12.G,
CC.1.4.11–12.H, CC.1.4.11–12.I, CC.1.4.11–
12.J, CC.1.4.11–12.K, CC.1.4.11–12.L,
CC.1.4.11–12.T

25. *A reviewer should structure their review, balance reporting and opinion, know their subject, be aware of biases, keep it simple, tough, yet fair, not reveal story endings or plot twists, use detailed descriptions, criticize the performance only, and expect to be criticized for his/her opinion.* CC.1.2.11–12.A, CC.1.2.11–12.B, CC.1.2.11–12.C, CC.1.2.11–12.D, CC.1.2.11–12.E, CC.1.2.11–12.F, CC.1.2.11–12.L, CC.1.4.11–12.G, CC.1.4.11–12.H, CC.1.4.11–12.I, CC.1.4.11–12.J, CC.1.4.11–12.K, CC.1.4.11–12.L, CC.1.4.11–12.T, CC.1.4.11–12.X
26. *The organizational structure of an online news website, including job descriptions of the different members of the editorial board and understanding the major divisions of the newsroom, is key to a successful newsroom.* CC.1.2.11–12.A, CC.1.2.11–12.J, CC.1.2.11–12.L, CC.1.4.11–12.U
27. *Thorough reporting, the arrival and edits of the first section editor upon an article through the remainder of the editing process, news team meetings, the building of graphics, more editing, choosing top stories, and designing pages all are integral parts of putting a news website together.* CC.1.2.11–12.A, CC.1.2.11–12.L, CC.1.4.11–12.T
28. *A story gets written from story idea to completed article by reporters who gather more than enough information they may not use and who spend most of their time reporting rather than writing.* CC.1.2.11–12.L, CC.1.4.11–12.C
29. *Law and ethics are based on the wording in the First Amendment, ensuring freedom of the press; journalists constantly fight to protect their rights under the Constitution against those who wish to restrict the free flow of information.* CC.1.2.11–12.A, CC.1.2.11–12.I, CC.1.2.11–12.K, CC.1.2.11–12.L
30. *Reporters can get in trouble if they are not familiar with the laws and ethics governing their profession (they can be jailed for contempt of court, trespassing and sedition; sued for libel, invasion of privacy and breach*

<p><i>of contract; fired for plagiarism, fabrication, and lapses in ethics; receive angry feedback for bias, bad taste, and blunders/bloopers).</i> CC.1.2.11–12.A, CC.1.2.11–12.C, CC.1.2.11–12.J, CC.1.2.11–12.K, CC.1.2.11–12.L</p> <p>31. <i>All journalists should adhere to a code of ethics, standards and values that guide their professional conduct. When facing ethical dilemmas, journalists should ask: What purpose does it serve to print this? Who gains? Who loses? Is it worth it? What best serves the readers?</i> CC.1.2.11–12.A, CC.1.2.11–12.C, CC.1.2.11–12.K, CC.1.2.11–12.L</p>	
<p>Learning Objectives: Students will know...</p> <ul style="list-style-type: none"> ▪ <i>How to apply news elements, values, and audience dynamics to choose appropriate story ideas</i> CC.1.2.11–12.A, CC.1.2.11–12.B, CC.1.2.11–12.C, CC.1.2.11–12.D, CC.1.2.11–12.J, CC.1.2.11–12.K, CC.1.2.11–12.L, CC.1.5.11–12.A, CC.1.5.11–12.B, CC.1.5.11–12.C, CC.1.5.11–12.D, CC.1.5.11–12E, CC.1.5.11–12.F, CC.1.5.11–12.G ▪ <i>How to partake in the structural roles of the news staff</i> CC.1.2.11–12.L, CC.1.4.11–12.T, CC.1.5.11–12.A, CC.1.5.11–12.B, CC.1.5.11–12.C, CC.1.5.11–12.D, CC.1.5.11–12E, CC.1.5.11–12.F, CC.1.5.11–12.G ▪ <i>How to differentiate between valuable sources and non-reputable ones</i> CC.1.2.11–12.A, CC.1.2.11–12.B, CC.1.2.11–12.C, CC.1.2.11–12.D, CC.1.2.11–12.F, CC.1.2.11–12.G, CC.1.2.11–12.H, CC.1.2.11–12.L, CC.1.4.11–12.V, CC.1.4.11–12.W ▪ <i>How to thoroughly report on and write various article types, sending their article drafts through the multi-step editing system</i> CC.1.2.11–12.A, CC.1.2.11–12.E, CC.1.2.11–12.J, CC.1.4.11–12.A, CC.1.4.11–12.B, CC.1.4.11–12.C, CC.1.4.11–12.D, CC.1.4.11–12.E, CC.1.4.11–12.F, CC.1.4.11–12.G, CC.1.4.11–12.H, CC.1.4.11–12.I, CC.1.4.11–12.J, CC.1.4.11–12.K, CC.1.4.11–12.L, CC.1.4.11–12.M, CC.1.4.11–12.N, CC.1.4.11–12.O, CC.1.4.11–12.X, CC.1.4.11–12.P, CC.1.4.11–12.Q, CC.1.4.11–12.R, CC.1.4.11–12.T, CC.1.4.11–12.X ▪ <i>The value of reading professional journalism pieces</i> CC.1.2.11–12.A, CC.1.2.11–12.E, 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ▪ <i>Students will be able to determine which stories are most interesting and important to readers via usage of news judgment.</i> CC.1.2.11–12.A, CC.1.2.11–12.C, CC.1.2.11–12.D, CC.1.2.11–12.L, CC.1.5.11–12.A, CC.1.5.11–12.B, CC.1.5.11–12.C, CC.1.5.11–12.D, CC.1.5.11–12E, CC.1.5.11–12.F, CC.1.5.11–12.G ▪ <i>Students will apply the seven elements of news that will allow them to label the information as news or not for the online news website.</i> CC.1.2.11–12.A, CC.1.2.11–12.C, CC.1.2.11–12.D, CC.1.2.11–12.J, CC.1.2.11–12.L, CC.1.5.11–12.A, CC.1.5.11–12.B, CC.1.5.11–12.C, CC.1.5.11–12.D, CC.1.5.11–12E, CC.1.5.11–12.F, CC.1.5.11–12.G ▪ <i>Students will partake in the organizational structure of the online newspaper, including adhering to job descriptions of the different members of the editorial board and understanding the major divisions of the newsroom.</i> CC.1.2.11–12.L, CC.1.4.11–12.T, CC.1.5.11–12.A, CC.1.5.11–12.B, CC.1.5.11–12.C, CC.1.5.11–12.D, CC.1.5.11–12E, CC.1.5.11–12.F, CC.1.5.11–12.G ▪ <i>Students will understand and apply how thorough reporting, the arrival and edits of the first section editor upon an article through the remainder of the editing process, news team meetings, the building of graphics, more editing, choosing top stories, and designing pages are integral parts to the news process.</i> CC.1.4.11–12.A, CC.1.4.11–12.T ▪ <i>Students will understand how a story gets written and will follow these guidelines/steps in writing them; students will be aware that</i>

CC.1.2.11–12.F, CC.1.2.11–12.G,
CC.1.2.11–12.H, CC.1.2.11–12.J, CC.1.2.11–
12.K, CC.1.2.11–12.L, CC.1.4.11–12.A

- *How to write in AP style* CC.1.2.11–12.L,
C.1.4.11–12.A, CC.1.4.11–12.B, CC.1.4.11–
12.D, CC.1.4.11–12.E, CC.1.4.11–12.F,
CC.1.4.11–12.T, CC.1.4.11–12.X
- *How to interview sources, attributing different
types of quotes appropriately* CC.1.2.11–
12.L, CC.1.4.11–12.D, CC.1.4.11–12.E,
CC.1.4.11–12.F, CC.1.4.11–12.X ,
CC.1.5.11–12.A , CC.1.5.11–12.B.
CC.1.5.11–12.C, CC.1.5.11–12.D,
CC.1.5.11–12E, CC.1.5.11–12.F, CC.1.5.11–
12.G
- *How to use the School Newspapers Online
platform to post their articles* CC.1.2.11–12.L,
CC.1.4.11–12.T
- *The rights and privileges they have as a
journalist, to stay out of legal trouble*
CC.1.2.11–12.A, CC.1.2.11–12.C,
CC.1.2.11–12.I, CC.1.2.11–12.J, CC.1.2.11–
12.K, CC.1.2.11–12.L

*sources can lie, spread rumors, or may
simply lack knowledge regarding a topic
during an interview.* CC.1.2.11–12.C,

- CC.1.2.11–12.D, CC.1.2.11–12.E,
CC.1.2.11–12.H, CC.1.2.11–12.L, CC.1.4.11–
12.A, CC.1.4.11–12.B, CC.1.4.11–
12.D, CC.1.4.11–12.E, CC.1.4.11–12.F,
CC.1.4.11–12.G, CC.1.4.11–12.H,
CC.1.4.11–12.I, CC.1.4.11–12.J, CC.1.4.11–
12.K, CC.1.4.11–12.L, CC.1.4.11–12.M,
CC.1.4.11–12.N, CC.1.4.11–12.O,
CC.1.4.11–12.P, CC.1.4.11–12.Q,
CC.1.4.11–12.R, CC.1.4.11–12.T,
CC.1.4.11–12.X
- *Students will become serious readers who
enjoy expressing themselves, will know AP
style grammar, will become adept with
technology, will be able to write quickly, will
be able to gather information, and will enjoy
research; students will realize that reporters
must be curious, bold or aggressive,
skeptical, patient, persistent, cool under
pressure, hardworking, and open to criticism.*
CC.1.2.11–12.D, CC.1.2.11–12.H,
CC.1.2.11–12.J, CC.1.2.11–12.K, CC.1.4.11–
12.B, CC.1.4.11–12.X
 - *Students will be able to describe the different
possible origins of story ideas, distinguishing
between breaking news and scheduled
events and using and finding sources
appropriately.* CC.1.2.11–12.A, CC.1.2.11–
12.B, CC.1.2.11–12.C, CC.1.2.11–12.D,
CC.1.2.11–12.L
 - *Student will know how to interview sources,
including how to differentiate between when
to use direct quotes, paraphrases, partial
quotes, and dialogues.* CC.1.2.11–12.B,
CC.1.2.11–12.L, CC.1.4.11–12.T, CC.1.4.11–
12.X , CC.1.5.11–12.A , CC.1.5.11–12.B.
CC.1.5.11–12.C, CC.1.5.11–12.D,
CC.1.5.11–12E, CC.1.5.11–12.F, CC.1.5.11–
12.G
 - *Students will be able to describe attribution
and the way sources are cited in news
stories.* CC.1.4.11–12.B, CC.1.4.11–12.G,
CC.1.4.11–12.H, CC.1.4.11–12.I, CC.1.4.11–
12.J, CC.1.4.11–12.K, CC.1.4.11–12.L ,
CC.1.4.11–12.T, CC.1.4.11–12.X
 - *Students will be able to differentiate and to
write about feature topics and commentary
pieces using various formats.* CC.1.2.11–
12.A, CC.1.2.11–12.D, CC.1.2.11–12.H,
CC.1.2.11–12.L, CC.1.4.11–12.A, CC.1.4.11–
12.B, CC.1.4.11–12.C, CC.1.4.11–
12.D, CC.1.4.11–12.E, CC.1.4.11–12.F,
CC.1.4.11–12.G, CC.1.4.11–12.H,

	<p>CC.1.4.11–12.I, CC.1.4.11–12.J, CC.1.4.11–12.K, CC.1.4.11–12.L, CC.1.4.11–12.T, CC.1.4.11–12.X</p> <ul style="list-style-type: none"> ▪ <i>Students will know how to use the School Newspapers Online WordPress platform in order to publish their work, incorporating various media types to illustrate their content. CC.1.2.11–12.J, CC.1.4.11–12.T</i> ▪ <i>Students will explain and apply their thorough understanding of the privileges, protections, and access available to journalists through the Bill of Rights, safeguarding their stories from careless errors and steering clear of the seven deadly sins of journalism. CC.1.2.11–12.A, CC.1.2.11–12.B, CC.1.2.11–12.C, CC.1.2.11–12.I, CC.1.2.11–12.J, CC.1.2.11–12.K, CC.1.2.11–12.L</i>
--	---

<p>Dates: October - Lessons in this unit will occur every other day, unless it is a multiple day lesson, throughout the month to allow for article writing time. 14 days total.</p>	<p>Unit Plan: Photography</p>
--	--------------------------------------

Stage 1 – Desired Results

<p>PA Core State Assessments/Standards:</p> <p>CC.1.2.11–12.A Key Ideas and Details: Main Idea Determine and analyze the relationship between two or more central ideas of a text, including the development and interaction of the central ideas; provide an objective summary of the text</p> <p>CC.1.2.11–12.B Key Ideas and Details: Text Analysis 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.</p> <p>CC.1.2.11–12.C Key Ideas and Details: Text Analysis Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of the text.</p> <p>CC.1.2.11–12.D Craft and Structure: Point of View Evaluate how an author’s point of view or purpose shapes the content and style of a text.</p> <p>CC.1.2.11–12.E Craft and Structure: Text Structure 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.</p> <p>CC.1.2.11–12.F Craft and Structure Vocabulary Evaluate how words and phrases shape meaning and tone in texts.</p> <p>CC.1.2.11–12.G Integration of Knowledge and Ideas: Diverse Media 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.</p> <p>CC.1.2.11–12.H Integration of Knowledge and Ideas: Evaluating Arguments Analyze seminal texts based upon reasoning, premises, purposes, and arguments.</p>

CC.1.2.11–12.I

Integration of Knowledge and Ideas Analysis Across Texts

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.J

Vocabulary Acquisition and Use

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.K

Vocabulary Acquisition and Use

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.L

Range of Reading

Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.

CC.1.3.11–12.A

Key Ideas and Details: Theme

Determine and analyze the relationship between two or more themes or central ideas of a text, including the development and interaction of the themes; provide an objective summary of the text.

CC.1.3.11–12.E

Craft and Structure: Text Structure

Evaluate the structure of texts including how specific sentences, paragraphs, and larger portions of the texts relate to each other and the whole.

CC.1.3.11–12.F

Craft and Structure: Vocabulary

Evaluate how words and phrases shape meaning and tone in texts.

CC.1.4.11–12.A

Informative/ Explanatory

Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.

CC.1.4.11–12.B

Informative/Explanatory Focus

Write with a sharp, distinct focus identifying topic, task, and audience.

CC.1.4.11–12.C

Informative/Explanatory Content

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.D

Informative/Explanatory Organization

Organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a 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.E

Informative/Explanatory Style

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.F

Informative/Explanatory Conventions of Language

Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

CC.1.4.11–12.G

Opinion/Argumentative

Write arguments to support claims in an analysis of substantive topics.

CC.1.4.11–12.H

Opinion/Argumentative Focus

Write with a sharp, distinct focus identifying topic, task, and audience. Introduce the precise, knowledgeable claim.

CC.1.4.11–12.I

Opinion/Argumentative Content

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

Opinion/Argumentative Organization

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 conclusion that supports the argument presented.

CC.1.4.11–12.K

Opinion/Argumentative Style

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

Opinion/Argumentative Conventions of Language

Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

CC.1.4.11–12.M

Narrative

Write narratives to develop real or imagined experiences or events.

CC.1.4.11–12.N

Narrative Focus

Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple points of view, and introducing a narrator and/or characters.

CC.1.4.11–12.O

Narrative Content

Use narrative techniques such as dialogue, description, reflection, multiple plot lines, and pacing to develop experiences, events, and/or characters; use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, settings, and/or characters.

CC.1.4.11–12.P

Narrative Organization

Create a smooth progression of experiences or events using 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; provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative

CC.1.4.11–12.Q

Narrative Style

Write with an awareness of the stylistic aspects of writing. Use parallel structure. Use various types of phrases and clauses to convey specific meanings and add variety and interest. Use precise language, domain specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

CC.1.4.11–12.R

Narrative Conventions of Language

Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

CC.1.4.11–12.T

Production and Distribution of Writing Process

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

Technology and Publication

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.V

Conducting Research

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.W

Credibility, Reliability, and Validity of Sources

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 over-reliance on any one source and following a standard format for citation.

CC.1.4.11–12.X

Range of Writing

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 discipline-specific tasks, purposes, and audiences.

CC.1.5.11–12.A

Comprehension and Collaboration Collaborative Discussion

Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

CC.1.5.11–12.B

Comprehension and Collaboration Critical Listening

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.C

Comprehension and Collaboration Evaluating Information 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.D

Presentation of Knowledge and Ideas Purpose, Audience, and Task

Present information, findings, and supporting evidence, conveying a clear and distinct perspective; organization, development, substance, and style are appropriate to purpose, audience, and task.

CC.1.5.11–12E

Presentation of Knowledge and Ideas Context

Adapt speech to a variety of contexts and tasks.

CC.1.5.11–12.F

Integration of Knowledge and Ideas Multimedia

Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence.

CC.1.5.11–12.G

Conventions of Standard English

Demonstrate command of the conventions of standard English when speaking based on Grades 11–12 level and content.

<p>Understanding(s): Students will understand...</p> <ol style="list-style-type: none"> 1. <i>How to take quality photographs and upload them to the Courier.</i> CC.1.4.11–12.T, CC.1.4.11–12.U, CC.1.5.11–12.F, CC.1.2.11–12.G, CC.1.2.11–12.L 2. <i>How to write all article types for the Courier, following AP guidelines</i> CC.1.2.11–12.A, CC.1.2.11–12.B, CC.1.2.11–12.C, CC.1.2.11–12.D, CC.1.2.11–12.E, CC.1.2.11–12.F, CC.1.2.11–12.L, CC.1.3.11–12.A, CC.1.3.11–12.E, CC.1.3.11–12.F, CC.1.4.11–12.B, CC.1.4.11–12.C, CC.1.4.11–12.D, CC.1.4.11–12.E, CC.1.4.11–12.F, CC.1.4.11–12.T, CC.1.4.11–12.X, CC.1.4.11–12.G, CC.1.4.11–12.H, CC.1.4.11–12.I, CC.1.4.11–12.J, CC.1.4.11–12.K, CC.1.4.11–12. 3. <i>The organizational structure of an online news website, including job descriptions of the different members of the editorial board and understanding the major divisions of the newsroom, is key to a successful newsroom.</i> CC.1.2.11–12.A, CC.1.2.11–12.J, CC.1.2.11–12.L, CC.1.4.11–12.U 4. <i>Thorough reporting, the arrival and edits of the first section editor upon an article through the remainder of the editing process, news team meetings, the building of graphics, more editing, choosing top stories, and designing pages all are integral parts of putting a news website together.</i> CC.1.2.11–12.A, CC.1.2.11–12.L, CC.1.4.11–12.T 	<p>Essential Question(s):</p> <ul style="list-style-type: none"> ▪ <i>What are the principles, guidelines, and equipment we need to take quality photographs for the Courier?</i> CC.1.4.11–12.T, CC.1.4.11–12.U, CC.1.5.11–12.F, CC.1.2.11–12.G, CC.1.2.11–12.L ▪ <i>How do we write for the Courier while following AP guidelines?</i> CC.1.2.11–12.E, CC.1.2.11–12.F, CC.1.2.11–12.K, CC.1.2.11–12.L, CC.1.3.11–12.E, CC.1.3.11–12.F, CC.1.4.11–12.A, CC.1.4.11–12.B, CC.1.4.11–12.C, CC.1.4.11–12.D, CC.1.4.11–12.E, CC.1.4.11–12.F, CC.1.4.11–12.G, CC.1.4.11–12.H, CC.1.4.11–12.I, CC.1.4.11–12.J, CC.1.4.11–12.K, CC.1.4.11–12.L, CC.1.4.11–12.M, CC.1.4.11–12.N, CC.1.4.11–12.O, CC.1.4.11–12.P, CC.1.4.11–12.Q, CC.1.4.11–12.R, CC.1.4.11–12.T, CC.1.4.11–12.X ▪ <i>How do we publish our work?</i> CC.1.4.11–12.T, CC.1.4.11–12.U ▪ <i>How do we create the online Courier?</i> CC.1.2.11–12.A, CC.1.2.11–12.J, CC.1.2.11–12.L, CC.1.4.11–12.U, CC.1.4.11–12.T
<p>Learning Objectives: Students will know...</p> <ul style="list-style-type: none"> ▪ <i>How to use photograph taking devices (Chromebooks, smartphones, and Canon Rebels) in the Courier room.</i> CC.1.2.11–12.L, CC.1.2.11–12.L, CC.1.2.11–12.J, CC.1.2.11–12.G, CC.1.4.11–12.U ▪ <i>How to evaluate photos using Joe Elbert's hierarchy of photography.</i> CC.1.2.11–12.L, CC.1.2.11–12.L, CC.1.2.11–12.J, CC.1.2.11–12.G, CC.1.4.11–12.U ▪ <i>How to use composition rules in effective photo stories and correct composition rule errors.</i> CC.1.2.11–12.L, CC.1.2.11–12.L, CC.1.2.11–12.J, CC.1.2.11–12.G, CC.1.4.11–12.U ▪ <i>How to write captions in AP style.</i> CC.1.2.11–12.L, CC.1.2.11–12.L, CC.1.2.11–12.J, CC.1.2.11–12.G, CC.1.4.11–12.U ▪ <i>How to take visually appealing news and feature photos.</i> CC.1.2.11–12.L, CC.1.2.11– 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ▪ <i>Use photograph taking devices (Chromebooks, smartphones, and Canon Rebels)</i> CC.1.2.11–12.L, CC.1.2.11–12.L, CC.1.2.11–12.J, CC.1.2.11–12.G, CC.1.4.11–12.U ▪ <i>Learn about capturing unique storytelling moments in photography.</i> CC.1.2.11–12.L, CC.1.2.11–12.L, CC.1.2.11–12.J, CC.1.2.11–12.G, CC.1.4.11–12.U ▪ <i>Explore recent work in photojournalism and evaluate photos based on Joe Elbert's hierarchy of photography.</i> CC.1.2.11–12.L, CC.1.2.11–12.L, CC.1.2.11–12.J, CC.1.2.11–12.G, CC.1.4.11–12.U ▪ <i>Practice identifying composition rules in photos.</i> CC.1.2.11–12.L, CC.1.2.11–12.L, CC.1.2.11–12.J, CC.1.2.11–12.G, CC.1.4.11–12.U

12.L, CC.1.2.11–12.J, CC.1.2.11–12.G,
CC.1.4.11–12.U

- *How to use aperture, ISO and shutter speed at the appropriate time.* CC.1.2.11–12.L, CC.1.2.11–12.L, CC.1.2.11–12.J, CC.1.2.11–12.G, CC.1.4.11–12.U
- *How to edit photos on Adobe Photoshop.* CC.1.2.11–12.L, CC.1.2.11–12.L, CC.1.2.11–12.J, CC.1.2.11–12.G, CC.1.4.11–12.U
- *How to take action sports photos.* CC.1.2.11–12.L, CC.1.2.11–12.J, CC.1.2.11–12.G, CC.1.4.11–12.UCC.1.2.11–12.A, CC.1.2.11–12.D, CC.1.2.11–12.E, CC.1.2.11–12.F, CC.1.2.11–12.H, CC.1.2.11–12.K, CC.1.3.11–12.A, CC.1.4.11–12.V, CC.1.4.11–12.W, CC.1.5.11–12.A, CC.1.5.11–12.B, CC.1.5.11–12.C, CC.1.5.11–12.D, CC.1.5.11–12E, CC.1.5.11–12.F
- *Which photo file type to use in different situations.* CC.1.2.11–12.L, CC.1.2.11–12.J, CC.1.2.11–12.G, CC.1.4.11–12.UCC.1.2.11–12.A, CC.1.2.11–12.D, CC.1.2.11–12.E, CC.1.2.11–12.F, CC.1.2.11–12.H, CC.1.2.11–12.K, CC.1.3.11–12.A, CC.1.4.11–12.V, CC.1.4.11–12.W, CC.1.5.11–12.A, CC.1.5.11–12.B, CC.1.5.11–12.C, CC.1.5.11–12.D, CC.1.5.11–12E, CC.1.5.11–12.F
- *How to use the School Newspapers Online platform to post their articles and photos* CC.1.2.11–12.L, CC.1.4.11–12.T
- *How to partake in the structural roles of the news staff* CC.1.2.11–12.L, CC.1.4.11–12.T, CC.1.5.11–12.A, CC.1.5.11–12.B, CC.1.5.11–12.C, CC.1.5.11–12.D, CC.1.5.11–12E, CC.1.5.11–12.F, CC.1.5.11–12.G
- *How to thoroughly report on and write various article types, sending their article drafts through the multi-step editing system* CC.1.2.11–12.A, CC.1.2.11–12.E, CC.1.2.11–12.J, CC.1.3.11–12.E, CC.1.3.11–12.F, CC.1.4.11–12.A, CC.1.4.11–12.B, CC.1.4.11–12.C, CC.1.4.11–12.D, CC.1.4.11–12.E, CC.1.4.11–12.F, CC.1.4.11–12.G, CC.1.4.11–12.H, CC.1.4.11–12.I, CC.1.4.11–12.J, CC.1.4.11–12.K, CC.1.4.11–12.L, CC.1.4.11–12.M, CC.1.4.11–12.N, CC.1.4.11–12.O, CC.1.4.11–12.X CC.1.4.11–12.P, CC.1.4.11–12.Q, CC.1.4.11–12.R, CC.1.4.11–12.T, CC.1.4.11–12.X

- *Take photos using composition rules.* CC.1.2.11–12.L, CC.1.2.11–12.L, CC.1.2.11–12.J, CC.1.2.11–12.G, CC.1.4.11–12.U
- *Learn about photo stories and how to tell an effective story through photography.* CC.1.2.11–12.L, CC.1.2.11–12.L, CC.1.2.11–12.J, CC.1.2.11–12.G, CC.1.4.11–12.U
- *Learn basic composition rules and errors.* CC.1.2.11–12.L, CC.1.2.11–12.L, CC.1.2.11–12.J, CC.1.2.11–12.G, CC.1.4.11–12.U
- *Students will learn about AP Style for writing captions.* CC.1.2.11–12.L, CC.1.2.11–12.L, CC.1.2.11–12.J, CC.1.2.11–12.G, CC.1.4.11–12.U
- *Students will learn key concepts for improving their news and feature photography.* CC.1.2.11–12.L, CC.1.2.11–12.L, CC.1.2.11–12.J, CC.1.2.11–12.G, CC.1.4.11–12.U
- *Practice taking news and feature photos that are unique and visually interesting.* CC.1.2.11–12.L, CC.1.2.11–12.L, CC.1.2.11–12.J, CC.1.2.11–12.G, CC.1.4.11–12.U
- *Learn the differences between various exposure techniques, including aperture, ISO and shutter speed.* CC.1.2.11–12.L, CC.1.2.11–12.L, CC.1.2.11–12.J, CC.1.2.11–12.G, CC.1.4.11–12.U
- *Learn basic photo editing skills, including cropping, color adjustment, resolution and file modes, dodging, burning, and cutouts.* CC.1.2.11–12.L, CC.1.2.11–12.L, CC.1.2.11–12.J, CC.1.2.11–12.G, CC.1.4.11–12.U
- *Practice photo editing skills using a photo editing software.* CC.1.2.11–12.L, CC.1.2.11–12.L, CC.1.2.11–12.J, CC.1.2.11–12.G, CC.1.4.11–12.U
- *Research and practice photography techniques while taking sports photos, presenting knowledge gained to the class.* CC.1.2.11–12.L, CC.1.2.11–12.J, CC.1.2.11–12.G, CC.1.4.11–12.UCC.1.2.11–12.A, CC.1.2.11–12.D, CC.1.2.11–12.E, CC.1.2.11–12.F, CC.1.2.11–12.H, CC.1.2.11–12.K, CC.1.3.11–12.A, CC.1.4.11–12.V, CC.1.4.11–12.W, CC.1.5.11–12.A, CC.1.5.11–12.B, CC.1.5.11–12.C, CC.1.5.11–12.D, CC.1.5.11–12E, CC.1.5.11–12.F
- *Use the correct photo file type at the appropriate time.* CC.1.2.11–12.L, CC.1.2.11–12.J, CC.1.2.11–12.G, CC.1.4.11–12.UCC.1.2.11–12.A, CC.1.2.11–12.D, CC.1.2.11–12.E, CC.1.2.11–12.F, CC.1.2.11–12.H, CC.1.2.11–12.K, CC.1.3.11–12.A, CC.1.4.11–12.V, CC.1.4.11–12.W,

	<p>CC.1.5.11–12.A , CC.1.5.11–12.B. CC.1.5.11–12.C, CC.1.5.11–12.D, CC.1.5.11–12E, CC.1.5.11–12.F</p> <ul style="list-style-type: none"> ▪ <i>Partake in the organizational structure of the online newspaper, including adhering to job descriptions of the different members of the editorial board and understanding the major divisions of the newsroom. CC.1.2.11–12.L, CC.1.4.11–12.T, CC.1.5.11–12.A , CC.1.5.11–12.B. CC.1.5.11–12.C, CC.1.5.11–12.D, CC.1.5.11–12E, CC.1.5.11–12.F, CC.1.5.11–12.G</i> ▪ <i>Understand and apply how thorough reporting, the arrival and edits of the first section editor upon an article through the remainder of the editing process, news team meetings, the building of graphics, more editing, choosing top stories, and designing pages are integral parts to the news process. CC.1.4.11–12.A, CC.1.4.11–12.T</i> ▪ <i>Students will know how to use the School Newspapers Online WordPress platform in order to publish their work, incorporating various media types to illustrate their content. CC.1.2.11–12.J, CC.1.4.11–12.T</i>
--	--

<p>Dates: November - Lessons in this unit will take 14 days throughout the month.</p>	<p>Unit Plan: Video Journalism</p>
--	---

Stage 1 – Desired Results

<p>PA Core State Assessments/Standards:</p> <p>CC.1.2.11-12.A Key Ideas and Details: Main Idea A Determine and analyze the relationship between two or more central ideas of a text, including the development and interaction of the central ideas; provide an objective summary of the text</p> <p>CC.1.2.11–12.B Key Ideas and Details: Text Analysis 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.</p> <p>CC.1.2.11–12.C Key Ideas and Details: Text Analysis Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of the text.</p> <p>CC.1.2.11–12.D Craft and Structure: Point of View Evaluate how an author’s point of view or purpose shapes the content and style of a text.</p> <p>CC.1.2.11–12.E Craft and Structure: Text Structure 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.</p> <p>CC.1.2.11–12.F Craft and Structure Vocabulary Evaluate how words and phrases shape meaning and tone in texts.</p> <p>CC.1.2.11–12.G</p>

Integration of Knowledge and Ideas: Diverse Media

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.H

Integration of Knowledge and Ideas: Evaluating Arguments

Analyze seminal texts based upon reasoning, premises, purposes, and arguments.

CC.1.2.11–12.I

Integration of Knowledge and Ideas Analysis Across Texts

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.J

Vocabulary Acquisition and Use

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.K

Vocabulary Acquisition and Use

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.L

Range of Reading

Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.

CC.1.3.11–12.A

Key Ideas and Details: Theme

Determine and analyze the relationship between two or more themes or central ideas of a text, including the development and interaction of the themes; provide an objective summary of the text.

CC.1.3.11–12.E

Craft and Structure: Text Structure

Evaluate the structure of texts including how specific sentences, paragraphs, and larger portions of the texts relate to each other and the whole.

CC.1.3.11–12.F

Craft and Structure: Vocabulary

Evaluate how words and phrases shape meaning and tone in texts.

CC.1.4.11–12.A

Informative/ Explanatory

Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.

CC.1.4.11–12.B

Informative/Explanatory Focus

Write with a sharp, distinct focus identifying topic, task, and audience.

CC.1.4.11–12.C

Informative/Explanatory Content

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.D

Informative/Explanatory Organization

Organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a 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.E

Informative/Explanatory Style

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.F**Informative/Explanatory Conventions of Language**

Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

CC.1.4.11–12.G**Opinion/Argumentative**

Write arguments to support claims in an analysis of substantive topics.

CC.1.4.11–12.H**Opinion/Argumentative Focus**

Write with a sharp, distinct focus identifying topic, task, and audience. Introduce the precise, knowledgeable claim.

CC.1.4.11–12.I**Opinion/Argumentative Content**

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**Opinion/Argumentative Organization**

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**Opinion/Argumentative Style**

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**Opinion/Argumentative Conventions of Language**

Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

CC.1.4.11–12.M**Narrative**

Write narratives to develop real or imagined experiences or events.

CC.1.4.11–12.N**Narrative Focus**

Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple points of view, and introducing a narrator and/or characters.

CC.1.4.11–12.O**Narrative Content**

Use narrative techniques such as dialogue, description, reflection, multiple plot lines, and pacing to develop experiences, events, and/or characters; use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, settings, and/or characters.

CC.1.4.11–12.P**Narrative Organization**

Create a smooth progression of experiences or events using 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; provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative

CC.1.4.11–12.Q

Narrative Style

Write with an awareness of the stylistic aspects of writing. Use parallel structure. Use various types of phrases and clauses to convey specific meanings and add variety and interest. Use precise language, domain specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

CC.1.4.11–12.R

Narrative Conventions of Language

Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

CC.1.4.11–12.T

Production and Distribution of Writing Process

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

Technology and Publication

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.V

Conducting Research

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.W

Credibility, Reliability, and Validity of Sources

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 over-reliance on any one source and following a standard format for citation.

CC.1.4.11–12.X

Range of Writing

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 discipline-specific tasks, purposes, and audiences.

CC.1.5.11–12.A

Comprehension and Collaboration Collaborative Discussion

Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

CC.1.5.11–12.B

Comprehension and Collaboration Critical Listening

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.C

Comprehension and Collaboration Evaluating Information

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.D

Presentation of Knowledge and Ideas Purpose, Audience, and Task

Present information, findings, and supporting evidence, conveying a clear and distinct perspective; organization, development, substance, and style are appropriate to purpose, audience, and task.

CC.1.5.11–12E

Presentation of Knowledge and Ideas Context

Adapt speech to a variety of contexts and tasks.

CC.1.5.11–12.F

Integration of Knowledge and Ideas Multimedia

Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence.

CC.1.5.11–12.G

Conventions of Standard English

Demonstrate command of the conventions of standard English when speaking based on Grades 11–12 level and content.

Understanding(s):

Students will understand...

1. *Reporters must take good notes (focusing on sight, sound, action, and emotion) to write a story, listening, interpreting, observing, and evaluating prior to writing.* CC.1.3.11-12.E, CC.1.3.11-12.F, CC.1.5.11–12.A , CC.1.5.11–12.B. CC.1.5.11–12.C, CC.1.5.11–12.D, CC.1.5.11–12E, CC.1.5.11–12.F, CC.1.5.11–12.G
2. *To interview successfully, reporters plan all stages of the interview ahead of time; types of interviews include in person (the best way to interview), by phone (for quick interviews or confirmation of facts), by e-mail (a last resort because of the inability to see and hear the source), or at press conferences.* CC.1.2.11–12.L, CC.1.5.11–12.A , CC.1.5.11–12.B. CC.1.5.11–12.C, CC.1.5.11–12.D, CC.1.5.11–12E, CC.1.5.11–12.F, CC.1.5.11–12.G
3. *After research, students will plan, storyboard, shoot, and edit video stories before exporting them to the Susky Courier YouTube account.* CC.1.2.11–12.E, CC.1.2.11–12.F, CC.1.2.11–12.K CC.1.2.11–12.L, CC.1.4.11–12.A, CC.1.4.11–12.B, CC.1.4.11–12.C, CC.1.4.11–12.D,CC.1.4.11–12.E, CC.1.4.11–12.F, CC.1.4.11–12.G, CC.1.4.11–12.H, CC.1.4.11–12.I, CC.1.4.11–12.J,CC.1.4.11–12.K, CC.1.4.11–12.L, CC.1.4.11–12.M, CC.1.4.11–12.N, CC.1.4.11–12.O, CC.1.4.11–12.P, CC.1.4.11–12.Q, CC.1.4.11–12.R, CC.1.4.11–12.T , CC.1.4.11–12.X
4. *Reporters must use quotes to make stories more believable and human; the four ways to use quotes are direct quotes, indirect quotes, paraphrase, partial quote, and dialogue.* CC.1.2.11–12.B, CC.1.2.11–12.E, CC.1.2.11–12.L, CC.1.4.11–12.A,CC.1.4.11–12.B, CC.1.4.11–12.C, CC.1.4.11–12.D,CC.1.4.11–12.E, CC.1.4.11–12.F, CC.1.4.11–12.T
5. *Reporters must follow the AP guidelines on punctuation and capitalization of quotes.* CC.1.2.11–12.L, CC.1.4.11–12.A,CC.1.4.11–

Essential Question(s):

- *What's the best way to analyze and record the information one gathers for a story?* CC.1.2.11–12.A, CC.1.2.11–12.B, CC.1.2.11–12.C, CC.1.2.11–12.D, CC.1.2.11–12.G, CC.1.2.11–12.H, CC.1.2.11–12.L, CC.1.3.11–12.A, CC.1.4.11–12.A, CC.1.4.11–12.C, CC.1.4.11–12.D,CC.1.4.11–12.E, CC.1.4.11–12.F, CC.1.4.11–12.T, CC.1.4.11–12.V, CC.1.4.11–12.W, CC.1.5.11–12.A , CC.1.5.11–12.B. CC.1.5.11–12.C, CC.1.5.11–12.D, CC.1.5.11–12E, CC.1.5.11–12.F, CC.1.5.11–12.G
- *How is an interview successfully prepared for, planned out, and executed?* CC.1.2.11–12.L, CC.1.5.11–12.A , CC.1.5.11–12.B. CC.1.5.11–12.C, CC.1.5.11–12.D, CC.1.5.11–12E, CC.1.5.11–12.F, CC.1.5.11–12.G
- *How do we create video stories for the Courier while following AP guidelines?* CC.1.2.11–12.E, CC.1.2.11–12.F, CC.1.2.11–12.K CC.1.2.11–12.L, CC.1.4.11–12.A, CC.1.4.11–12.B, CC.1.4.11–12.C, CC.1.4.11–12.D,CC.1.4.11–12.E, CC.1.4.11–12.F, CC.1.4.11–12.G, CC.1.4.11–12.H, CC.1.4.11–12.I, CC.1.4.11–12.J,CC.1.4.11–12.K, CC.1.4.11–12.L, CC.1.4.11–12.M, CC.1.4.11–12.N, CC.1.4.11–12.O, CC.1.4.11–12.P, CC.1.4.11–12.Q, CC.1.4.11–12.R, CC.1.4.11–12.T , CC.1.4.11–12.X
- *How do we write basic news, feature, short story options, sports, and commentary pieces?* CC.1.2.11–12.B, CC.1.2.11–12.C, CC.1.2.11–12.D, CC.1.2.11–12.E, CC.1.2.11–12.F, CC.1.2.11–12.G, CC.1.2.11–12.J, CC.1.2.11–12.K, CC.1.2.11–12.L, CC.1.3.11–12.A, CC.1.3.11–12.E, CC.1.3.11–12.F, CC.1.4.11–12.A, CC.1.4.11–12.B, CC.1.4.11–12.C, CC.1.4.11–12.D,CC.1.4.11–12.E, CC.1.4.11–12.F, CC.1.4.11–12.G, CC.1.4.11–12.H, CC.1.4.11–12.I, CC.1.4.11–12.J,CC.1.4.11–12.K, CC.1.4.11–12.L, CC.1.4.11–12.M, CC.1.4.11–12.N, CC.1.4.11–12.O, CC.1.4.11–12.P, CC.1.4.11–12.Q,

12.B, CC.1.4.11–12.C, CC.1.4.11–12.T,
CC.1.4.11–12.X

6. *Through attribution, journalists cite their sources so that readers understand that the writers didn't fabricate the information.* CC.1.2.11–12.J, CC.1.2.11–12.L, CC.1.4.11–12.A, CC.1.4.11–12.B, CC.1.4.11–12.C, CC.1.4.11–12.T, CC.1.4.11–12.V, CC.1.4.11–12.W, CC.1.4.11–12.X
7. *Sports writing (game stories, feature stories, and columns) involves knowing the rules of the sport being covered, avoiding clichés, writing the game story with a plot, including charts, graphs, or sidebars to show statistics, and avoiding cheerleading.* CC.1.2.11–12.A, CC.1.2.11–12.C, CC.1.2.11–12.E, CC.1.2.11–12.F, CC.1.2.11–12.G, CC.1.2.11–12.J, CC.1.2.11–12.K, CC.1.2.11–12.L, CC.1.3.11–12.A, CC.1.4.11–12.A, CC.1.4.11–12.B, CC.1.4.11–12.C, CC.1.4.11–12.D, CC.1.4.11–12.E, CC.1.4.11–12.F, CC.1.4.11–12.M, CC.1.4.11–12.N, CC.1.4.11–12.O, CC.1.4.11–12.P, CC.1.4.11–12.Q, CC.1.4.11–12.R, CC.1.4.11–12.T, CC.1.4.11–12.X
8. *Feature story categories, focusing on personal issues, include: lifestyles, health, science and technology, entertainment, food, and home and garden.* CC.1.2.11–12.A, CC.1.2.11–12.E, CC.1.2.11–12.J, CC.1.2.11–12.K, CC.1.3.11–12.A, CC.1.4.11–12.A, CC.1.4.11–12.A, CC.1.4.11–12.B, CC.1.4.11–12.M, CC.1.4.11–12.N, CC.1.4.11–12.O, CC.1.4.11–12.P, CC.1.4.11–12.Q, CC.1.4.11–12.R
9. *The difference between hard news (serious, timely news) and soft news (less urgent, lighter topics) can allow a reporter to write about a topic several ways depending upon the approach.* CC.1.2.11–12.A, CC.1.2.11–12.C, CC.1.2.11–12.E, CC.1.2.11–12.J, CC.1.2.11–12.K, CC.1.2.11–12.L, CC.1.3.11–12.A, CC.1.4.11–12.D, CC.1.4.11–12.E, CC.1.4.11–12.F
10. *The 10 most popular types of feature stories include: the personality profile, human-interest story, color story, backgrounder or analysis piece, trend story, reaction piece, flashback, how-to, consumer guide, and personal narrative.* CC.1.2.11–12.A, CC.1.2.11–12.E, CC.1.2.11–12.J, CC.1.2.11–12.K, CC.1.2.11–12.L, CC.1.3.11–12.A, CC.1.4.11–12.A, CC.1.4.11–12.M, CC.1.4.11–12.N, CC.1.4.11–12.O, CC.1.4.11–12.P, CC.1.4.11–12.Q, CC.1.4.11–12.R

CC.1.4.11–12.R, CC.1.4.11–12.T,
CC.1.4.11–12.X

- *How do we publish our work?* CC.1.4.11–12.T, CC.1.4.11–12.U

11. *Writing a successful feature story takes teamwork and planning, and there is a six-step process to use (1. See if it's been done, 2. Focus on the angle, 3. Talk to the editor, 4. Do the research, 5. Write the story, 6. Plan the package).* CC.1.2.11–12.A, CC.1.2.11–12.C, CC.1.2.11–12.E, CC.1.2.11–12.G, CC.1.2.11–12.L, CC.1.4.11–12.A, CC.1.4.11–12.B, CC.1.4.11–12.D, CC.1.4.11–12.E, CC.1.4.11–12.F, CC.1.4.11–12.M, CC.1.4.11–12.N, CC.1.4.11–12.O, CC.1.4.11–12.P, CC.1.4.11–12.Q, CC.1.4.11–12.R, CC.1.4.11–12.T, CC.1.4.11–12.X
12. *Feature writers rely on syntax and phrasing, voice and tense, detail and description, and other dramatic techniques. Organization involves sections, sequences, topics, and the kabob or chronology format.* CC.1.2.11–12.A, CC.1.2.11–12.C, CC.1.2.11–12.D, CC.1.2.11–12.E, CC.1.2.11–12.F, CC.1.2.11–12.L, CC.1.4.11–12.A, CC.1.4.11–12.B, CC.1.4.11–12.D, CC.1.4.11–12.E, CC.1.4.11–12.F, CC.1.4.11–12.M, CC.1.4.11–12.N, CC.1.4.11–12.O, CC.1.4.11–12.P, CC.1.4.11–12.Q, CC.1.4.11–12.R, CC.1.4.11–12.T, CC.1.4.11–12.X
13. *Short-form story structures allow for colorful, creative layouts that cater to the increasingly short attention span of readers, including visual elements such as bulleted lists/items, quizzes, checklists, quote collections, and polls.* CC.1.2.11–12.A, CC.1.2.11–12.E, CC.1.2.11–12.G, CC.1.2.11–12.L, CC.1.4.11–12.X
14. *Profiles reveal a person's feelings, probe attitudes and capture habits and mannerisms in an entertaining, informative way; writing a profile involve five main steps: 1. Solicit the subject's support, 2. Interview and observe, 3. Find the focus, 4. Follow up with further interviews and research, 5. Structure the story.*
15. *In editorials and columns, the writer's opinions are essential, usually commenting on current events, criticize or praise public officials, endorse candidates, and explain issues to readers. It is best to keep editorials written concisely as possible, attacking issues not personalities.* CC.1.2.11–12.A, CC.1.2.11–12.C, CC.1.2.11–12.D, CC.1.2.11–12.E, CC.1.2.11–12.F, CC.1.2.11–12.L, CC.1.3.11–12.A, CC.1.4.11–12.B, CC.1.4.11–12.C, CC.1.4.11–12.D, CC.1.4.11–12.E, CC.1.4.11–12.F, CC.1.4.11–12.T, CC.1.4.11–12.X

<p>16. <i>A reviewer should structure their review, balance reporting and opinion, know their subject, be aware of biases, keep it simple, tough, yet fair, not reveal story endings or plot twists, use detailed descriptions, criticize the performance only, and expect to be criticized for his/her opinion.</i> CC.1.2.11–12.A, CC.1.2.11–12.B, CC.1.2.11–12.C, CC.1.2.11–12.D, CC.1.2.11–12.E, CC.1.2.11–12.F, CC.1.2.11–12.L, CC.1.4.11–12.G, CC.1.4.11–12.H, CC.1.4.11–12.I, CC.1.4.11–12.J, CC.1.4.11–12.K, CC.1.4.11–12.L, CC.1.4.11–12.T, CC.1.4.11–12.X</p> <p>17. <i>The organizational structure of an online news website, including job descriptions of the different members of the editorial board and understanding the major divisions of the newsroom, is key to a successful newsroom.</i> CC.1.2.11–12.A, CC.1.2.11–12.J, CC.1.2.11–12.L, CC.1.4.11–12.U</p>	
<p>Learning Objectives: Students will know...</p> <ul style="list-style-type: none"> ▪ <i>How to plan a movie project.</i> CC.1.2.11–12.L, CC.1.4.11–12.T, CC.1.5.11–12.A, CC.1.5.11–12.B, CC.1.5.11–12.C, CC.1.5.11–12.D, CC.1.5.11–12E, CC.1.5.11–12.F, CC.1.5.11 ▪ <i>How to storyboard.</i> CC.1.2.11–12.L, CC.1.4.11–12.T, CC.1.5.11–12.A, CC.1.5.11–12.B, CC.1.5.11–12.C, CC.1.5.11–12.D, CC.1.5.11–12E, CC.1.5.11–12.F, CC.1.5.11 ▪ <i>How to apply camera terminology and controls to create and edit a movie.</i> CC.1.2.11–12.L, CC.1.4.11–12.T, CC.1.5.11–12.A, CC.1.5.11–12.B, CC.1.5.11–12.C, CC.1.5.11–12.D, CC.1.5.11–12E, CC.1.5.11–12.F, CC.1. ▪ <i>How to partake in the structural roles of the news staff.</i> CC.1.2.11–12.L, CC.1.4.11–12.T, CC.1.5.11–12.A, CC.1.5.11–12.B, CC.1.5.11–12.C, CC.1.5.11–12.D, CC.1.5.11–12E, CC.1.5.11–12.F, CC.1.5.11–12.G ▪ <i>How to differentiate between valuable sources and non-reputable ones.</i> CC.1.2.11–12.A, CC.1.2.11–12.B, CC.1.2.11–12.C, CC.1.2.11–12.D, CC.1.2.11–12.F, CC.1.2.11–12.G, CC.1.2.11–12.H, CC.1.2.11–12.L, CC.1.4.11–12.V, CC.1.4.11–12.W ▪ <i>How to thoroughly report on and write various article types, sending their article drafts through the multi-step editing system.</i> CC.1.2.11–12.A, CC.1.2.11–12.E, 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ▪ <i>Determine the purpose of a project, who the target audience is for a project, and the location(s) of a project.</i> CC.1.2.11–12.L, CC.1.4.11–12.T, CC.1.5.11–12.A, CC.1.5.11–12.B, CC.1.5.11–12.C, CC.1.5.11–12.D, CC.1.5.11–12E, CC.1.5.11–12.F, CC.1.5.11 ▪ <i>Identify what a storyboard is, its purpose and use, use the 180 rule in a real scene, illustrate the rule of thirds, and review basic camera shots.</i> CC.1.2.11–12.L, CC.1.4.11–12.T, CC.1.5.11–12.A, CC.1.5.11–12.B, CC.1.5.11–12.C, CC.1.5.11–12.D, CC.1.5.11–12E, CC.1.5.11–12.F, CC.1.5.11 ▪ <i>Define video camera terminology, identify different camera control features, demonstrate terminology in practice, and perform camera and editing procedures.</i> CC.1.2.11–12.L, CC.1.4.11–12.T, CC.1.5.11–12.A, CC.1.5.11–12.B, CC.1.5.11–12.C, CC.1.5.11–12.D, CC.1.5.11–12E, CC.1.5.11–12.F, CC.1. ▪ <i>Partake in the organizational structure of the online newspaper, including adhering to job descriptions of the different members of the editorial board and understanding the major divisions of the newsroom.</i> CC.1.2.11–12.L, CC.1.4.11–12.T, CC.1.5.11–12.A, CC.1.5.11–12.B, CC.1.5.11–12.C, CC.1.5.11–12.D, CC.1.5.11–12E, CC.1.5.11–12.F, CC.1.5.11–12.G ▪ <i>Understand and apply how thorough reporting, the arrival and edits of the first</i>

CC.1.2.11–12.J, , CC.1.3.11–12.F, CC.1.3.11–12.E, CC.1.4.11–12.A, CC.1.4.11–12.B, CC.1.4.11–12.C, CC.1.4.11–12.D, CC.1.4.11–12.E, CC.1.4.11–12.F, CC.1.4.11–12.G, CC.1.4.11–12.H, CC.1.4.11–12.I, CC.1.4.11–12.J, CC.1.4.11–12.K, CC.1.4.11–12.L, CC.1.4.11–12.M, CC.1.4.11–12.N, CC.1.4.11–12.O, CC.1.4.11–12.X, CC.1.4.11–12.P, CC.1.4.11–12.Q, CC.1.4.11–12.R, CC.1.4.11–12.T, CC.1.4.11–12.X

- *How to write in AP style.* CC.1.2.11–12.L, CC.1.4.11–12.A, CC.1.4.11–12.B, CC.1.4.11–12.D, CC.1.4.11–12.E, CC.1.4.11–12.F, CC.1.4.11–12.T, CC.1.4.11–12.X
- *How to interview sources, attributing different types of quotes appropriately.* CC.1.2.11–12.L, CC.1.4.11–12.D, CC.1.4.11–12.E, CC.1.4.11–12.F, CC.1.4.11–12.X, CC.1.5.11–12.A, CC.1.5.11–12.B, CC.1.5.11–12.C, CC.1.5.11–12.D, CC.1.5.11–12.E, CC.1.5.11–12.F, CC.1.5.11–12.G
- *How to use the School Newspapers Online platform to post their articles.* CC.1.2.11–12.L, CC.1.4.11–12.T

section editor upon an article through the remainder of the editing process, news team meetings, the building of graphics, more editing, choosing top stories, and designing pages are integral parts to the news process. CC.1.4.11–12.A, CC.1.4.11–12.T

- *Understand how a story gets written and will follow these guidelines/steps in writing them; students will be aware that sources can lie, spread rumors, or may simply lack knowledge regarding a topic during an interview.* CC.1.2.11–12.C, CC.1.2.11–12.D, CC.1.2.11–12.E, CC.1.2.11–12.H, CC.1.2.11–12.L, CC.1.3.11–12.E, CC.1.3.11–12.F, CC.1.4.11–12.A, CC.1.4.11–12.B, CC.1.4.11–12.D, CC.1.4.11–12.E, CC.1.4.11–12.F, CC.1.4.11–12.G, CC.1.4.11–12.H, CC.1.4.11–12.I, CC.1.4.11–12.J, CC.1.4.11–12.K, CC.1.4.11–12.L, CC.1.4.11–12.M, CC.1.4.11–12.N, CC.1.4.11–12.O, CC.1.4.11–12.P, CC.1.4.11–12.Q, CC.1.4.11–12.R, CC.1.4.11–12.T, CC.1.4.11–12.X
- *Become serious readers who enjoy expressing themselves, will know AP style grammar, will become adept with technology, will be able to write quickly, will be able to gather information, and will enjoy research; students will realize that reporters must be curious, bold or aggressive, skeptical, patient, persistent, cool under pressure, hardworking, and open to criticism.* CC.1.2.11–12.D, CC.1.2.11–12.H, CC.1.2.11–12.J, CC.1.2.11–12.K, CC.1.4.11–12.B, CC.1.4.11–12.X
- *Describe the different possible origins of story ideas, distinguishing between breaking news and scheduled events and using and finding sources appropriately.* CC.1.2.11–12.A, CC.1.2.11–12.B, CC.1.2.11–12.C, CC.1.2.11–12.D, CC.1.2.11–12.L
- *Interview sources, including how to differentiate between when to use direct quotes, paraphrases, partial quotes, and dialogues.* CC.1.2.11–12.B, CC.1.2.11–12.L, CC.1.4.11–12.T, CC.1.4.11–12.X, CC.1.5.11–12.A, CC.1.5.11–12.B, CC.1.5.11–12.C, CC.1.5.11–12.D, CC.1.5.11–12.E, CC.1.5.11–12.F, CC.1.5.11–12.G
- *Describe attribution and the way sources are cited in news stories.* CC.1.4.11–12.B, CC.1.4.11–12.G, CC.1.4.11–12.H, CC.1.4.11–12.I, CC.1.4.11–12.J, CC.1.4.11–12.K, CC.1.4.11–12.L, CC.1.4.11–12.T, CC.1.4.11–12.X

	<ul style="list-style-type: none"> ▪ <i>Differentiate and to write about feature topics and commentary pieces using various formats.</i> CC.1.2.11–12.A, CC.1.2.11–12.D, CC.1.2.11–12.H, CC.1.2.11–12.L, CC.1.4.11–12.A, CC.1.4.11–12.B, CC.1.4.11–12.C, CC.1.4.11–12.D, CC.1.4.11–12.E, CC.1.4.11–12.F, CC.1.4.11–12.G, CC.1.4.11–12.H, CC.1.4.11–12.I, CC.1.4.11–12.J, CC.1.4.11–12.K, CC.1.4.11–12.L, CC.1.4.11–12.T, CC.1.4.11–12.X ▪ <i>Use the School Newspapers Online WordPress platform in order to publish their work, incorporating various media types to illustrate their content.</i> CC.1.2.11–12.J, CC.1.4.11–12.T
--	--

<p>Dates: December - This unit will take 4 days, every other day to allow for article writing.</p>	<p>Unit Plan: Social Media</p>
---	---------------------------------------

Stage 1 – Desired Results

<p>PA Core State Assessments/Standards:</p> <p>CC.1.2.11–12.A Key Ideas and Details: Main Idea Determine and analyze the relationship between two or more central ideas of a text, including the development and interaction of the central ideas; provide an objective summary of the text</p> <p>CC.1.2.11–12.B Key Ideas and Details: Text Analysis 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.</p> <p>CC.1.2.11–12.C Key Ideas and Details: Text Analysis Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of the text.</p> <p>CC.1.2.11–12.D Craft and Structure: Point of View Evaluate how an author’s point of view or purpose shapes the content and style of a text.</p> <p>CC.1.2.11–12.E Craft and Structure: Text Structure 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.</p> <p>CC.1.2.11–12.F Craft and Structure Vocabulary Evaluate how words and phrases shape meaning and tone in texts.</p> <p>CC.1.2.11–12.G Integration of Knowledge and Ideas: Diverse Media 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.</p> <p>CC.1.2.11–12.H Integration of Knowledge and Ideas: Evaluating Arguments Analyze seminal texts based upon reasoning, premises, purposes, and arguments.</p> <p>CC.1.2.11–12.I Integration of Knowledge and Ideas Analysis Across Texts Analyze foundational U.S. and world documents of historical, political, and literary significance for their themes, purposes, and rhetorical features.</p>

CC.1.2.11–12.J

Vocabulary Acquisition and Use

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.K

Vocabulary Acquisition and Use

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.L

Range of Reading

Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.

CC.1.3.11–12.A

Key Ideas and Details: Theme

Determine and analyze the relationship between two or more themes or central ideas of a text, including the development and interaction of the themes; provide an objective summary of the text.

CC.1.3.11-12.E

Craft and Structure: Text Structure

Evaluate the structure of texts including how specific sentences, paragraphs, and larger portions of the texts relate to each other and the whole.

CC.1.3.11-12.F

Craft and Structure: Vocabulary

Evaluate how words and phrases shape meaning and tone in texts.

CC.1.4.11–12.A

Informative/ Explanatory

Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.

CC.1.4.11–12.B

Informative/Explanatory Focus

Write with a sharp, distinct focus identifying topic, task, and audience.

CC.1.4.11–12.C

Informative/Explanatory Content

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.D

Informative/Explanatory Organization

Organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a 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.E

Informative/Explanatory Style

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.F

Informative/Explanatory Conventions of Language

Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

CC.1.4.11–12.G

Opinion/Argumentative

Write arguments to support claims in an analysis of substantive topics.

CC.1.4.11–12.H

Opinion/Argumentative Focus

Write with a sharp, distinct focus identifying topic, task, and audience. Introduce the precise, knowledgeable claim.

CC.1.4.11–12.I

Opinion/Argumentative Content

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

Opinion/Argumentative Organization

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

Opinion/Argumentative Style

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

Opinion/Argumentative Conventions of Language

Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

CC.1.4.11–12.M

Narrative

Write narratives to develop real or imagined experiences or events.

CC.1.4.11–12.N

Narrative Focus

Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple points of view, and introducing a narrator and/or characters.

CC.1.4.11–12.O

Narrative Content

Use narrative techniques such as dialogue, description, reflection, multiple plot lines, and pacing to develop experiences, events, and/or characters; use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, settings, and/or characters.

CC.1.4.11–12.P

Narrative Organization

Create a smooth progression of experiences or events using 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; provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative

CC.1.4.11–12.Q

Narrative Style

Write with an awareness of the stylistic aspects of writing. Use parallel structure. Use various types of phrases and clauses to convey specific meanings and add variety and interest. Use precise language, domain specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

CC.1.4.11–12.R

Narrative Conventions of Language

Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

CC.1.4.11–12.T

Production and Distribution of Writing Process

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

Technology and Publication

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.V

Conducting Research

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.W

Credibility, Reliability, and Validity of Sources

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 over-reliance on any one source and following a standard format for citation.

CC.1.4.11–12.X

Range of Writing

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 discipline-specific tasks, purposes, and audiences.

CC.1.5.11–12.A

Comprehension and Collaboration Collaborative Discussion

Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

CC.1.5.11–12.B

Comprehension and Collaboration Critical Listening

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.C

Comprehension and Collaboration Evaluating Information

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.D

Presentation of Knowledge and Ideas Purpose, Audience, and Task

Present information, findings, and supporting evidence, conveying a clear and distinct perspective; organization, development, substance, and style are appropriate to purpose, audience, and task.

CC.1.5.11–12E

Presentation of Knowledge and Ideas Context

Adapt speech to a variety of contexts and tasks.

CC.1.5.11–12.F

Integration of Knowledge and Ideas Multimedia

Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence.

CC.1.5.11–12.G

Conventions of Standard English

Demonstrate command of the conventions of standard English when speaking based on Grades 11–12 level and content.

Understanding(s): Students will understand...	Essential Question(s):
<ol style="list-style-type: none"> 1. <i>The general uses and impacts of social media in order to use appropriate social media to effectively reach the Courier's audience.</i> CC.1.2.11–12.L, CC.1.3.11–12.E, CC.1.3.11–12.F, CC.1.4.11–12.T, CC.1.5.11–12.A , CC.1.5.11–12.B. CC.1.5.11–12.C, CC.1.5.11–12.D, CC.1.5.11–12E, CC.1.5.11–12.F, CC.1.5.11 2. <i>The ethical and legal issues surrounding social media.</i> CC.1.2.11–12.L, CC.1.4.11–12.T, CC.1.5.11–12.A , CC.1.5.11–12.B. CC.1.5.11–12.C, CC.1.5.11–12.D, CC.1.5.11–12E, CC.1.5.11–12.F, CC.1.5.11 3. <i>Reporters must take good notes (focusing on sight, sound, action, and emotion) to write a story, listening, interpreting, observing, and evaluating prior to writing.</i> CC.1.5.11–12.A , CC.1.5.11–12.B. CC.1.5.11–12.C, CC.1.5.11–12.D, CC.1.5.11–12E, CC.1.5.11–12.F, CC.1.5.11–12.G 4. <i>To interview successfully, reporters plan all stages of the interview ahead of time; types of interviews include in person (the best way to interview), by phone (for quick interviews or confirmation of facts), by e-mail (a last resort because of the inability to see and hear the source), or at press conferences.</i> CC.1.2.11–12.L, CC.1.5.11–12.A , CC.1.5.11–12.B. CC.1.5.11–12.C, CC.1.5.11–12.D, CC.1.5.11–12E, CC.1.5.11–12.F, CC.1.5.11–12.G 5. <i>After research, students will plan, storyboard, shoot, and edit video stories before exporting them to the Susky Courier YouTube account.</i> CC.1.2.11–12.E, CC.1.2.11–12.F, CC.1.2.11–12.K CC.1.2.11–12.L, CC.1.4.11–12.A, CC.1.4.11–12.B, CC.1.4.11–12.C, CC.1.4.11–12.D,CC.1.4.11–12.E, CC.1.4.11–12.F, CC.1.4.11–12.G, CC.1.4.11–12.H, CC.1.4.11–12.I, CC.1.4.11–12.J,CC.1.4.11–12.K, CC.1.4.11–12.L, CC.1.4.11–12.M, CC.1.4.11–12.N, CC.1.4.11–12.O, CC.1.4.11–12.P, CC.1.4.11–12.Q, CC.1.4.11–12.R, CC.1.4.11–12.T , CC.1.4.11–12.X 6. <i>Reporters must use quotes to make stories more believable and human; the four ways to use quotes are direct quotes, indirect quotes, paraphrase, partial quote, and dialogue.</i> CC.1.2.11–12.B, CC.1.2.11–12.E, CC.1.2.11–12.L, CC.1.4.11–12.A,CC.1.4.11–12.B, CC.1.4.11–12.C, CC.1.4.11– 	<ul style="list-style-type: none"> ▪ <i>What is social media used for, and how can we use it effectively?</i> CC.1.2.11–12.L, CC.1.3.11–12.E, CC.1.3.11–12.F, CC.1.4.11–12.T, CC.1.5.11–12.A , CC.1.5.11–12.B. CC.1.5.11–12.C, CC.1.5.11–12.D, CC.1.5.11–12E, CC.1.5.11–12.F, CC.1.5.11 ▪ <i>How can we incorporate readers' comments, keeping in mind legal issues?</i> CC.1.2.11–12.L, CC.1.4.11–12.T, CC.1.5.11–12.A , CC.1.5.11–12.B. CC.1.5.11–12.C, CC.1.5.11–12.D, CC.1.5.11–12E, CC.1.5.11–12.F, CC.1.5.11 ▪ <i>What's the best way to analyze and record the information one gathers for a story?</i> CC.1.2.11–12.A, CC.1.2.11–12.B, CC.1.2.11–12.C, CC.1.2.11–12.D, CC.1.2.11–12.G, CC.1.2.11–12.H, CC.1.2.11–12.L, CC.1.3.11–12.A, CC.1.4.11–12.A, CC.1.4.11–12.C, CC.1.4.11–12.D,CC.1.4.11–12.E, CC.1.4.11–12.F, CC.1.4.11–12.T, CC.1.4.11–12.V, CC.1.4.11–12.W, CC.1.5.11–12.A , CC.1.5.11–12.B. CC.1.5.11–12.C, CC.1.5.11–12.D, CC.1.5.11–12E, CC.1.5.11–12.F, CC.1.5.11–12.G ▪ <i>How is an interview successfully prepared for, planned out, and executed?</i> CC.1.2.11–12.L, CC.1.5.11–12.A , CC.1.5.11–12.B. CC.1.5.11–12.C, CC.1.5.11–12.D, CC.1.5.11–12E, CC.1.5.11–12.F, CC.1.5.11–12.G ▪ <i>How do we create video stories or write articles for the Courier while following AP guidelines?</i> CC.1.2.11–12.E, CC.1.2.11–12.F, CC.1.2.11–12.K CC.1.2.11–12.L, CC.1.4.11–12.A, CC.1.4.11–12.B, CC.1.4.11–12.C, CC.1.4.11–12.D,CC.1.4.11–12.E, CC.1.4.11–12.F, CC.1.4.11–12.G, CC.1.4.11–12.H, CC.1.4.11–12.I, CC.1.4.11–12.J,CC.1.4.11–12.K, CC.1.4.11–12.L, CC.1.4.11–12.M, CC.1.4.11–12.N, CC.1.4.11–12.O, CC.1.4.11–12.P, CC.1.4.11–12.Q, CC.1.4.11–12.R, CC.1.4.11–12.T , CC.1.4.11–12.X ▪ <i>How do we write basic news, feature, short story options, sports, and commentary pieces?</i> CC.1.2.11–12.B, CC.1.2.11–12.C, CC.1.2.11–12.D, CC.1.2.11–12.E, CC.1.2.11–12.F, CC.1.2.11–12.G, CC.1.2.11–12.J, CC.1.2.11–12.K, CC.1.2.11–12.L, CC.1.3.11–12.A, CC.1.4.11–12.A, CC.1.4.11–12.B, CC.1.4.11–12.C, CC.1.4.11–12.D,CC.1.4.11–12.E, CC.1.4.11–12.F, CC.1.4.11–12.G, CC.1.4.11–12.H,

12.D, CC.1.4.11–12.E, CC.1.4.11–12.F,
CC.1.4.11–12.T

7. *Reporters must follow the AP guidelines on punctuation and capitalization of quotes.* CC.1.2.11–12.L, CC.1.4.11–12.A, CC.1.4.11–12.B, CC.1.4.11–12.C, CC.1.4.11–12.T, CC.1.4.11–12.X
8. *Through attribution, journalists cite their sources so that readers understand that the writers didn't fabricate the information.* CC.1.2.11–12.J, CC.1.2.11–12.L, CC.1.4.11–12.A, CC.1.4.11–12.B, CC.1.4.11–12.C, CC.1.4.11–12.T, CC.1.4.11–12.V, CC.1.4.11–12.W, CC.1.4.11–12.X
9. *Sports writing (game stories, feature stories, and columns) involves knowing the rules of the sport being covered, avoiding clichés, writing the game story with a plot, including charts, graphs, or sidebars to show statistics, and avoiding cheerleading.* CC.1.2.11–12.A, CC.1.2.11–12.C, CC.1.2.11–12.E, CC.1.2.11–12.F, CC.1.2.11–12.G, CC.1.2.11–12.J, CC.1.2.11–12.K, CC.1.2.11–12.L, CC.1.3.11–12.A, CC.1.4.11–12.A, CC.1.4.11–12.B, CC.1.4.11–12.C, CC.1.4.11–12.D, CC.1.4.11–12.E, CC.1.4.11–12.F, CC.1.4.11–12.M, CC.1.4.11–12.N, CC.1.4.11–12.O, CC.1.4.11–12.P, CC.1.4.11–12.Q, CC.1.4.11–12.R, CC.1.4.11–12.T, CC.1.4.11–12.X
10. *Feature story categories, focusing on personal issues, include: lifestyles, health, science and technology, entertainment, food, and home and garden.* CC.1.2.11–12.A, CC.1.2.11–12.E, CC.1.2.11–12.J, CC.1.2.11–12.K, CC.1.3.11–12.A, CC.1.4.11–12.A, CC.1.4.11–12.A, CC.1.4.11–12.B, CC.1.4.11–12.M, CC.1.4.11–12.N, CC.1.4.11–12.O, CC.1.4.11–12.P, CC.1.4.11–12.Q, CC.1.4.11–12.R
11. *The difference between hard news (serious, timely news) and soft news (less urgent, lighter topics) can allow a reporter write about a topic several ways depending upon the approach.* CC.1.2.11–12.A, CC.1.2.11–12.C, CC.1.2.11–12.E, CC.1.2.11–12.J, CC.1.2.11–12.K, CC.1.2.11–12.L, CC.1.3.11–12.A, CC.1.4.11–12.D, CC.1.4.11–12.E, CC.1.4.11–12.F
12. *The 10 most popular types of feature stories include: the personality profile, human-interest story, color story, backgrounder or analysis piece, trend story, reaction piece, flashback, how-to, consumer guide, and personal narrative.* CC.1.2.11–12.A, CC.1.2.11–12.E, CC.1.2.11–12.J, CC.1.2.11–

CC.1.4.11–12.I, CC.1.4.11–12.J, CC.1.4.11–12.K, CC.1.4.11–12.L, CC.1.4.11–12.M, CC.1.4.11–12.N, CC.1.4.11–12.O, CC.1.4.11–12.P, CC.1.4.11–12.Q, CC.1.4.11–12.R, CC.1.4.11–12.T, CC.1.4.11–12.X

- *How do we publish our work?* CC.1.4.11–12.T, CC.1.4.11–12.U

12.K, CC.1.2.11–12.L, CC.1.3.11–12.A,
CC.1.4.11–12.A, CC.1.4.11–12.M,
CC.1.4.11–12.N, CC.1.4.11–12.O,
CC.1.4.11–12.P, CC.1.4.11–12.Q,
CC.1.4.11–12.R

13. *Writing a successful feature story takes teamwork and planning, and there is a six-step process to use (1. See if it's been done, 2. Focus on the angle, 3. Talk to the editor, 4. Do the research, 5. Write the story, 6. Plan the package).* CC.1.2.11–12.A, CC.1.2.11–12.C, CC.1.2.11–12.E, CC.1.2.11–12.G, CC.1.2.11–12.L, CC.1.4.11–12.A, CC.1.4.11–12.B, CC.1.4.11–12.D, CC.1.4.11–12.E, CC.1.4.11–12.F, CC.1.4.11–12.M, CC.1.4.11–12.N, CC.1.4.11–12.O, CC.1.4.11–12.P, CC.1.4.11–12.Q, CC.1.4.11–12.R, CC.1.4.11–12.T, CC.1.4.11–12.X
14. *Feature writers rely on syntax and phrasing, voice and tense, detail and description, and other dramatic techniques. Organization involves sections, sequences, topics, and the kabob or chronology format.* CC.1.2.11–12.A, CC.1.2.11–12.C, CC.1.2.11–12.D, CC.1.2.11–12.E, CC.1.2.11–12.F, CC.1.2.11–12.L, CC.1.4.11–12.A, CC.1.4.11–12.B, CC.1.4.11–12.D, CC.1.4.11–12.E, CC.1.4.11–12.F, CC.1.4.11–12.M, CC.1.4.11–12.N, CC.1.4.11–12.O, CC.1.4.11–12.P, CC.1.4.11–12.Q, CC.1.4.11–12.R, CC.1.4.11–12.T, CC.1.4.11–12.X
15. *Short-form story structures allow for colorful, creative layouts that cater to the increasingly short attention span of readers, including visual elements such as bulleted lists/items, quizzes, checklists, quote collections, and polls.* CC.1.2.11–12.A, CC.1.2.11–12.E, CC.1.2.11–12.G, CC.1.2.11–12.L, CC.1.4.11–12.X
16. *Profiles reveal a person's feelings, probe attitudes and capture habits and mannerisms in an entertaining, informative way; writing a profile involve five main steps: 1. Solicit the subject's support, 2. Interview and observe, 3. Find the focus, 4. Follow up with further interviews and research, 5. Structure the story.*
17. *In editorials and columns, the writer's opinions are essential, usually commenting on current events, criticize or praise public officials, endorse candidates, and explain issues to readers. It is best to keep editorials written concisely as possible, attacking issues not personalities.* CC.1.2.11–12.A, CC.1.2.11–12.C, CC.1.2.11–12.D,

<p>CC.1.2.11–12.E, CC.1.2.11–12.F , CC.1.2.11–12.L, CC.1.3.11–12.A, CC.1.4.11– 12.B, CC.1.4.11–12.C, CC.1.4.11– 12.D, CC.1.4.11–12.E, CC.1.4.11–12.F, CC.1.4.11–12.T, CC.1.4.11–12.X</p> <p>18. <i>A reviewer should structure their review, balance reporting and opinion, know their subject, be aware of biases, keep it simple, tough, yet fair, not reveal story endings or plot twists, use detailed descriptions, criticize the performance only, and expect to be criticized for his/her opinion.</i> CC.1.2.11–12.A, CC.1.2.11–12.B, CC.1.2.11–12.C, CC.1.2.11–12.D, CC.1.2.11–12.E, CC.1.2.11–12.F, CC.1.2.11–12.L, CC.1.4.11–12.G, CC.1.4.11–12.H, CC.1.4.11–12.I, CC.1.4.11–12.J, CC.1.4.11–12.K, CC.1.4.11–12.L, CC.1.4.11–12.T, CC.1.4.11–12.X</p> <p>19. <i>The organizational structure of an online news website, including job descriptions of the different members of the editorial board and understanding the major divisions of the newsroom, is key to a successful newsroom.</i> CC.1.2.11–12.A, CC.1.2.11–12.J, CC.1.2.11–12.L, CC.1.4.11–12.U</p>	
<p>Learning Objectives: Students will know...</p> <ul style="list-style-type: none"> ▪ <i>The uses and impacts of social media and how to choose correct ones to reach the Courier's audience.</i> CC.1.2.11–12.L, CC.1.4.11–12.T, CC.1.5.11–12.A , CC.1.5.11–12.B. CC.1.5.11–12.C, CC.1.5.11–12.D, CC.1.5.11–12E, CC.1.5.11–12.F, CC.1.5.11 ▪ <i>How to write posts for Twitter and Instagram.</i> CC.1.2.11–12.L, CC.1.3.11–12.E, CC.1.3.11–12.F, CC.1.4.11–12.T, CC.1.5.11–12.A , CC.1.5.11–12.B. CC.1.5.11–12.C, CC.1.5.11–12.D, CC.1.5.11–12E, CC.1.5.11–12.F, CC.1.5.11 ▪ <i>How to ethically incorporate reader's comments.</i> CC.1.2.11–12.L, CC.1.4.11–12.T, CC.1.5.11–12.A , CC.1.5.11–12.B. CC.1.5.11–12.C, CC.1.5.11–12.D, CC.1.5.11–12E, CC.1.5.11–12.F, CC.1.5.11 ▪ <i>How to partake in the structural roles of the news staff.</i> CC.1.2.11–12.L, CC.1.4.11–12.T, CC.1.5.11–12.A , CC.1.5.11–12.B. CC.1.5.11–12.C, CC.1.5.11–12.D, CC.1.5.11–12E, CC.1.5.11–12.F, CC.1.5.11–12.G ▪ <i>How to differentiate between valuable sources and non-reputable ones</i> CC.1.2.11–12.A, CC.1.2.11–12.B, CC.1.2.11–12.C, CC.1.2.11–12.D, CC.1.2.11–12.F, 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ▪ <i>Effectively reach the Courier's audience via Twitter and Instagram.</i> CC.1.2.11–12.L, CC.1.3.11–12.E, CC.1.3.11–12.F, CC.1.4.11–12.T, CC.1.5.11–12.A , CC.1.5.11–12.B. CC.1.5.11–12.C, CC.1.5.11–12.D, CC.1.5.11–12E, CC.1.5.11–12.F, CC.1.5.11 ▪ <i>Create policy guidelines to prevent a disturbance in school, treat all sources ethically, serve their audience, and report in a fair and balanced manner.</i> CC.1.2.11–12.L, CC.1.4.11–12.T, CC.1.5.11–12.A , CC.1.5.11–12.B. CC.1.5.11–12.C, CC.1.5.11–12.D, CC.1.5.11–12E, CC.1.5.11–12.F, CC.1.5.11 ▪ <i>Partake in the organizational structure of the online newspaper, including adhering to job descriptions of the different members of the editorial board and understanding the major divisions of the newsroom.</i> CC.1.2.11–12.L, CC.1.4.11–12.T, CC.1.5.11–12.A , CC.1.5.11–12.B. CC.1.5.11–12.C, CC.1.5.11–12.D, CC.1.5.11–12E, CC.1.5.11–12.F, CC.1.5.11–12.G ▪ <i>Understand and apply how thorough reporting, the arrival and edits of the first section editor upon an article through the remainder of the editing process, news team meetings, the building of graphics, more</i>

CC.1.2.11–12.G, CC.1.2.11–12.H,
CC.1.2.11–12.L, CC.1.4.11–12.V,
CC.1.4.11–12.W

- *How to thoroughly report on and write various article types, sending their article drafts through the multi-step editing system.* CC.1.2.11–12.A, CC.1.2.11–12.E, CC.1.2.11–12.J, CC.1.4.11–12.A, CC.1.4.11–12.B, CC.1.4.11–12.C, CC.1.4.11–12.D, CC.1.4.11–12.E, CC.1.4.11–12.F, CC.1.4.11–12.G, CC.1.4.11–12.H, CC.1.4.11–12.I, CC.1.4.11–12.J, CC.1.4.11–12.K, CC.1.4.11–12.L, CC.1.4.11–12.M, CC.1.4.11–12.N, CC.1.4.11–12.O, CC.1.4.11–12.X, CC.1.4.11–12.P, CC.1.4.11–12.Q, CC.1.4.11–12.R, CC.1.4.11–12.T, CC.1.4.11–12.X
- *How to write in AP style.* CC.1.2.11–12.L, CC.1.4.11–12.A, CC.1.4.11–12.B
- CC.1.4.11–12.D, CC.1.4.11–12.E, CC.1.4.11–12.F, CC.1.4.11–12.T, CC.1.4.11–12.X
- *How to interview sources, attributing different types of quotes appropriately.* CC.1.2.11–12.L, CC.1.4.11–12.D, CC.1.4.11–12.E, CC.1.4.11–12.F, CC.1.4.11–12.X, CC.1.5.11–12.A, CC.1.5.11–12.B, CC.1.5.11–12.C, CC.1.5.11–12.D, CC.1.5.11–12.E, CC.1.5.11–12.F, CC.1.5.11–12.G
- *How to use the School Newspapers Online platform to post their articles.* CC.1.2.11–12.L, CC.1.4.11–12.T

editing, choosing top stories, and designing pages are integral parts to the news process. CC.1.4.11–12.A, CC.1.4.11–12.T

- *Understand how a story gets written and will follow these guidelines/steps in writing them; students will be aware that sources can lie, spread rumors, or may simply lack knowledge regarding a topic during an interview.* CC.1.2.11–12.C, CC.1.2.11–12.D, CC.1.2.11–12.E, CC.1.2.11–12.H, CC.1.2.11–12.L, CC.1.4.11–12.A, CC.1.4.11–12.B, CC.1.4.11–12.D, CC.1.4.11–12.E, CC.1.4.11–12.F, CC.1.4.11–12.G, CC.1.4.11–12.H, CC.1.4.11–12.I, CC.1.4.11–12.J, CC.1.4.11–12.K, CC.1.4.11–12.L, CC.1.4.11–12.M, CC.1.4.11–12.N, CC.1.4.11–12.O, CC.1.4.11–12.P, CC.1.4.11–12.Q, CC.1.4.11–12.R, CC.1.4.11–12.T, CC.1.4.11–12.X
- *Become serious readers who enjoy expressing themselves, will know AP style grammar, will become adept with technology, will be able to write quickly, will be able to gather information, and will enjoy research; students will realize that reporters must be curious, bold or aggressive, skeptical, patient, persistent, cool under pressure, hardworking, and open to criticism.* CC.1.2.11–12.D, CC.1.2.11–12.H, CC.1.2.11–12.J, CC.1.2.11–12.K, CC.1.4.11–12.B, CC.1.4.11–12.X
- *Describe the different possible origins of story ideas, distinguishing between breaking news and scheduled events and using and finding sources appropriately.* CC.1.2.11–12.A, CC.1.2.11–12.B, CC.1.2.11–12.C, CC.1.2.11–12.D, CC.1.2.11–12.L
- *Interview sources, including how to differentiate between when to use direct quotes, paraphrases, partial quotes, and dialogues.* CC.1.2.11–12.B, CC.1.2.11–12.L, CC.1.4.11–12.T, CC.1.4.11–12.X, CC.1.5.11–12.A, CC.1.5.11–12.B, CC.1.5.11–12.C, CC.1.5.11–12.D, CC.1.5.11–12.E, CC.1.5.11–12.F, CC.1.5.11–12.G
- *Describe attribution and the way sources are cited in news stories.* CC.1.4.11–12.B, CC.1.4.11–12.G, CC.1.4.11–12.H, CC.1.4.11–12.I, CC.1.4.11–12.J, CC.1.4.11–12.K, CC.1.4.11–12.L, CC.1.4.11–12.T, CC.1.4.11–12.X
- *Differentiate and to write about feature topics and commentary pieces using various formats.* CC.1.2.11–12.A, CC.1.2.11–12.D, CC.1.2.11–12.H, CC.1.2.11–12.L, CC.1.4.11–12.A, CC.1.4.11–12.B, CC.1.4.11–12.C,

	<p>CC.1.4.11–12.D, CC.1.4.11–12.E, CC.1.4.11–12.F, CC.1.4.11–12.G, CC.1.4.11–12.H, CC.1.4.11–12.I, CC.1.4.11–12.J, CC.1.4.11–12.K, CC.1.4.11–12.L, CC.1.4.11–12.T, CC.1.4.11–12.X</p> <ul style="list-style-type: none"> ▪ <i>Use the School Newspapers Online WordPress platform in order to publish their work, incorporating various media types to illustrate their content.</i> CC.1.2.11–12.J, CC.1.4.11–12.T
--	--

<p>Dates: January - Lessons will take place every other day for 8 days (not including multiple day lessons)</p>	<p>Unit Plan: Media Convergence</p> <p>*All unit understandings, essential questions, and learning objectives, while worded similarly in past units, are held to a higher level of expertise as skills are merged together to create a package.*</p>
--	---

Stage 1 – Desired Results

<p>PA Core State Assessments/Standards:</p> <p>CC.1.2.11–12.A Key Ideas and Details: Main Idea A Determine and analyze the relationship between two or more central ideas of a text, including the development and interaction of the central ideas; provide an objective summary of the text</p> <p>CC.1.2.11–12.B Key Ideas and Details: Text Analysis 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.</p> <p>CC.1.2.11–12.C Key Ideas and Details: Text Analysis Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of the text.</p> <p>CC.1.2.11–12.D Craft and Structure: Point of View Evaluate how an author’s point of view or purpose shapes the content and style of a text.</p> <p>CC.1.2.11–12.E Craft and Structure: Text Structure 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.</p> <p>CC.1.2.11–12.F Craft and Structure Vocabulary Evaluate how words and phrases shape meaning and tone in texts.</p> <p>CC.1.2.11–12.G Integration of Knowledge and Ideas: Diverse Media 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.</p> <p>CC.1.2.11–12.H Integration of Knowledge and Ideas: Evaluating Arguments Analyze seminal texts based upon reasoning, premises, purposes, and arguments.</p> <p>CC.1.2.11–12.I Integration of Knowledge and Ideas Analysis Across Texts Analyze foundational U.S. and world documents of historical, political, and literary significance for their themes, purposes, and rhetorical features.</p> <p>CC.1.2.11–12.J Vocabulary Acquisition and Use</p>
--

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.K

Vocabulary Acquisition and Use

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.L

Range of Reading

Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.

CC.1.3.11–12.A

Key Ideas and Details: Theme

Determine and analyze the relationship between two or more themes or central ideas of a text, including the development and interaction of the themes; provide an objective summary of the text.

CC.1.3.11-12.E

Craft and Structure: Text Structure

Evaluate the structure of texts including how specific sentences, paragraphs, and larger portions of the texts relate to each other and the whole.

CC.1.3.11-12.F

Craft and Structure: Vocabulary

Evaluate how words and phrases shape meaning and tone in texts.

CC.1.4.11–12.A

Informative/ Explanatory

Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.

CC.1.4.11–12.B

Informative/Explanatory Focus

Write with a sharp, distinct focus identifying topic, task, and audience.

CC.1.4.11–12.C

Informative/Explanatory Content

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.D

Informative/Explanatory Organization

Organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a 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.E

Informative/Explanatory Style

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.F

Informative/Explanatory Conventions of Language

Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

CC.1.4.11–12.G

Opinion/Argumentative

Write arguments to support claims in an analysis of substantive topics.

CC.1.4.11–12.H

Opinion/Argumentative Focus

Write with a sharp, distinct focus identifying topic, task, and audience. Introduce the precise, knowledgeable claim.

CC.1.4.11–12.I

Opinion/Argumentative Content

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

Opinion/Argumentative Organization

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

Opinion/Argumentative Style

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

Opinion/Argumentative Conventions of Language

Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

CC.1.4.11–12.M

Narrative

Write narratives to develop real or imagined experiences or events.

CC.1.4.11–12.N

Narrative Focus

Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple points of view, and introducing a narrator and/or characters.

CC.1.4.11–12.O

Narrative Content

Use narrative techniques such as dialogue, description, reflection, multiple plot lines, and pacing to develop experiences, events, and/or characters; use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, settings, and/or characters.

CC.1.4.11–12.P

Narrative Organization

Create a smooth progression of experiences or events using 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; provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative

CC.1.4.11–12.Q

Narrative Style

Write with an awareness of the stylistic aspects of writing. Use parallel structure. Use various types of phrases and clauses to convey specific meanings and add variety and interest. Use precise language,

domain specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

CC.1.4.11–12.R

Narrative Conventions of Language

Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

CC.1.4.11–12.T

Production and Distribution of Writing Process

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

Technology and Publication

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.V

Conducting Research

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.W

Credibility, Reliability, and Validity of Sources

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 over-reliance on any one source and following a standard format for citation.

CC.1.4.11–12.X

Range of Writing

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 discipline-specific tasks, purposes, and audiences.

CC.1.5.11–12.A

Comprehension and Collaboration Collaborative Discussion

Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

CC.1.5.11–12.B

Comprehension and Collaboration Critical Listening

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.C

Comprehension and Collaboration Evaluating Information

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.D

Presentation of Knowledge and Ideas Purpose, Audience, and Task

Present information, findings, and supporting evidence, conveying a clear and distinct perspective; organization, development, substance, and style are appropriate to purpose, audience, and task.

CC.1.5.11–12E

Presentation of Knowledge and Ideas Context

Adapt speech to a variety of contexts and tasks.

CC.1.5.11–12.F

Integration of Knowledge and Ideas Multimedia

Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence.

CC.1.5.11–12.G

Conventions of Standard English

Demonstrate command of the conventions of standard English when speaking based on Grades 11–12 level and content.

All unit understandings, essential questions, and learning objectives, while worded similarly in past units, are held to a higher level of expertise as skills are merged together to create a package.

Understanding(s):

Students will understand...

1. *How to use the online medium for beat coverage in order to cover all aspects of the community.* CC.1.2.11–12.E, CC.1.2.11–12.F, CC.1.2.11–12.K CC.1.2.11–12.L, CC.1.4.11–12.A, CC.1.4.11–12.B, CC.1.4.11–12.C, CC.1.4.11–12.D,CC.1.4.11–12.E, CC.1.4.11–12.F, CC.1.4.11–12.G, CC.1.4.11–12.H, CC.1.4.11–12.I, CC.1.4.11–12.J,CC.1.4.11–12.K, CC.1.4.11–12.L, CC.1.4.11–12.M, CC.1.4.11–12.N, CC.1.4.11–12.O, CC.1.4.11–12.P, CC.1.4.11–12.Q, CC.1.4.11–12.R, CC.1.4.11–12.T , CC.1.4.11–12.X
2. *To steps and planning needed to package an online story.* CC.1.2.11–12.E, CC.1.2.11–12.F, CC.1.2.11–12.K CC.1.2.11–12.L, CC.1.4.11–12.A, CC.1.4.11–12.B, CC.1.4.11–12.C, CC.1.4.11–12.D,CC.1.4.11–12.E, CC.1.4.11–12.F, CC.1.4.11–12.G, CC.1.4.11–12.H, CC.1.4.11–12.I, CC.1.4.11–12.J,CC.1.4.11–12.K, CC.1.4.11–12.L, CC.1.4.11–12.M, CC.1.4.11–12.N, CC.1.4.11–12.O, CC.1.4.11–12.P, CC.1.4.11–12.Q, CC.1.4.11–12.R, CC.1.4.11–12.T , CC.1.4.11–12.X
3. *How to generate ideas for multimedia components to an online story, use one of the three online story package structures, and develop a multimedia package in small groups, taking into consideration the key questions that drive story package design and the specific angles they have selected for their story package.* CC.1.2.11–12.E, CC.1.2.11–12.F, CC.1.2.11–12.K CC.1.2.11–12.L, CC.1.4.11–12.A, CC.1.4.11–12.B, CC.1.4.11–12.C, CC.1.4.11–12.D,CC.1.4.11–12.E, CC.1.4.11–12.F, CC.1.4.11–12.G, CC.1.4.11–12.H, CC.1.4.11–12.I, CC.1.4.11–12.J,CC.1.4.11–12.K, CC.1.4.11–12.L, CC.1.4.11–12.M, CC.1.4.11–12.N, CC.1.4.11–12.O, CC.1.4.11–12.P, CC.1.4.11–12.Q, CC.1.4.11–12.R, CC.1.4.11–12.T , CC.1.4.11–12.X

Essential Question(s):

- *How and why do we use online media for beat coverage?* CC.1.2.11–12.E, CC.1.2.11–12.F, CC.1.2.11–12.K, CC.1.2.11–12.L, CC.1.3.11–12.E, CC.1.3.11–12. CC.1.4.11–12.A, CC.1.4.11–12.B, CC.1.4.11–12.C, CC.1.4.11–12.D,CC.1.4.11–12.E, CC.1.4.11–12.F, CC.1.4.11–12.G, CC.1.4.11–12.H, CC.1.4.11–12.I, CC.1.4.11–12.J,CC.1.4.11–12.K, CC.1.4.11–12.L, CC.1.4.11–12.M, CC.1.4.11–12.N, CC.1.4.11–12.O, CC.1.4.11–12.P, CC.1.4.11–12.Q, CC.1.4.11–12.R, CC.1.4.11–12.T , CC.1.4.11–12.X
- *How do we package an online story?* CC.1.2.11–12.E, CC.1.2.11–12.F, CC.1.2.11–12.K CC.1.2.11–12.L, CC.1.4.11–12.A, CC.1.4.11–12.B, CC.1.4.11–12.C, CC.1.4.11–12.D,CC.1.4.11–12.E, CC.1.4.11–12.F, CC.1.4.11–12.G, CC.1.4.11–12.H, CC.1.4.11–12.I, CC.1.4.11–12.J,CC.1.4.11–12.K, CC.1.4.11–12.L, CC.1.4.11–12.M, CC.1.4.11–12.N, CC.1.4.11–12.O, CC.1.4.11–12.P, CC.1.4.11–12.Q, CC.1.4.11–12.R, CC.1.4.11–12.T , CC.1.4.11–12.X
- *How do we plan multimedia packages thru team reporting?* CC.1.2.11–12.E, CC.1.2.11–12.F, CC.1.2.11–12.K CC.1.2.11–12.L, CC.1.4.11–12.A, CC.1.4.11–12.B, CC.1.4.11–12.C, CC.1.4.11–12.D,CC.1.4.11–12.E, CC.1.4.11–12.F, CC.1.4.11–12.G, CC.1.4.11–12.H, CC.1.4.11–12.I, CC.1.4.11–12.J,CC.1.4.11–12.K, CC.1.4.11–12.L, CC.1.4.11–12.M, CC.1.4.11–12.N, CC.1.4.11–12.O, CC.1.4.11–12.P, CC.1.4.11–12.Q, CC.1.4.11–12.R, CC.1.4.11–12.T , CC.1.4.11–12.X
- *What are interactive alternative copy tools for multimedia packages, and how can we use them in multimedia packages?* CC.1.2.11–12.E, CC.1.2.11–12.F, CC.1.2.11–12.K CC.1.2.11–12.L, CC.1.4.11–12.A, CC.1.4.11–12.B, CC.1.4.11–12.C, CC.1.4.11–12.D,CC.1.4.11–12.E, CC.1.4.11–

<p>4. <i>Identify and use interactive and alternative copy tools for multimedia packages, such as: Storify, SoundCloud, QuizSnack, and Picktochart.</i> CC.1.2.11–12.E, CC.1.2.11–12.F, CC.1.2.11–12.K CC.1.2.11–12.L, CC.1.4.11–12.A, CC.1.4.11–12.B, CC.1.4.11–12.C, CC.1.4.11–12.D, CC.1.4.11–12.E, CC.1.4.11–12.F, CC.1.4.11–12.G, CC.1.4.11–12.H, CC.1.4.11–12.I, CC.1.4.11–12.J, CC.1.4.11–12.K, CC.1.4.11–12.L, CC.1.4.11–12.M, CC.1.4.11–12.N, CC.1.4.11–12.O, CC.1.4.11–12.P, CC.1.4.11–12.Q, CC.1.4.11–12.R, CC.1.4.11–12.T, CC.1.4.11–12.X</p> <p>5. <i>The general uses and impacts of social media in order to use appropriate social media to effectively reach the Courier’s audience.</i> CC.1.2.11–12.L, CC.1.4.11–12.T, CC.1.5.11–12.A, CC.1.5.11–12.B, CC.1.5.11–12.C, CC.1.5.11–12.D, CC.1.5.11–12E, CC.1.5.11–12.F, CC.1.5.11</p> <p>6. <i>The ethical and legal issues surrounding social media.</i> CC.1.2.11–12.L, CC.1.4.11–12.T, CC.1.5.11–12.A, CC.1.5.11–12.B, CC.1.5.11–12.C, CC.1.5.11–12.D, CC.1.5.11–12E, CC.1.5.11–12.F, CC.1.5.11</p> <p>7. <i>How to take quality photographs and upload them to the Courier.</i> CC.1.4.11–12.T, CC.1.4.11–12.U, CC.1.5.11–12.F, CC.1.2.11–12.G, CC.1.2.11–12.L</p> <p>8. <i>How to write all article types for the Courier, following AP guidelines.</i> CC.1.2.11–12.A, CC.1.2.11–12.B, CC.1.2.11–12.C, CC.1.2.11–12.D, CC.1.2.11–12.E, CC.1.2.11–12.F, CC.1.2.11–12.L, CC.1.3.11–12.A, CC.1.4.11–12.B, CC.1.4.11–12.C, CC.1.4.11–12.D, CC.1.4.11–12.E, CC.1.4.11–12.F, CC.1.4.11–12.T, CC.1.4.11–12.X, C CC.1.4.11–12.G, CC.1.4.11–12.H, CC.1.4.11–12.I, CC.1.4.11–12.J, CC.1.4.11–12.K, CC.1.4.11–12.</p> <p>9. <i>Reporters must take good notes (focusing on sight, sound, action, and emotion) to write a story, listening, interpreting, observing, and evaluating prior to writing.</i> CC.1.3.11–12.E, CC.1.3.11–12.F, CC.1.5.11–12.A, CC.1.5.11–12.B, CC.1.5.11–12.C, CC.1.5.11–12.D, CC.1.5.11–12E, CC.1.5.11–12.F, CC.1.5.11–12.G</p> <p>10. <i>To interview successfully, reporters plan all stages of the interview ahead of time; types of interviews include in person (the best way to interview), by phone (for quick interviews or confirmation of facts), by e-mail (a last resort because of the inability to see and hear the source), or at press conferences.</i> CC.1.2.11–</p>	<p>12.F, CC.1.4.11–12.G, CC.1.4.11–12.H, CC.1.4.11–12.I, CC.1.4.11–12.J, CC.1.4.11–12.K, CC.1.4.11–12.L, CC.1.4.11–12.M, CC.1.4.11–12.N, CC.1.4.11–12.O, CC.1.4.11–12.P, CC.1.4.11–12.Q, CC.1.4.11–12.R, CC.1.4.11–12.T, CC.1.4.11–12.X</p> <ul style="list-style-type: none"> ▪ <i>What is social media used for, and how can we use it effectively?</i> CC.1.2.11–12.L, CC.1.4.11–12.T, CC.1.5.11–12.A, CC.1.5.11–12.B, CC.1.5.11–12.C, CC.1.5.11–12.D, CC.1.5.11–12E, CC.1.5.11–12.F, CC.1.5.11 ▪ <i>How can we incorporate readers’ comments, keeping in mind legal issues?</i> CC.1.2.11–12.L, CC.1.4.11–12.T, CC.1.5.11–12.A, CC.1.5.11–12.B, CC.1.5.11–12.C, CC.1.5.11–12.D, CC.1.5.11–12E, CC.1.5.11–12.F, CC.1.5.11 ▪ <i>How do we create video stories for the Courier while following AP guidelines?</i> CC.1.2.11–12.E, CC.1.2.11–12.F, CC.1.2.11–12.K CC.1.2.11–12.L, CC.1.4.11–12.A, CC.1.4.11–12.B, CC.1.4.11–12.C, CC.1.4.11–12.D, CC.1.4.11–12.E, CC.1.4.11–12.F, CC.1.4.11–12.G, CC.1.4.11–12.H, CC.1.4.11–12.I, CC.1.4.11–12.J, CC.1.4.11–12.K, CC.1.4.11–12.L, CC.1.4.11–12.M, CC.1.4.11–12.N, CC.1.4.11–12.O, CC.1.4.11–12.P, CC.1.4.11–12.Q, CC.1.4.11–12.R, CC.1.4.11–12.T, CC.1.4.11–12.X ▪ <i>What are the principles, guidelines, and equipment we need to take quality photographs for the Courier?</i> CC.1.4.11–12.T, CC.1.4.11–12.U, CC.1.5.11–12.F, CC.1.2.11–12.G, CC.1.2.11–12.L ▪ <i>How do we write articles or shoot video stories for the Courier while following AP guidelines?</i> CC.1.2.11–12.E, CC.1.2.11–12.F, CC.1.2.11–12.K CC.1.2.11–12.L, CC.1.3.11–12.E, CC.1.3.11–12.F, CC.1.4.11–12.A, CC.1.4.11–12.B, CC.1.4.11–12.C, CC.1.4.11–12.D, CC.1.4.11–12.E, CC.1.4.11–12.F, CC.1.4.11–12.G, CC.1.4.11–12.H, CC.1.4.11–12.I, CC.1.4.11–12.J, CC.1.4.11–12.K, CC.1.4.11–12.L, CC.1.4.11–12.M, CC.1.4.11–12.N, CC.1.4.11–12.O, CC.1.4.11–12.P, CC.1.4.11–12.Q, CC.1.4.11–12.R, CC.1.4.11–12.T, CC.1.4.11–12.X ▪ <i>How do we publish our work?</i> CC.1.4.11–12.T, CC.1.4.11–12.U ▪ <i>How do we create the online Courier?</i> CC.1.2.11–12.A, CC.1.2.11–12.J,
---	--

<p>12.L, CC.1.5.11–12.A , CC.1.5.11–12.B. CC.1.5.11–12.C, CC.1.5.11–12.D, CC.1.5.11–12E, CC.1.5.11–12.F, CC.1.5.11–12.G</p> <p>11. <i>After research, students will plan, storyboard, shoot, and edit video stories before exporting them to the Susky Courier YouTube account.</i> CC.1.2.11–12.E, CC.1.2.11–12.F, CC.1.2.11–12.K CC.1.2.11–12.L, CC.1.4.11–12.A, CC.1.4.11–12.B, CC.1.4.11–12.C, CC.1.4.11–12.D,CC.1.4.11–12.E, CC.1.4.11–12.F, CC.1.4.11–12.G, CC.1.4.11–12.H, CC.1.4.11–12.I, CC.1.4.11–12.J,CC.1.4.11–12.K, CC.1.4.11–12.L, CC.1.4.11–12.M, CC.1.4.11–12.N, CC.1.4.11–12.O, CC.1.4.11–12.P, CC.1.4.11–12.Q, CC.1.4.11–12.R, CC.1.4.11–12.T , CC.1.4.11–12.X</p> <p>12. <i>Reporters must use quotes to make stories more believable and human; the four ways to use quotes are direct quotes, indirect quotes, paraphrase, partial quote, and dialogue.</i> CC.1.2.11–12.B, CC.1.2.11–12.E, CC.1.2.11–12.L, CC.1.4.11–12.A,CC.1.4.11–12.B, CC.1.4.11–12.C, CC.1.4.11–12.D,CC.1.4.11–12.E, CC.1.4.11–12.F, CC.1.4.11–12.T</p> <p>13. <i>Reporters must follow the AP guidelines on punctuation and capitalization of quotes.</i> CC.1.2.11–12.L, CC.1.4.11–12.A,CC.1.4.11–12.B, CC.1.4.11–12.C, CC.1.4.11–12.T, CC.1.4.11–12.X</p> <p>14. <i>Through attribution, journalists cite their sources so that readers understand that the writers didn't fabricate the information.</i> CC.1.2.11–12.J, CC.1.2.11–12.L, CC.1.4.11–12.A, CC.1.4.11–12.B, CC.1.4.11–12.C, CC.1.4.11–12.T, CC.1.4.11–12.V, CC.1.4.11–12.W, CC.1.4.11–12.X</p> <p>15. <i>The organizational structure of an online news website, including job descriptions of the different members of the editorial board and understanding the major divisions of the newsroom, is key to a successful newsroom.</i> CC.1.2.11–12.A, CC.1.2.11–12.J, CC.1.2.11–12.L, CC.1.4.11–12.U</p> <p>16. <i>Thorough reporting, the arrival and edits of the first section editor upon an article through the remainder of the editing process, news team meetings, the building of graphics, more editing, choosing top stories, and designing pages all are integral parts of putting a news website together.</i> CC.1.2.11–12.A, CC.1.2.11–12.L, CC.1.4.11–12.T</p>	<p>CC.1.2.11–12.L, CC.1.4.11–12.U, CC.1.4.11–12.T</p>
<p>Learning Objectives:</p>	

Students will know...

- *How to choose and use appropriate interactive alternative copy tools.* CC.1.2.11–12.E, CC.1.2.11–12.F, CC.1.2.11–12.K CC.1.2.11–12.L, CC.1.4.11–12.A, CC.1.4.11–12.B, CC.1.4.11–12.C, CC.1.4.11–12.D, CC.1.4.11–12.E, CC.1.4.11–12.F, CC.1.4.11–12.G, CC.1.4.11–12.H, CC.1.4.11–12.I, CC.1.4.11–12.J, CC.1.4.11–12.K, CC.1.4.11–12.L, CC.1.4.11–12.M, CC.1.4.11–12.N, CC.1.4.11–12.O, CC.1.4.11–12.P, CC.1.4.11–12.Q, CC.1.4.11–12.R, CC.1.4.11–12.T, CC.1.4.11–12.X
- *The key factors in determining the plan for an online story package and how to evaluate an online story package effectiveness.* CC.1.2.11–12.L, CC.1.4.11–12.T, CC.1.5.11–12.A, CC.1.5.11–12.B, CC.1.5.11–12.C, CC.1.5.11–12.D, CC.1.5.11–12.E, CC.1.5.11–12.F, CC.1.5.11
- *The uses and impacts of social media and how to choose correct ones to reach the Courier's audience.* CC.1.2.11–12.L, CC.1.4.11–12.T, CC.1.5.11–12.A, CC.1.5.11–12.B, CC.1.5.11–12.C, CC.1.5.11–12.D, CC.1.5.11–12E, CC.1.5.11–12.F, CC.1.5.11
- *How to write posts for Twitter and Instagram.* CC.1.2.11–12.L, CC.1.4.11–12.T, CC.1.5.11–12.A, CC.1.5.11–12.B, CC.1.5.11–12.C, CC.1.5.11–12.D, CC.1.5.11–12E, CC.1.5.11–12.F, CC.1.5.11
- *How to ethically incorporate reader's comments.* CC.1.2.11–12.L, CC.1.4.11–12.T, CC.1.5.11–12.A, CC.1.5.11–12.B, CC.1.5.11–12.C, CC.1.5.11–12.D, CC.1.5.11–12E, CC.1.5.11–12.F, CC.1.5.11
- *How to plan a movie project.* CC.1.2.11–12.L, CC.1.4.11–12.T, CC.1.5.11–12.A, CC.1.5.11–12.B, CC.1.5.11–12.C, CC.1.5.11–12.D, CC.1.5.11–12E, CC.1.5.11–12.F, CC.1.5.11
- *How to storyboard.* CC.1.2.11–12.L, CC.1.4.11–12.T, CC.1.5.11–12.A, CC.1.5.11–12.B, CC.1.5.11–12.C, CC.1.5.11–12.D, CC.1.5.11–12E, CC.1.5.11–12.F, CC.1.5.11
- *How to apply camera terminology and controls to create and edit a movie.* CC.1.2.11–12.L, CC.1.4.11–12.T, CC.1.5.11–12.A, CC.1.5.11–12.B, CC.1.5.11–12.C, CC.1.5.11–12.D, CC.1.5.11–12E, CC.1.5.11–12.F, CC.1

Students will be able to:

- *Use interactive alternative copy tools.* CC.1.2.11–12.E, CC.1.2.11–12.F, CC.1.2.11–12.K CC.1.2.11–12.L, CC.1.4.11–12.A, CC.1.4.11–12.B, CC.1.4.11–12.C, CC.1.4.11–12.D, CC.1.4.11–12.E, CC.1.4.11–12.F, CC.1.4.11–12.G, CC.1.4.11–12.H, CC.1.4.11–12.I, CC.1.4.11–12.J, CC.1.4.11–12.K, CC.1.4.11–12.L, CC.1.4.11–12.M, CC.1.4.11–12.N, CC.1.4.11–12.O, CC.1.4.11–12.P, CC.1.4.11–12.Q, CC.1.4.11–12.R, CC.1.4.11–12.T, CC.1.4.11–12.X
- *Discern the key factors in an online story package's plan and the effectiveness of an overall package.* CC.1.2.11–12.L, CC.1.4.11–12.T, CC.1.5.11–12.A, CC.1.5.11–12.B, CC.1.5.11–12.C, CC.1.5.11–12.D, CC.1.5.11–12E, CC.1.5.11–12.F, CC.1.5.11
- *Effectively reach the courier's audience via Twitter and Instagram.* CC.1.2.11–12.L, CC.1.4.11–12.T, CC.1.5.11–12.A, CC.1.5.11–12.B, CC.1.5.11–12.C, CC.1.5.11–12.D, CC.1.5.11–12E, CC.1.5.11–12.F, CC.1.5.11
- *Create policy guidelines to prevent a disturbance in school, treat all sources ethically, serve their audience, and report in a fair and balanced manner.* CC.1.2.11–12.L, CC.1.4.11–12.T, CC.1.5.11–12.A, CC.1.5.11–12.B, CC.1.5.11–12.C, CC.1.5.11–12.D, CC.1.5.11–12E, CC.1.5.11–12.F, CC.1.5.11
- *Determine the purpose of a project, who the target audience is for a project, and the location(s) of a project.* CC.1.2.11–12.L, CC.1.4.11–12.T, CC.1.5.11–12.A, CC.1.5.11–12.B, CC.1.5.11–12.C, CC.1.5.11–12.D, CC.1.5.11–12E, CC.1.5.11–12.F, CC.1.5.11
- *Identify what a storyboard is, its purpose and use, use the 180 rule in a real scene, illustrate the rule of thirds, and review basic camera shots.* CC.1.2.11–12.L, CC.1.4.11–12.T, CC.1.5.11–12.A, CC.1.5.11–12.B, CC.1.5.11–12.C, CC.1.5.11–12.D, CC.1.5.11–12E, CC.1.5.11–12.F, CC.1.5.11
- *Define video camera terminology, identify different camera control features, demonstrate terminology in practice, and perform camera and editing procedures.* CC.1.2.11–12.L, CC.1.4.11–12.T, CC.1.5.11–12.A, CC.1.5.11–12.B, CC.1.5.11–12.C, CC.1.5.11–12.D, CC.1.5.11–12E, CC.1.5.11–12.F, CC.1

- *How to use photograph taking devices (Chromebooks, smart phones, and Canon Rebels) in the Courier room.* CC.1.2.11–12.L, CC.1.2.11–12.L, CC.1.2.11–12.J, CC.1.2.11–12.G, CC.1.4.11–12.U
- *How to evaluate photos using Joe Elbert's hierarchy of photography.* CC.1.2.11–12.L, CC.1.2.11–12.L, CC.1.2.11–12.J, CC.1.2.11–12.G, CC.1.4.11–12.U
- *How to use composition rules in effective photo stories and correct composition rule errors.* CC.1.2.11–12.L, CC.1.2.11–12.L, CC.1.2.11–12.J, CC.1.2.11–12.G, CC.1.4.11–12.U
- *How to write captions in AP style.* CC.1.2.11–12.L, CC.1.2.11–12.L, CC.1.2.11–12.J, CC.1.2.11–12.G, CC.1.4.11–12.U
- *How to take visually appealing news and feature photos.* CC.1.2.11–12.L, CC.1.2.11–12.L, CC.1.2.11–12.J, CC.1.2.11–12.G, CC.1.4.11–12.U
- *How to use aperture, ISO and shutter speed at the appropriate time.* CC.1.2.11–12.L, CC.1.2.11–12.L, CC.1.2.11–12.J, CC.1.2.11–12.G, CC.1.4.11–12.U
- *How to edit photos on Adobe Photoshop.* CC.1.2.11–12.L, CC.1.2.11–12.L, CC.1.2.11–12.J, CC.1.2.11–12.G, CC.1.4.11–12.U
- *How to take action sports photos.* CC.1.2.11–12.L, CC.1.2.11–12.J, CC.1.2.11–12.G, CC.1.4.11–12.U, CC.1.2.11–12.A, CC.1.2.11–12.D, CC.1.2.11–12.E, CC.1.2.11–12.F, CC.1.2.11–12.H, CC.1.2.11–12.K, CC.1.3.11–12.A, CC.1.4.11–12.V, CC.1.4.11–12.W, CC.1.5.11–12.A, CC.1.5.11–12.B, CC.1.5.11–12.C, CC.1.5.11–12.D, CC.1.5.11–12.E, CC.1.5.11–12.F
- *Which photo file type to use in different situations.* CC.1.2.11–12.L, CC.1.2.11–12.J, CC.1.2.11–12.G, CC.1.4.11–12.U, CC.1.2.11–12.A, CC.1.2.11–12.D, CC.1.2.11–12.E, CC.1.2.11–12.F, CC.1.2.11–12.H, CC.1.2.11–12.K, CC.1.3.11–12.A, CC.1.4.11–12.V, CC.1.4.11–12.W, CC.1.5.11–12.A, CC.1.5.11–12.B, CC.1.5.11–12.C, CC.1.5.11–12.D, CC.1.5.11–12.E, CC.1.5.11–12.F
- *How to partake in the structural roles of the news staff.* CC.1.2.11–12.L, CC.1.4.11–12.T, CC.1.5.11–12.A, CC.1.5.11–12.B, CC.1.5.11–12.C, CC.1.5.11–12.D, CC.1.5.11–12.E, CC.1.5.11–12.F, CC.1.5.11–12.G
- *Use photograph taking devices (Chromebooks, smart phones, and Canon rebels)* CC.1.2.11–12.L, CC.1.2.11–12.L, CC.1.2.11–12.J, CC.1.2.11–12.G, CC.1.4.11–12.U
- *Learn about capturing unique storytelling moments in photography.* CC.1.2.11–12.L, CC.1.2.11–12.L, CC.1.2.11–12.J, CC.1.2.11–12.G, CC.1.4.11–12.U
- *Explore recent work in photojournalism and evaluate photos based on Joe Elbert's hierarchy of photography.* CC.1.2.11–12.L, CC.1.2.11–12.L, CC.1.2.11–12.J, CC.1.2.11–12.G, CC.1.4.11–12.U
- *Practice identifying composition rules in photos.* CC.1.2.11–12.L, CC.1.2.11–12.L, CC.1.2.11–12.J, CC.1.2.11–12.G, CC.1.4.11–12.U
- *Take photos using composition rules.* CC.1.2.11–12.L, CC.1.2.11–12.L, CC.1.2.11–12.J, CC.1.2.11–12.G, CC.1.4.11–12.U
- *Learn about photo stories and how to tell an effective story through photography.* CC.1.2.11–12.L, CC.1.2.11–12.L, CC.1.2.11–12.J, CC.1.2.11–12.G, CC.1.4.11–12.U
- *Learn basic composition rules and errors.* CC.1.2.11–12.L, CC.1.2.11–12.L, CC.1.2.11–12.J, CC.1.2.11–12.G, CC.1.4.11–12.U
- *Learn AP style for writing captions.* CC.1.2.11–12.L, CC.1.2.11–12.L, CC.1.2.11–12.J, CC.1.2.11–12.G, CC.1.4.11–12.U
- *Learn key concepts for improving their news and feature photography.* CC.1.2.11–12.L, CC.1.2.11–12.L, CC.1.2.11–12.J, CC.1.2.11–12.G, CC.1.4.11–12.U
- *Practice taking news and feature photos that are unique and visually interesting.* CC.1.2.11–12.L, CC.1.2.11–12.L, CC.1.2.11–12.J, CC.1.2.11–12.G, CC.1.4.11–12.U
- *Learn the differences between various exposure techniques, including aperture, ISO and shutter speed.* CC.1.2.11–12.L, CC.1.2.11–12.L, CC.1.2.11–12.J, CC.1.2.11–12.G, CC.1.4.11–12.U
- *Learn basic photo editing skills, including cropping, color adjustment, resolution and file modes, dodging, burning, and cutouts.* CC.1.2.11–12.L, CC.1.2.11–12.L, CC.1.2.11–12.J, CC.1.2.11–12.G, CC.1.4.11–12.U
- *Practice photo editing skills using a photo editing software.* CC.1.2.11–12.L, CC.1.2.11–12.L, CC.1.2.11–12.J, CC.1.2.11–12.G, CC.1.4.11–12.U

- *How to differentiate between valuable sources and non-reputable ones.* CC.1.2.11–12.A, CC.1.2.11–12.B, CC.1.2.11–12.C, CC.1.2.11–12.D, CC.1.2.11–12.F, CC.1.2.11–12.G, CC.1.2.11–12.H, CC.1.2.11–12.L, CC.1.4.11–12.V, CC.1.4.11–12.W
- *How to thoroughly report on and write various article types, sending their article drafts through the multi-step editing system.* CC.1.2.11–12.A, CC.1.2.11–12.E, CC.1.2.11–12.J, CC.1.4.11–12.A, CC.1.4.11–12.B, CC.1.4.11–12.C, CC.1.4.11–12.D, CC.1.4.11–12.E, CC.1.4.11–12.F, CC.1.4.11–12.G, CC.1.4.11–12.H, CC.1.4.11–12.I, CC.1.4.11–12.J, CC.1.4.11–12.K, CC.1.4.11–12.L, CC.1.4.11–12.M, CC.1.4.11–12.N, CC.1.4.11–12.O, CC.1.4.11–12.X, CC.1.4.11–12.P, CC.1.4.11–12.Q, CC.1.4.11–12.R, CC.1.4.11–12.T, CC.1.4.11–12.X
- *How to write in AP style.* CC.1.2.11–12.L, CC.1.4.11–12.A, CC.1.4.11–12.B
- CC.1.4.11–12.D, CC.1.4.11–12.E, CC.1.4.11–12.F, CC.1.4.11–12.T, CC.1.4.11–12.X
- *How to interview sources, attributing different types of quotes appropriately.* CC.1.2.11–12.L, CC.1.4.11–12.D, CC.1.4.11–12.E, CC.1.4.11–12.F, CC.1.4.11–12.X, CC.1.5.11–12.A, CC.1.5.11–12.B, CC.1.5.11–12.C, CC.1.5.11–12.D, CC.1.5.11–12.E, CC.1.5.11–12.F, CC.1.5.11–12.G
- *How to use the School Newspapers Online platform to post their articles.* CC.1.2.11–12.L, CC.1.4.11–12.T
- *Research and practice photography techniques while taking sports photos, presenting knowledge gained to the class.* CC.1.2.11–12.L, CC.1.2.11–12.J, CC.1.2.11–12.G, CC.1.4.11–12.UCC.1.2.11–12.A, CC.1.2.11–12.D, CC.1.2.11–12.E, CC.1.2.11–12.F, CC.1.2.11–12.H, CC.1.2.11–12.K, CC.1.3.11–12.A, CC.1.4.11–12.V, CC.1.4.11–12.W, CC.1.5.11–12.A, CC.1.5.11–12.B, CC.1.5.11–12.C, CC.1.5.11–12.D, CC.1.5.11–12.E, CC.1.5.11–12.F
- *Use the correct photo file type at the appropriate time.* CC.1.2.11–12.L, CC.1.2.11–12.J, CC.1.2.11–12.G, CC.1.4.11–12.UCC.1.2.11–12.A, CC.1.2.11–12.D, CC.1.2.11–12.E, CC.1.2.11–12.F, CC.1.2.11–12.H, CC.1.2.11–12.K, CC.1.3.11–12.A, CC.1.4.11–12.V, CC.1.4.11–12.W, CC.1.5.11–12.A, CC.1.5.11–12.B, CC.1.5.11–12.C, CC.1.5.11–12.D, CC.1.5.11–12.E, CC.1.5.11–12.F
- *Partake in the organizational structure of the online newspaper, including adhering to job descriptions of the different members of the editorial board and understanding the major divisions of the newsroom.* CC.1.2.11–12.L, CC.1.4.11–12.T, CC.1.5.11–12.A, CC.1.5.11–12.B, CC.1.5.11–12.C, CC.1.5.11–12.D, CC.1.5.11–12.E, CC.1.5.11–12.F, CC.1.5.11–12.G
- *Understand and apply how thorough reporting, the arrival and edits of the first section editor upon an article through the remainder of the editing process, news team meetings, the building of graphics, more editing, choosing top stories, and designing pages are integral parts to the news process.* CC.1.4.11–12.A, CC.1.4.11–12.T
- *Understand how a story gets written and will follow these guidelines/steps in writing them; students will be aware that sources can lie, spread rumors, or may simply lack knowledge regarding a topic during an interview.* CC.1.2.11–12.C, CC.1.2.11–12.D, CC.1.2.11–12.E, CC.1.2.11–12.H, CC.1.2.11–12.L, CC.1.4.11–12.A, CC.1.4.11–12.B, CC.1.4.11–12.D, CC.1.4.11–12.E, CC.1.4.11–12.F, CC.1.4.11–12.G, CC.1.4.11–12.H, CC.1.4.11–12.I, CC.1.4.11–12.J, CC.1.4.11–12.K, CC.1.4.11–12.L, CC.1.4.11–12.M, CC.1.4.11–12.N, CC.1.4.11–12.O, CC.1.4.11–12.P, CC.1.4.11–12.Q, CC.1.4.11–12.R, CC.1.4.11–12.T, CC.1.4.11–12.X

- *Become serious readers who enjoy expressing themselves, will know AP style grammar, will become adept with technology, will be able to write quickly, will be able to gather information, and will enjoy research; students will realize that reporters must be curious, bold or aggressive, skeptical, patient, persistent, cool under pressure, hardworking, and open to criticism.* CC.1.2.11–12.D, CC.1.2.11–12.H, CC.1.2.11–12.J, CC.1.2.11–12.K, CC.1.4.11–12.B, CC.1.4.11–12.X
- *Describe the different possible origins of story ideas, distinguishing between breaking news and scheduled events and using and finding sources appropriately.* CC.1.2.11–12.A, CC.1.2.11–12.B, CC.1.2.11–12.C, CC.1.2.11–12.D, CC.1.2.11–12.L
- *Interview sources, including how to differentiate between when to use direct quotes, paraphrases, partial quotes, and dialogues.* CC.1.2.11–12.B, CC.1.2.11–12.L, CC.1.4.11–12.T, CC.1.4.11–12.X, CC.1.5.11–12.A, CC.1.5.11–12.B, CC.1.5.11–12.C, CC.1.5.11–12.D, CC.1.5.11–12.E, CC.1.5.11–12.F, CC.1.5.11–12.G
- *Describe attribution and the way sources are cited in news stories.* CC.1.4.11–12.B, CC.1.4.11–12.G, CC.1.4.11–12.H, CC.1.4.11–12.I, CC.1.4.11–12.J, CC.1.4.11–12.K, CC.1.4.11–12.L, CC.1.4.11–12.T, CC.1.4.11–12.X
- *Differentiate and to write about feature topics and commentary pieces using various formats.* CC.1.2.11–12.A, CC.1.2.11–12.D, CC.1.2.11–12.H, CC.1.2.11–12.L, CC.1.4.11–12.A, CC.1.4.11–12.B, CC.1.4.11–12.C, CC.1.4.11–12.D, CC.1.4.11–12.E, CC.1.4.11–12.F, CC.1.4.11–12.G, CC.1.4.11–12.H, CC.1.4.11–12.I, CC.1.4.11–12.J, CC.1.4.11–12.K, CC.1.4.11–12.L, CC.1.4.11–12.T, CC.1.4.11–12.X
- *Use the school newspapers online WordPress platform in order to publish their work, incorporating various media types to illustrate their content.* CC.1.2.11–12.J, CC.1.4.11–12.T

Dates: February-May	Unit Plan: Production with Media Convergence
----------------------------	---

Stage 1 – Desired Results

PA Core State Assessments/Standards:
CC.1.2.11–12.A
Key Ideas and Details: Main Idea

A Determine and analyze the relationship between two or more central ideas of a text, including the development and interaction of the central ideas; provide an objective summary of the text

CC.1.2.11–12.B

Key Ideas and Details: Text Analysis

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.C

Key Ideas and Details: Text Analysis

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.D

Craft and Structure: Point of View

Evaluate how an author's point of view or purpose shapes the content and style of a text.

CC.1.2.11–12.E

Craft and Structure: Text Structure

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.F

Craft and Structure Vocabulary

Evaluate how words and phrases shape meaning and tone in texts.

CC.1.2.11–12.G

Integration of Knowledge and Ideas: Diverse Media

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.H

Integration of Knowledge and Ideas: Evaluating Arguments

Analyze seminal texts based upon reasoning, premises, purposes, and arguments.

CC.1.2.11–12.I

Integration of Knowledge and Ideas Analysis Across Texts

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.J

Vocabulary Acquisition and Use

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.K

Vocabulary Acquisition and Use

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.L

Range of Reading

Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.

CC.1.3.11–12.A

Key Ideas and Details: Theme

Determine and analyze the relationship between two or more themes or central ideas of a text, including the development and interaction of the themes; provide an objective summary of the text.

CC.1.3.11–12.E

Craft and Structure: Text Structure

Evaluate the structure of texts including how specific sentences, paragraphs, and larger portions of the texts relate to each other and the whole.

CC.1.3.11–12.F

Craft and Structure: Vocabulary

Evaluate how words and phrases shape meaning and tone in texts.

CC.1.4.11–12.A

Informative/ Explanatory

Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.

CC.1.4.11–12.B

Informative/Explanatory Focus

Write with a sharp, distinct focus identifying topic, task, and audience.

CC.1.4.11–12.C

Informative/Explanatory Content

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.D

Informative/Explanatory Organization

Organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a 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.E

Informative/Explanatory Style

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.F

Informative/Explanatory Conventions of Language

Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

CC.1.4.11–12.G

Opinion/Argumentative

Write arguments to support claims in an analysis of substantive topics.

CC.1.4.11–12.H

Opinion/Argumentative Focus

Write with a sharp, distinct focus identifying topic, task, and audience. Introduce the precise, knowledgeable claim.

CC.1.4.11–12.I

Opinion/Argumentative Content

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

Opinion/Argumentative Organization

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

Opinion/Argumentative Style

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

Opinion/Argumentative Conventions of Language

Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

CC.1.4.11–12.M

Narrative

Write narratives to develop real or imagined experiences or events.

CC.1.4.11–12.N

Narrative Focus

Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple points of view, and introducing a narrator and/or characters.

CC.1.4.11–12.O

Narrative Content

Use narrative techniques such as dialogue, description, reflection, multiple plot lines, and pacing to develop experiences, events, and/or characters; use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, settings, and/or characters.

CC.1.4.11–12.P

Narrative Organization

Create a smooth progression of experiences or events using 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; provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative

CC.1.4.11–12.Q

Narrative Style

Write with an awareness of the stylistic aspects of writing. Use parallel structure. Use various types of phrases and clauses to convey specific meanings and add variety and interest. Use precise language, domain specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

CC.1.4.11–12.R

Narrative Conventions of Language

Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

CC.1.4.11–12.T

Production and Distribution of Writing Process

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

Technology and Publication

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.V

Conducting Research

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.W

Credibility, Reliability, and Validity of Sources

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 over-reliance on any one source and following a standard format for citation.

CC.1.4.11–12.X

Range of Writing

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 discipline-specific tasks, purposes, and audiences.

CC.1.5.11–12.A

Comprehension and Collaboration Collaborative Discussion

Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

CC.1.5.11–12.B

Comprehension and Collaboration Critical Listening

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.C

Comprehension and Collaboration Evaluating Information

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.D

Presentation of Knowledge and Ideas Purpose, Audience, and Task

Present information, findings, and supporting evidence, conveying a clear and distinct perspective; organization, development, substance, and style are appropriate to purpose, audience, and task.

CC.1.5.11–12E

Presentation of Knowledge and Ideas Context

Adapt speech to a variety of contexts and tasks.

CC.1.5.11–12.F

Integration of Knowledge and Ideas Multimedia

Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence.

CC.1.5.11–12.G

Conventions of Standard English

Demonstrate command of the conventions of standard English when speaking based on Grades 11–12 level and content.

Understanding(s):

Students will understand...

1. *How to use the online medium for beat coverage in order to cover all aspects of the community.* CC.1.2.11–12.E, CC.1.2.11–12.F, CC.1.2.11–12.K CC.1.2.11–12.L, CC.1.4.11–12.A, CC.1.4.11–12.B, CC.1.4.11–12.C, CC.1.4.11–12.D,CC.1.4.11–12.E, CC.1.4.11–12.F, CC.1.4.11–12.G, CC.1.4.11–12.H, CC.1.4.11–12.I, CC.1.4.11–12.J,CC.1.4.11–12.K, CC.1.4.11–12.L, CC.1.4.11–12.M, CC.1.4.11–12.N, CC.1.4.11–12.O, CC.1.4.11–12.P, CC.1.4.11–12.Q, CC.1.4.11–12.R, CC.1.4.11–12.T , CC.1.4.11–12.X
2. *The steps and planning needed to package an online story.* CC.1.2.11–12.E, CC.1.2.11–12.F, CC.1.2.11–12.K CC.1.2.11–12.L, CC.1.4.11–12.A, CC.1.4.11–12.B, CC.1.4.11–12.C, CC.1.4.11–12.D,CC.1.4.11–12.E, CC.1.4.11–12.F, CC.1.4.11–12.G, CC.1.4.11–12.H, CC.1.4.11–12.I, CC.1.4.11–12.J,CC.1.4.11–12.K, CC.1.4.11–12.L, CC.1.4.11–12.M, CC.1.4.11–12.N, CC.1.4.11–12.O, CC.1.4.11–12.P,

Essential Question(s):

- *How and why do we use online media for beat coverage?* CC.1.2.11–12.E, CC.1.2.11–12.F, CC.1.2.11–12.K CC.1.2.11–12.L, CC.1.4.11–12.A, CC.1.4.11–12.B, CC.1.4.11–12.C, CC.1.4.11–12.D,CC.1.4.11–12.E, CC.1.4.11–12.F, CC.1.4.11–12.G, CC.1.4.11–12.H, CC.1.4.11–12.I, CC.1.4.11–12.J,CC.1.4.11–12.K, CC.1.4.11–12.L, CC.1.4.11–12.M, CC.1.4.11–12.N, CC.1.4.11–12.O, CC.1.4.11–12.P, CC.1.4.11–12.Q, CC.1.4.11–12.R, CC.1.4.11–12.T , CC.1.4.11–12.X
- *How do we package an online story?* CC.1.2.11–12.E, CC.1.2.11–12.F, CC.1.2.11–12.K CC.1.2.11–12.L, CC.1.4.11–12.A, CC.1.4.11–12.B, CC.1.4.11–12.C, CC.1.4.11–12.D,CC.1.4.11–12.E, CC.1.4.11–12.F, CC.1.4.11–12.G, CC.1.4.11–12.H, CC.1.4.11–12.I, CC.1.4.11–12.J,CC.1.4.11–12.K, CC.1.4.11–12.L, CC.1.4.11–12.M, CC.1.4.11–12.N, CC.1.4.11–12.O, CC.1.4.11–12.P, CC.1.4.11–12.Q, CC.1.4.11–12.R, CC.1.4.11–12.T , CC.1.4.11–12.X

CC.1.4.11–12.Q, CC.1.4.11–12.R,
CC.1.4.11–12.T , CC.1.4.11–12.X

3. *How to generate ideas for multimedia components to an online story, to use one of the three online story package structures, and to develop a multimedia package in small groups, taking into consideration the key questions that drive story package design and the specific angles they have selected for their story package.* CC.1.2.11–12.E, CC.1.2.11–12.F, CC.1.2.11–12.K CC.1.2.11–12.L, CC.1.4.11–12.A, CC.1.4.11–12.B, CC.1.4.11–12.C, CC.1.4.11–12.D,CC.1.4.11–12.E, CC.1.4.11–12.F, CC.1.4.11–12.G, CC.1.4.11–12.H, CC.1.4.11–12.I, CC.1.4.11–12.J,CC.1.4.11–12.K, CC.1.4.11–12.L, CC.1.4.11–12.M, CC.1.4.11–12.N, CC.1.4.11–12.O, CC.1.4.11–12.P, CC.1.4.11–12.Q, CC.1.4.11–12.R, CC.1.4.11–12.T , CC.1.4.11–12.X
4. *Identify and use interactive and alternative copy tools for multimedia packages, such as: Storify, SoundCloud, QuizSnack, and Piktochart.* CC.1.2.11–12.E, CC.1.2.11–12.F, CC.1.2.11–12.K CC.1.2.11–12.L, CC.1.4.11–12.A, CC.1.4.11–12.B, CC.1.4.11–12.C, CC.1.4.11–12.D,CC.1.4.11–12.E, CC.1.4.11–12.F, CC.1.4.11–12.G, CC.1.4.11–12.H, CC.1.4.11–12.I, CC.1.4.11–12.J,CC.1.4.11–12.K, CC.1.4.11–12.L, CC.1.4.11–12.M, CC.1.4.11–12.N, CC.1.4.11–12.O, CC.1.4.11–12.P, CC.1.4.11–12.Q, CC.1.4.11–12.R, CC.1.4.11–12.T , CC.1.4.11–12.X
5. *The general uses and impacts of social media in order to use appropriate social media to effectively reach the Courier's audience.* CC.1.2.11–12.L, CC.1.4.11–12.T, CC.1.5.11–12.A, CC.1.5.11–12.B. CC.1.5.11–12.C, CC.1.5.11–12.D, CC.1.5.11–12E, CC.1.5.11–12.F, CC.1.5.11
6. *The ethical and legal issues surrounding social media.* CC.1.2.11–12.L, CC.1.4.11–12.T, CC.1.5.11–12.A , CC.1.5.11–12.B. CC.1.5.11–12.C, CC.1.5.11–12.D, CC.1.5.11–12E, CC.1.5.11–12.F, CC.1.5.11
7. *How to take quality photographs and upload them to the Courier.* CC.1.4.11–12.T, CC.1.4.11–12.U,CC.1.5.11–12.F, CC.1.2.11–12.G, CC.1.2.11–12.L
8. *How to write all article types for the Courier, following AP guidelines.* CC.1.2.11–12.A, CC.1.2.11–12.B, CC.1.2.11–12.C, CC.1.2.11–12.D, CC.1.2.11–12.E, CC.1.2.11–12.F, CC.1.2.11–12.L, CC.1.3.11–12.A, CC.1.3.11–12.E, CC.1.3.11–12.F,

- *How do we plan multimedia packages thru team reporting?* CC.1.2.11–12.E, CC.1.2.11–12.F, CC.1.2.11–12.K CC.1.2.11–12.L, CC.1.4.11–12.A, CC.1.4.11–12.B, CC.1.4.11–12.C, CC.1.4.11–12.D,CC.1.4.11–12.E, CC.1.4.11–12.F, CC.1.4.11–12.G, CC.1.4.11–12.H, CC.1.4.11–12.I, CC.1.4.11–12.J,CC.1.4.11–12.K, CC.1.4.11–12.L, CC.1.4.11–12.M, CC.1.4.11–12.N, CC.1.4.11–12.O, CC.1.4.11–12.P, CC.1.4.11–12.Q, CC.1.4.11–12.R, CC.1.4.11–12.T , CC.1.4.11–12.X
- *What are interactive alternative copy tools for multimedia packages, and how can we use them in multimedia packages?* CC.1.2.11–12.E, CC.1.2.11–12.F, CC.1.2.11–12.K CC.1.2.11–12.L, CC.1.4.11–12.A, CC.1.4.11–12.B, CC.1.4.11–12.C, CC.1.4.11–12.D,CC.1.4.11–12.E, CC.1.4.11–12.F, CC.1.4.11–12.G, CC.1.4.11–12.H, CC.1.4.11–12.I, CC.1.4.11–12.J,CC.1.4.11–12.K, CC.1.4.11–12.L, CC.1.4.11–12.M, CC.1.4.11–12.N, CC.1.4.11–12.O, CC.1.4.11–12.P, CC.1.4.11–12.Q, CC.1.4.11–12.R, CC.1.4.11–12.T , CC.1.4.11–12.X
- *What is social media used for, and how can we use it effectively?* CC.1.2.11–12.L, CC.1.4.11–12.T, CC.1.5.11–12.A , CC.1.5.11–12.B. CC.1.5.11–12.C, CC.1.5.11–12.D, CC.1.5.11–12E, CC.1.5.11–12.F, CC.1.5.11
- *How can we incorporate readers' comments, keeping in mind legal issues?* CC.1.2.11–12.L, CC.1.4.11–12.T, CC.1.5.11–12.A , CC.1.5.11–12.B. CC.1.5.11–12.C, CC.1.5.11–12.D, CC.1.5.11–12E, CC.1.5.11–12.F, CC.1.5.11
- *What are the principles, guidelines, and equipment we need to take quality photographs for the Courier?* CC.1.4.11–12.T, CC.1.4.11–12.U,CC.1.5.11–12.F, CC.1.2.11–12.G, CC.1.2.11–12.L
- *How do we write articles or shoot video stories for the Courier while following AP guidelines?* CC.1.2.11–12.E, CC.1.2.11–12.F, CC.1.2.11–12.K, CC.1.3.11–12.E, CC.1.3.11–12.F, CC.1.2.11–12.L, CC.1.4.11–12.A, CC.1.4.11–12.B, CC.1.4.11–12.C, CC.1.4.11–12.D,CC.1.4.11–12.E, CC.1.4.11–12.F, CC.1.4.11–12.G, CC.1.4.11–12.H, CC.1.4.11–12.I, CC.1.4.11–12.J,CC.1.4.11–12.K, CC.1.4.11–12.L, CC.1.4.11–12.M, CC.1.4.11–12.N, CC.1.4.11–12.O, CC.1.4.11–12.P, CC.1.4.11–12.Q,

CC.1.4.11–12.B, CC.1.4.11–12.C, CC.1.4.11–12.D, CC.1.4.11–12.E, CC.1.4.11–12.F, CC.1.4.11–12.T, CC.1.4.11–12.X, C CC.1.4.11–12.G, CC.1.4.11–12.H, CC.1.4.11–12.I, CC.1.4.11–12.J, CC.1.4.11–12.K, CC.1.4.11–12.

9. *Reporters must take good notes (focusing on sight, sound, action, and emotion) to write a story, listening, interpreting, observing, and evaluating prior to writing.* CC.1.5.11–12.A , CC.1.5.11–12.B. CC.1.5.11–12.C, CC.1.5.11–12.D, CC.1.5.11–12E, CC.1.5.11–12.F, CC.1.5.11–12.G
10. *To interview successfully, reporters plan all stages of the interview ahead of time; types of interviews include in person (the best way to interview), by phone (for quick interviews or confirmation of facts), by e-mail (a last resort because of the inability to see and hear the source), or at press conferences.* CC.1.2.11–12.L, CC.1.5.11–12.A , CC.1.5.11–12.B. CC.1.5.11–12.C, CC.1.5.11–12.D, CC.1.5.11–12E, CC.1.5.11–12.F, CC.1.5.11–12.G
11. *After research, students will plan, storyboard, shoot, and edit video stories before exporting them to the Susky Courier YouTube account.* CC.1.2.11–12.E, CC.1.2.11–12.F, CC.1.2.11–12.K CC.1.2.11–12.L, CC.1.4.11–12.A, CC.1.4.11–12.B, CC.1.4.11–12.C, CC.1.4.11–12.D,CC.1.4.11–12.E, CC.1.4.11–12.F, CC.1.4.11–12.G, CC.1.4.11–12.H, CC.1.4.11–12.I, CC.1.4.11–12.J,CC.1.4.11–12.K, CC.1.4.11–12.L, CC.1.4.11–12.M, CC.1.4.11–12.N, CC.1.4.11–12.O, CC.1.4.11–12.P, CC.1.4.11–12.Q, CC.1.4.11–12.R, CC.1.4.11–12.T , CC.1.4.11–12.X
12. *Reporters must use quotes to make stories more believable and human; the four ways to use quotes are direct quotes, indirect quotes, paraphrase, partial quote, and dialogue.* CC.1.2.11–12.B, CC.1.2.11–12.E, CC.1.2.11–12.L, CC.1.4.11–12.A,CC.1.4.11–12.B, CC.1.4.11–12.C, CC.1.4.11–12.D,CC.1.4.11–12.E, CC.1.4.11–12.F, CC.1.4.11–12.T
13. *Reporters must follow the AP guidelines on punctuation and capitalization of quotes.* CC.1.2.11–12.L, CC.1.4.11–12.A,CC.1.4.11–12.B, CC.1.4.11–12.C, CC.1.4.11–12.T, CC.1.4.11–12.X
14. *Through attribution, journalists cite their sources so that readers understand that the writers didn't fabricate the information.* CC.1.2.11–12.J, CC.1.2.11–12.L, CC.1.4.11–

CC.1.4.11–12.R, CC.1.4.11–12.T , CC.1.4.11–12.X

- *How do we publish our work?* CC.1.4.11–12.T, CC.1.4.11–12.U
- *How do we create the online Courier?* CC.1.2.11–12.A, CC.1.2.11–12.J, CC.1.2.11–12.L, CC.1.4.11–12.U, CC.1.4.11–12.T

12.A, CC.1.4.11–12.B, CC.1.4.11–12.C,
CC.1.4.11–12.T, CC.1.4.11–12.V, CC.1.4.11–
12.W, CC.1.4.11–12.X

15. *The organizational structure of an online news website, including job descriptions of the different members of the editorial board and understanding the major divisions of the newsroom, is key to a successful newsroom.* CC.1.2.11–12.A, CC.1.2.11–12.J, CC.1.2.11–12.L, CC.1.4.11–12.U

16. *Thorough reporting, the arrival and edits of the first section editor upon an article through the remainder of the editing process, news team meetings, the building of graphics, more editing, choosing top stories, and designing pages all are integral parts of putting a news website together.* CC.1.2.11–12.A, CC.1.2.11–12.L, CC.1.4.11–12.T