

Planned Course: Journalism	Course Number: E108AH	Department: English	
Unit: Newspaper Style	Grade Level: 9-12		
Estimated Time: 10 Days	Level/Track: Elective	Date Approved: 08/27/2018	
PA Academic Standards	Core Concepts (in question format) <ul style="list-style-type: none"> Skills/Knowledge 	Activities/Strategies/Study Skills (identify some activities as remedial or enrichment activities)	Assessments (include types and topics)

<p>English/Language Arts Standards 1.2 Reading Informational Texts CC.1.2.11–12.E 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 Evaluate how words and phrases shape meaning and tone in texts. CC.1.2.11–12.J 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. 1.4 Writing CC.1.4.11–12.T Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. CC.1.4.11–12.U Use technology, including the Internet, to produce, publish, and</p>	<p>What makes journalistic style distinct?</p> <p>Why is consistency important to a newspaper’s style?</p> <p>What is important to consider in determining a newspaper’s style?</p> <p>How do headlines grab attention and focus reader interest?</p> <p>What purpose does a lead serve in the construction of an article?</p>	<ul style="list-style-type: none"> Direct instruction Class discussion Prepare a piece of copy and include word count, by-line, add 1, slug line, 30 or # according to rules Evaluate a professional newspaper to determine their distinct style Compare/contrast the school newspaper style with a professional newspaper’s style, noting inconsistencies and differences Locate three good headlines from local papers, each a different size, typeface or style; in small groups explain which headlines are effective and/or well written Study a back issue of the local or school newspaper, noting and commenting on the following: <ul style="list-style-type: none"> any headlines that do not adequately summarize the stories they accompany any headlines that editorialize or mislead the reader any headlines that contain facts that are not found in the story any feature headlines that do not arouse interest 	<ul style="list-style-type: none"> Teacher observation of student’s participation in discussion Teacher assessment based on a rubric Style is inherent in every article written for the paper, and will be assessed throughout the year in every written assignment Evaluation of student’s writing for uniformity and consistency in applying the rules according to AP style Quizzes/worksheets testing comprehension of AP style Written assignments Creation of a headline file, displaying effectively written headlines Objective assessment on the rules of headline writing and the most common headline styles and types Publication of a headline with a story in the school newspaper Writing appropriate types of leads for assigned story Objective test on the types of leads and what they contain
--	--	--	--

<p>update individual or shared writing products in response to ongoing feedback, including new arguments and information. CC.1.4.11–12.V 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 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. CC.1.4.11–12.X 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.</p>		<ul style="list-style-type: none"> ● any headlines that appear to be the wrong size and style ● Write three headlines in a different size, typeface and style for each story written for publication ● Write an example of each type of lead noting the type of story that would follow ● Label the examples of different types of leads ● Demonstrate understanding of the differences of the various leads by finding examples in local newspapers ● Choose five leads that are correctly written but which could more effective with a different feature lead; rewrite the leads ● Examine the leads in a designated number of straight news stories and note which element (W’s and H) begins each lead 	
--	--	--	--