

Planned Course: Yearbook	Course Number: E109AH	Department: English	
Unit: 04- Informational Writing	Grade Level: 9-12		
Estimated Time: 10 Days	Level/Track: Elective	Date Approved: August 27, 2018	
PA Core 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>1.4 Writing CC.1.4.11–12.A Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately. CC.1.4.11–12.B Write with a sharp, distinct focus identifying topic, task, and audience. CC.1.4.11–12.C 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 Organize complex ideas, concepts, and information so that each new element builds on that which</p>	<p>What is needed to write an effective caption?</p> <p>What is needed to write an effective and catchy headline?</p> <p>How is a preview story written in a Yearbook?</p> <p>How are the the 5 Ws and 1 H used in writing informational pieces in a Yearbook?</p> <p>What is needed to write stories about sports?</p> <p>How are effective interview questions written?</p> <p>How is Storytelling incorporated into writing in a Yearbook?</p>	<ul style="list-style-type: none"> Direct Instruction Class Discussions Group Activities Students will be given a picture and they will need to write a caption. Students will be given a Yearbook page and they will need to write the story. Students will be give a Sports page and the will need to create the scoreboard. Students will be given a club, activity or sport and they will need to write the headline. Students will be assessed on the multiple writing skills learned by adding informational writing to their yearbook pages: <ul style="list-style-type: none"> Writing a News Lead Writing captions Writing Headlines 	<ul style="list-style-type: none"> Students will be given a specific types of picture (sports, portrait, group, action shot etc.) and need to write a caption for each. Students will be given a Yearbook page and will need to write 3 different headlines. Students will be given a yearbook page and will have to write a preview story. Students will be given a Yearbook page with only pictures and they will have to write the Headline, Story, Captions and Feature Article. Students will be given a yearbook page and have to decide who to interview as well as create interview questions.
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<p>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.</p> <p>CC.1.4.11–12.T</p> <p>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>CC.1.4.11–12.U</p> <p>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.</p> <p>CC.1.4.11–12.V</p> <p>Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>CC.1.4.11–12.W</p> <p>Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p>		<ul style="list-style-type: none">○ Writing Stories○ Writing Interview Questions○ Writing with opinion	
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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.

1.5 Speaking and Listening

CC.1.5.9–10.A

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.1.5.9–10.B

Evaluate a speaker's perspective, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence

CC.1.5.9–10.D

Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning; ensure that the presentation is appropriate to purpose, audience, and task.

CC.1.5.9–10.E

Adapt speech to a variety of contexts and tasks.

CC.1.5.9–10.F

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

CC.1.5.9–10.G

Demonstrate command of the

conventions of standard English when speaking based on Grades 9–10 level and content.			
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