Planned Course: Journalism	Course Number: E108AH	Department: English
Unit: The Straight News Story	Grade Level: 9-12	
Estimated Time: 10 Days	Level/Track: Elective	Date Approved: 08/27/2018

PA Academic Standards	►Core Concepts (in question format) • Skills/Knowledge	Activities/Strategies/Study Skills (identify some activities as remedial or enrichment activities)	Assessments (include types and topics)
English Language Arts Standards **1.2 Reading Informational Texts** CC.1.2.11–12.C 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 Evaluate how an author's point of view or purpose shapes the content and style of a text. 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**	What differentiates a news story from other types of writing? What makes a news story's structure effective at presenting facts? How do journalists use the structure of a news story to prevent bias?	● Direct instruction ● Class discussion ● Locate a story in which some paragraphs appear to be illogically ordered according to inverted pyramid form and rearrange accordingly ● Select a story from school paper and analyze it according to inverted pyramid form; write a summary of analysis followed by a rewrite of the story, demonstrating inverted pyramid form ● Locate a story that does not meet the "cut-off test" and rewrite it in inverted pyramid style ● Locate an example of a news story written in inverted pyramid order and another in chronological order and give reasons why or why not the style is appropriate for each story ● Cooperative groups ● Teacher modeling ● Write a news story using a set of facts; prepare a summary lead and assemble the remaining paragraphs in inverted pyramid form, including the body and bridges ● Locate a summary lead containing at least four of the five W's and H, indicating in the	● Written report ● Oral report ● A student written essay on a school-related topic ● A student written revision in inverted pyramid style ● Evaluate and reorder a poorly organized news story in inverted pyramid style ● Student written revision of a chronological story to inverted pyramid form ● A student written revision from inverted pyramid form to chronological form ● Self-evaluation of the significance of both chronological style and inverted pyramid form with explanation of appropriate time to use each ● A student written straight news story that contains a summary lead, body, and bridges ● Revisions of poorly written summary leads demonstrating comprehension regarding the best placement of the W's and H ● A student written revision of opinionated story to one that is impersonal, objective, concise and accurate ● Revision of lengthy, wordy sentences, eliminating adjectives, adverbs, phrases

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 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.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 update individual or shared writing		margin which words or phrases answer each question ● Find stories that contain lengthy or complex sentences, awkward or unusual phrases and/or paragraphs, lack of proper identification for the news source, opinion, and first or second person pronouns; rewrite the story to make it more concise, accurate, and objective	● Revision of sentences which lack the elements of good news 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.			