

Planned Course: Journalism	Course Number: E108AH	Department: English	
Unit: Writing Features	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.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</p>	<p>What are the different types of feature stories?</p> <p>What differentiates a feature from other types of writing?</p> <p>How do the different types of features relate to the story a journalist is trying to tell?</p>	<ul style="list-style-type: none"> • Direct instruction • Class discussion • Write a brief summary of each of the three broad definitions of the term “feature”; give an example of each of the three different meanings of “feature” • Locate two straight news stories that contain some element of human interest; underline the words or sentences that are indicative of dramatic or emotional appeal; discuss with classmates why each is a news story rather than a feature • Choose a short news story from the school or local paper; rewrite the story as a type of feature • Write a feature story on one of the following ideas: <ol style="list-style-type: none"> 1. a holiday 2. observance of “national something or other week” 3. a unique classroom experience 4. behind-the-scenes at a school play 5. a community event 6. some aspect of school or local history 7. an interesting place in the community • Locate a feature story in a local paper and perform a critical 	<ul style="list-style-type: none"> • Written report • Oral report • Teacher observation of student’s participation in discussion • Ongoing publication of feature stories in the online newspaper • Objective assessment based on definitions and lecture material • Oral presentation on the differences between straight news and feature writing , using student writing as examples • Graded writing assignment based on rubric • Assess student critical evaluations with a rubric
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<p>CC.1.4.11–12.A Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.</p> <p>CC.1.4.11–12.B Write with a sharp, distinct focus identifying topic, task, and audience.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>CC.1.4.11–12.U Use technology, including the Internet, to produce, publish, and update individual or shared writing</p>		evaluation of the article	
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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.