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| Planned Course: Yearbook | Course Number: E109AH | Department: English |
| Unit: 07- Editing: 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) ● Skills/Knowledge | Activities/Strategies/Study Skills (identify some activities as remedial or enrichment activities) | Assessments (include types and topics) |
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| <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.</p> <p>1.4 Writing CC.1.4.9–10.A Write informative/explanatory texts to examine and convey</p> | <p>Why does style matter?</p> <p>What Editing Tools does Pictavo offer?</p> <p>What Editing Tools does Google Drive have to offer?</p> <p>What is Fast Checking?</p> <p>What is Deep Revision?</p> <p>When is it appropriate to Fast Check or complete a Deep Revision?</p> <p>What is voice?</p> <p>Why is voice important?</p> <p>What is word choice?</p> <p>What is the effect of word choice</p> | <ul style="list-style-type: none"> ● Direct Instruction ● Group Discussion ● Small group activities ● Students will be assessed on knowing all of the editing tools that Pictavo and Google Drive have to offer. ● Students will know when to fast check vs. when to complete a deep revision. ● Students will understand active and passive voice. ● Writing Interview Questions ● Using Interview Answers ● Designing Surveys ● Designing Polls ● Creating Schedules | <ul style="list-style-type: none"> ● Writing Editing Project Part 1 <ul style="list-style-type: none"> ○ Students will be given someone else’s Yearbook page to edit using the Deep Revision technique and edit: . <ul style="list-style-type: none"> ■ Headlines ■ Stories ■ Captions ■ Quotes ○ Students will mark all of their edits using a different color pen. ● Writing Editing Project Part 2 <ul style="list-style-type: none"> ○ Students will receive the edits their pages received and fix these edits accordingly ● Writing Editing Project Part 3 <ul style="list-style-type: none"> ○ Students will be given another, but different set of pages, and complete a fast check. ○ Students will make notes of any errors using a different color pen. |
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| <p>complex ideas, concepts, and information clearly and accurately. CC.1.4.9–10.B Write with a sharp, distinct focus identifying topic, task, and Audience. CC.1.4.9–10.C Develop and analyze the topic with relevant, well-chosen, and sufficient 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.1.4.9–10.D Organize ideas, concepts, and information to make important connections and distinctions; use appropriate and varied transitions to link the major sections of the text; include formatting when useful to aiding comprehension; provide a concluding statement or section. CC.1.4.9–10.E</p> | | | |
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| <p>Write with an awareness of the stylistic aspects of composition. Use precise language and domain-specific vocabulary to manage the complexity of the topic.</p> <p>Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.</p> <p>CC.1.4.9–10.F</p> <p>Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>CC.1.4.9–10.K</p> <p>Write with an awareness of the stylistic aspects of composition. Use precise language and domain-specific vocabulary to manage the complexity of the topic.</p> <p>Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.</p> | | | |
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| <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 products in response to ongoing feedback, including new arguments and information.</p> <p>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> | | | |
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