

Planned Course: Journalism	Course Number: E108AH	Department: English	
Unit: Reading & Editing Copy	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</p>	<p>Why is it important for journalists to be able to read and edit their articles?</p> <p>How does the editing and revision process work in journalism?</p> <p>Why is it important for journalists to recognize the symbols and marks used to edit copy?</p> <p>What is the purpose of an editor in the journalism business?</p>	<ul style="list-style-type: none"> • Direct instruction • Class discussion • Assume the role of a copyreader and examine several stories in the school or local paper for evidence of careful and/or weak copy reading; write a short evaluation based on the examination • Complete worksheets demonstrating understanding of the symbols and procedures for marking copy • Project a copy of a word processed straight news story containing several errors; have class copy read the story and discuss the editing techniques and the proper use of copy reading marks • Have students take on the role of editor to do a first run edit of other students' work for the online paper 	<ul style="list-style-type: none"> • Written report • Oral report • Objective assessment to check for retention of symbols and procedures • Peer exchange of student written straight news stories; demonstration of the appropriate use of symbols and procedures regarding editing and proofreading • Publication of edited and proofed story • Employ a rubric to assess student's editing abilities and use of proofreading language • An objective test on proofreading terms used in journalism
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<p>Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments and information. 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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