

Planned Course: Journalism	Course Number: E108AH	Department: English	
Unit: Technology & Journalism	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)

<p>English/Language Arts Standards 1.2 Reading Informational Texts</p> <p>CC.1.2.11–12.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author’s implicit and explicit assumptions and beliefs.</p> <p>CC.1.2.11–12.F Evaluate how words and phrases shape meaning and tone in texts.</p> <p>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</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</p>	<p>How is technology changing journalism?</p> <p>What new opportunities are becoming available for journalists because of emerging technologies?</p> <p>How are journalists taking advantage of social media?</p> <p>What is the future of journalism?</p>	<ul style="list-style-type: none"> • Direct instruction • Class discussion • Review different types of new media and evaluate it for its journalistic possibilities • Locate the public social media accounts of a variety of journalists and determine how they are using each of the services • Examine the ad structure of an online newspaper • Locate resources on revenue earned by different newspapers utilizing online editions to examine trends • Interview local news reporters about their use of technology and social media on the job • Examine predictions and current trends to predict the future of mainstream journalism 	<ul style="list-style-type: none"> • Written report • Oral report • Teacher observation of student’s participation in discussion • Objective assessment on terminology and application of concepts to realistic scenarios • Objective test on terms and technology related to journalism • Presentation on modern trends in journalism’s use of technology • Present findings of research into future trends to the class • Create a poster about ad revenue numbers from an online newspaper edition
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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 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.

1.5 Speaking and Listening

CC.1.5.11–12.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.1.5.11–12.C

Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitative, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

CC.1.5.11–12.D

Present information, findings, and supporting evidence, conveying a clear and distinct perspective; organization, development, substance, and style are appropriate to purpose, audience, and task.

CC.1.5.11–12.F

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

CC.1.5.11–12.G

Demonstrate command of the conventions of standard English when speaking based on Grades 11–12 level and content.

Business, Computer, and

<p>Information Technology Standards 15.3 Communication</p> <p>15.3.12. S. Evaluate electronic communication options based on need.</p> <p>15.3.12. U. Critique the effectiveness of various electronic communication options related to desired outcomes.</p> <p>15.3.12. W. Collaborate via electronic communication with peers, educators, and/or professionals to meet organizational goals.</p> <p>15.4 Computer and Information Technologies</p> <p>15.4.12. A. Apply the creative and productive use of emerging technologies for educational and personal success.</p> <p>15.4.12. B. Evaluate the impact of social, legal, ethical, and safe behaviors on digital citizenship.</p> <p>15.4.12. D. Evaluate emerging input technologies.</p> <p>15.4.12. K. Evaluate advanced multimedia work products and make recommendations based on the evaluation.</p> <p>15.6.12. M. Evaluate the impact of emerging technologies on various career paths and provide examples of industry certifications within the field.</p>			
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