

Planned Course: Journalism	Course Number: E108AH	Department: English	
Unit: Online Newspaper Production	Grade Level: 9-12		
Estimated Time: 50 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 1.4 Writing 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.E Write with an awareness of the stylistic aspects of composition.</p> <ul style="list-style-type: none"> Use precise language, 	<p>What is the process to create a newspaper?</p> <p>What are the key elements of a quality newspaper?</p> <p>What role do journalists play in the creation of a newspaper?</p> <p>How does technology fit into the creation of a newspaper?</p>	<ul style="list-style-type: none"> Involvement in all phases of the production process from conception, to editing, to layout Production of the online edition of the newspaper Writing articles for the online edition of the newspaper in various styles, including straight news, sports, feature, editorial, and review Maintaining coverage of an assigned clubs, activity, sport, or current events Propose short and long form articles for publication Create newspaper pages for publication that adhere to the styles and standards of the online edition of the newspaper Participate in meetings and planning sessions for production of the online edition of the newspaper Editing peer articles for content and grammar in preparation for the online edition of the newspaper Utilize current software to layout pages of the online edition of the newspaper 	<ul style="list-style-type: none"> Ongoing production of the online edition of the newspaper Writing straight news, sports, feature, editorial, and review articles for the online edition of the newspaper evaluated by a rubric Pages created by students using contemporary layout and design software for the online edition of the newspaper evaluated by a rubric Pages created by students adhering to the accepted styles and standards of the online edition of the newspaper evaluated by rubric Objective assessment of covering assigned sports, clubs, activities, and current events Teacher observation of student’s participation in organizational meetings for the online edition of the newspaper Edits proposed on a peer written article intended for publication in the online edition of the newspaper evaluated by rubric
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domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

- Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.

CC.1.4.11–12.F

Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

CC.1.4.11–12.G

Write arguments to support claims in an analysis of substantive topics.

CC.1.4.11–12.H

Write with a sharp, distinct focus identifying topic, task, and audience.

- Introduce the precise, knowledgeable claim.

CC.1.4.11–12.I

Distinguish the claim(s) from alternate or opposing claims; develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.

CC.1.4.11–12.J

Create organization that logically sequences claim(s), counterclaims, reasons, and evidence; use words, phrases, and clauses as well as varied syntax to link the major sections of the text to create cohesion and clarify

the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims; provide a concluding statement or section that follows from and supports the argument presented.

CC.1.4.11–12.K

Write with an awareness of the stylistic aspects of composition.

- Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
- Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.

CC.1.4.11–12.L

Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

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 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.

Business, Computer, and Information Technology Standards
15.4 Computer and Information Technologies

15.4.12. A. Apply the creative and productive use of emerging technologies for educational and personal success.

15.4.12. G. Create an advanced digital project using sophisticated design and appropriate software/applications.

15.6.12. L. Find and use primary

documentation; employ an accepted protocol for citation.			
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