

East Stroudsburg Area School District
Journalism Honors 9-12
Research

Unit: Rights and Responsibilities of Journalists

PA Common Core Standard(s):

CC.1.2.9–12.A

Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

CC.1.2.9–12.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.

CC.1.2.9-12.F

Evaluate how words and phrases shape meaning and tone in texts.

CC.1.2.9–12.G

Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

CC.1.2.9–12.H

Analyze seminal texts based upon reasoning, premises, purposes, and arguments.

CC.1.2.9–12.I

Analyze foundational U.S. and world documents of historical, political, and literary significance for their themes, purposes, and rhetorical features.

CC.1.2.9–12.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.

CC.1.2.9–12.K

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.

CC.1.2.9–12.L

Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.

CC.1.4.9–12.B

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

CC.1.4.9–12.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.1.4.9–12.E Write with an awareness of the stylistic aspects of composition. Use precise language, domain specific vocabulary, and techniques

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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.1.4.9–12.F

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

CC.1.4.9–12.H

Write with a sharp, distinct focus identifying topic, task, and audience. Introduce the precise, knowledgeable claim.

CC.1.4.9–12.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.1.4.9–12.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.1.4.9–12.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.1.4.9–12.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.1.4.9–12.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.1.4.9–12.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.1.4.9–12.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.

CC.1.5.9–12.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.1.5.9–12.B

Evaluate how the speaker’s perspective, reasoning, and use of evidence and rhetoric affect the credibility of an argument through the

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author's stance, premises, links among ideas, word choice, points of emphasis, and tone.

CC.1.5.9–12.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.1.5.9–12.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.1.5.9–12E

Adapt speech to a variety of contexts and tasks.

CC.1.5.9–12.F

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

CC.1.5.9–12.G

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

Keystone Eligible Content:

L.N.1.1.1 Identify and/or analyze the author's intended purpose of a text.

L.N.1.1.2 Explain, describe, and/or analyze examples of a text that support the author's intended purpose.

L.N.1.1.4 Explain how an author's use of key words or phrases in text informs and influences the reader.

L.N.1.2.1 Identify and/or apply a synonym or antonym of a word

L.N.1.2.2 Identify how the meaning of a word is changed when an affix is added; identify the meaning of a word with an affix from a text.

L.N.1.2.3 Use context clues to determine or clarify the meaning of unfamiliar, multiple-meaning, or ambiguous words.

L.N.1.2.4 Draw conclusions about connotations of words.

L.N.1.3.1 Identify and/or explain stated or implied main ideas and relevant supporting details from a text. Note: Items may target specific paragraphs.

L.N.1.3.2 Summarize the key details and events of a nonfictional text, in part or as a whole.

L.N.2.1.1 Make inferences and/or draw conclusions based on analysis of a text.

L.N.2.1.2 Cite evidence from a text to support generalizations.

L.N.2.2.3 Explain, interpret, compare, describe, analyze, and/or evaluate connections between texts.

L.N.2.3.3 Explain, interpret, compare, describe, analyze, and/or evaluate plot in a variety of nonfiction: Note: Plot may also be called action.

•• elements of the plot (e.g., exposition, conflict, rising action, climax, falling action, and/or resolution) •• the relationship between elements of the plot and other components of a text •• how the author structures plot to advance the action

L.N.2.5.4 Identify, explain, and/or interpret bias and propaganda techniques in nonfictional text.

L.N.2.5.6 Explain, interpret, describe, and/or analyze the author's defense of a claim to make a point or construct an argument in nonfictional text.

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<p>Keystone Content Module Standards / Anchors:</p> <p>L.N.1.1 Use appropriate strategies to analyze an author’s purpose and how it is achieved in literature.</p> <p>L.N.1.2 Use appropriate strategies to determine and clarify meaning of vocabulary in literature.</p> <p>L.N.1.3 Use appropriate strategies to comprehend literature during the reading process.</p> <p>L.N.2.1 Use appropriate strategies to make and support interpretations of literature.</p> <p>L.N.2.2 Use appropriate strategies to compare, analyze, and evaluate literary forms.</p> <p>L.N.2.3 Use appropriate strategies to compare, analyze, and evaluate literary elements.</p> <p>L.N.2.4 Use appropriate strategies to identify and analyze text organization and structure in literary nonfiction.</p> <p>L.N.2.5 Use appropriate strategies to identify and analyze essential and nonessential information in literary nonfiction.</p>
<p>Course Time/Pacing (number of days): 1/8th of the class duration</p>
<p>Essential Questions:</p> <p>What are valid and reliable sources?</p> <p>What is plagiarism and why is it essential to avoid it?</p> <p>What are the uses of primary, secondary and tertiary sources for journalists?</p> <p>Why is avoiding generalizations significant to journalists?</p> <p>Why is a variety of sources better than a single source?</p>

Unit Concepts What students need to know	Unit Competencies What students need to be able to do (skills): (Students will be able to:)	Key Vocabulary	Resources	Assessments
<p>Plagiarism</p> <ul style="list-style-type: none"> ● what is plagiarism ● how to avoid plagiarism <p>Sources</p> <ul style="list-style-type: none"> ● what are primary sources ● how to use of primary sources ● what are secondary sources ● how to use secondary 	<ul style="list-style-type: none"> ● Analyze sources for credibility ● Create effective interviewing questions ● Verify source information for accuracy ● Evaluate the significance of using multiple-sources (no single source stories). ● Demonstrate after reading understanding and 	<p>Identify – find/locate</p> <p>Analyze – break into parts/explore/examine</p> <p>Interpret – make meaning</p> <p>Evaluate – weigh the evidence in comparison to the author’s conclusions</p>	<ul style="list-style-type: none"> ● <i>High School Journalism (2008) by Homer Hall</i> ● <i>Teacher’s Workbook & Guide for High School Journalism (2008) by Homer Hall</i> ● <i>Student Workbook</i> 	<ul style="list-style-type: none"> ● tests and quizzes ● classroom discussions ● shared inquiry ● teacher generated activities ● cooperative learning activities

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<p>sources</p> <ul style="list-style-type: none"> ● what are tertiary sources ● how to use tertiary sources ● the necessity for using multiple sources ● how to evaluate source validity ● how to evaluate source credibility 	<p>interpretation of sources</p> <ul style="list-style-type: none"> ● Read and understand essential content of informational texts and documents ● Paraphrase information ● Employ proper use of direct quotes, indirect quotes and paraphrases ● Outline information 	<p>Explicit – facts and examples Synthesize – make new meaning from the parts Inference – draw a conclusion based on what did you find in the text to support your assumption(s) Making Connections – connecting one idea from the text to another idea in the text and/or using prior knowledge Rhetoric- author’s use of words to communicate Point of View – Perspective: <i>Nonfiction</i> – author’s perspective or reader’s perspective <i>Fiction</i> – narrator or speaker’s perspective Tone – the author’s attitude Account(s) of Subject – character/person/topic Delineate – outline Argument – author’s main position</p>	<p><i>for High School Journalism (2008) by Homer Hall</i></p> <ul style="list-style-type: none"> ● <i>Practical Ideas for Teaching Journalism (2001) by Dwight Bustrum and Carol Hallenbeck</i> ● <i>School Newspaper Adviser’s Survival Guide (1998) by Patricia Osborn</i> ● <i>Modern Journalism Workbook (1993) by Donald Ferguson and Jim Patten</i> ● <i>The Student Newspaper Survival Guide (2nd ed. 2012) by Rachele Kanigel</i> ● <i>The Radical Write</i> 	
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		<p>Specific Claims – exact support /evidence author uses</p> <p>Assess the Validity of reasoning - weighing the accuracy of the support and evidence</p> <p>Seminal – important</p> <p>Themes/Concepts – main idea</p> <p>Domain Specific Language –content area language</p>	
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ELL Remediation: Teacher generated assignments/assessments in coordination with ESL teacher: parallel curriculum material.
Enrichment: Teacher and student driven research/materials
Remediation: Additional teacher generated assignments and/or assessments, after school tutoring, one-on-one/small group differentiated instruction,
IEP/GIEP: Teacher adapted/alternative assignments and assessments, classroom instructional aide, collaboration with students’ case managers

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Journalism Honors 9-12
Rights and Responsibilities of Journalists

Unit: Rights and Responsibilities of Journalists

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CC.1.2.11–12.F

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CC.1.4.11–12.X

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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.E

Adapt speech to a variety of contexts and tasks.

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.

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Keystone Eligible Content:

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L.N.1.1.2 Explain, describe, and/or analyze examples of a text that support the author's intended purpose.

L.N.1.1.4 Explain how an author's use of key words or phrases in text informs and influences the reader.

L.N.1.2.1 Identify and/or apply a synonym or antonym of a word

L.N.1.2.2 Identify how the meaning of a word is changed when an affix is added; identify the meaning of a word with an affix from a text.

L.N.1.2.3 Use context clues to determine or clarify the meaning of unfamiliar, multiple-meaning, or ambiguous words.

L.N.1.2.4 Draw conclusions about connotations of words.

L.N.1.3.1 Identify and/or explain stated or implied main ideas and relevant supporting details from a text. Note: Items may target specific paragraphs.

L.N.1.3.2 Summarize the key details and events of a nonfictional text, in part or as a whole.

L.N.2.1.1 Make inferences and/or draw conclusions based on analysis of a text.

L.N.2.1.2 Cite evidence from a text to support generalizations.

L.N.2.2.3 Explain, interpret, compare, describe, analyze, and/or evaluate connections between texts.

L.N.2.3.3 Explain, interpret, compare, describe, analyze, and/or evaluate plot in a variety of nonfiction: Note: Plot may also be called action.

•• elements of the plot (e.g., exposition, conflict, rising action, climax, falling action, and/or resolution) •• the relationship between elements of the plot and other components of a text •• how the author structures plot to advance the action

L.N.2.5.4 Identify, explain, and/or interpret bias and propaganda techniques in nonfictional text.

L.N.2.5.6 Explain, interpret, describe, and/or analyze the author's defense of a claim to make a point or construct an argument in nonfictional text.

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Journalism Honors 9-12
Rights and Responsibilities of Journalists**

Keystone Content Module Standards / Anchors:

- L.N.1.1 Use appropriate strategies to analyze an author’s purpose and how it is achieved in literature.
- L.N.1.2 Use appropriate strategies to determine and clarify meaning of vocabulary in literature.
- L.N.1.3 Use appropriate strategies to comprehend literature during the reading process.
- L.N.2.1 Use appropriate strategies to make and support interpretations of literature.
- L.N.2.2 Use appropriate strategies to compare, analyze, and evaluate literary forms.
- L.N.2.3 Use appropriate strategies to compare, analyze, and evaluate literary elements.
- L.N.2.4 Use appropriate strategies to identify and analyze text organization and structure in literary nonfiction.
- L.N.2.5 Use appropriate strategies to identify and analyze essential and nonessential information in literary nonfiction.

Course Time/Pacing (number of days): 1/8th of the class duration

Essential Questions:

- What rights do scholastic journalists have that may differ from professional journalists?
- What are the major ethical responsibilities of scholastic journalists?
- What are considered ethical behaviors of scholastic journalists?
- In what way does ethics have an impact on various media outlets (ie. social network, print, Internet, broadcast)?
- How can good interviewing skills help with source information acquisition?

Unit Concepts What students need to know	Unit Competencies What students need to be able to do (skills): (Students will be able to:)	Key Vocabulary	Resources	Assessments
<p>Ethics</p> <ul style="list-style-type: none"> ● definition of ethics ● Code of Ethics ● censorship ● objectivity and bias ● conflict-of-interest ● defamation of character <ul style="list-style-type: none"> ○ libel ○ slander ● invasion of privacy <ul style="list-style-type: none"> ○ false light 	<ul style="list-style-type: none"> ● Define, identify and interpret the meaning of key ethical terms ● Contribute to discussions ● Evaluate the impact of ethics on scholastic journalism ● Evaluate the rights of scholastic journalists ● Analyze sources for credibility ● Create effective interviewing questions 	<p>Identify – find/locate Analyze – break into parts/explore/examine Interpret – make meaning Evaluate – weigh the evidence in comparison to the author’s conclusions Explicit – facts and</p>	<ul style="list-style-type: none"> ● <i>High School Journalism (2008) by Homer Hall</i> ● <i>Teacher’s Workbook & Guide for High School Journalism (2008) by Homer Hall</i> ● <i>Student Workbook for High School</i> 	<ul style="list-style-type: none"> ● tests and quizzes ● classroom discussions ● shared inquiry ● teacher generated activities ● cooperative learning activities

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<ul style="list-style-type: none"> ○ disclosure of private and embarrassing facts ○ appropriation ○ obscenity ● substantial disruption ● fault ● retraction ● qualifying words ● fair comment and criticism ● identification ● Interviewing Skills <ul style="list-style-type: none"> ○ finding sources ○ Open-ended; probing questions ○ etiquette ○ tools of the trade <ul style="list-style-type: none"> ■ recorders ■ cameras ■ steno pads ■ press release ○ credibility ○ verification 	<ul style="list-style-type: none"> ● Verify source information for accuracy ● Evaluate the significance of using multiple-sources (no single source stories). ● Demonstrate after reading understanding and interpretation of sources ● Read and understand essential content of informational texts and documents 	<p>examples</p> <p>Synthesize – make new meaning from the parts</p> <p>Inference – draw a conclusion based on what did you find in the text to support your assumption(s)</p> <p>Making Connections – connecting one idea from the text to another idea in the text and/or using prior knowledge</p> <p>Rhetoric- author’s use of words to communicate</p> <p>Point of View – Perspective:</p> <p style="padding-left: 40px;"><i>Nonfiction</i> – author’s perspective or reader’s perspective</p> <p style="padding-left: 40px;"><i>Fiction</i> – narrator or speaker’s perspective</p> <p>Tone – the author’s attitude</p> <p>Account(s) of Subject – character/person/topic</p> <p>Delineate – outline</p> <p>Argument – author’s main position</p> <p>Specific Claims –</p>	<p><i>Journalism (2008) by Homer Hall</i></p> <ul style="list-style-type: none"> ● <i>Practical Ideas for Teaching Journalism (2001) by Dwight Bustrum and Carol Hallenbeck</i> ● <i>School Newspaper Adviser’s Survival Guide (1998) by Patricia Osborn</i> ● <i>Modern Journalism Workbook (1993) by Donald Ferguson and Jim Patten</i> ● <i>The Student Newspaper Survival Guide (2nd ed. 2012) by Rachele Kanigel</i> ● <i>The Radical Write</i> 	
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		exact support /evidence author uses Assess the Validity of reasoning - weighing the accuracy of the support and evidence Seminal – important Themes/Concepts – main idea Domain Specific Language –content area language	
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ELL Remediation: Teacher generated assignments/assessments in coordination with ESL teacher: parallel curriculum material.
Enrichment: Teacher and student driven research/materials
Remediation: Additional teacher generated assignments and/or assessments, after school tutoring, one-on-one/small group differentiated instruction,
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Journalism Honors 9-12
The Role of 21st Century Media

Unit: The Role of 21st Century Media

PA Common Core Standard(s):

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The Role of 21st Century Media

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.

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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.

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.B

Evaluate how the speaker’s perspective, reasoning, and use of evidence and rhetoric affect the credibility of an argument through the

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author's stance, premises, links among ideas, word choice, points of emphasis, and tone.

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.E

Adapt speech to a variety of contexts and tasks.

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.

Keystone Eligible Content:

L.N.1.1.1 Identify and/or analyze the author's intended purpose of a text.

L.N.1.1.2 Explain, describe, and/or analyze examples of a text that support the author's intended purpose.

L.N.1.1.4 Explain how an author's use of key words or phrases in text informs and influences the reader.

L.N.1.2.1 Identify and/or apply a synonym or antonym of a word

L.N.1.2.2 Identify how the meaning of a word is changed when an affix is added; identify the meaning of a word with an affix from a text.

L.N.1.2.3 Use context clues to determine or clarify the meaning of unfamiliar, multiple-meaning, or ambiguous words.

L.N.1.2.4 Draw conclusions about connotations of words.

L.N.1.3.1 Identify and/or explain stated or implied main ideas and relevant supporting details from a text. Note: Items may target specific paragraphs.

L.N.1.3.2 Summarize the key details and events of a nonfictional text, in part or as a whole.

L.N.2.1.1 Make inferences and/or draw conclusions based on analysis of a text.

L.N.2.1.2 Cite evidence from a text to support generalizations.

L.N.2.2.3 Explain, interpret, compare, describe, analyze, and/or evaluate connections between texts.

L.N.2.3.3 Explain, interpret, compare, describe, analyze, and/or evaluate plot in a variety of nonfiction: Note: Plot may also be called action.

•• elements of the plot (e.g., exposition, conflict, rising action, climax, falling action, and/or resolution) •• the relationship between elements of the plot and other components of a text •• how the author structures plot to advance the action

L.N.2.5.4 Identify, explain, and/or interpret bias and propaganda techniques in nonfictional text.

L.N.2.5.6 Explain, interpret, describe, and/or analyze the author's defense of a claim to make a point or construct an argument in nonfictional text.

Keystone Content Module Standards / Anchors:

L.N.1.1 Use appropriate strategies to analyze an author's purpose and how it is achieved in literature.

L.N.1.2 Use appropriate strategies to determine and clarify meaning of vocabulary in literature.

L.N.1.3 Use appropriate strategies to comprehend literature during the reading process.

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- L.N.2.1 Use appropriate strategies to make and support interpretations of literature.
 L.N.2.2 Use appropriate strategies to compare, analyze, and evaluate literary forms.
 L.N.2.3 Use appropriate strategies to compare, analyze, and evaluate literary elements.
 L.N.2.4 Use appropriate strategies to identify and analyze text organization and structure in literary nonfiction.
 L.N.2.5 Use appropriate strategies to identify and analyze essential and nonessential information in literary nonfiction.

Course Time/Pacing (number of days): 1/8th of the class duration

Essential Questions:
 What is the role of media in today's society?
 What impact does the First Amendment have on scholastic journalism?
 In what ways have the major court cases from 1969-1988 set a precedence for scholastic journalism?
 How has social media impacted the way journalists report news and how the audience consumes the news?
 In what ways have hard-copy reporting methods become obsolete?
 How has new media allowed for greater democracy in reporting and coverage?

Unit Concepts What students need to know	Unit Competencies What students need to be able to do (skills): (Students will be able to:)	Key Vocabulary	Resources	Assessments
The role of 21st Century Media <ul style="list-style-type: none"> ● What is Journalism? ● The changing role of newspapers in the 21st century ● Impacts of mass media on the 21st century; ie. print, broadcast, internet, social media etc. The First Amendment <ul style="list-style-type: none"> ● Rights and protection ● Five freedoms guaranteed <ul style="list-style-type: none"> ○ speech ○ religion ○ press ○ assembly 	<ul style="list-style-type: none"> ● Identify, describe, evaluate and synthesize essential ideas in text ● Contribute to discussions ● evaluate the changing roles of media in the 21st century ● Locate various texts, media and traditional resources for assigned independent projects ● Demonstrate after reading understanding and interpretation of sources ● Read and understand essential content of informational texts and documents ● Analyze the impact of the major court cases and their impact on scholastic journalism 	Identify – find/locate Analyze – break into parts/explore/examine Interpret – make meaning Evaluate – weigh the evidence in comparison to the author's conclusions Explicit – facts and examples Synthesize – make new meaning from the parts Inference – draw a conclusion based on	<ul style="list-style-type: none"> ● <i>High School Journalism (2008) by Homer Hall</i> ● <i>Teacher's Workbook & Guide for High School Journalism (2008) by Homer Hall</i> ● <i>Student Workbook for High School Journalism (2008) by Homer Hall</i> ● <i>Practical Ideas for Teaching Journalism (2001) by Dwight</i> 	<ul style="list-style-type: none"> ● tests and quizzes ● classroom discussions ● shared inquiry ● teacher generated activities ● cooperative learning activities

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<p style="text-align: center;">o petition the government</p> <p>Major Court Cases in Student Journalism and how they impact 21st century media</p> <ul style="list-style-type: none"> • Tinker vs. Des Moines (1969) • Bethel School District No. 403 vs. Fraser (1986) • Hazelwood vs. Kuhlmeier (1988) 		<p>what did you find in the text to support your assumption(s)</p> <p>Making Connections – connecting one idea from the text to another idea in the text and/or using prior knowledge</p> <p>Rhetoric- author’s use of words to communicate</p> <p>Point of View – Perspective:</p> <p style="padding-left: 40px;"><i>Nonfiction</i> – author’s perspective or reader’s perspective</p> <p style="padding-left: 40px;"><i>Fiction</i> – narrator or speaker’s perspective</p> <p>Tone – the author’s attitude</p> <p>Account(s) of Subject – character/person/ topic</p> <p>Delineate – outline</p> <p>Argument – author’s main position</p> <p>Specific Claims – exact support /evidence author uses</p> <p>Assess the Validity of reasoning - weighing the accuracy of the support and evidence</p>	<p><i>Bustrum and Carol Hallenbeck</i></p> <ul style="list-style-type: none"> • <i>School Newspaper Adviser’s Survival Guide (1998) by Patricia Osborn</i> • <i>Modern Journalism Workbook (1993) by Donald Ferguson and Jim Patten</i> • <i>The Student Newspaper Survival Guide (2nd ed. 2012) by Rachele Kanigel</i> • <i>The Radical Write (2011) by Bobby Hawthorne</i> • <i>Inside reporting A Practical Guide to the Craft of Journalism (3rd Ed. 2013) by Tim Harrower</i> 	
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		<p>Seminal – important Themes/Concepts – main idea Domain Specific Language –content area language</p>	
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ELL Remediation: Teacher generated assignments/assessments in coordination with ESL teacher: parallel curriculum material.
Enrichment: Teacher and student driven research/materials
Remediation: Additional teacher generated assignments and/or assessments, after school tutoring, one-on-one/small group differentiated instruction,
IEP/GIEP: Teacher adapted/alternative assignments and assessments, classroom instructional aide, collaboration with students’ case managers

East Stroudsburg Area School District
Journalism Honors 9-12
Types of Writing

Unit: Types of Writing

PA Common Core Standard(s):

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.E 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.F

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

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.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

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Types of Writing

<p>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</p> <p>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. CC.1.5.11–12.A</p> <p>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.B</p> <p>Evaluate how the speaker's perspective, reasoning, and use of evidence and rhetoric affect the credibility of an argument through the author's stance, premises, links among ideas, word choice, points of emphasis, and tone. CC.1.5.11–12.C</p> <p>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</p> <p>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.1.5.11–12E</p> <p>Adapt speech to a variety of contexts and tasks. CC.1.5.11–12.F</p> <p>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</p> <p>Demonstrate command of the conventions of standard English when speaking based on Grades 11–12 level and content.</p>

Course Time/Pacing (number of days): 3/4th of the class duration

Essential Questions:

- How is journalistic writing different from the type of writing done in an English class?
- How does journalistic writing differ from one section of a newspaper to another?
- What methods of brainstorming and planning are necessary for effective news writing?
- What are the most effective means of revising and editing a piece of writing?
- What are the various types of articles and stories a journalist can create?
- How does an understanding of specific journalistic formats impact a writer's ability to communicate effectively?

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Journalism Honors 9-12
Types of Writing

How does word choice and sentence structure impact meaning, readability, and interest?
 What are the methods a journalist can use to understand his/her audience?
 What are the organizational methods that effective journalists use to display their main ideas?
 How can grammar and punctuation change meaning?

Unit Concepts What students need to know	Unit Competencies What students need to be able to do (skills): (Students will be able to:)	Key Vocabulary	Resources	Assessments
<p>High School Journalism Chapter 3: “Style and Editing”</p> <ul style="list-style-type: none"> ● Active and passive voice ● Verb usage ● Pronoun usage ● Capitalization and punctuation ● Titles and identification ● How to use number ● Copy editing/reading symbols ● The writing process ● Using objective language ● Avoiding “isms” ● Glossary terms (see appendix B): ● Conventions of language <p>High School Journalism Chapter 4: “News Writing”</p> <ul style="list-style-type: none"> ● Characteristics and structure of News ● Inverted Pyramid ● Organizational structures ● Identifying the 5w’s and h ● News leads 	<p>Student will (Chapter 3)</p> <ul style="list-style-type: none"> ● <input type="checkbox"/> Distinguish between active and passive voice. ● Understand proper verb and pronoun usage. ● Demonstrate proper punctuation and capitalization in writing. ● Use proper forms of titles, identification and numbers. ● Employ copy editing/reading symbols ● <input type="checkbox"/> Use the writing process. ● Utilize objective language and avoid bias in their writing. <p>Student will (Chapter 4)</p> <ul style="list-style-type: none"> ● Identify and apply the characteristics and structure of news writing. ● Research various topics for news stories. ● Identify and utilize primary, 	<p>Identify – find/locate Analyze – break into parts/explore/examine Interpret – make meaning Evaluate – weigh the evidence in comparison to the author’s conclusions Explicit – facts and examples Synthesize – make new meaning from the parts Inference – draw a conclusion based on what did you find in the text to support your assumption(s) Making Connections – connecting one idea from the text to another idea in the text and/or using prior knowledge</p>	<ul style="list-style-type: none"> ● <i>High School Journalism (2008) by Homer Hall</i> ● <i>Teacher’s Workbook & Guide for High School Journalism (2008) by Homer Hall</i> ● <i>Student Workbook for High School Journalism (2008) by Homer Hall</i> ● <i>Practical Ideas for Teaching Journalism (2001) by Dwight Bustrum and Carol Hallenbeck</i> ● <i>School Newspaper Adviser’s Survival Guide (1998) by Patricia Osborn</i> ● <i>Modern Journalism Workbook (1993)</i> 	<ul style="list-style-type: none"> ● tests and quizzes ● classroom discussions ● shared inquiry ● teacher generated activities ● cooperative learning activities ● writing assignments

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Journalism Honors 9-12
Types of Writing**

<ul style="list-style-type: none"> ● Interviewing ● Attribution ● Using quotes ● Glossary terms (see appendix B): <p>High School Journalism Chapter 5: “Sports Writing”</p> <ul style="list-style-type: none"> ● Characteristics and structure of a sports article ● Advance story vs. summary story ● Writing with an active voice ● Interviewing techniques ● Glossary terms (see appendix B): ● Style ● Voice <p>High School Journalism Chapter 6: “Feature Writing”</p>	<p>secondary and tertiary sources for article preparation.</p> <ul style="list-style-type: none"> ● Identify and employ effective interviewing techniques. ● Compose a quality lead paragraph. ● Compose at least one news article ready for publication. <p>Student will (Chapter 5)</p> <ul style="list-style-type: none"> ● Identify and apply the characteristics and structure of sports writing. ● Research various topics for sports stories. ● Identify and utilize primary, secondary and tertiary sources for article preparation. ● Identify and employ effective interviewing techniques. ● Compose a quality lead paragraph. ● Compose at least one sports advance article and one sports summary article ready for publication. <p>Student will (Chapter 6)</p> <ul style="list-style-type: none"> ● Identify and apply the characteristics and structure of feature writing. 	<p>Rhetoric- author’s use of words to communicate</p> <p>Point of View – Perspective:</p> <p style="padding-left: 20px;"><i>Nonfiction</i> – author’s perspective or reader’s perspective</p> <p style="padding-left: 20px;"><i>Fiction</i> – narrator or speaker’s perspective</p> <p>Tone – the author’s attitude</p> <p>Account(s) of Subject – character/person/topic</p> <p>Delineate – outline</p> <p>Argument – author’s main position</p> <p>Specific Claims – exact support /evidence author uses</p> <p>Assess the Validity of reasoning - weighing the accuracy of the support and evidence</p> <p>Seminal – important</p> <p>Themes/Concepts – main idea</p> <p>Domain Specific Language –content area language</p>	<p><i>by Donald Ferguson and Jim Patten</i></p> <ul style="list-style-type: none"> ● <i>The Student Newspaper Survival Guide (2nd ed. 2012) by Rachele Kanigel</i> ● <i>The Radical Write</i> 	
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<ul style="list-style-type: none"> ● Characteristics and structure of a feature story ● Writing a feature lead. ● Brainstorming topics. ● Feature writing vs. news writing. ● Glossary terms (see appendix B): ● Content specific: <ul style="list-style-type: none"> ○ Feature lead ○ Human interest <p>High School Journalism Chapter 7: “Editorial Writing”</p> <ul style="list-style-type: none"> ● Characteristics and structure of editorials ● Responsibilities of the editorial writer ● Selecting topics ● Types of editorials; explanation, argumentation, commemoration ● Glossary terms (see appendix B): <ul style="list-style-type: none"> ○ Author’s thesis ○ Bias ○ Assertion 	<ul style="list-style-type: none"> ● Research various topics for feature stories. ● Identify and utilize primary, secondary and tertiary sources for article preparation. ● Identify and employ effective interviewing techniques. ● Compose a quality feature lead paragraph. ● Compose at least one feature article ready for publication. <p>Student will (Chapter 7)</p> <ul style="list-style-type: none"> ● Identify and apply the characteristics and structure of editorial writing. ● Research various topics for editorial article. ● Identify and utilize primary, secondary and tertiary sources for article preparation. ● Identify and employ effective interviewing techniques. ● Compose a quality editorial lead paragraph. ● Compose at least two different types of editorial articles ready for publication. (as outlined in the text) 			
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<p>High School Journalism Chapter 8: “Column Writing”</p> <ul style="list-style-type: none">● Characteristics and structure of columns● Topic selection● Types of columns● Glossary terms (see appendix B):<ul style="list-style-type: none">○ Tone○ Theme	<p>Student will (Chapter 8)</p> <ul style="list-style-type: none">● Identify and apply the characteristics and structure of Column writing.● Research various topics for editorial article.● Identify and utilize primary, secondary and tertiary sources for article preparation.● Identify and employ effective interviewing techniques.● Compose at least two different types of column articles ready for publication. (as outlined in the text with exception of Editorial column cover in last chapter) <p>Student will (for all chapters):</p> <ul style="list-style-type: none">● Locate various texts, media and traditional resources for assigned independent projects before reading.● Identify, describe, evaluate and synthesize the essential ideas in text.● Demonstrate after reading understanding and interpretation of sources.● Demonstrate fluency and comprehension in reading.			
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Types of Writing

	<ul style="list-style-type: none"> ● Read and understand ● essential content of ● informational texts and ● documents. ● Maintain a written record of activities in the form of a student portfolio. ● Write using well-developed content appropriate for the topic. ● Contribute to discussions. 			
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ELL Remediation: Teacher generated assignments/assessments in coordination with ESL teacher: parallel curriculum material.
Enrichment: Teacher and student driven research/materials
Remediation: Additional teacher generated assignments and/or assessments, after school tutoring, one-on-one/small group differentiated instruction,
IEP/GIEP: Teacher adapted/alternative assignments and assessments, classroom instructional aide, collaboration with students' case managers

East Stroudsburg Area School District
Newspaper Production II
Advertising for the Newspaper

Unit: Writing for the newspaper

PA Common Core Standard(s):

CC.1.2.9–12.A

Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

CC.1.2.9–12.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.

CC.1.2.9–12.F

Evaluate how words and phrases shape meaning and tone in texts.

CC.1.2.9–12.G

Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

CC.1.2.9–12.H

Analyze seminal texts based upon reasoning, premises, purposes, and arguments.

CC.1.2.9–12.I

Analyze foundational U.S. and world documents of historical, political, and literary significance for their themes, purposes, and rhetorical features.

CC.1.2.9–12.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.

CC.1.2.9–12.K

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.

CC.1.2.9–12.L

Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.

CC.1.4.9–12.B

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

CC.1.4.9–12.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.1.4.9–12.E Write with an awareness of the stylistic aspects of composition. Use precise language, domain specific vocabulary, and techniques

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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.1.4.9–12.F

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

CC.1.4.9–12.H

Write with a sharp, distinct focus identifying topic, task, and audience. Introduce the precise, knowledgeable claim.

CC.1.4.9–12.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.1.4.9–12.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.1.4.9–12.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.1.4.9–12.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.1.4.9–12.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.1.4.9–12.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.1.4.9–12.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.

CC.1.5.9–12.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.1.5.9–12.B

Evaluate how the speaker’s perspective, reasoning, and use of evidence and rhetoric affect the credibility of an argument through the

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author's stance, premises, links among ideas, word choice, points of emphasis, and tone.

CC.1.5.9–12.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.1.5.9–12.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.1.5.9–12E

Adapt speech to a variety of contexts and tasks.

CC.1.5.9–12.F

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

CC.1.5.9–12.G

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

Keystone Eligible Content:

L.N.1.1.1 Identify and/or analyze the author's intended purpose of a text.

L.N.1.1.2 Explain, describe, and/or analyze examples of a text that support the author's intended purpose.

L.N.1.1.4 Explain how an author's use of key words or phrases in text informs and influences the reader.

L.N.1.2.1 Identify and/or apply a synonym or antonym of a word

L.N.1.2.2 Identify how the meaning of a word is changed when an affix is added; identify the meaning of a word with an affix from a text.

L.N.1.2.3 Use context clues to determine or clarify the meaning of unfamiliar, multiple-meaning, or ambiguous words.

L.N.1.2.4 Draw conclusions about connotations of words.

L.N.1.3.1 Identify and/or explain stated or implied main ideas and relevant supporting details from a text. Note: Items may target specific paragraphs.

L.N.1.3.2 Summarize the key details and events of a nonfictional text, in part or as a whole.

L.N.2.1.1 Make inferences and/or draw conclusions based on analysis of a text.

L.N.2.1.2 Cite evidence from a text to support generalizations.

L.N.2.2.3 Explain, interpret, compare, describe, analyze, and/or evaluate connections between texts.

L.N.2.3.3 Explain, interpret, compare, describe, analyze, and/or evaluate plot in a variety of nonfiction: Note: Plot may also be called action.

•• elements of the plot (e.g., exposition, conflict, rising action, climax, falling action, and/or resolution) •• the relationship between elements of the plot and other components of a text •• how the author structures plot to advance the action

L.N.2.5.4 Identify, explain, and/or interpret bias and propaganda techniques in nonfictional text.

L.N.2.5.6 Explain, interpret, describe, and/or analyze the author's defense of a claim to make a point or construct an argument in nonfictional text.

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Newspaper Production II
Advertising for the Newspaper**

Keystone Content Module Standards / Anchors:

- L.N.1.1 Use appropriate strategies to analyze an author’s purpose and how it is achieved in literature.
- L.N.1.2 Use appropriate strategies to determine and clarify meaning of vocabulary in literature.
- L.N.1.3 Use appropriate strategies to comprehend literature during the reading process.
- L.N.2.1 Use appropriate strategies to make and support interpretations of literature.
- L.N.2.2 Use appropriate strategies to compare, analyze, and evaluate literary forms.
- L.N.2.3 Use appropriate strategies to compare, analyze, and evaluate literary elements.
- L.N.2.4 Use appropriate strategies to identify and analyze text organization and structure in literary nonfiction.
- L.N.2.5 Use appropriate strategies to identify and analyze essential and nonessential information in literary nonfiction.

Course Time/Pacing (number of days): 1/3rd of the class duration

Essential Questions:

- How do we effectively solicit companies for advertisement?
- What companies are available to solicit?

Unit Concepts	Unit Competencies	Key Vocabulary	Resources	Assessments
What students need to know A. Techniques for Soliciting B. Designing a Speculative Advertisement <ul style="list-style-type: none"> ● Characteristics of an advertisement C. Writing an Advertisement Contract D. Building an Advertisement Campaign	What students need to be able to do (skills): (Students will be able to:) <ul style="list-style-type: none"> ● List and demonstrate knowledge of effective techniques for soliciting customers ● Design a speculative advertisement using the characteristics of advertising ● Write an effective advertising contract including advertising agreement, ad price chart, invoice and receipt ● Sell at least two advertising contracts for each issue published 	Identify – find/locate Analyze – break into parts/explore/examine Interpret – make meaning Evaluate – weigh the evidence in comparison to the author’s conclusions Explicit – facts and examples Synthesize – make new meaning from the parts	<ul style="list-style-type: none"> ● <i>High School Journalism (2008) by Homer Hall</i> ● <i>Teacher’s Workbook & Guide for High School Journalism (2008) by Homer Hall</i> ● <i>Student Workbook for High School Journalism (2008) by Homer Hall</i> ● <i>Practical Ideas for Teaching</i> 	<ul style="list-style-type: none"> ● tests and quizzes ● classroom discussions ● shared inquiry ● teacher generated activities ● cooperative learning activities

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		<p>Inference – draw a conclusion based on what did you find in the text to support your assumption(s)</p> <p>Making Connections – connecting one idea from the text to another idea in the text and/or using prior knowledge</p> <p>Rhetoric- author’s use of words to communicate</p> <p>Point of View – Perspective: <i>Nonfiction</i> – author’s perspective or reader’s perspective <i>Fiction</i> – narrator or speaker’s perspective</p> <p>Tone – the author’s attitude</p> <p>Account(s) of Subject – character/person/topic</p> <p>Delineate – outline</p> <p>Argument – author’s main position</p> <p>Specific Claims – exact support /evidence author uses</p> <p>Assess the Validity of reasoning - weighing</p>	<p><i>Journalism (2001) by Dwight Bustrum and Carol Hallenbeck</i></p> <ul style="list-style-type: none"> ● <i>School Newspaper Adviser’s Survival Guide (1998) by Patricia Osborn</i> ● <i>Modern Journalism Workbook (1993) by Donald Ferguson and Jim Patten</i> ● <i>The Student Newspaper Survival Guide (2nd ed. 2012) by Rachele Kanigel</i> ● <i>The Radical Write</i> 	
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		<p>the accuracy of the support and evidence</p> <p>Seminal – important</p> <p>Themes/Concepts – main idea</p> <p>Domain Specific Language –content area language</p>	
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ELL Remediation: Teacher generated assignments/assessments in coordination with ESL teacher: parallel curriculum material.
Enrichment: Teacher and student driven research/materials
Remediation: Additional teacher generated assignments and/or assessments, after school tutoring, one-on-one/small group differentiated instruction,
IEP/GIEP: Teacher adapted/alternative assignments and assessments, classroom instructional aide, collaboration with students' case managers

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Newspaper Production II
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Unit: Writing for the newspaper

PA Common Core Standard(s):

CC.1.2.9–12.A

Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

CC.1.2.9–12.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.

CC.1.2.9–12.F

Evaluate how words and phrases shape meaning and tone in texts.

CC.1.2.9–12.G

Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

CC.1.2.9–12.H

Analyze seminal texts based upon reasoning, premises, purposes, and arguments.

CC.1.2.9–12.I

Analyze foundational U.S. and world documents of historical, political, and literary significance for their themes, purposes, and rhetorical features.

CC.1.2.9–12.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.

CC.1.2.9–12.K

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.

CC.1.2.9–12.L

Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.

CC.1.4.9–12.B

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

CC.1.4.9–12.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.1.4.9–12.E Write with an awareness of the stylistic aspects of composition. Use precise language, domain specific vocabulary, and techniques

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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.1.4.9–12.F

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

CC.1.4.9–12.H

Write with a sharp, distinct focus identifying topic, task, and audience. Introduce the precise, knowledgeable claim.

CC.1.4.9–12.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.1.4.9–12.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.1.4.9–12.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.1.4.9–12.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.1.4.9–12.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.1.4.9–12.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.1.4.9–12.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.

CC.1.5.9–12.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.1.5.9–12.B

Evaluate how the speaker’s perspective, reasoning, and use of evidence and rhetoric affect the credibility of an argument through the

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author's stance, premises, links among ideas, word choice, points of emphasis, and tone.

CC.1.5.9–12.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.1.5.9–12.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.1.5.9–12E

Adapt speech to a variety of contexts and tasks.

CC.1.5.9–12.F

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

CC.1.5.9–12.G

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

Keystone Eligible Content:

L.N.1.1.1 Identify and/or analyze the author's intended purpose of a text.

L.N.1.1.2 Explain, describe, and/or analyze examples of a text that support the author's intended purpose.

L.N.1.1.4 Explain how an author's use of key words or phrases in text informs and influences the reader.

L.N.1.2.1 Identify and/or apply a synonym or antonym of a word

L.N.1.2.2 Identify how the meaning of a word is changed when an affix is added; identify the meaning of a word with an affix from a text.

L.N.1.2.3 Use context clues to determine or clarify the meaning of unfamiliar, multiple-meaning, or ambiguous words.

L.N.1.2.4 Draw conclusions about connotations of words.

L.N.1.3.1 Identify and/or explain stated or implied main ideas and relevant supporting details from a text. Note: Items may target specific paragraphs.

L.N.1.3.2 Summarize the key details and events of a nonfictional text, in part or as a whole.

L.N.2.1.1 Make inferences and/or draw conclusions based on analysis of a text.

L.N.2.1.2 Cite evidence from a text to support generalizations.

L.N.2.2.3 Explain, interpret, compare, describe, analyze, and/or evaluate connections between texts.

L.N.2.3.3 Explain, interpret, compare, describe, analyze, and/or evaluate plot in a variety of nonfiction: Note: Plot may also be called action.

•• elements of the plot (e.g., exposition, conflict, rising action, climax, falling action, and/or resolution) •• the relationship between elements of the plot and other components of a text •• how the author structures plot to advance the action

L.N.2.5.4 Identify, explain, and/or interpret bias and propaganda techniques in nonfictional text.

L.N.2.5.6 Explain, interpret, describe, and/or analyze the author's defense of a claim to make a point or construct an argument in nonfictional text.

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Keystone Content Module Standards / Anchors:

- L.N.1.1 Use appropriate strategies to analyze an author’s purpose and how it is achieved in literature.
- L.N.1.2 Use appropriate strategies to determine and clarify meaning of vocabulary in literature.
- L.N.1.3 Use appropriate strategies to comprehend literature during the reading process.
- L.N.2.1 Use appropriate strategies to make and support interpretations of literature.
- L.N.2.2 Use appropriate strategies to compare, analyze, and evaluate literary forms.
- L.N.2.3 Use appropriate strategies to compare, analyze, and evaluate literary elements.
- L.N.2.4 Use appropriate strategies to identify and analyze text organization and structure in literary nonfiction.
- L.N.2.5 Use appropriate strategies to identify and analyze essential and nonessential information in literary nonfiction.

Course Time/Pacing (number of days): 1/3rd of the class duration

Essential Questions:

- What criteria should a newspaper meet to be appealing to the reader?
- How do we discern the order of importance with articles when designing a newspaper?
- What factors of design create credibility of a publication?

Unit Concepts	Unit Competencies	Key Vocabulary	Resources	Assessments
What students need to know	What students need to be able to do (skills): (Students will be able to:)			
<p>A. Newspaper Design</p> <ul style="list-style-type: none"> ● Arrangement of copy, headlines, photographs and illustrations ● Order of importance ● Attractive appearance ● Reader appeal ● Newspaper personality ● Create a dummy layout <p>B. Headline Writing</p> <ul style="list-style-type: none"> ● Parts of a headline (subject and verb) ● Avoid faulty headlines ● Headline style 	<ul style="list-style-type: none"> ● Design a dummy layout according to the elements of design for each page of each issue published ● Compose effective headlines ● Recognize and correct faulty headlines ● Use designated headline justification ● Write effective photo captions ● Apply the characteristics of caption writing ● Differentiate different types of photography equipment 	<p>Identify – find/locate</p> <p>Analyze – break into parts/explore/examine</p> <p>Interpret – make meaning</p> <p>Evaluate – weigh the evidence in comparison to the author’s conclusions</p> <p>Explicit – facts and examples</p> <p>Synthesize – make new meaning from the</p>	<ul style="list-style-type: none"> ● <i>High School Journalism (2008) by Homer Hall</i> ● <i>Teacher’s Workbook & Guide for High School Journalism (2008) by Homer Hall</i> ● <i>Student Workbook for High School Journalism (2008) by Homer Hall</i> ● <i>Practical Ideas for</i> 	<ul style="list-style-type: none"> ● tests and quizzes ● classroom discussions ● shared inquiry ● teacher generated activities ● cooperative learning activities

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<ul style="list-style-type: none"> ● Justification <p>C. Caption Writing</p> <ul style="list-style-type: none"> ● Telling the story behind the photograph ● Characteristics ● Do's and Don'ts <p>D. Photography</p> <ul style="list-style-type: none"> ● Selection of equipment ● Rules of composition ● Rules of thirds <p>E. Use Current Design Program</p> <ul style="list-style-type: none"> ● Create reader friendly style ● Correctly manipulate photographs and text ● Use of elements of design 	<ul style="list-style-type: none"> ● Utilize the rules of composition ● Evaluate photos for the rules of composition ● Create an effective layout ● Display proficiency in using current design software ● Identify, describe, evaluate and synthesize the essential ideas in practice 	<p>parts</p> <p>Inference – draw a conclusion based on what did you find in the text to support your assumption(s)</p> <p>Making Connections – connecting one idea from the text to another idea in the text and/or using prior knowledge</p> <p>Rhetoric- author's use of words to communicate</p> <p>Point of View – Perspective:</p> <p style="padding-left: 40px;"><i>Nonfiction</i> – author's perspective or reader's perspective</p> <p style="padding-left: 40px;"><i>Fiction</i> – narrator or speaker's perspective</p> <p>Tone – the author's attitude</p> <p>Account(s) of Subject – character/person/topic</p> <p>Delineate – outline</p> <p>Argument – author's main position</p> <p>Specific Claims – exact support /evidence author uses</p> <p>Assess the Validity of</p>	<p><i>Teaching Journalism (2001) by Dwight Bustrum and Carol Hallenbeck</i></p> <ul style="list-style-type: none"> ● <i>School Newspaper Adviser's Survival Guide (1998) by Patricia Osborn</i> ● <i>Modern Journalism Workbook (1993) by Donald Ferguson and Jim Patten</i> ● <i>The Student Newspaper Survival Guide (2nd ed. 2012) by Rachele Kanigel</i> ● <i>The Radical Write</i> 	
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		<p>reasoning - weighing the accuracy of the support and evidence Seminal – important Themes/Concepts – main idea Domain Specific Language –content area language</p>		
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<p>ELL Remediation: Teacher generated assignments/assessments in coordination with ESL teacher: parallel curriculum material.</p>
<p>Enrichment: Teacher and student driven research/materials</p>
<p>Remediation: Additional teacher generated assignments and/or assessments, after school tutoring, one-on-one/small group differentiated instruction,</p>
<p>IEP/GIEP: Teacher adapted/alternative assignments and assessments, classroom instructional aide, collaboration with students' case managers</p>

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Editing Skills Review Unit

Unit: Writing for the newspaper

PA Common Core Standard(s):

CC.1.2.9–12.A

Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

CC.1.2.9–12.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.

CC.1.2.9–12.F

Evaluate how words and phrases shape meaning and tone in texts.

CC.1.2.9–12.G

Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

CC.1.2.9–12.H

Analyze seminal texts based upon reasoning, premises, purposes, and arguments.

CC.1.2.9–12.I

Analyze foundational U.S. and world documents of historical, political, and literary significance for their themes, purposes, and rhetorical features.

CC.1.2.9–12.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.

CC.1.2.9–12.K

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.

CC.1.2.9–12.L

Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.

CC.1.4.9–12.B

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

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Editing Skills Review Unit

CC.1.4.9–12.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.1.4.9–12.E 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.1.4.9–12.F

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

CC.1.4.9–12.H

Write with a sharp, distinct focus identifying topic, task, and audience. Introduce the precise, knowledgeable claim.

CC.1.4.9–12.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.1.4.9–12.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.1.4.9–12.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.1.4.9–12.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.1.4.9–12.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.1.4.9–12.W

Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and

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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.1.4.9–12.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.

CC.1.5.9–12.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.1.5.9–12.B

Evaluate how the speaker's perspective, reasoning, and use of evidence and rhetoric affect the credibility of an argument through the author's stance, premises, links among ideas, word choice, points of emphasis, and tone.

CC.1.5.9–12.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.1.5.9–12.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.1.5.9–12E

Adapt speech to a variety of contexts and tasks.

CC.1.5.9–12.F

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

CC.1.5.9–12.G

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

Keystone Eligible Content:

L.N.1.1.1 Identify and/or analyze the author's intended purpose of a text.

L.N.1.1.2 Explain, describe, and/or analyze examples of a text that support the author's intended purpose.

L.N.1.1.4 Explain how an author's use of key words or phrases in text informs and influences the reader.

L.N.1.2.1 Identify and/or apply a synonym or antonym of a word

L.N.1.2.2 Identify how the meaning of a word is changed when an affix is added; identify the meaning of a word with an affix from a text.

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- L.N.1.2.3 Use context clues to determine or clarify the meaning of unfamiliar, multiple-meaning, or ambiguous words.
- L.N.1.2.4 Draw conclusions about connotations of words.
- L.N.1.3.1 Identify and/or explain stated or implied main ideas and relevant supporting details from a text. Note: Items may target specific paragraphs.
- L.N.1.3.2 Summarize the key details and events of a nonfictional text, in part or as a whole.
- L.N.2.1.1 Make inferences and/or draw conclusions based on analysis of a text.
- L.N.2.1.2 Cite evidence from a text to support generalizations.
- L.N.2.2.3 Explain, interpret, compare, describe, analyze, and/or evaluate connections between texts.
- L.N.2.3.3 Explain, interpret, compare, describe, analyze, and/or evaluate plot in a variety of nonfiction: Note: Plot may also be called action.
•• elements of the plot (e.g., exposition, conflict, rising action, climax, falling action, and/or resolution) •• the relationship between elements of the plot and other components of a text •• how the author structures plot to advance the action
- L.N.2.5.4 Identify, explain, and/or interpret bias and propaganda techniques in nonfictional text.
- L.N.2.5.6 Explain, interpret, describe, and/or analyze the author's defense of a claim to make a point or construct an argument in nonfictional text.

Keystone Content Module Standards / Anchors:

- L.N.1.1 Use appropriate strategies to analyze an author's purpose and how it is achieved in literature.
- L.N.1.2 Use appropriate strategies to determine and clarify meaning of vocabulary in literature.
- L.N.1.3 Use appropriate strategies to comprehend literature during the reading process.
- L.N.2.1 Use appropriate strategies to make and support interpretations of literature.
- L.N.2.2 Use appropriate strategies to compare, analyze, and evaluate literary forms.
- L.N.2.3 Use appropriate strategies to compare, analyze, and evaluate literary elements.
- L.N.2.4 Use appropriate strategies to identify and analyze text organization and structure in literary nonfiction.
- L.N.2.5 Use appropriate strategies to identify and analyze essential and nonessential information in literary nonfiction.

Course Time/Pacing (number of days): 1/3 of the class duration

Essential Questions:

- What is the significance of creating a style book?
- Why is grammar and editing a significant element to the credibility of a newspaper?

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Newspaper Production II
Editing Skills Review Unit**

What are the benefits of using the inverted pyramid organizational structure of news writing?

Unit Concepts What students need to know	Unit Competencies What students need to be able to do (skills): (Students will be able to:)	Key Vocabulary	Resources	Assessments
<p>A. Style and editing</p> <ul style="list-style-type: none"> ● Active and Passive Voice ● Verb Usage ● Pronoun Usage ● Capitalization ● Punctuation ● Titles and Identification ● Using Numbers ● Copy editing symbols ● The writing process ● Using objective language ● Avoiding “isms” <p>B. Review Types of Writing; Hard News, Sports, Feature, Editorial, Column</p> <ul style="list-style-type: none"> ● Characteristics and structure of type of writing ● Organizational structures ● Effective leads ● Selecting topics for editorials 	<ul style="list-style-type: none"> ● Distinguish between active and passive voice ● Understand proper verb and pronoun usage ● Demonstrate proper punctuation and capitalization in writing ● Use proper forms of titles, identification and numbers ● Employ copy editing/reading symbols ● Use the writing process ● Utilize objective language and avoid bias in writing ● Identify and apply the characteristics and structure of each type of writing ● Use graphic organizers ● Locate primary, secondary and tertiary sources ● Employ effective text structure 	<ul style="list-style-type: none"> ● Conventions of language ● Graphic organizer ● Primary source ● Secondary source ● Tertiary source ● Style ● Voice ● Author’s thesis ● Bias ● Assertion ● Content specific: explanation/ argument ● Tone 	<ul style="list-style-type: none"> ● <i>High School Journalism (2008) by Homer Hall</i> ● <i>Teacher’s Workbook & Guide for High School Journalism (2008) by Homer Hall</i> ● <i>Student Workbook for High School Journalism (2008) by Homer Hall</i> ● <i>Practical Ideas for Teaching Journalism (2001) by Dwight Bustrum and Carol Hallenbeck</i> ● <i>School Newspaper Adviser’s Survival Guide (1998) by Patricia Osborn</i> 	<ul style="list-style-type: none"> ● tests and quizzes ● classroom discussions ● shared inquiry ● teacher generated activities ● cooperative learning activities ● articles

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			<ul style="list-style-type: none"> ● <i>Modern Journalism Workbook (1993) by Donald Ferguson and Jim Patten</i> ● <i>The Student Newspaper Survival Guide (2nd ed. 2012) by Rachele Kanigel</i> ● <i>The Radical Write</i> 	
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ELL Remediation: Teacher generated assignments/assessments in coordination with ESL teacher: parallel curriculum material.
Enrichment: Teacher and student driven research/materials
Remediation: Additional teacher generated assignments and/or assessments, after school tutoring, one-on-one/small group differentiated instruction,
IEP/GIEP: Teacher adapted/alternative assignments and assessments, classroom instructional aide, collaboration with students' case managers