



SPRING GROVE AREA SCHOOL DISTRICT

PLANNED COURSE OVERVIEW



Course Title: Journalism I Grade Level(s): 9 - 12 Units of Credit: 1 Classification: Elective	Length of Course: Full Year Periods Per Cycle: 6 Length of Period: 40 Minutes Total Instructional Time: 120 Hours
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Course Description

This course is recommended for students interested in the field of journalism. Students will learn the different parts of a newspaper including news stories, editorials, entertainment, features, advertising, and sports. Students will also learn about First Amendment issues, copyediting, interviewing, the history of journalism, and design and layout for online and print publication. This is primarily a writing class, and students will submit work to be published in the school newspaper, *The Rocket Star*.

Instructional Strategies, Learning Practices, Activities, and Experiences

Bell Ringers Teacher Demonstrations Guided Individual Practice	Guided Group Practice Independent Reading Homework Field Experience / Trips	Flexible Groups Interviews Collaborative Discussion
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Assessments

Quizzes Articles	Publications Independent Projects	Group Projects
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Materials/Resources

SNO Sites –Online Publication	Digital Camera	<i>Journalism Today</i> (7 th ed.) The McGraw-Hill Companies
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Adopted: 1/16/02

Revised: 10/04, 12/05, 8/10, 5/22/23

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>Introduction to News</p>	<p>Objectives:</p> <ul style="list-style-type: none"> • Identify various parts of a newspaper. • Identify news elements in a story. • Read award winning and professional news stories. • Evaluate news stories based on news elements present. • Evaluate <i>The Rocket Star</i> for fulfillment of journalism functions. • Describe the history of and distribution of news over time. • Cover a beat within the school and/or community. • Complete monthly beat interviews and reports and develop a rapport and relationship with the beat contact person. <p>Standards:</p> <p>CC.1.2.9-10.J - Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>CC.1.2.9-10.L - Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.</p> <p>CC.1.4.9-10.E - Write with an awareness of the stylistic aspects of composition. • Use precise language and domain-specific vocabulary 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.</p> <p>CC.1.4.9-10.S - Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.</p> <p>CC.1.5.9-10.C - Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</p>

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>Law and Ethics</p>	<p>Objectives:</p> <ul style="list-style-type: none"> • Read and discuss Code 12.9, the First Amendment, Tinker and Hazelwood. • Understand and apply the scholastic journalism laws. • Read, discuss, and identify examples of libel and avoid printing it. • Read and discuss laws regarding copyright and invasion of privacy. • Read and discuss ethical situations and debate the appropriate course of action in sample situations. • Follow copyright and privacy laws as they relate to scholastic journalism. • Use ethical principles to guide writing, photography, and coverage of events and people. <p>Standards:</p> <p>CC.1.2.9-10.J - Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>CC.1.2.9-10.L - Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.</p> <p>CC.1.4.9-10.S - Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.</p> <p>CC.1.5.9-10.A - Initiate and participate effectively in a range of collaborative discussions on grades level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p>

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CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
AP Style and Grammar	<p>Objectives:</p> <ul style="list-style-type: none">• Read and discuss the AP Style Manual and Introduction to Journalism 'AP Style'.• Use AP style to edit stories.• Use AP style to guide punctuation, capitalization, spelling, and grammar choices in articles. <p>Standards:</p> <p>CC.1.4.9-10.F - Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>CC.1.4.9-10.T - Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>CC.1.4.9-10.W - Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p>

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>Interviewing</p>	<p>Objectives:</p> <ul style="list-style-type: none"> • Conduct professional interviews. • Ask open-ended questions and follow-up questions. • Take accurate notes and quotes. • Use active listening skills. • Give credit to interview sources using full names, an identifier, and "said." • Use direct quotes, partial quotes, paraphrases, and summaries appropriately. • Cite sources using accepted attribution styles. <p>Standards:</p> <p>CC.1.2.9-10.J - Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>CC.1.4.9-10.B - Write with a sharp distinct focus identifying topic, task, and audience.</p> <p>CC.1.4.9-10.C - Develop and analyze the topic with relevant, well-chosen, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension.</p> <p>CC.1.5.9-10.A - Initiate and participate effectively in a range of collaborative discussions on grades level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>CC.1.5.9-10.B - Evaluate a speaker's perspective, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</p> <p>CC.1.5.9-10.G - Demonstrate command of the conventions of standard English when speaking based on grade 9-10 level and content.</p>

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>Story Ideas and Beat Coverage</p>	<p>Objectives:</p> <ul style="list-style-type: none"> • Cover a specific teacher, class, organization, sport, or group in the school or community on a regular basis. • Practice using active observation skills. • Ask questions to gain more information. • Develop ideas into stories. • Complete research of various types. • Discuss potential story ideas with other journalism students, including editors, and the teacher. <p>Standards:</p> <p>CC.1.2.9-10.G - Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account.</p> <p>CC.1.4.9-10.B - Write with a sharp distinct focus identifying topic, task, and audience.</p> <p>CC.1.4.9-10.C - Develop and analyze the topic with relevant, well-chosen, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic; include graphics and multimedia when useful to aiding comprehension.</p> <p>CC.1.5.9-10.A - Initiate and participate effectively in a range of collaborative discussions on grades level topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>CC.1.5.9-10.B - Evaluate a speaker’s perspective, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</p> <p>CC.1.5.9-10.G - Demonstrate command of the conventions of standard English when speaking based on grade 9-10 level and content.</p>

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<p>Leads</p>	<p>Objectives:</p> <ul style="list-style-type: none"> • Identify and analyze different types of leads in exemplars for style, purpose, and effectiveness. • Write and/or rewrite feature lead for interview story. • Create original, appropriate leads following the guidelines for that particular type of lead. <p>Standards:</p> <p>CC.1.4.9-10.D - Organize ideas, concepts, and information to make important connections and distinctions; use appropriate and varied transitions to link the major sections of the text; include formatting when useful to aiding comprehension; provide a concluding statement or section.</p> <p>CC.1.5.9-10.G - Demonstrate command of the conventions of standard English when speaking based on grade 9-10 level and content.</p> <p>CC.1.4.9-10.B - Write with a sharp distinct focus identifying topic, task, and audience.</p> <p>CC.1.4.9-10.C - Develop and analyze the topic with relevant, well-chosen, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension.</p>

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<p>Headlines</p>	<p>Objectives:</p> <ul style="list-style-type: none"> • Identify and discuss the purpose of various headlines. • Evaluate headline designs. • Examine, evaluate, and discuss headlines in <i>The Rocket Star</i>. • Examine and recognize different types of headlines and their uses. • Create appropriate, creative headlines for stories. <p>Standards:</p> <p>CC.1.2.9-10.J - Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>CC.1.2.9-10.L - Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.</p> <p>CC.1.4.9-10.B - Write with a sharp distinct focus identifying topic, task, and audience.</p> <p>CC.1.4.9-10.J - Create organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence; Use words, phrases, and clauses to link the major sections of the text, 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.</p> <p>CC.1.4.9-10.S - Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.</p> <p>CC.1.5.9-10.A - Initiate and participate effectively in a range of collaborative discussions on grades level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p>

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<p>Photography and Captions</p>	<p>Objectives:</p> <ul style="list-style-type: none"> • Attend an event and document it through photography. • Edit photos by cropping, lightening/darkening, enlargement/reduction, and/or a clipping path. • Edit photos ethically. • Write thorough, interesting, informative, accurate captions using a variety of caption styles. • Follow rules of photography to capture photos, including the following: simplicity, fill the frame, avoid awkward cuts, rule of thirds, patterns, curves, leading lines, and unique angles and viewpoints. • Create a photo story of an event using a variety of types of pictures, including the following: establishing shot, closeup/detail shot, portrait, time captured shot, interaction, and/or closing shot. <p>Standards:</p> <p>CC.1.3.9-10.A - Determine a theme or central idea of a text and analyze in detail 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.</p> <p>CC.1.4.9-10.B - Write with a sharp distinct focus identifying topic, task, and audience.</p> <p>CC.1.4.9-10.U - Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.</p> <p>CC.1.5.9-10.C - Integrate multiple sources of information presented in diverse media or formats (e.g. visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</p> <p>CC.1.5.9-10.F - Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence.</p>

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CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>News Writing</p>	<p>Objectives:</p> <ul style="list-style-type: none"> • Analyze and evaluate news stories. • Discuss news story format. • Compare/contrast briefs and news articles. • Write a brief. • Expand a brief into a story in inverted pyramid style. • Discuss sources and who qualifies as an "authority" on topics. • Read stories and identify sources used. • Discuss how credit is given to sources, and practice writing attributions. • Discuss statistics and how to conduct a poll, types of questions that can and should be asked, and how to obtain a representative sampling. • Identify the inverted pyramid in news writing. • Write and revise news articles using inverted pyramid style. • Identify primary and secondary sources of information and interviews for news stories. • Attribute information and quotes correctly in news stories. • Conduct original polls, including a random opinion poll and a representative sampling poll. <p>Standards:</p> <p>CC.1.2.9-10.J - Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>CC.1.4.9-10.B - Write with a sharp distinct focus identifying topic, task, and audience.</p> <p>CC.1.4.9-10.J - Create organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence; Use words, phrases, and clauses to link the major sections of the text, 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.</p>

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
News Writing Continued	<p>Standards Continued:</p> <p>CC.1.4.9-10.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.</p> <p>CC.1.4.9-10.W - Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p> <p>CC.1.5.9-10.A - Initiate and participate effectively in a range of collaborative discussions on grades level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p>

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>Monthly Articles for <i>The Rocket Star</i></p>	<p>Objectives:</p> <ul style="list-style-type: none"> • Gather story ideas from beats, the newspaper, and everyday activities. • Choose a story idea and write a prospectus (i.e., story proposal). • Complete background research and interviews. • Take accurate notes and check sources. • Take pictures or design art and graphics. • Write a rough draft and plan and write sidebar(s). • Edit, revise, and conference about articles. • Submit article, sidebar(s), pictures, graphics, and/or art for layout. • Find and cite reliable sources of information. • Edit articles using AP style. <p>Standards:</p> <p>CC.1.2.9-10.J - Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>CC.1.4.9-10.A - Write informative/ explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.</p> <p>CC.1.4.9-10.B - Write with a sharp distinct focus identifying topic, task, and audience.</p> <p>CC.1.4.9-10.E - Write with an awareness of the stylistic aspects of composition.</p> <ul style="list-style-type: none"> • Use precise language and domain-specific vocabulary 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.

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>Monthly Articles for <i>The Rocket Star</i> Continued</p>	<p>Standards Continued:</p> <p>CC.1.4.9-10.J - Create organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence; Use words, phrases, and clauses to link the major sections of the text, 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.</p> <p>CC.1.4.9-10.M - Write narratives to develop real or imagined experiences or events.</p> <p>CC.1.4.9-10.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.</p> <p>CC.1.4.9-10.W - Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p> <p>CC.1.4.9-10.X - Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.</p> <p>CC.1.5.9-10.A - Initiate and participate effectively in a range of collaborative discussions on grades level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p>

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>Feature Writing</p>	<p>Objectives:</p> <ul style="list-style-type: none"> • Read, analyze, and categorize exemplar feature stories. • Compare/Contrast news and feature stories. • Examine and analyze the effectiveness of feature leads. • Write feature stories using feature leads. • Identify, categorize, and analyze feature stories. • Identify, evaluate, and create original feature leads. • Write and revise a feature article. <p>Standards:</p> <p>CC.1.2.9-10.J - Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>CC.1.4.9-10.A - Write informative/ explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.</p> <p>CC.1.4.9-10.B - Write with a sharp distinct focus identifying topic, task, and audience.</p> <p>CC.1.4.9-10.E - Write with an awareness of the stylistic aspects of composition.</p> <ul style="list-style-type: none"> • Use precise language and domain-specific vocabulary 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.

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>Feature Writing Continued</p>	<p>Standards Continued:</p> <p>CC.1.4.9-10.J - Create organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence; Use words, phrases, and clauses to link the major sections of the text, 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.</p> <p>CC.1.4.9-10.M - Write narratives to develop real or imagined experiences or events.</p> <p>CC.1.4.9-10.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.</p> <p>CC.1.4.9-10.W - Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p> <p>CC.1.4.9-10.X - Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.</p> <p>CC.1.5.9-10.A - Initiate and participate effectively in a range of collaborative discussions on grades level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p>

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<p>Sports Writing</p>	<p>Objectives:</p> <ul style="list-style-type: none"> • Read, analyze, and discuss exemplar sports articles. • Identify various types of sports articles and analyze them for structure, including leads and transitions. • Write, edit, and revise a sports article using an appropriate lead, strong transitions, and appropriate story format. <p>Standards:</p> <p>CC.1.4.9-10.A - Write informative/ explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.</p> <p>CC.1.4.9-10.B - Write with a sharp distinct focus identifying topic, task, and audience.</p> <p>CC.1.4.9-10.E - Write with an awareness of the stylistic aspects of composition. • Use precise language and domain-specific vocabulary 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.</p> <p>CC.1.4.9-10.T - Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>CC.1.4.9-10.U - Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.</p> <p>CC.1.5.9-10.A - Initiate and participate effectively in a range of collaborative discussions on grades level topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p>

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<p>Sports Photography</p>	<p>Objectives:</p> <ul style="list-style-type: none"> • Attend a sporting event and take a variety of shots from different angles. • Apply knowledge of the sport, roster, and event to photograph and take notes at a sporting event. • Communicate effectively with event staff, other photographers, players, coaches, and fans at a sporting event. • Act appropriately and be professional as a student sports photographer. <p>Standards:</p> <p>CC.1.3.9-10.A - Determine a theme or central idea of a text and analyze in detail 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.</p> <p>CC.1.4.9-10.B - Write with a sharp distinct focus identifying topic, task, and audience.</p> <p>CC.1.4.9-10.U - Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.</p> <p>CC.1.5.9-10.C - Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</p> <p>CC.1.5.9-10.F - Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence.</p>

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<p>Entertainment Writing</p>	<p>Objectives:</p> <ul style="list-style-type: none"> • Read and analyze, and evaluate exemplar reviews for structure, background information, observation, and opinion. • View a movie or review a product, taking notes. • Write, edit, and revise a review. • Review copyright law, including fair use. • Use, view, listen to, or experience a product and write, edit, and revise an original review of that product. • Identify pictures that meet the fair use guidelines under copyright law. <p>Standards:</p> <p>CC.1.4.9-10.A - Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.</p> <p>CC.1.4.9-10.B - Write with a sharp distinct focus identifying topic, task, and audience.</p> <p>CC.1.4.9-10.E - Write with an awareness of the stylistic aspects of composition. • Use precise language and domain-specific vocabulary 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.</p> <p>CC.1.4.9-10.T - Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>CC.1.4.9-10.U - Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.</p> <p>CC.1.5.9-10.A - Initiate and participate effectively in a range of collaborative discussions on grades level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p>

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<p>Opinion Writing</p>	<p>Objectives:</p> <ul style="list-style-type: none"> • Discuss the structure and purpose of editorials. • Plan, research, and write an editorial. • Identify and avoid logical fallacies in arguments. • Research a "hot topic." • Attribute sources. • Read, analyze, and discuss exemplar columns. • Write a column proposal. • Write a column. • Identify and explain key differences among editorials, columns, letters to the editor, and point/counterpoint articles. • Use effective arguments to write opinion articles. • Use research to support arguments with facts, statistics, and examples. • Identify various types of columns. • Analyze and evaluate the structure, style, tone, and topic of a column. • Determine a topic for a column. • Write and revise a column proposal and a column. <p>Standards:</p> <p>CC.1.2.9-10.H - Delineate and evaluate the argument and specific claims in a text, assessing the validity of reasoning and relevance of evidence.</p> <p>CC.1.4.9-10.A - Write informative/ explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.</p> <p>CC.1.4.9-10.B - Write with a sharp distinct focus identifying topic, task, and audience.</p> <p>CC.1.4.9-10.E - Write with an awareness of the stylistic aspects of composition. • Use precise language and domain-specific vocabulary 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.</p>

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
Opinion Writing Continued	<p>Standards Continued:</p> <p>CC.1.4.9-10.G - Write arguments to support claims in an analysis of substantive topics.</p> <p>CC.1.4.9-10.T - Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>CC.1.4.9-10.U - Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.</p> <p>CC.1.5.9-10.A - Initiate and participate effectively in a range of collaborative discussions on grades level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p>

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>In-Depth Writing and Packages</p>	<p>Objectives:</p> <ul style="list-style-type: none"> • Brainstorm topics for coverage. • Choose and narrow a topic. • Plan parts of a package, including the following: news/investigative piece, opinion, feature and/or profile, sidebars, polls, photos, art, graphics, and other visual elements. • Design package layout using software. • Identify, analyze, and evaluate in-depth stories and packages. • Design and execute a package, including news, opinion, and feature articles; polls; sidebars; photos; and other visual elements. <p>Standards:</p> <p>CC.1.4.9-10.A - Write informative/ explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.</p> <p>CC.1.4.9-10.B - Write with a sharp distinct focus identifying topic, task, and audience.</p> <p>CC.1.4.9-10.E - Write with an awareness of the stylistic aspects of composition. • Use precise language and domain-specific vocabulary 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.</p> <p>CC.1.4.9-10.T - Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>CC.1.4.9-10.U - Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.</p> <p>CC.1.5.9-10.A - Initiate and participate effectively in a range of collaborative discussions on grades level topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p>

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>Basic Design and Layout Principles</p>	<p>Objectives:</p> <ul style="list-style-type: none"> • Identify and analyze design principles used in professional and scholastic publications, including <i>The Rocket Star</i>. • Choose a font appropriate for publication, following typography rules. • Choose an appropriate font for body text, headlines, captions, and sidebars. • Use graphics, art, and photographs to enhance layout. • Design a package. <p>Standards:</p> <p>CC.1.5.9-10.F - Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence.</p> <p>CC.1.4.9-10.C - Develop and analyze the topic with relevant, well-chosen, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension.</p> <p>CC.1.4.9-10.U - Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.</p>

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>Final Project</p>	<p>Objectives:</p> <ul style="list-style-type: none"> • Choose a topic. • Write prospectuses. • Write rough drafts. • Revise and edit rough drafts. • Write final drafts. • Complete package design and layout. • Plan and execute a final project from brainstorming through publication. <p>Standards:</p> <p>CC.1.2.9-10.J - Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>CC.1.4.9-10.A - Write informative/ explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.</p> <p>CC.1.4.9-10.B - Write with a sharp distinct focus identifying topic, task, and audience.</p> <p>CC.1.4.9-10.E - Write with an awareness of the stylistic aspects of composition.</p> <ul style="list-style-type: none"> • Use precise language and domain-specific vocabulary 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.

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>Final Project Continued</p>	<p>Standards Continued:</p> <p>CC.1.4.9-10.J - Create organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence; Use words, phrases, and clauses to link the major sections of the text, 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.</p> <p>CC.1.4.9-10.M - Write narratives to develop real or imagined experiences or events.</p> <p>CC.1.4.9-10.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.</p> <p>CC.1.4.9-10.W - Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p> <p>CC.1.4.9-10.X - Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.</p> <p>CC.1.5.9-10.A - Initiate and participate effectively in a range of collaborative discussions on grades level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p>