



SPRING GROVE AREA SCHOOL DISTRICT

PLANNED COURSE OVERVIEW



Course Title: Journalism III / Mass Media Grade Level(s): 11 - 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	
Course Description			
<p>This course is recommended for students interested in the fields of journalism and mass media. Students will continue to enhance their knowledge and skills in the area of newspaper publication, as well as review basic journalism skills. Students will provide leadership in publishing the school newspaper, <i>The Rocket Star</i>, as well as any special editions published during the year. Students will also be introduced to broadcast journalism, online journalism, and podcasting/vodcasting. Prerequisites: Successful completion of Journalism I and II with no lower than a B average for the year.</p>			
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	
Assessments			
Quizzes Articles	Publications Independent Projects	Group Projects Final Project	
Materials/Resources			
SNO Sites – Online Publication	Digital Camera	<i>Journalism Today</i> (7 th ed.) The McGraw-Hill Companies	

Adopted: 1/16/02

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

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>Newspaper Production and Leadership</p>	<p>Objectives:</p> <ul style="list-style-type: none"> • Brainstorm ideas for new stories. • Choose and/or assign beats and articles. • Meet with section editors and advisor/teacher to discuss story angle and prospectus. • Write preliminary interview questions. • Complete background research. • Conduct interviews, record quotes, and write notes. • Take, download, and edit pictures. • Write cutlines (captions). • Write rough drafts. • Meet with section editors and advisor/teacher to discuss edits, revisions, and story angle. • Check facts. • Complete layout. • Package stories and sections. • Prepare stories for press. • Distribute newspapers. • Obtain feedback from readers. • Evaluate completed edition and feedback, and plan changes for next month's edition. • Lead workshops for new or inexperienced writers. • Develop stories from concept to publication. • Use and implement technology to create and enhance layout. • Use primary and secondary sources. • Evaluate their own work and peers' work for content, style, effectiveness, accuracy, and conventions. • Identify areas for improvement in their own sections and others' sections. <p>Standards:</p> <p>CC.1.2.11-12.J - Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>CC.1.4.11-12.B - Write with a sharp distinct focus identifying topic, task, and audience.</p>

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>Newspaper Publication and Leadership Continued</p>	<p>Standards Continued:</p> <p>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.</p> <p>CC.1.4.11-12.K - 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.1.4.11-12.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.</p> <p>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.</p> <p>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.</p> <p>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.</p>

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>Copyediting: AP Style</p>	<p>Objectives:</p> <ul style="list-style-type: none"> • Review the AP style manual. • Use the AP style manual to self and peer-edit. • Apply AP style to their own and peers' writing to identify and correct errors in punctuation, capitalization, spelling, and grammar. • Compile a <i>Rocket Star</i> style guide with frequently used entries. • Learn and use copyediting symbols to peer edit. • Use a rubric or a checklist to peer edit. • Conference with peers about articles. • Identify and use copyediting symbols. • Evaluate peers' articles. • Discuss articles with peers and offer suggestions for making improvements. <p>Standards:</p> <p>CC.1.4.11-12.T - Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>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.</p> <p>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.</p>

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>Review: Law & 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. • Discuss and identify examples of libel, copyright infringement, and invasion of privacy 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 their writing, photography, and coverage of events and people. <p>Standards:</p> <p>CC.1.2.11-12.J - Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>CC.1.2.11-12.L - Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.</p> <p>CC.1.4.11-12.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.1.5.11-12.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.</p>

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>The Editor's Job and Managing the Staff</p>	<p>Objectives:</p> <ul style="list-style-type: none"> • Recognize and strive to display the qualities of a good editor. • Perform editorial tasks. • Recognize and implement each editor's position. • Manage the staff and all journalism students' articles, photos, sidebars, etc. • Communicate with other section editors, the editor in-chief, photographers, and staff members to plan, report and cover topics. • Lead all parts of newspaper production, including brainstorming, editorial board meetings, layout, writing, and editing. <p>Standards:</p> <p>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.</p> <p>CC.1.5.11-12.G - Demonstrate command of the conventions of standard English when speaking based on grade 11-12 level and content.</p>

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>Review: Interviewing and Attribution</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.1.2.11-12.J - Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>CC.1.4.11-12.B - Write with a sharp distinct focus identifying topic, task, and audience.</p> <p>CC.1.4.11-12.R - Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>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 author’s stance, premises, links among ideas, word choice, points of emphasis, and tone.</p> <p>CC.1.5.11-12.G - Demonstrate command of the conventions of standard English when speaking based on grade 11-12 level and content.</p>

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>AP Style</p>	<p>Objectives:</p> <ul style="list-style-type: none"> • Review the AP style manual. • Use the AP style manual to self and peer-edit. • Use AP style to guide punctuation, capitalization, spelling, and grammar. • Create a <i>Rocket Star</i> style guide with frequently used entries. • Create mini-lessons, workshops, and reviews of AP style for peers. • Apply AP style to their own and peers' writing for <i>The Rocket Star</i> to identify and correct errors in punctuation, capitalization, spelling, and grammar. <p>Standards:</p> <p>CC.1.4.11-12.B - Write with a sharp distinct focus identifying topic, task, and audience.</p> <p>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.</p> <p>CC.1.4.11-12.T - Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>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.</p> <p>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.</p>

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>Online and Traditional Editions: Planning and Assigning</p>	<p>Objectives:</p> <ul style="list-style-type: none"> • Recognize parts of the production process. • Participate in and lead production. • Assign stories, photos, graphics, art, and layouts. • Edit copy. • Place articles, photos, graphics, and art. • Distribute newspapers. • Review and analyze newspapers (online and paper) post-production. • Distinguish the online edition from the paper edition of <i>The Rocket Star</i>. • Plan additional features, articles, photos, and extras for the online edition. • Work together to produce <i>The Rocket Star</i>. • Approve article ideas, dummies, drafts, photos, graphics, completed articles, and layout. • Analyze post-production copies of <i>The Rocket Star</i> (and the online version) and focus future workshops on areas for improvement. • Plan additional features, articles, photos, etc. for the online edition. <p>Standards:</p> <p>CC.1.2.11-12.G - Integrate 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.</p> <p>CC.1.2.11-12.J - Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>CC.1.2.11-12.L - Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.</p>

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
Online and Traditional Editions: Planning and Assigning Continued	<p>Standards Continued:</p> <p>CC.1.4.11-12.K - 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.1.4.11-12.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.1.4.11-12.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.</p>

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>Online Edition: Basic Site Setup and Web Design</p>	<p>Objectives:</p> <ul style="list-style-type: none"> • Design <i>The Rocket Star</i> online. • Determine who will be the target audience and how they will learn about the website. • Set up a basic website. • Transform print pages into web pages. • Provide navigation buttons, an index, and links to help navigate the site. • Update web content regularly. • Simplify online text, keep images small, and monitor and poll users for faster download times. • Avoid clutter in online pages. • Use vertical flow. • Include fixed page elements for ease of use. • Avoid overcrowding content on web pages. • Use color consistently and strategically for increased effect. Compress images when possible. • Use the following model to set up the website: 1. Tour other online newspapers and evaluate them. 2. Discuss goals and ambitions for the online paper. 3. Plan the site. 4. Evaluate computer resources. 5. Design page prototypes. 6. Test the pages. • Plan and implement a basic <i>Rocket Star</i> Online website. • Prepare stories, photos, graphics, and art for the web. • Create and maintain a website. • View and evaluate other online newspapers. • Set goals for <i>The Rocket Star</i> online. • Design pages that will work on most computers. • Organize web pages effectively. <p>Standards:</p> <p>CC.1.2.11-12.G - Integrate 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.</p> <p>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.</p>

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>Online Edition: Law & Ethics; School Policy</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. • Discuss and identify examples of libel, copyright infringement, and invasion of privacy and avoid printing it. • Compare and discuss print and online publication law. • Read and discuss school policy regarding online content. • 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 their writing, photography, and coverage of events and people. <p>Standards:</p> <p>CC.1.2.11-12.J - Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>CC.1.2.11-12.L - Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.</p> <p>CC.1.4.11-12.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.1.5.11-12.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.</p>

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>Review: Leads and Headlines</p>	<p>Objectives:</p> <ul style="list-style-type: none"> • Read exemplar news, sports, and feature stories, and analyze leads. • Write a creative, unique feature lead for a story. • Apply reading and discussion to <i>The Rocket Star's</i> headlines. • Identify the purpose for various headlines and revise for clarity, accuracy, tone, and information. • Identify, write, and use various types of leads. • Analyze and evaluate leads for style, purpose, and effectiveness. • Identify, evaluate, and revise headlines for effectiveness and style. • Present information to peers. • Lead workshops. • Conference with students. • Identify areas for improvement and focus workshops on those areas. • Collaborate with peers to improve lead and headline quality. <p>Standards:</p> <p>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.</p> <p>CC.1.4.11-12.D - Organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create whole; use appropriate and varied transitions and syntax to link the major sections of the text; provide a concluding statement or section that supports the information presented; include formatting when useful to aiding comprehension.</p> <p>CC.1.4.11-12.H - Write with a sharp distinct focus identifying topic, task, and audience. • Introduce the precise, knowledgeable claim.</p> <p>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.</p>

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
Review: Leads and Headlines Continued	Standards Continued: CC.1.5.11-12.G - Demonstrate command of the conventions of standard English when speaking based on grade 11-12 level and content.

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>Review: Photography and Captions</p>	<p>Objectives:</p> <ul style="list-style-type: none"> • Use guidelines for good photography when taking pictures. • Use cropping and editing techniques to fix poor quality photos. • Crop photos to emphasize importance and reduce clutter. • Write effective captions and cutlines for photos and art. • Scan, save, grayscale, and crop a scanned image. • Attend an event and document it through photography. • Create a photo spread to cover an event, profile a personality, or tell a story. • Differentiate between and use studio shots, photo illustrations, art, and photos. • Ethically use studio shots, photo illustrations, art, and photos. • Determine sources of art. • Use Photoshop, Microsoft Picture Manager, and/or InDesign to edit photos and art. • Follow and use rules of photography to capture photos, including simplicity, fill the frame, avoid awkward cuts, rule of thirds, patterns, curves, and leading lines, and various angles and viewpoints. • Plan, design, and use art before and during the newspaper production process to enhance article and package design. <p>Standards:</p> <p>CC.1.4.11-12.H - Write with a sharp distinct focus identifying topic, task, and audience. • Introduce the precise, knowledgeable claim.</p> <p>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.</p> <p>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.</p> <p>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.</p>

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>Online Edition: Home Page Design</p>	<p>Objectives:</p> <ul style="list-style-type: none"> • Determine home page needs. • Create a grid/dummy for home page layout. • Include news content, web extras, a navigation bar, and a service menu (plus others) on the home page. • Design a homepage that includes necessary information and links. <p>Standards:</p> <p>CC.1.2.11-12.E - Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.</p> <p>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.</p>

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>Online Edition: Story Page Design</p>	<p>Objectives:</p> <ul style="list-style-type: none"> • Develop a standard format for story pages. • Create a grid/dummy for story layout. • Include standard format for headers, navigation bars, headlines, text, bylines, time/date, photo links, text links, and comments. • Design a standard format for story pages. <p>Standards:</p> <p>CC.1.2.11-12.E - Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.</p> <p>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.</p>

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>Review: 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. • Lead workshops. • Conference with students regarding news articles. • Correct and edit leads and news stories. • Collaborate with peers to improve leads, news stories, and news coverage. <p>Standards:</p> <p>CC.1.2.11-12.J - Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>CC.1.4.11-12.H - Write with a sharp distinct focus identifying topic, task, and audience. • Introduce the precise, knowledgeable claim.</p>

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>Review: News Writing Continued</p>	<p>Standards Continued:</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>Review: 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. • Lead workshops. • Conference with students regarding feature articles. • Correct and edit feature leads and stories. • Collaborate with peers to improve leads, feature stories, and coverage. <p>Standards:</p> <p>CC.1.2.11-12.J - Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>CC.1.4.11-12.A - Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.</p> <p>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.</p> <p>CC.1.4.11-12.H - Write with a sharp distinct focus identifying topic, task, and audience. • Introduce the precise, knowledgeable claim.</p>

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>Review: Feature Writing Continued</p>	<p>Standards Continued:</p> <p>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.</p> <p>CC.1.4.11-12.M - Write narratives to develop real or imagined experiences or events.</p> <p>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.</p> <p>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.</p> <p>CC.1.4.11-12.X - Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>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.</p>

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>Online Edition: Special Project Design</p>	<p>Objectives:</p> <ul style="list-style-type: none"> • Plan an enterprise story / in-depth package. • Design the enterprise story / in-depth package. • Use multimedia in the enterprise story / in-depth package. • Plan, write, and design an enterprise story. • Use multimedia to enhance an enterprise story, where applicable. <p>Standards:</p> <p>CC.1.4.11-12.A - Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.</p> <p>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.</p> <p>CC.1.4.11-12.H - Write with a sharp distinct focus identifying topic, task, and audience. • Introduce the precise, knowledgeable claim.</p> <p>CC.1.4.11-12.T - Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>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.</p> <p>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.</p>

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>Online Edition: Adding Online Extras</p>	<p>Objectives:</p> <ul style="list-style-type: none">• Explore possible links, multimedia options, and interactive options for use with online packages.• Add online extras to stories, packages, and pages. <p>Standards:</p> <p>CC.1.2.11-12.E - Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.</p> <p>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.</p>

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>Review: 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.1.2.11-12.A - Determine and analyze the relationship between two or more central ideas of a text, including the development and interaction of the central ideas; provide an objective summary of the text.</p> <p>CC.1.4.11-12.H - Write with a sharp distinct focus identifying topic, task, and audience. • Introduce the precise, knowledgeable claim.</p> <p>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.</p> <p>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.</p> <p>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.</p>

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>Review: 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. • Lead workshops. • Conference with students regarding sports articles. • Correct and edit sports leads and stories. • Collaborate with peers to improve leads, sports stories, and coverage. <p>Standards:</p> <p>CC.1.4.11-12.A - Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.</p> <p>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.</p> <p>CC.1.4.11-12.H - Write with a sharp distinct focus identifying topic, task, and audience. • Introduce the precise, knowledgeable claim.</p> <p>CC.1.4.11-12.T - Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>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.</p>

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>Online Edition: Publication</p>	<p>Objectives:</p> <ul style="list-style-type: none"> • Analyze <i>The Rocket Star</i> coverage. • Determine content for <i>The Rocket Star</i> online. • Modify content for <i>The Rocket Star</i> online. • Add pictures, sidebars, and/or multimedia to uploaded content. • Develop stories from concept to publication and modify stories for <i>The Rocket Star</i> online. • Use and implement technology to enhance layout. <p>Standards:</p> <p>CC.1.2.11-12.J - Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>CC.1.4.11-12.B - Write with a sharp distinct focus identifying topic, task, and audience.</p> <p>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.</p> <p>CC.1.4.11-12.K - 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.1.4.11-12.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.</p> <p>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.</p>

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
Online Edition: Publication Continued	<p>Standards Continued:</p> <p>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.</p> <p>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.</p>

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
Online Edition: Podcasting and Vodcasting	<p>Objectives:</p> <ul style="list-style-type: none">• Plan and develop a podcast or vodcast to enhance coverage. <p>Standards:</p> <p>CC.1.2.11-12.E - Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.</p> <p>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.</p>

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>Broadcast: Script Writing</p>	<p>Objectives:</p> <ul style="list-style-type: none"> • Discuss the various formats for shows. • Choose the format that best meets the journalist's needs. • Plan the program. • Create a storyboard. • Write a program proposal. • Write a script. • Practice the interview. • Tape the interview. • Edit the taped interview. • Plan, execute, and edit a program. <p>Standards:</p> <p>CC.1.2.11-12.J - Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>CC.1.4.11-12.B - Write with a sharp distinct focus identifying topic, task, and audience.</p> <p>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.</p> <p>CC.1.4.11-12.K 0 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
<p>Broadcast: Script Writing Continued</p>	<p>Standards Continued:</p> <p>CC.1.4.11-12.T - Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>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.</p> <p>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.</p> <p>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.</p>

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>Review: 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. • Lead workshops. • Conference with students regarding opinion articles and columns. • Correct and edit opinion leads and stories. • Collaborate with peers to improve leads, opinion stories, and coverage. <p>Standards:</p> <p>CC.1.4.11-12.A - Write informative/ explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.</p> <p>CC.1.2.11-12.E - Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.</p> <p>CC.1.2.11-12.F - Evaluate how words and phrases shape meaning and tone in texts.</p>

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>Review: Opinion Writing Continued</p>	<p>Standards Continued:</p> <p>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.</p> <p>CC.1.4.11-12.G - Write arguments to support claims in an analysis of substantive topics.</p> <p>CC.1.4.11-12.H - Write with a sharp distinct focus identifying topic, task, and audience. • Introduce the precise, knowledgeable claim.</p> <p>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.</p> <p>CC.1.4.11-12.T - Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>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.</p> <p>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.</p>

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>Broadcast: Video Camera Operations</p>	<p>Objectives:</p> <ul style="list-style-type: none"> • Compose and shoot a picture. • Compose and shoot a short video. <p>Standards:</p> <p>CC.1.2.11-12.E - Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.</p> <p>CC.1.2.11-12.J - Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>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.</p>

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>Review: 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. • Lead workshops. • Conference with students regarding entertainment articles. • Correct and edit entertainment leads and stories. • Collaborate with peers to improve leads, entertainment stories, and coverage. <p>Standards:</p> <p>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.</p> <p>CC.1.4.11-12.H - Write with a sharp distinct focus identifying topic, task, and audience. • Introduce the precise, knowledgeable claim.</p> <p>CC.1.4.11-12.T - Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>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.</p> <p>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.</p>

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>Online Edition: Planning Online Packages</p>	<p>Objectives:</p> <ul style="list-style-type: none"> • Select target audience. • Discuss potential story ideas and packages. • Consider multimedia extras through the lens of a reader. • Plan the package. • Assign and produce stories, photos, sidebars, and web extras. • Edit and revise work. • Publish an online package. • Develop packages from concept to publication. • Use and implement technology to enhance content. <p>Standards:</p> <p>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.</p> <p>CC.1.4.11-12.H - Write with a sharp distinct focus identifying topic, task, and audience. • Introduce the precise, knowledgeable claim.</p> <p>CC.1.4.11-12.T - Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>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.</p> <p>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.</p>

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>Broadcast: Lighting</p>	<p>Objectives:</p> <ul style="list-style-type: none"> • Identify various types of lighting. • Control lighting for better video quality. • Use various lighting techniques when shooting footage. <p>Standards:</p> <p>CC.1.2.11-12.E - Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.</p> <p>CC.1.2.11-12.J - Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>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.</p>

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>Broadcast: Audio</p>	<p>Objectives:</p> <ul style="list-style-type: none"> • Identify functions of audio for TV productions. • Identify and use various types of microphones. • Use the appropriate audio (i.e. microphone) for a TV production. <p>Standards:</p> <p>CC.1.2.11-12.E - Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.</p> <p>CC.1.2.11-12.J - Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>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.</p>

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>Broadcast: Editing Basics</p>	<p>Objectives:</p> <ul style="list-style-type: none"> • Identify the steps to edit video in both linear and non-linear editing systems. • Shoot and edit a video and/or audio. <p>Standards:</p> <p>CC.1.2.11-12.E - Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.</p> <p>CC.1.2.11-12.J - Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>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.</p>

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>Broadcast: Makeup and Costuming for Broadcast</p>	<p>Objectives:</p> <ul style="list-style-type: none"> • Explain why makeup is necessary on television. • Differentiate between character makeup and straight makeup. • List and use materials and products for each layer of makeup application. • Select and use makeup and costumes for a production. • Use appropriate makeup and costumes while on camera. <p>Standards:</p> <p>CC.1.2.11-12.E - Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.</p> <p>CC.1.2.11-12.J - Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>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.</p>

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>Senior Edition / Final Project</p>	<p>Objectives:</p> <ul style="list-style-type: none"> • Brainstorm content and story ideas. • Poll students to identify areas of interest and gain information. • Complete research. (i.e. conduct interviews, polls, etc.) • Take pictures and create graphics or art. • Write rough drafts. • Complete dummy layouts. • Edit and revise rough drafts. • Hold peer and teacher conferences. • Complete layout. • Edit and revise layout. • Package and send publication for printing. • Distribute special edition. • Obtain feedback and make notations for next year. • Develop articles from concept to publication. • Evaluate personal work and that of peers. • Gauge interest from and tailor content to a specific audience. • Use and implement technology, design rules, and content knowledge to enhance layout and articles. <p>Standards:</p> <p>CC.1.2.11-12.J - Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>CC.1.4.11-12.A - Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.</p> <p>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.</p>

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>Senior Edition / Final Project Continued</p>	<p>Standards Continued:</p> <p>CC.1.4.11-12.G - Write arguments to support claims in an analysis of substantive topics.</p> <p>CC.1.4.11-12.H - Write with a sharp distinct focus identifying topic, task, and audience. • Introduce the precise, knowledgeable claim.</p> <p>CC.1.4.11-12.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.1.4.11-12.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.</p> <p>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.</p> <p>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.</p> <p>CC.1.4.11-12.X - Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>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.</p>