

# **PLANNED INSTRUCTION**

## **A PLANNED COURSE FOR:**

**Journalism 1**

**Curriculum writing committee:**

**Leslie Lordi**

**Grade Level: 9-12\***  
**(\*9th grade by recommendation only)**

**Date of Board Approval: \_\_\_\_\_ June 2025 \_\_\_\_\_**

**Course Weighting:**

<b>Major assessments</b>	<b>45%</b>
<b>Skills application</b>	<b>30%</b>
<b>Skills practice work</b>	<b>20%</b>
<b>Participation/homework</b>	<b>5%</b>
<b>Total</b>	<b>100%</b>

**Curriculum Map****Overview:**

This course will provide a background in the rights and responsibilities of journalists. It is a highly intensive writing course that will provide students with the outlet of writing for the school newspaper. Students will be required to write news, sports, editorial and feature stories. In addition, they will develop interviewing skills while fine tuning existing speaking and listening skills. Furthermore, it involves all areas of design, photography, style, editing and grammar and usage concepts. Since students are expected to keep up with current events; both reading daily newspapers and watching the news are required.

**Goals:****Marking Period One:****Understanding of:**

- The importance of understanding news
- The importance of the First Amendment
- The importance of ethics for student journalists
- The importance of interviewing and reporting
- The importance of news writing
- The importance of writing headlines
- The importance of feature story writing
- The importance of writing articles that clearly and accurately express the type of writing by topic
- The importance of current events and their effect on society
- The importance of text annotating to attain deeper meaning from the text
- The rules in the Associated Press stylebook
- Chapter specific vocabulary

**Marking Period Two:****Understanding of:**

- The importance of sports writing
- The importance of coaching writers and editing copy
- The importance of opinion writing
- The importance of visual storytelling: pictures, art and graphics
- The importance of newspaper layout and design
- The importance of student press law

- The importance of careers in the media
- The importance of writing articles that clearly and accurately express the type of writing by topic
- The importance of taking photographs and designing pages for a newspaper
- The importance of current events and their effect on society
- The importance of text annotating to attain deeper meaning from the text
- The rules in the Associated Press stylebook
- Chapter specific vocabulary

**Big Ideas:**

- Big Idea #1: Effective readers use appropriate strategies to construct meaning.
- Big Idea #2: Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information.
- Big Idea #3: Active listeners make meaning from what they hear by questioning, reflecting, responding, and evaluating.
- Big Idea #4: Effective speakers prepare and communicate messages to address the audience and purpose.
- Big Idea #5: Effective research requires the use of varied resources to gain or expand knowledge.
- Big Idea #6: Audience and purpose influence a writer’s choice of organizational pattern, language, and literary techniques.
- Big Idea #7: Rules of grammar and language conventions support clarity of communications between writers/speakers and readers/listeners.
- Big Idea #8: An expanded vocabulary enhances one’s ability to express ideas and information.

**Textbook and Supplemental Resources:**

- *Scholastic Journalism*
  - ISBN #: 978-0-470-65933-5
  - Publisher & Year of Publication: John Wiley & Sons, Inc., 2014
- *Inside Reporting: A Practical Guide to the Craft of Journalism*
  - ISBN #: 0-07-352614-2
  - Publisher & Year of Publication: McGraw Hill, 2007
- *The Associated Press Stylebook*
  - ISBN #: 978-0-917360-69-5
  - Publisher & Year of Publication: Associated Press, 2020
- Additional resources: Adobe InDesign and Adobe Photoshop
- Movies: *Shattered Glass* and *Spotlight*

## Curriculum Plan

**BY unit list:** Understanding News

**Time/Days:** 8 Days

### **Standards (by number):**

- Reading Informational Texts:
  - CC.1.2.9–10.A Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
  - CC.1.2.9–10.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on an author’s explicit assumptions and beliefs about a subject.
  - CC.1.2.11–12.C Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of the text.
  - CC.1.2.9–10.E Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.
  - 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.
  - 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.
- Speaking and Listening:
  - CC.1.5.11–12.A Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
  - CC.1.5.9–10.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.
  - CC.1.5.11–12.D Present information, findings, and supporting evidence, conveying a clear and distinct perspective; organization, development, substance, and style are appropriate to purpose, audience, and task.
  - CC.1.5.11–12.G Demonstrate command of the conventions of standard English when speaking based on Grades 11–12 level and content.

### **Anchors:**

- L.N.1 Reading for Meaning—Nonfiction
- L.N.2 Analyzing and Interpreting Literature—Nonfiction

### **Eligible Content:**

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

- L.N.1.1.2 Explain, describe, and/or analyze examples of a text that support the author’s intended purpose.
- L.N.1.1.3 Analyze, interpret, and evaluate how authors use techniques and elements of nonfiction to effectively communicate an idea or concept.
- L.N.1.1.4 Explain how an author’s use of key words or phrases in text informs and influences the reader.
- L.N.1.3.1 Identify and/or explain stated or implied main ideas and relevant supporting details from a text. \*Note: Items may target specific paragraphs.
- L.N.1.3.2 Summarize the key details and events of a nonfictional text, in part or as a whole.
- L.N.1.3.3 Analyze the interrelationships of ideas and events in a text to determine how one idea or event may interact and influence another.
- L.N.2.1.1 Make inferences and/or draw conclusions based on analysis of a text.
- L.N.2.1.2 Cite evidence from a text to support generalizations.
- L.N.2.5.1 Differentiate between fact and opinion.
- L.N.2.5.2 Explain, interpret, describe, and/or analyze the use of facts and opinions in a text.
- L.N.2.5.3 Distinguish essential from nonessential information.
- L.N.2.5.4 Identify, explain, and/or interpret bias and propaganda techniques in nonfictional text.
- L.N.2.5.5 Explain, describe, and/or analyze the effectiveness of bias (explicit and implicit) and propaganda techniques in nonfictional text.
- L.N.2.5.6 Explain, interpret, describe, and/or analyze the author’s defense of a claim to make a point or construct an argument in nonfictional text.

**Objectives:**

- Students will define the news value terms. Explanations and real-life examples will be provided for students when going over the terms that they defined. (DOK Levels 1-2)
- Students will be able to deconstruct nonfiction text in order to explain and analyze it. Through this process, students will identify and explain the importance of the news values. (DOK Levels 2, 3, 4)
- Students will analyze how a writer’s choices concerning how to structure an article, order information within it, and manipulate word count create effective writing. (DOK Levels 1-4)
- Students will be able to initiate and participate in a range of collaborative discussions with diverse partners, building on others’ ideas and expressing their own clearly. (DOK Levels 1-4)
- Students will be able to present information, findings, and quotations clearly, concisely, and logically. (DOK Levels 1-4)

- Students will be able to apply an understanding of the Associated Press Stylebook rules and other grammar and punctuation rules (DOK Levels 1-2).

**Core Activities and Corresponding Instructional Methods:**

1. Talk to the text/annotating the text/articles
  - a. Students will review the reading strategy of text annotation.
    - i. Through text annotation, students will learn to locate main ideas, restate/paraphrase and summarize, and make connections.
    - ii. Model text annotation with various news articles to teach these skills. In this unit specifically, students will be going through three articles from the local newspaper and locating the seven news values. Before this small group activity, the teacher will lead them through one article for modeling purposes.
2. Define chapter specific vocabulary /apply terms to real world current events.
  - a. As students are defining terms, they will be connecting the terms to current events/articles that coincide with the terminology.
3. Direct Associated Press Stylebook instruction for commonly confused rules (topic #1).
4. View videos that address the news values that students have been locating in articles.
  - [https://youtu.be/g7dn7\\_L8sBg?si=Gc7FuEMt8bkniZMW](https://youtu.be/g7dn7_L8sBg?si=Gc7FuEMt8bkniZMW)
5. Use the review source Kahoot to review the chapter terms and the AP style rules.
6. In small groups at the Wipebooks, students will take the weekly current events quiz from the New York Times.
7. View CNN 10 once-twice a week.
  - a. React to news items in writing.
  - b. Discussion effects of current events on society.

**Assessments:**

Diagnostic: KWL chart (what they know coming into Journalism I, what they need to know to be successful, and what they learned each chapter)

Formative: Analyzing articles, feedback from peers/teacher, guided practice of text annotation process, chapter quizzes, CNN 10 reaction worksheet

Summative: This unit is strictly formative in nature. As a result, there are no summative assessments.

**Standards (by number):**

- Reading Informational Texts:
  - CC.1.2.9–10.A Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
  - CC.1.2.9–10.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on an author’s explicit assumptions and beliefs about a subject.
  - CC.1.2.11–12.C Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of the text.
  - CC.1.2.9–10.E Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.
  - 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.
  - 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.
- Speaking and Listening:
  - CC.1.5.11–12.A Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
  - CC.1.5.9–10.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.
  - CC.1.5.11–12.D Present information, findings, and supporting evidence, conveying a clear and distinct perspective; organization, development, substance, and style are appropriate to purpose, audience, and task.
  - CC.1.5.11–12.G Demonstrate command of the conventions of standard English when speaking based on Grades 11–12 level and content.

**Anchors:**

- L.N.1 Reading for Meaning—Nonfiction
- L.N.2 Analyzing and Interpreting Literature—Nonfiction

**Eligible Content:**

- L.N.1.1.1 Identify and/or analyze the author’s intended purpose of a text.
- L.N.1.1.2 Explain, describe, and/or analyze examples of a text that support the author’s intended purpose.
- L.N.1.1.3 Analyze, interpret, and evaluate how authors use techniques and elements of nonfiction to effectively communicate an idea or concept.
- L.N.1.1.4 Explain how an author’s use of key words or phrases in text informs and influences the reader.
- L.N.1.3.1 Identify and/or explain stated or implied main ideas and relevant supporting details from a text. \*Note: Items may target specific paragraphs.
- L.N.1.3.2 Summarize the key details and events of a nonfictional text, in part or as a whole.
- L.N.1.3.3 Analyze the interrelationships of ideas and events in a text to determine how one idea or event may interact and influence another.
- L.N.2.1.1 Make inferences and/or draw conclusions based on analysis of a text.
- L.N.2.1.2 Cite evidence from a text to support generalizations.
- L.N.2.5.1 Differentiate between fact and opinion.
- L.N.2.5.2 Explain, interpret, describe, and/or analyze the use of facts and opinions in a text.
- L.N.2.5.3 Distinguish essential from nonessential information.
- L.N.2.5.4 Identify, explain, and/or interpret bias and propaganda techniques in nonfictional text.
- L.N.2.5.5 Explain, describe, and/or analyze the effectiveness of bias (explicit and implicit) and propaganda techniques in nonfictional text.
- L.N.2.5.6 Explain, interpret, describe, and/or analyze the author’s defense of a claim to make a point or construct an argument in nonfictional text.

**Objectives:**

- Students will define the ethics for student journalists terms. Explanations and real-life examples will be provided for students when going over the terms that they defined. (DOK Levels 1-2)
- Students will be able to deconstruct nonfiction text in order to explain and analyze it. Through this process, students will identify and explain the importance of media literacy and ethical scenarios. (DOK Levels 2, 3, 4)
- Students will analyze how a writer’s choices concerning how to structure an article, order information within it, and manipulate word count create effective writing. (DOK Levels 1-4)
- Students will be able to initiate and participate in a range of collaborative discussions with diverse partners, building on others’ ideas and expressing their own clearly. (DOK Levels 1-4)



- Students will be able to present information, findings, and quotations clearly, concisely, and logically. (DOK Levels 1-4)
- Students will be able to apply an understanding of the Associated Press Stylebook rules and other grammar and punctuation rules (DOK Levels 1-2).
- Students will be able to research various court cases that had a direct impact on the high school press.
- Students will be able to construct their own ethical scenarios in order to employ their knowledge of the Code of Ethics document provided.

### **Core Activities and Corresponding Instructional Methods:**

1. Talk to the text/annotating the text/articles
  - a. Students will review the reading strategy of text annotation.
    - i. Through text annotation, students will learn to locate main ideas, restate/paraphrase and summarize, and make connections.
    - ii. Model text annotation with various news articles to teach these skills. In this unit specifically, students will be going through one article that explains how student journalists can avoid falling into the trap of fake news, an article about Stephen Glass, and a section of the textbook going over the various court cases that impact high school journalists.
2. Define chapter specific vocabulary /apply terms to real world current events.
  - a. As students are defining terms, they will be connecting the terms to current events/articles that coincide with the terminology.
3. Direct Associated Press Stylebook instruction for commonly confused rules (topic #2).
4. View the movie *Shattered Glass* that addresses the rise and fall of one journalist who fabricated articles and other content.
5. In small groups, students will review a list of 4-5 ethical scenarios that pertain to high school journalism. As a group, they will discuss the scenarios and identify which rule(s) found in the Code of Ethics is being violated. After this, they will then create their own ethical scenario using at least one of the rules on the Code of Ethics document.
6. Fill in skeleton notes as direct instruction takes place with the notes for the chapter on ethics.
7. Use the review source Kahoot to review the chapter terms and the AP style rules.
8. In small groups at the Wipebooks, students will take the weekly current events quiz from the New York Times.
9. View CNN 10 once-twice a week.
  - a. React to news items in writing.
  - b. Discussion effects of current events on society.

### **Assessments:**

Diagnostic: KWL chart (what they know about ethics, what they need to know to be successful, and what they learned each chapter)

Formative: Analyzing articles, feedback from peers/teacher, guided practice of text annotation process, chapter quizzes, CNN 10 reaction worksheet, discussion questions from the movie *Shattered Glass*

Summative: This unit is strictly formative in nature. As a result, there are no summative assessments.

**Standards (by number):**

- Reading Informational Texts:
  - CC.1.2.9–10.A Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
  - CC.1.2.9–10.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on an author’s explicit assumptions and beliefs about a subject.
  - CC.1.2.11–12.C Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of the text.
  - CC.1.2.9–10.E Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.
  - 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.
  - 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.
- Speaking and Listening:
  - CC.1.5.11–12.A Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
  - CC.1.5.9–10.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.
  - CC.1.5.11–12.D Present information, findings, and supporting evidence, conveying a clear and distinct perspective; organization, development, substance, and style are appropriate to purpose, audience, and task.
  - CC.1.5.11–12.G Demonstrate command of the conventions of standard English when speaking based on Grades 11–12 level and content.

**Anchors:**

- L.N.1 Reading for Meaning—Nonfiction
- L.N.2 Analyzing and Interpreting Literature—Nonfiction

**Eligible Content:**

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

- L.N.1.1.2 Explain, describe, and/or analyze examples of a text that support the author’s intended purpose.
- L.N.1.1.3 Analyze, interpret, and evaluate how authors use techniques and elements of nonfiction to effectively communicate an idea or concept.
- L.N.1.1.4 Explain how an author’s use of key words or phrases in text informs and influences the reader.
- L.N.1.3.1 Identify and/or explain stated or implied main ideas and relevant supporting details from a text. \*Note: Items may target specific paragraphs.
- L.N.1.3.2 Summarize the key details and events of a nonfictional text, in part or as a whole.
- L.N.1.3.3 Analyze the interrelationships of ideas and events in a text to determine how one idea or event may interact and influence another.
- L.N.2.1.1 Make inferences and/or draw conclusions based on analysis of a text.
- L.N.2.1.2 Cite evidence from a text to support generalizations.
- L.N.2.5.1 Differentiate between fact and opinion.
- L.N.2.5.2 Explain, interpret, describe, and/or analyze the use of facts and opinions in a text.
- L.N.2.5.3 Distinguish essential from nonessential information.
- L.N.2.5.4 Identify, explain, and/or interpret bias and propaganda techniques in nonfictional text.
- L.N.2.5.5 Explain, describe, and/or analyze the effectiveness of bias (explicit and implicit) and propaganda techniques in nonfictional text.
- L.N.2.5.6 Explain, interpret, describe, and/or analyze the author’s defense of a claim to make a point or construct an argument in nonfictional text.

**Objectives:**

- Students will define the interviewing and reporting terms. Explanations and real-life examples will be provided for students when going over the terms that they defined. (DOK Levels 1-2)
- Students will be able to deconstruct nonfiction text in order to explain and analyze it. Through this process, students will identify and explain the importance of media literacy and ethical scenarios. (DOK Levels 2, 3, 4)
- Students will analyze how a writer’s choices concerning how to structure an article, order information within it, and manipulate word count create effective writing. (DOK Levels 1-4)
- Students will be able to initiate and participate in a range of collaborative discussions with diverse partners, building on others’ ideas and expressing their own clearly. (DOK Levels 1-4)
- Students will be able to present information, findings, and quotations clearly, concisely, and logically. (DOK Levels 1-4)

- Students will be able to interview their peers, staff, and other members of the community. (DOK Levels 3-4)
- Students will be able to apply an understanding of the Associated Press Stylebook rules and other grammar and punctuation rules (DOK Levels 1-2).
- Students will be able to write an abundance of interview questions for a variety of sources in different situations.
- Students will be able to practice the skill of backgrounding to prepare for at least one outside interview with a source.

### **Core Activities and Corresponding Instructional Methods:**

1. Talk to the text/annotating the text/articles
  - a. Students will review the reading strategy of text annotation.
    - i. Through text annotation, students will learn to locate main ideas, restate/paraphrase and summarize, and make connections.
    - ii. Model text annotation with various news articles to teach these skills. In this unit specifically, students will be going through a jigsaw activity that requires small groups of students to read a specific article. They will write down the main points and impactful direct quotes on a notecard and split into new groups. Each person will share out the notes that they recorded from their article. The articles include: “How journalists decide whether to interview by phone, email or face-to-face,” “How journalists can become better interviewers,” “5 ways journalists can overcome shyness during interviews,” “Five tips on how to take good notes during a news interview” and “Interviewing ‘real people.’”
2. Define chapter specific vocabulary /apply terms to real world current events.
  - a. As students are defining terms, they will be connecting the terms to current events/articles that coincide with the terminology.
3. Direct Associated Press Stylebook instruction for commonly confused rules (topic #3).
4. View the following interviews to give students the ability to listen to effective questions and answers. They will also be asked to take notes and attempt to get word-for-word quotations for practice purposes.
  - <https://youtu.be/rZ5HnyEQg7M?si=c2x1qnDBG5eJwQnB>
  - <https://youtu.be/zUtMjD92SVA?si=Agbh5sjofMyvGrXk>
  - <https://youtu.be/4eOynrI2eTM?si=hlFleyi4r-WeARIT>
5. Write questions for a variety of scenarios provided. The teacher will then act as the source and be interviewed by the class. Students will use their reporter’s notebook to record answers. They will also be encouraged to use an app (like Otter) that will not only record the interview but also transcribe the interview.
6. Write questions for a peer interview and conduct the interview with a peer in class. Students will work on both the craft of asking the question and writing the responses.
7. Complete backgrounding work for an outside source. Write questions for that same outside source. The day of the interview, students will be able to ask their questions and record the source’s responses.
8. Fill in skeleton notes as direct instruction takes place with the notes for the chapter on interviewing and reporting.

9. Use the review source Kahoot to review the chapter terms and the AP style rules.
10. In small groups at the Wipebooks, students will take the weekly current events quiz from the New York Times.
11. View CNN 10 once-twice a week.
  - a. React to news items in writing.
  - b. Discussion effects of current events on society.

**Assessments:**

Diagnostic: KWL chart (what they know about interviewing and reporting, what they need to know to be successful, and what they learned each chapter)

Formative: Analyzing articles, feedback from peers/teacher, guided practice of text annotation process, chapter quizzes, CNN 10 reaction worksheet, interviewing questions and recorded answers

Summative: This unit is strictly formative in nature. As a result, there are no summative assessments.

**Standards (by number):**

- Reading Informational Texts:
  - CC.1.2.9–10.A Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
  - CC.1.2.9–10.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on an author’s explicit assumptions and beliefs about a subject.
  - CC.1.2.11–12.C Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of the text.
  - CC.1.2.9–10.E Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.
  - 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.
  - 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.
- Writing:
  - CC.1.4.11–12.A Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.
  - CC.1.4.11–12.B Write with a sharp, distinct focus identifying topic, task, and audience.
  - CC.1.4.11–12.C Develop and analyze the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic; include graphics and multimedia when useful to aiding comprehension
  - CC.1.4.11–12.D Organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a whole; use appropriate and varied transitions and syntax to link the major sections of the text; provide a concluding statement or section that supports the information presented; include formatting when useful to aiding comprehension.
  - CC.1.4.11–12.E Write with an awareness of the stylistic aspects of composition. 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.

- o CC.1.4.11–12.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
  - o 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.
  - o 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.
- Speaking and Listening:
    - o 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.
    - o 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.
    - o CC.1.5.11–12.D Present information, findings, and supporting evidence, conveying a clear and distinct perspective; organization, development, substance, and style are appropriate to purpose, audience, and task.
    - o CC.1.5.11–12.G Demonstrate command of the conventions of standard English when speaking based on Grades 11–12 level and content.

**Anchors:**

- L.N.1 Reading for Meaning—Nonfiction
- L.N.2 Analyzing and Interpreting Literature—Nonfiction

**Eligible Content:**

- L.N.1.1.1 Identify and/or analyze the author’s intended purpose of a text.
- L.N.1.1.2 Explain, describe, and/or analyze examples of a text that support the author’s intended purpose.
- L.N.1.1.3 Analyze, interpret, and evaluate how authors use techniques and elements of nonfiction to effectively communicate an idea or concept.
- L.N.1.1.4 Explain how an author’s use of key words or phrases in text informs and influences the reader.
- L.N.1.3.1 Identify and/or explain stated or implied main ideas and relevant supporting details from a text. \*Note: Items may target specific paragraphs.
- L.N.1.3.2 Summarize the key details and events of a nonfictional text, in part or as a whole.
- L.N.1.3.3 Analyze the interrelationships of ideas and events in a text to determine how one idea or event may interact and influence another.



- L.N.2.1.1 Make inferences and/or draw conclusions based on analysis of a text.
- L.N.2.1.2 Cite evidence from a text to support generalizations.
- L.N.2.5.1 Differentiate between fact and opinion.
- L.N.2.5.2 Explain, interpret, describe, and/or analyze the use of facts and opinions in a text.
- L.N.2.5.3 Distinguish essential from nonessential information.
- L.N.2.5.4 Identify, explain, and/or interpret bias and propaganda techniques in nonfictional text.
- L.N.2.5.5 Explain, describe, and/or analyze the effectiveness of bias (explicit and implicit) and propaganda techniques in nonfictional text.
- L.N.2.5.6 Explain, interpret, describe, and/or analyze the author's defense of a claim to make a point or construct an argument in nonfictional text.

### **Objectives:**

- Students will define the news writing terms. Explanations and real-life examples will be provided for students when going over the terms that they defined. (DOK Levels 1-2)
- Students will be able to deconstruct nonfiction text in order to explain and analyze it. Through this process, students will identify and explain the importance of media literacy and ethical scenarios. (DOK Levels 2, 3, 4)
- Students will analyze how a writer's choices concerning how to structure an article, order information within it, and manipulate word count create effective writing. (DOK Levels 1-4)
- Students will be able to initiate and participate in a range of collaborative discussions with diverse partners, building on others' ideas and expressing their own clearly. (DOK Levels 1-4)
- Students will be able to present information, findings, and quotations clearly, concisely, and logically. (DOK Levels 1-4)
- Students will be able to interview their peers, staff, and other members of the community. (DOK Levels 3-4)
- Students will be able to construct original news stories that effectively utilize the inverted pyramid structure. (DOK Level 4)
- Students will be able to apply an understanding of the Associated Press Stylebook rules and other grammar and punctuation rules (DOK Levels 1-2).
- Students will be able to write an abundance of interview questions for a variety of sources in different situations.

### **Core Activities and Corresponding Instructional Methods:**

1. Talk to the text/annotating the text/articles
  - a. Students will review the reading strategy of text annotation.
    - i. Through text annotation, students will learn to locate main ideas, restate/paraphrase and summarize, and make connections.

- ii. Model text annotation with various news articles to teach these skills. In this unit specifically, students will be going through a variety of news articles. They will be honing in on the inverted pyramid structure, usage of direct quotes, and the implementation of transitions to tie the articles together.
2. Define chapter specific vocabulary /apply terms to real world current events.
  - a. As students are defining terms, they will be connecting the terms to current events/articles that coincide with the terminology.
3. Direct Associated Press Stylebook instruction for commonly confused rules (topic #4).
4. Write a minimum of two news articles using the inverted pyramid structure. For the content of these articles, students will be provided with past contest prompts from the Journalism Education Association.
5. Fill in skeleton notes as direct instruction takes place with the notes for the chapter on news writing.
6. View the movie *Spotlight* that addresses the collaboration and execution of investigative reporting at the *Boston Globe*.
7. Use the review source Kahoot to review the chapter terms and the AP style rules.
8. In small groups at the Wipebooks, students will take the weekly current events quiz from the New York Times.
9. View CNN 10 once-twice a week.
  - a. React to news items in writing.
  - b. Discussion effects of current events on society.

**Assessments:**

Diagnostic: KWL chart (what they know about news writing, what they need to know to be successful, and what they learned each chapter)

Formative: Analyzing articles, feedback from peers/teacher, rewrite articles as needed, guided practice of text annotation process, chapter quizzes, CNN 10 reaction worksheet, interviewing questions and recorded answers

Summative: News articles

**Standards (by number):**

- Reading Informational Texts:
  - CC.1.2.9–10.A Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
  - CC.1.2.9–10.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on an author’s explicit assumptions and beliefs about a subject.
  - CC.1.2.11–12.C Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of the text.
  - CC.1.2.9–10.E Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.
  - 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.
  - 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.
- Writing:
  - CC.1.4.11–12.A Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.
  - CC.1.4.11–12.B Write with a sharp, distinct focus identifying topic, task, and audience.
  - CC.1.4.11–12.C Develop and analyze the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic; include graphics and multimedia when useful to aiding comprehension
  - CC.1.4.11–12.D Organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a whole; use appropriate and varied transitions and syntax to link the major sections of the text; provide a concluding statement or section that supports the information presented; include formatting when useful to aiding comprehension.
  - CC.1.4.11–12.E Write with an awareness of the stylistic aspects of composition. 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.

- o CC.1.4.11–12.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
  - o 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.
  - o 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.
- Speaking and Listening:
    - o 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.
    - o 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.
    - o CC.1.5.11–12.D Present information, findings, and supporting evidence, conveying a clear and distinct perspective; organization, development, substance, and style are appropriate to purpose, audience, and task.
    - o CC.1.5.11–12.G Demonstrate command of the conventions of standard English when speaking based on Grades 11–12 level and content.

**Anchors:**

- L.N.1 Reading for Meaning—Nonfiction
- L.N.2 Analyzing and Interpreting Literature—Nonfiction

**Eligible Content:**

- L.N.1.1.1 Identify and/or analyze the author's intended purpose of a text.
- L.N.1.1.2 Explain, describe, and/or analyze examples of a text that support the author's intended purpose.
- L.N.1.1.3 Analyze, interpret, and evaluate how authors use techniques and elements of nonfiction to effectively communicate an idea or concept.
- L.N.1.1.4 Explain how an author's use of key words or phrases in text informs and influences the reader.
- L.N.1.3.1 Identify and/or explain stated or implied main ideas and relevant supporting details from a text. \*Note: Items may target specific paragraphs.
- L.N.1.3.2 Summarize the key details and events of a nonfictional text, in part or as a whole.

- L.N.1.3.3 Analyze the interrelationships of ideas and events in a text to determine how one idea or event may interact and influence another.
- L.N.2.1.1 Make inferences and/or draw conclusions based on analysis of a text.
- L.N.2.1.2 Cite evidence from a text to support generalizations.
- L.N.2.5.1 Differentiate between fact and opinion.
- L.N.2.5.2 Explain, interpret, describe, and/or analyze the use of facts and opinions in a text.
- L.N.2.5.3 Distinguish essential from nonessential information.
- L.N.2.5.4 Identify, explain, and/or interpret bias and propaganda techniques in nonfictional text.
- L.N.2.5.5 Explain, describe, and/or analyze the effectiveness of bias (explicit and implicit) and propaganda techniques in nonfictional text.
- L.N.2.5.6 Explain, interpret, describe, and/or analyze the author's defense of a claim to make a point or construct an argument in nonfictional text.

**Objectives:**

- Students will define the feature writing terms. Explanations and real-life examples will be provided for students when going over the terms that they defined. (DOK Levels 1-2)
- Students will be able to deconstruct nonfiction text in order to explain and analyze it. Through this process, students will identify and explain the importance of media literacy and ethical scenarios. (DOK Levels 2, 3, 4)
- Students will analyze how a writer's choices concerning how to structure an article, order information within it, and manipulate word count create effective writing. (DOK Levels 1-4)
- Students will be able to initiate and participate in a range of collaborative discussions with diverse partners, building on others' ideas and expressing their own clearly. (DOK Levels 1-4)
- Students will be able to present information, findings, and quotations clearly, concisely, and logically. (DOK Levels 1-4)
- Students will be able to interview their peers, staff, and other members of the community. (DOK Levels 3-4)
- Students will be able to construct original feature stories that use a variety of creative structures. (DOK Level 4)
- Students will be able to apply an understanding of the Associated Press Stylebook rules and other grammar and punctuation rules (DOK Levels 1-2).
- Students will be able to write an abundance of interview questions for a variety of sources in different situations.

**Core Activities and Corresponding Instructional Methods:**

1. Talk to the text/annotating the text/articles
  - a. Students will review the reading strategy of text annotation.
    - i. Through text annotation, students will learn to locate main ideas, restate/paraphrase and summarize, and make connections.

- ii. Model text annotation with various feature articles to teach these skills. In this unit specifically, students will be going through a variety of feature articles. They will be honing in on the more creative writing structure, usage of direct quotes, and the implementation of transitions to tie the articles together.
2. Define chapter specific vocabulary /apply terms to real world current events.
  - a. As students are defining terms, they will be connecting the terms to current events/articles that coincide with the terminology.
3. Direct Associated Press Stylebook instruction for commonly confused rules (topic #5).
4. Write a minimum of two feature articles using different creative writing structures. For the content of these articles, students will be provided with past contest prompts from the Journalism Education Association. In addition, they will need to interview at least one source in order to write a personality profile.
5. Fill in skeleton notes as direct instruction takes place with the notes for the chapter on feature writing.
6. Use the review source Kahoot to review the chapter terms and the AP style rules.
7. In small groups at the Wipebooks, students will take the weekly current events quiz from the New York Times.
8. View CNN 10 once-twice a week.
  - a. React to news items in writing.
  - b. Discussion effects of current events on society.

**Assessments:**

Diagnostic: KWL chart (what they know about feature writing, what they need to know to be successful, and what they learned each chapter)

Formative: Analyzing articles, feedback from peers/teacher, rewrite articles as needed, guided practice of text annotation process, chapter quizzes, CNN 10 reaction worksheet, interviewing questions and recorded answers

Summative: Feature articles

**Standards (by number):**

- Reading Informational Texts:
  - CC.1.2.9–10.A Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
  - CC.1.2.9–10.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on an author’s explicit assumptions and beliefs about a subject.
  - CC.1.2.11–12.C Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of the text.
  - CC.1.2.9–10.E Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.
  - 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.
  - 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.
- Writing:
  - CC.1.4.11–12.A Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.
  - CC.1.4.11–12.B Write with a sharp, distinct focus identifying topic, task, and audience.
  - CC.1.4.11–12.C Develop and analyze the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic; include graphics and multimedia when useful to aiding comprehension
  - CC.1.4.11–12.D Organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a whole; use appropriate and varied transitions and syntax to link the major sections of the text; provide a concluding statement or section that supports the information presented; include formatting when useful to aiding comprehension.
  - CC.1.4.11–12.E Write with an awareness of the stylistic aspects of composition. 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.

- o CC.1.4.11–12.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
  - o 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.
  - o 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.
- Speaking and Listening:
    - o 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.
    - o 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.
    - o CC.1.5.11–12.D Present information, findings, and supporting evidence, conveying a clear and distinct perspective; organization, development, substance, and style are appropriate to purpose, audience, and task.
    - o CC.1.5.11–12.G Demonstrate command of the conventions of standard English when speaking based on Grades 11–12 level and content.

**Anchors:**

- L.N.1 Reading for Meaning—Nonfiction
- L.N.2 Analyzing and Interpreting Literature—Nonfiction

**Eligible Content:**

- L.N.1.1.1 Identify and/or analyze the author’s intended purpose of a text.
- L.N.1.1.2 Explain, describe, and/or analyze examples of a text that support the author’s intended purpose.
- L.N.1.1.3 Analyze, interpret, and evaluate how authors use techniques and elements of nonfiction to effectively communicate an idea or concept.
- L.N.1.1.4 Explain how an author’s use of key words or phrases in text informs and influences the reader.
- L.N.1.3.1 Identify and/or explain stated or implied main ideas and relevant supporting details from a text. \*Note: Items may target specific paragraphs.
- L.N.1.3.2 Summarize the key details and events of a nonfictional text, in part or as a whole.
- L.N.1.3.3 Analyze the interrelationships of ideas and events in a text to determine how one idea or event may interact and influence another.



- L.N.2.1.1 Make inferences and/or draw conclusions based on analysis of a text.
- L.N.2.1.2 Cite evidence from a text to support generalizations.
- L.N.2.5.1 Differentiate between fact and opinion.
- L.N.2.5.2 Explain, interpret, describe, and/or analyze the use of facts and opinions in a text.
- L.N.2.5.3 Distinguish essential from nonessential information.
- L.N.2.5.4 Identify, explain, and/or interpret bias and propaganda techniques in nonfictional text.
- L.N.2.5.5 Explain, describe, and/or analyze the effectiveness of bias (explicit and implicit) and propaganda techniques in nonfictional text.
- L.N.2.5.6 Explain, interpret, describe, and/or analyze the author’s defense of a claim to make a point or construct an argument in nonfictional text.

**Objectives:**

- Students will define the sports writing terms. Explanations and real-life examples will be provided for students when going over the terms that they defined. (DOK Levels 1-2)
- Students will be able to deconstruct nonfiction text in order to explain and analyze it. Through this process, students will identify and explain the importance of media literacy and ethical scenarios. (DOK Levels 2, 3, 4)
- Students will analyze how a writer’s choices concerning how to structure an article, order information within it, and manipulate word count create effective writing. (DOK Levels 1-4)
- Students will be able to initiate and participate in a range of collaborative discussions with diverse partners, building on others’ ideas and expressing their own clearly. (DOK Levels 1-4)
- Students will be able to present information, findings, and quotations clearly, concisely, and logically. (DOK Levels 1-4)
- Students will be able to interview their peers, staff, and other members of the community. (DOK Levels 3-4)
- Students will be able to construct original sports stories that use the inverted pyramid structure for game stories and sports news and a more creative structure for sports profiles. (DOK Level 4)
- Students will be able to apply an understanding of the Associated Press Stylebook rules and other grammar and punctuation rules (DOK Levels 1-2).
- Students will be able to write an abundance of interview questions for a variety of sources in different situations.

**Core Activities and Corresponding Instructional Methods:**

1. Talk to the text/annotating the text/articles
  - a. Students will review the reading strategy of text annotation.
    - i. Through text annotation, students will learn to locate main ideas, restate/paraphrase and summarize, and make connections.

- ii. Model text annotation with various sports articles to teach these skills. In this unit specifically, students will be going through a variety of sports articles (game stories, sports news, and sports profiles). They will be honing in on both the inverted pyramid structure and the more creative writing structure, usage of direct quotes, and the implementation of transitions to tie the articles together.
2. Define chapter specific vocabulary /apply terms to real world current events.
  - a. As students are defining terms, they will be connecting the terms to current events/articles that coincide with the terminology.
3. Direct Associated Press Stylebook instruction for commonly confused rules (topic #6).
4. Write a minimum of one sports article using either the inverted pyramid structure or a more creative writing structure. For the content of these articles, students will be provided with past contest prompts from the Journalism Education Association or a Delaware Valley related sports prompt.
5. Fill in skeleton notes as direct instruction takes place with the notes for the chapter on sports writing.
6. Use the review source Kahoot to review the chapter terms and the AP style rules.
7. In small groups at the Wipebooks, students will take the weekly current events quiz from the New York Times.
8. View CNN 10 once-twice a week.
  - a. react to news items in writing.
  - b. Discussion effects of current events on society.

**Assessments:**

Diagnostic: KWL chart (what they know about sports writing, what they need to know to be successful, and what they learned each chapter)

Formative: Analyzing articles, feedback from peers/teacher, rewrite articles as needed, guided practice of text annotation process, chapter quizzes, CNN 10 reaction worksheet, interviewing questions and recorded answers

Summative: Sports article

**Standards (by number):**

- Reading Informational Texts:
  - CC.1.2.9–10.A Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
  - CC.1.2.9–10.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on an author’s explicit assumptions and beliefs about a subject.
  - CC.1.2.11–12.C Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of the text.
  - CC.1.2.9–10.E Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.
  - 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.
  - 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.
- Writing:
  - CC.1.4.11–12.G Write arguments to support claims in an analysis of substantive topics.
  - CC.1.4.11–12.H Write with a sharp, distinct focus identifying topic, task, and audience. Introduce the precise, knowledgeable claim.
  - CC.1.4.11–12.I Distinguish the claim(s) from alternate or opposing claims; develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases.
  - CC.1.4.11–12.J Create organization that logically sequences claim(s), counterclaims, reasons, and evidence; use words, phrases, and clauses as well as varied syntax to link the major sections of the text to create cohesion and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims; provide a concluding statement or section that follows from and supports the argument presented.
  - CC.1.4.11–12.K Write with an awareness of the stylistic aspects of composition. Use precise language, domain-specific vocabulary, and techniques such as

metaphor, simile, and analogy to manage the complexity of the topic. Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.

- o CC.1.4.9–10.L Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
  - o 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.
  - o 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.
- Speaking and Listening:
    - o 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.
    - o 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.
    - o CC.1.5.11–12.D Present information, findings, and supporting evidence, conveying a clear and distinct perspective; organization, development, substance, and style are appropriate to purpose, audience, and task.
    - o CC.1.5.11–12.G Demonstrate command of the conventions of standard English when speaking based on Grades 11–12 level and content.

### **Anchors:**

- L.N.1 Reading for Meaning—Nonfiction
- L.N.2 Analyzing and Interpreting Literature—Nonfiction

### **Eligible Content:**

- L.N.1.1.1 Identify and/or analyze the author's intended purpose of a text.
- L.N.1.1.2 Explain, describe, and/or analyze examples of a text that support the author's intended purpose.
- L.N.1.1.3 Analyze, interpret, and evaluate how authors use techniques and elements of nonfiction to effectively communicate an idea or concept.
- L.N.1.1.4 Explain how an author's use of key words or phrases in text informs and influences the reader.
- L.N.1.3.1 Identify and/or explain stated or implied main ideas and relevant supporting details from a text. \*Note: Items may target specific paragraphs.

- L.N.1.3.2 Summarize the key details and events of a nonfictional text, in part or as a whole.
- L.N.1.3.3 Analyze the interrelationships of ideas and events in a text to determine how one idea or event may interact and influence another.
- L.N.2.1.1 Make inferences and/or draw conclusions based on analysis of a text.
- L.N.2.1.2 Cite evidence from a text to support generalizations.
- L.N.2.5.1 Differentiate between fact and opinion.
- L.N.2.5.2 Explain, interpret, describe, and/or analyze the use of facts and opinions in a text.
- L.N.2.5.3 Distinguish essential from nonessential information.
- L.N.2.5.4 Identify, explain, and/or interpret bias and propaganda techniques in nonfictional text.
- L.N.2.5.5 Explain, describe, and/or analyze the effectiveness of bias (explicit and implicit) and propaganda techniques in nonfictional text.
- L.N.2.5.6 Explain, interpret, describe, and/or analyze the author's defense of a claim to make a point or construct an argument in nonfictional text.

**Objectives:**

- Students will define the opinion writing terms. Explanations and real-life examples will be provided for students when going over the terms that they defined. (DOK Levels 1-2)
- Students will be able to deconstruct nonfiction text in order to explain and analyze it. Through this process, students will identify and explain the importance of media literacy and ethical scenarios. (DOK Levels 2, 3, 4)
- Students will analyze how a writer's choices concerning how to structure an article, order information within it, and manipulate word count create effective writing. (DOK Levels 1-4)
- Students will be able to initiate and participate in a range of collaborative discussions with diverse partners, building on others' ideas and expressing their own clearly. (DOK Levels 1-4)
- Students will be able to present information, findings, and quotations clearly, concisely, and logically. (DOK Levels 1-4)
- Students will be able to construct original opinion articles. (DOK Level 4)
- Students will be able to apply an understanding of the Associated Press Stylebook rules and other grammar and punctuation rules (DOK Levels 1-2).

**Core Activities and Corresponding Instructional Methods:**

1. Talk to the text/annotating the text/articles
  - a. Students will review the reading strategy of text annotation.
    - i. Through text annotation, students will learn to locate main ideas, restate/paraphrase and summarize, and make connections.

- ii. Model text annotation with various opinion articles to teach these skills. In this unit specifically, students will be going through a variety of opinion articles/cartoons (editorials, letters to the editor, and editorial cartoons).
2. Define chapter specific vocabulary /apply terms to real world current events.
  - a. As students are defining terms, they will be connecting the terms to current events/articles that coincide with the terminology.
3. Direct Associated Press Stylebook instruction for commonly confused rules (topic #7).
4. Write a minimum of two opinion articles. Students should be choosing either societal or Delaware Valley related topics when writing/drawing their pieces.
5. Fill in skeleton notes as direct instruction takes place with the notes for the chapter on opinion writing.
6. Use the review source Kahoot to review the chapter terms and the AP style rules.
7. In small groups at the Wipebooks, students will take the weekly current events quiz from the New York Times.
8. View CNN 10 once-twice a week.
  - a. React to news items in writing.
  - b. Discussion effects of current events on society.

**Assessments:**

Diagnostic: KWL chart (what they know about opinion writing, what they need to know to be successful, and what they learned each chapter)

Formative: Analyzing articles, feedback from peers/teacher, rewrite articles as needed, guided practice of text annotation process, chapter quizzes, CNN 10 reaction worksheet

Summative: Opinion article(s)/cartoon

**Standards (by number):**

- Reading Informational Texts:
  - CC.1.2.9–10.A Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
  - CC.1.2.9–10.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on an author’s explicit assumptions and beliefs about a subject.
  - CC.1.2.11–12.C Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of the text.
  - CC.1.2.9–10.E Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.
  - 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.
  - 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.
- Writing:
  - CC.1.4.11–12.A Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.
  - CC.1.4.11–12.B Write with a sharp, distinct focus identifying topic, task, and audience.
  - CC.1.4.11–12.C Develop and analyze the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic; include graphics and multimedia when useful to aiding comprehension
  - CC.1.4.11–12.E Write with an awareness of the stylistic aspects of composition. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.
  - CC.1.4.11–12.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

- o 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.
- o 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.
- Speaking and Listening:
  - o 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.
  - o 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.
  - o CC.1.5.11–12.D Present information, findings, and supporting evidence, conveying a clear and distinct perspective; organization, development, substance, and style are appropriate to purpose, audience, and task.
  - o CC.1.5.11–12.G Demonstrate command of the conventions of standard English when speaking based on Grades 11–12 level and content.

**Anchors:**

- L.N.1 Reading for Meaning—Nonfiction
- L.N.2 Analyzing and Interpreting Literature—Nonfiction

**Eligible Content:**

- L.N.1.1.1 Identify and/or analyze the author’s intended purpose of a text.
- L.N.1.1.2 Explain, describe, and/or analyze examples of a text that support the author’s intended purpose.
- L.N.1.1.3 Analyze, interpret, and evaluate how authors use techniques and elements of nonfiction to effectively communicate an idea or concept.
- L.N.1.1.4 Explain how an author’s use of key words or phrases in text informs and influences the reader.
- L.N.1.3.1 Identify and/or explain stated or implied main ideas and relevant supporting details from a text. \*Note: Items may target specific paragraphs.
- L.N.1.3.2 Summarize the key details and events of a nonfictional text, in part or as a whole.
- L.N.1.3.3 Analyze the interrelationships of ideas and events in a text to determine how one idea or event may interact and influence another.
- L.N.2.1.1 Make inferences and/or draw conclusions based on analysis of a text.
- L.N.2.1.2 Cite evidence from a text to support generalizations.



- L.N.2.5.1 Differentiate between fact and opinion.
- L.N.2.5.3 Distinguish essential from nonessential information.
- L.N.2.5.4 Identify, explain, and/or interpret bias and propaganda techniques in nonfictional text.

**Objectives:**

- Students will define the headline writing terms. Explanations and real-life examples will be provided for students when going over the terms that they defined. (DOK Levels 1-2)
- Students will be able to deconstruct nonfiction text in order to explain and analyze it. Through this process, students will identify and explain the importance of media literacy and ethical scenarios. (DOK Levels 2, 3, 4)
- Students will analyze how a writer’s choices concerning how to structure an article, order information within it, and manipulate word count create effective writing. (DOK Levels 1-4)
- Students will be able to initiate and participate in a range of collaborative discussions with diverse partners, building on others’ ideas and expressing their own clearly. (DOK Levels 1-4)
- Students will be able to present information, findings, and quotations clearly, concisely, and logically. (DOK Levels 1-4)
- Students will be able to construct original headlines for a variety of news, feature, and sports articles. (DOK Level 4)
- Students will be able to apply an understanding of the Associated Press Stylebook rules and other grammar and punctuation rules (DOK Levels 1-2).

**Core Activities and Corresponding Instructional Methods:**

1. Talk to the text/annotating the text/articles
  - a. Students will review the reading strategy of text annotation.
    - i. Through text annotation, students will learn to locate main ideas, restate/paraphrase and summarize, and make connections.
    - ii. Model text annotation with various articles to teach these skills. In this unit specifically, students will be going through a variety of articles in order to determine what is important to pull from the article that needs to show up in the headline.
2. Define chapter specific vocabulary /apply terms to real world current events.
  - a. As students are defining terms, they will be connecting the terms to current events/articles that coincide with the terminology.
3. Direct Associated Press Stylebook instruction for commonly confused rules (topic #7).
4. Write a minimum of 10 headlines for various articles.
5. Fill in skeleton notes as direct instruction takes place with the notes for the chapter on headline writing.
6. Use the review source Kahoot to review the chapter terms and the AP style rules.
7. In small groups at the Wipebooks, students will take the weekly current events quiz from the New York Times.

8. View CNN 10 once-twice a week.
  - a. React to news items in writing.
  - b. Discussion effects of current events on society.

**Assessments:**

Diagnostic: KWL chart (what they know about headline writing, what they need to know to be successful, and what they learned each chapter)

Formative: Analyzing articles, feedback from peers/teacher, rewrite headlines as needed, guided practice of text annotation process, chapter quizzes, CNN 10 reaction worksheet,

Summative: This unit is strictly formative in nature. As a result, there are no summative assessments.

**Standards (by number):**

- Speaking and Listening:
  - CC.1.5.11–12.A Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
  - CC.1.5.9–10.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.
  - CC.1.5.11–12.D Present information, findings, and supporting evidence, conveying a clear and distinct perspective; organization, development, substance, and style are appropriate to purpose, audience, and task.
  - CC.1.5.11–12.F Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence.
  - CC.1.5.11–12.G Demonstrate command of the conventions of standard English when speaking based on Grades 11–12 level and content.

**Anchors:**

- L.N.1 Reading for Meaning—Nonfiction
- L.N.2 Analyzing and Interpreting Literature—Nonfiction

**Eligible Content:**

- L.N.1.1.3 Analyze, interpret, and evaluate how authors use techniques and elements of nonfiction to effectively communicate an idea or concept.
- L.N.2.1.1 Make inferences and/or draw conclusions based on analysis of a text.
- L.N.2.1.2 Cite evidence from a text to support generalizations.
- L.N.2.5.3 Distinguish essential from nonessential information.

**Objectives:**

- Students will define the photography and design terms. Explanations and real-life examples will be provided for students when going over the terms that they defined. (DOK Levels 1-2)
- Students will be able to deconstruct nonfiction text in order to explain and analyze it. Through this process, students will identify and explain the importance of media literacy and ethical scenarios. (DOK Levels 2, 3, 4)
- Students will analyze how a writer’s choices concerning how to structure an article, order information within it, and manipulate word count create effective writing. (DOK Levels 1-4)
- Students will be able to initiate and participate in a range of collaborative discussions with diverse partners, building on others’ ideas and expressing their own clearly. (DOK Levels 1-4)
- Students will be able to present information, findings, and quotations clearly, concisely, and logically. (DOK Levels 1-4)

- Students will be able to take original photos utilizing the photo composition elements: the rule of thirds, repetition, angle, strong subject, framing, leading lines, and selective focus (DOK Level 4)
- Students will be able to apply an understanding of the Associated Press Stylebook rules and other grammar and punctuation rules (DOK Levels 1-2).

**Core Activities and Corresponding Instructional Methods:**

1. Define chapter specific vocabulary /apply terms to real world current events.
  - a. As students are defining terms, they will be connecting the terms to current photography and layout that coincide with the terminology.
2. Direct Associated Press Stylebook instruction for commonly confused rules (topic #8).
3. Take a variety of photos using the photo composition elements: the rule of thirds, repetition, angle, strong subject, framing, leading lines, and selective focus.
4. Fill in skeleton notes as direct instruction takes place with the notes for the chapter on photography/design.
5. Share original photos with the class in a small informal presentation.
6. Design a front page with original articles and edited photos. Students will accomplish this task by using Adobe's Photoshop and InDesign.
7. Edit original photos with Adobe's Photoshop.
8. Use the review source Kahoot to review the chapter terms and the AP style rules.
9. In small groups at the Wipebooks, students will take the weekly current events quiz from the New York Times.
10. View CNN 10 once-twice a week.
  - a. React to news items in writing.
  - b. Discussion effects of current events on society.

**Assessments:**

Diagnostic: KWL chart (what they know about photography and design, what they need to know to be successful, and what they learned each chapter)

Formative: Analyzing articles, feedback from peers/teacher, rewrite design front page as needed, guided practice of text annotation process, chapter quizzes, CNN 10 reaction worksheet,

Summative: Front page layout and photography project