

eDynamic Learning Course Title: Journalism 1ab

State: WA

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State Course Code:

State Standards: Common Core State Standards for ELA

Date of Standards:

Percentage of Course Aligned: 90%

Standards	Course Title (a or b), if applicable, e.g. Game Design 1a	Unit Name(s)	Lesson(s) Numbers	How Standard is Taught	How Standard is Assessed	Comments	Standard Rating (Fully Met / Partially Met / Not Met)
<b>Reading Standards for Literature 9-10</b>							
<b>Key Ideas and Details</b>							
1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Journalism 1b: Investigating the Truth	Unit 2: Researching Your Story Wisely and Well	Lesson 2	Students learn to analyze sources and use credible ones as evidence	Activity		Fully Met
2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	Journalism 1a: Introduction	Unit 1: History of American Journalism	Lesson 2	Students identify and replicate a theme	Activity		Fully Met
3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.	Journalism 1a: Introduction	Unit 7: Documenting Life	Lesson 5	Students evoke personal stories that benefit storytelling	Lab		Fully Met
<b>Craft and Structure</b>							
4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).	Journalism 1b: Investigating the Truth	Unit 5: Understanding the Publication Process	Lesson 3	Students explore effective language in creating headlines	Critical Thinking 3		Fully Met
5. Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.	Journalism 1a: Introduction	Unit 4: Understanding Rhetoric, Bias, and Point of View	Lesson 2	Students learn and demonstrate structure of storytelling and the use of the inverted triangle structure	Activity		Fully Met
6. Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.	Journalism 1b: Investigating the Truth	Unit 6: The Changing Environment of Journalism	Lesson 5	Students recognize the decline in foreign news coverage		This standards is discussed but not assessed	Partially Met

### Integration of Knowledge and Ideas

7. Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden’s “Musée des Beaux Arts” and Breughel’s Landscape with the Fall of Icarus).

Different mediums are not compared

Not Met

9. Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).

Journalism 1a: Introduction

Unit 4: Understanding Rhetoric, Bias, and Point of View  
Lesson 3

Students analyze the presentation of the news

Activity

Fully Met

### Range of Reading and Level of Text Complexity

10. By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.

Journalism 1a: Introduction

Unit 7: Documenting Life  
Lesson 2

Students explore how stories are told

Critical Thinking 5

Fully Met

### Writing Standards 9-10

#### Text Types and Purposes

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns. c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. e. Provide a concluding statement or section that follows from and supports the argument presented.

Journalism 1b: Investigating the Truth

Unit 4: Preparing for Publication  
Lesson 3

Students explain the importance of fact checking and having solid evidence

Activity

Fully Met

2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. d. Use precise language and domain-specific vocabulary to manage the complexity of the topic. e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

Journalism 1b: Investigating the Truth

Unit 4: Preparing for Publication

Lesson 3

Students write an informative text

Activity

Fully Met

3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

Journalism 1b: Investigating the Truth

Unit 4: Preparing for Publication

Lesson 3

Students write an effectively structured narrative about an event

Activity

Fully Met

**Production and Distribution of Writing**

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

Journalism 1a: Introduction

Unit 4: Understanding Rhetoric, Bias, and Point of View

Lesson 6

Students consider the role of audience in journalism

Critical Thinking 5

Fully Met

5. 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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10 on page 55.)

Journalism 1a: Introduction

Unit 4: Preparing for Publication

Lesson 3

Students write an informative text

Activity

Fully Met

6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically

Journalism 1a: Introduction

Unit 5: Photojournalism, Social Media and Advertising

Lesson 5

Students consider how technology changes news and prepare a piece for publication

Activity

Fully Met

**Research to Build and Present Knowledge**

7. 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.	Journalism 1a: Introduction	Unit 5: Photojournalism, Social Media and Advertising	Lesson 3	Students research and plan a public service announcement	Activity		Fully Met
8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.	Journalism 1b: Investigating the Truth	Unit 1: How to Write Stellar News Stories	Lesson 5	Students use a variety of sources to write a news story	Activity	Attribution is discussed but not citation	Partially Met
9. Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grades 9–10 Reading standards to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”). b. Apply grades 9–10 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).	Journalism 1a: Introduction	Unit 4: Understanding Rhetoric, Bias, and Point of View	Lesson 6	Students analyze the structure of news	Activity		Fully Met

### Range of Writing

10. 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 tasks, purposes, and audiences.	Journalism 1a: Introduction	Unit 2: New Media v. Old Media	Lesson 2	Students write and revise an article	Activity	This standard is met several places in the course	Fully Met
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### Speaking and Listening Standards 9-10

#### Comprehension and Collaboration

1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.						There is no collaborative assignment in the course	Not Met
2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.	Journalism 1a: Introduction	Unit 4: Understanding Rhetoric, Bias, and Point of View	Lesson 5	Students evaluate the credibility of and use many sources	Activity		Fully Met

3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.	Journalism 1a: Introduction	Unit 4: Understanding Rhetoric, Bias, and Point of View	Lesson 3	Students consider the role of point of view	Discussion 1	Fully Met
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**Presentation of Knowledge and Ideas**

4. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.	Journalism 1a: Introduction	Unit 2: New Media v. Old Media	Lesson 2	Students write and revise an article	Activity	This standard is met several places in the course	Fully Met
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5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	Journalism 1b: Investigating the Truth	Unit 7: Investigation the Truth	Lesson 3	Students explore and use infographics	Lab		Fully Met
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6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 on page 54 for specific expectations.)	Journalism 1a: Introduction	Unit 4: Understanding Rhetoric, Bias, and Point of View	Lesson 3	Students examine the most effective ways to present information	Activity		Fully Met
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**Language Standards 9-10**

**Conventions of Standard English**

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Use parallel structure.* b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.	Journalism 1b: Investigating the Truth	Unit 4: Preparing for Publication	Lesson 5	Students recognize the importance of solid grammar skills	Lab		Fully Met
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2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. b. Use a colon to introduce a list or quotation. c. Spell correctly.	Journalism 1b: Investigating the Truth	Unit 4: Preparing for Publication	Lesson 5	Students recognize the importance of solid grammar skills	Lab		Fully Met
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**Knowledge of Language**

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. a. Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian’s Manual for Writers) appropriate for the discipline and writing type.	Journalism 1b: Investigating the Truth	Unit 4: Preparing for Publication	Lesson 4	Students learn and use the basics of AP style	Activity		Fully Met
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**Vocabulary Acquisition and Use**

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy). c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

Journalism 1a: Introduction

Unit 1: History of American Journalism

Lesson 3

Students learn and use new vocabulary

Activity

This standard is met throughout the course

Fully Met

5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. b. Analyze nuances in the meaning of words with similar denotations.

Journalism 1b: Investigating the Truth

Unit 1: How to Write Stellar News Stories

Lesson 4

Students focus on the wording of headlines

Critical Thinking 5

Fully Met

6. 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.

Journalism 1a: Introduction

Unit 1: History of American Journalism

Lesson 3

Students learn and use new vocabulary

Activity

This standard is met throughout the course

Fully Met