

eDynamic Learning Course Title: MS Journalism

State: WA

State Course Title: MS Journalism

State Course Code:

State Standards: CCSI ELA Standards - Grade 7

Date of Standards:

Percentage of Course Aligned: 100%

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)
Reading Standards for Informational Text 6–12							
Key Ideas and Details							
1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	MS Journalism	Unit 2: Analyzing Media	Project 2	Analyzing a news story to determine effectiveness of evidence, credibility of sources, development of argument, and more	Project 2		Fully Met
2. Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.	MS Journalism	Unit 2: Analyzing Media	Project 1	Determining the major themes in an article on a controversial subject, highlighting details that suggest author's point of view	Project 1		Fully Met
3. Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).	MS Journalism	Unit 4: Organizing Information	Project 2	Students are to write a soft news story that incorporates key bits of information plus quotes from interviews while maintain the proper tone	Project 2		Fully Met
Craft and Structure							
4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.	MS Journalism	Unit 5: Writing an Article	Lesson 3	Using understanding of word meanings and connotations to write effective headlines	Critical Thinking 4		Fully Met
5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.	MS Journalism	Unit 4: Organizing Information	Lesson 5	Lesson 5 describes the hourglass organization and provides students with information about the importance of using precise language to convey crucial information.	Knowledge Check Questions		Fully Met

6. Determine an author’s point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.	MS Journalism	Unit 1: What is Journalism?	Project 2	Student will cite evidence from several articles on the same topic, analyzing similarities, differences, and effectiveness in style	Project 2		Fully Met
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Integration of Knowledge and Ideas

7. Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium’s portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).	MS Journalism	Unit 1: What is Journalism?	Project 1	Student is to compare and contrast print media and broadcast journalism, charting advantages and disadvantages of each	Project 1		Fully Met
8. Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.	MS Journalism	Unit 2: Analyzing Media	Project 2	Analyzing a news story to determine effectiveness of evidence, credibility of sources, development of argument, and more	Project 2		Fully Met
9. Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.	MS Journalism	Unit 9: Media and Society	Project 1	After researching historical incidents of yellow journalism, student will re-write headlines in that style	Critical Thinking 1, Project 2		Fully Met

Range of Reading and Level of Text Complexity

10. By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	MS Journalism	Unit 1: What is Journalism?	Project 2	Student is to read several articles on the same topic from multiple sources, citing similarities, differences, and preferences in style	Project 2		Fully Met
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Writing Standards 6–12

Text Types and Purposes

1. Write arguments to support claims with clear reasons and relevant evidence. a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented.	MS Journalism	Unit 6: Preparing a Newscast	Project 2	Student will write an article using appropriate organization, answering key questions, and including vital quotes and images	Project 2		Fully Met
2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from and supports the information or explanation presented.	MS Journalism	Unit 6: Preparing a Newscast	Project 2	Student will write an article using appropriate organization, answering key questions, and including vital quotes and images	Project 2		Fully Met

3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. e. Provide a conclusion that follows from and reflects on the narrated experiences or events.

MS Journalism	Unit 4: Organizing Information	Project 2	Students are to write a soft news story that incorporates key bits of information plus quotes from interviews while maintain the proper tone	Project 2		Fully Met
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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.)

MS Journalism	Unit 8: Media, The Law, and Ethics	Project 1	Research and write up a code of ethics for school newspaper staff to follow	Project 1		Fully Met
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5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7 on page 53.)

MS Journalism	Unit 7: Editing an Article or newscast	Project 2	Student will edit their own work, incorporating suggestions made by the instructor, selecting optimal word usage and following proper grammar	Project 2		Fully Met
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6. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

MS Journalism	Unit 9: Media and Society	Project 1	Student will write a blog that examines a topic of interest and incorporates at least three links	Project 1		Fully Met
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7. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

MS Journalism	Unit 3: Gathering Information	Project 1	Student is to conduct investigative research by asking chosen sources at least 10 questions to assist in developing their story	Project 1		Fully Met
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8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

MS Journalism	Unit 3: Gathering Information	Lessons 1-4	List credible primary and secondary sources required for an article on a school matter	Discussion 2		Fully Met
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9. Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grade 7 Reading standards to literature (e.g., “Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history”). b. Apply grade 7 Reading standards to literary nonfiction (e.g. “Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims”).

MS Journalism	Unit 2: Analyzing Media	Project 2	Analyzing a news story to determine effectiveness of evidence, credibility of sources, development of argument, and more	Project 2		Fully Met
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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 discipline-specific tasks, purposes, and audiences.

MS Journalism	Unit 4: Organizing Information	Project 2	Project 2, which is an assignment to write a soft story, concludes with students presenting the stories that they wrote in video format.	Project 2		Fully Met
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Speaking and Listening Standards 6–12

Comprehension and Collaboration

<p>1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 7 topics, texts, and issues, building on others’ ideas and expressing their own clearly. a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. c. Pose questions that elicit elaboration and respond to others’ questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. d. Acknowledge new information expressed by others and, when warranted, modify their own views.</p>	MS Journalism	Unit 9: Media and Society	Lessons 1-4	In preparation for class discussion, students will prepare arguments for how news found in social media differs from newscast	Critical Thinking 2, 5, Discussion 2		Fully Met
<p>2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.</p>	MS Journalism	Unit 4: Organizing Information	Lessons 1-4	Students are to discuss their preference for either hard or soft news, arguing persuasively for their stance.	Discussion 1		Fully Met
<p>3. Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.</p>	MS Journalism	Unit 2: Analyzing Media	Project 2	Analyzing a news story to determine effectiveness of evidence, credibility of sources, development of argument, and more	Project 2		Fully Met

Presentation of Knowledge and Ideas

<p>4. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.</p>	MS Journalism	Unit 7: Editing an Article or newscast	Project 3	By plotting their newscast with the help of a storyboard, student will graphically plan out their production and allow for correct timing of segments	Project 3		Fully Met
<p>5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.</p>	MS Journalism	Unit 4: Organizing Information	Project 2	Project 2, which is an assignment to write a soft story, concludes with students presenting the stories that they wrote in video format.	Project 2		Fully Met
<p>6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3 on page 53 for specific expectations.)</p>	MS Journalism	Unit 7: Editing an Article or newscast	Project 2	Student will edit their own work, incorporating suggestions made by the instructor, selecting optimal word usage and following proper grammar	Project 2		Fully Met

Language Standards 6–12

Conventions of Standard English

<p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Explain the function of phrases and clauses in general and their function in specific sentences. b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.*</p>	MS Journalism	Unit 7: Editing an Article or newscast	Project 2	Student will edit their own work, incorporating suggestions made by the instructor, selecting optimal word usage and following proper grammar	Project 2		Fully Met
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2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt). b. Spell correctly.

MS Journalism	Unit 7: Editing an Article or newscast	Project 1	Techniques for editing an article for clarity, proper grammar, word usage, etc.	Project 1		Fully Met
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Knowledge of Language

3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.*

MS Journalism	Unit 2: Analyzing Media	Lesson 4	Explaining the role of tone, word choices, bias and more in imparting meaning in news stories	Critical Thinking 3,5		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 grade 7 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel). 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 or its part of speech. 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).

MS Journalism	All Units	All Lessons	Each Unit includes flashcards that highlight key vocabulary words with meanings for study	Flashcards		Fully Met
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5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context. b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).

MS Journalism	Unit 7: Editing an Article or newscast	Project 1	Editing the work of another writer and determining best word usage, correct grammar choices, enhanced clarity, and more	Project 1		Fully Met
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6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

MS Journalism	Unit 2: Analyzing Media	Lesson 4	Explaining the role of tone, word choices, bias and more in imparting meaning in news stories	Critical Thinking 3,5		Fully Met
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