

Multimedia Journalism Curriculum

Unit 1: Live Streaming with Shared Scripts

Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Lessons/ Suggested Resources	Vocabulary
Format Introduction and Application: 15 days	Technology routine provides accountability. Updating living media is essential to accuracy.	How does a live stream capture attention differently from an uploaded video? How does a live document keep a media team connected to their audience?	Students will know: the difference between a live stream and an uploaded video. the elements of a live news segment. the procedure for updating a living news script. that the purpose of a broadcast is to keep an audience informed.	Compare a live broadcast to an uploaded resource. Analyze the structure of a news script for content and clarity. Identify each step in the streaming sequence. Write a complete script using a provided template.	Streaming guideline with hands-on modeling Streaming application Broadcast/Upload comparison and analysis guide Script writing: (multiple assignments) Script editing: (multiple assignments) Group writing Individual writing	Streaming Uploading Shared document Audience Lead Value Tag Transition Wrap-up Impact Template

Unit 1 Standards/ Eligible Content

CC.3.4.10.C1

Apply the components of the technological design process.

CC.3A.CS.02

Compare levels of abstraction and interactions between application software, system software, and hardware layers.

CC.3.4.12.D2

Verify that engineering design is influenced by personal characteristics, such as creativity, resourcefulness, and the ability to visualize and think abstractly.

CC.9.1.12.C

Integrate and apply advanced vocabulary to the arts forms.

CC.9.1.12.H Incorporate the effective and safe use of materials, equipment and tools into the production of works in the arts at work and performance spaces.

CC.9.1.12.J

Analyze and evaluate the use of traditional and contemporary technologies for producing, performing and exhibiting works in the arts or the works of others.

CC.1.4.9-10.B

Write with a sharp distinct focus identifying topic, task, and audience.

CC.1.4.9-10.D Organize ideas, concepts, and information to make important connections and distinctions; use appropriate and varied transitions to link the major sections of the text; include formatting when useful to aiding comprehension; provide a concluding statement or section.

Unit 2: Sourcing News

Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Lessons/ Suggested Resources	Vocabulary
Sourcing News: 15 days	Evaluating a source Comparing sources Fact Checking Citing Sources Reviewing and Updating (follow-up)	How can a writer trust a source? Where should news sources come from? How should writers compare sources for accurate reporting? How can writers research and fact check sources?	Students will know: how to evaluate a resource for writing purposes. where to look for resources to support shared information. how to include source information when necessary. how to return to a source for updated information.	Evaluate a story source with criticism Compare and contrast sources to seek accurate information Analyze sources Include source information in articles Return to a source for follow-up reporting	Analysis guide Example resources (news types, online media, print media) Comparison guide (blogs, eyewitness accounts, expert testimony, narrative re-telling, corrections, Embedding citations in text Returning to sources guide	Resource Accountability Fact-check Follow-up Agency Testimony Retraction Correction Counter statement

		<p>How do writers include sources in stories?</p> <p>When is it necessary to return to a source after sharing a story?</p>				
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Unit 2 Standards/ Eligible Content

CC.8.5.9-10.A

Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

CC.8.5.9-10.D Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

CC.8.5.9-10.F

Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

CC.8.5.9-10.H

Assess the extent to which the reasoning and evidence in a text support the author's claims.

CC.8.5.9-10.I

Compare and contrast treatments of the same topic in several primary and secondary sources.

CC.8.5.11-12.I

Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

CC.3.5.11-12.G

Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.

Unit 3: Publication Part One

Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Lessons/ Suggested Resources	Vocabulary
Writing focus: 15 days	<p>Story Assignments</p> <p>Formatting</p> <p>Original Draft</p>	<p>How are story assignments given?</p> <p>What types of stories should be included in a</p>	<p>Students will know:</p> <p>how to approach a new story assignment.</p> <p>how to evaluate writing style for a</p>	<p>Compile a list of story assignments and rank priority of completion to begin writing process.</p>	<p>Story assignment lists</p> <p>Source suggestions</p> <p>Pittsburgh Post-Gazette</p>	<p>Assignment list</p> <p>Formatting</p> <p>Line assist</p> <p>Draft</p> <p>Alignment</p>

	Peer Editing Rewriting Layouts and Revisions Final Proofing Reflection	publication? Who is the target audience for a publication? How does universal formatting help to structure organization and clarity in various stories across various styles? How do peers review and edit work? How do writers incorporate feedback into work? How do editors input writing into online layouts? What is a final proof prior to publication? How do writers evaluate their own work after	specific intended audience. how to integrate a story into an existing layout. how to utilize layouts for organization, clarity, and purpose. how to review peer work and how to provide appropriate feedback. how to apply feedback into writing during revisions. how transfer stories into online news sharing outlets. how to proof read a final cut. how to reflect on completed work for a self-evaluation.	Seek appropriate resources for information. Evaluate resources to utilize prior understanding of source analysis. Outline and compose story with attention to formatting. Review writing for content, clarity, and grammar. Read and evaluate peer writing for editing. Apply corrections from peer feedback. Upload work into digital layout. Edit font/layout according to design guide. Review work for final proof prior to publication. Review writing process and	FlipSnack App	
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		a publication issue?		complete a self-evaluation.		
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Unit 3 Standards/ Eligible Content

CC.1.4.9-10.A Write informative/ explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.
CC.1.4.9-10.E Write with an awareness of the stylistic aspects of composition. • Use precise language and domain-specific vocabulary to manage the complexity of the topic. • Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.
CC.1.3.9-10.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.
CC.1.4.9-10.H Write with a sharp distinct focus identifying topic, task, and audience. • Introduce the precise claim.
CC.1.4.9-10.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
CC.1.4.9-10.N Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple points of view, and introducing a narrator and/or characters.
CC.1.4.9-10.Q Write with an awareness of the stylistic aspects of writing. • Use parallel structure. • Use various types of phrases and clauses to convey meaning and add variety and interest.
CC.1.4.9-10.T Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
CC.1.4.9-10.U Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.

Unit 4: Project-Based Group Production

Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Lessons/ Suggested Resources	Vocabulary
Public Service Announcements: 5 days	Impacting the audience Outlining a storyboard Filming in and out of sequence Producing a	What are important reminders for Carlynton students? How do PSA’s impact general understanding of	Students will know: how to complete a planning storyboard. how to evaluate the importance of a list of community topics	Select a relevant topic of focus. Create a complete storyboard for the PSA as a guide. Assign duties to team members	Preview PSA examples (film) Brainstorm topics with team Outline examples template	Storyboard Framework Scripting Read through Shot collection Splicing

	Public Service Announcement.	expectations? How can messages be modeled for the audience?	how to execute the production of a PSA.	Film sections of project. Edit sections for appropriate splicing of story. Review work with team. Produce final PSA.	Storyboard checklist guide	
Commercial Production: 5 days	Outlining a storyboard Assigning film/shot directors Managing continuity of single and multi-shot scenes Using powerful language for emphasis	What event or opportunity should be highlighted for district awareness? Which terms or phrases are most important to remember? Which platforms are most effective for reaching an audience?	Students will know: how to complete a planning storyboard how to use printed and spoken language to emphasize a message. how to execute the production of a commercial.	Create a complete storyboard for commercial. Assign tasks to team for setting up individual shots. Film shots. Check alignment to storyboard for use of repetitive language. Edit all shots for smooth transition. Produce final commercial.	Commercial review (film) Assessment tool template Phrase/term worksheet guide Continuity checklist	Storyboard Tag Repetition Platform Transition Splicing Layer Equalizing Playback
Community Spotlight: 5 days	Story Selection Distribution of Tasks for team Continuity in	What type of focus will show off an asset of our school community?	Students will know: how to determine the greatest asset for community impact.	Select focus with team members. Divide tasks and assign leaders for scripts, shots, and	Team task charts Planning guidelines Production checklist	Storyboard Asset

	Editing Producing a specialized story	What additional planning should be considered by the production team?	how to plan and execute the production of a community spotlight story.	editing. Manage film continuity expectations with team members. Film and edit spotlight. Produce final spotlight.		
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Unit 4 Standards/ Eligible Content

CC.1.4.9-10.C

Develop and analyze the topic with relevant, well-chosen, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension.

CC.1.4.9-10.D

Organize ideas, concepts, and information to make important connections and distinctions; use appropriate and varied transitions to link the major sections of the text; include formatting when useful to aiding comprehension; provide a concluding statement or section.

CC.1.4.9-10.H

Write with a sharp distinct focus identifying topic, task, and audience. • Introduce the precise claim.

CC.1.4.9-10.P

Create a smooth progression of experiences or events using a variety of techniques to sequence events so that they build on one another to create a coherent whole; provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

CC.1.4.9-10.Q

Write with an awareness of the stylistic aspects of writing. • Use parallel structure. • Use various types of phrases and clauses to convey meaning and add variety and interest.

CC.1.4.9-10.T

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

CC.1.4.9-10.U

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

Unit 5: Publication Part Two

Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Lessons/ Suggested Resources	Vocabulary
Writing focus: 15 days	Story Assignments Formatting	How can writers develop content coverage?	Students will know: how to evaluate writing style for a	Rank assignments in priority of completion to begin writing process.	Story assignment lists Source suggestions	Same as first publication

	<p>Original Draft</p> <p>Peer Editing</p> <p>Rewriting</p> <p>Layouts and Revisions</p> <p>Final Proofing</p>	<p>What can writers do to improve on prior project focus?</p> <p>Who is the target audience for a publication?</p> <p>How can writers improve focus from prior layout experience?</p> <p>How should writers communicate feedback?</p> <p>How can writers apply additional checks for proofreading?</p>	<p>specific intended audience.</p> <p>how to integrate a story into an existing layout.</p> <p>how to utilize layouts for organization, clarity, and purpose.</p> <p>how to review peer work and how to provide appropriate feedback.</p> <p>how to apply feedback into writing during revisions.</p> <p>how transfer stories into online news sharing outlets.</p> <p>how to proof read a final cut.</p> <p>how to reflect on completed work for a self-evaluation.</p>	<p>Seek appropriate resources for information.</p> <p>Evaluate resources to utilize prior understanding of source analysis.</p> <p>Outline and compose story with attention to formatting.</p> <p>Review writing for content, clarity, and grammar.</p> <p>Read and evaluate peer writing for editing.</p> <p>Apply corrections from peer feedback.</p> <p>Upload work into digital layout. Edit font/layout according to design guide.</p> <p>Review work for final proof prior to publication.</p> <p>Review writing</p>	<p>Pittsburgh Post-Gazette</p> <p>FlipSnack App</p>	
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				process and complete a self- evaluation.		
Unit 5 Standards/ Eligible Content						
<p>CC.1.4.9-10.A Write informative/ explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.</p> <p>CC.1.4.9-10.E Write with an awareness of the stylistic aspects of composition. • Use precise language and domain-specific vocabulary to manage the complexity of the topic. • Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.</p> <p>CC.1.3.9-10.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.</p> <p>CC.1.4.9-10.H Write with a sharp distinct focus identifying topic, task, and audience. • Introduce the precise claim.</p> <p>CC.1.4.9-10.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>CC.1.4.9-10.N Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple points of view, and introducing a narrator and/or characters.</p> <p>CC.1.4.9-10.Q Write with an awareness of the stylistic aspects of writing. • Use parallel structure. • Use various types of phrases and clauses to convey meaning and add variety and interest.</p> <p>CC.1.4.9-10.T Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>CC.1.4.9-10.U Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.</p>						
Unit 6: Project-Based Individual Production						
Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Lessons/ Suggested Resources	Vocabulary
Interview: 5 days	Interviewing a Subject Conveying a Story Impacting Readers	What larger story can come from a single- subject interview? How can writers influence the direction of the	Students will know: how to contact an interview subject to arrange an interview. how to plan an interview with a story in mind.	Contact interview subjects. Schedule interviews. Create question lists. Follow-up with	Subject communication guide Question template Scheduling/managing interview timeline guide Interview Note	Interviewer Interviewee Subject Follow-up Confirmation Focus

		interview through questioning?	how to ask follow-up questions to encourage story development. how to edit final interview material for publication.	answers. Evaluate interview material. Edit interview material. Produce a final interview.	Template	
Special Project: 10 days	Challenge Readers Provoke Response Make a Difference in Community	How can writing inspire change? How do writers assess the needs of the community?	Students will know: how to evaluate topics for reader impact. how to manage timeline for projects. how to edit final material for publication.	Select special project topic. Plan timeline for collection of visual shots and audio recording. Edit work for a specific purpose/impact. Produce final project.	Subject selection guide Evaluating impact	Response Influence

Unit 6 Standards/ Eligible Content

CC.1.4.9-10.C

Develop and analyze the topic with relevant, well-chosen, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension.

CC.1.4.9-10.D

Organize ideas, concepts, and information to make important connections and distinctions; use appropriate and varied transitions to link the major sections of the text; include formatting when useful to aiding comprehension; provide a concluding statement or section.

CC.1.4.9-10.H

Write with a sharp distinct focus identifying topic, task, and audience. • Introduce the precise claim.

CC.1.4.9-10.P

Create a smooth progression of experiences or events using a variety of techniques to sequence events so that they build on one another to create a coherent whole; provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

CC.1.4.9-10.Q

Write with an awareness of the stylistic aspects of writing. • Use parallel structure. • Use various types of phrases and clauses to convey meaning and add variety and interest.

CC.1.4.9-10.T

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

CC.1.4.9-10.U

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

Unit 7: Publication Part Three

Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Lessons/ Suggested Resources	Vocabulary
Writing focus: 15 days	Story Assignments Formatting Original Draft Peer Editing Rewriting Layouts and Revisions Final Proofing	How do writers create a “fresh take” with previous news stories as a follow-up? What can writers do to improve on prior project focus? Who is the target audience for a publication? How can writers improve focus from prior layout experience? How should writers communicate	Students will know: how to evaluate writing style for a specific intended audience. how to integrate a story into an existing layout. how to utilize layouts for organization, clarity, and purpose. how to review peer work and how to provide appropriate feedback. how to apply feedback into writing during revisions. how transfer stories into online news sharing outlets.	Rank assignments in priority of completion to begin writing process. Seek appropriate resources for information. Evaluate resources to utilize prior understanding of source analysis. Outline and compose story with attention to formatting. Review writing for content, clarity, and grammar. Read and evaluate peer writing for editing. Apply corrections	Story assignment lists Source suggestions Pittsburgh Post-Gazette FlipSnack App	Same as first publication

		feedback? How can writers apply additional checks for proofreading?	how to proof read a final cut. how to reflect on completed work for a self-evaluation.	from peer feedback. Upload work into digital layout. Edit font/layout according to design guide. Review work for final proof prior to publication. Review writing process and complete a self-evaluation.		
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Unit 7 Standards/ Eligible Content

CC.1.4.9-10.A

Write informative/ explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.

CC.1.4.9-10.E

Write with an awareness of the stylistic aspects of composition. • Use precise language and domain-specific vocabulary to manage the complexity of the topic. • Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.

CC.1.3.9-10.I

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.

CC.1.4.9-10.H

Write with a sharp distinct focus identifying topic, task, and audience. • Introduce the precise claim.

CC.1.4.9-10.F

Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

CC.1.4.9-10.N

Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple points of view, and introducing a narrator and/or characters.

CC.1.4.9-10.Q

Write with an awareness of the stylistic aspects of writing. • Use parallel structure. • Use various types of phrases and clauses to convey meaning and add variety and interest.

CC.1.4.9-10.T

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

CC.1.4.9-10.U

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

Unit 8: Location Filming

Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Lessons/ Suggested Resources	Vocabulary
Group Event: 10 days	Location Scouting Resource Planning Continuity on Live Set	What is the difference between studio filming and filming on location? How are resources different on location sets? What kinds of continuity challenges arise with location shots?	Students will know: how to identify the differences between set and location settings. how to plan a resource list for outdoor or alternative locations for filming. how to avoid common mistakes with location continuity.	Identify location shooting challenges. Create a plan for filming a brief story on location around the building. Identify necessary resources to prepare for a location shoot. Film with team members in various steps/segments. Edit and produce final location project.	Locations list worksheet Resource checklist Materials sign-out sheet	Location Scouting Resources Continuity Weather Factors Light Source Wind Shield External Microphone
Individual Event: 5 days	Location Scouting Securing actors/speakers Resource Planning	How do filmmakers recruit actors or speakers for projects? How much additional planning is	Students will know: how to complete an agreement with outside actors or speakers. how to divide a	Identify location for individual project. Select actor(s) and create actor(s) participation agreement.	Secondary locations list worksheet Actor/speaker agreement template Resource checklist	Same as above

	Continuity on Live Set	needed for resources? How can editors plan to edit footage with limited time?	timeline to meet a deadline.	Plan project (storyboard) Prepare materials for project. Film, edit, and produce project.	Timeline guide	
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Unit 8 Standards/ Eligible Content

CC.1.4.9-10.D

Organize ideas, concepts, and information to make important connections and distinctions; use appropriate and varied transitions to link the major sections of the text; include formatting when useful to aiding comprehension; provide a concluding statement or section.

CC.1.4.9-10.H

Write with a sharp distinct focus identifying topic, task, and audience. • Introduce the precise claim.

CC.1.4.9-10.P

Create a smooth progression of experiences or events using a variety of techniques to sequence events so that they build on one another to create a coherent whole; provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

CC.1.4.9-10.E

Write with an awareness of the stylistic aspects of composition. • Use precise language and domain-specific vocabulary to manage the complexity of the topic. • Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.

CC.1.4.9-10.U

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

Unit 9: Publication Part Four

Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Lessons/ Suggested Resources	Vocabulary
Writing focus: 15 days	Story Assignments Formatting Original Draft Peer Editing Rewriting	How do writers create a “fresh take” with previous news stories as a follow-up? What can writers do to improve on	Students will know: how to evaluate writing style for a specific intended audience. how to integrate a story into an existing layout.	Rank assignments in priority of completion to begin writing process. Seek appropriate resources for information. Evaluate resources	Story assignment lists Source suggestions Pittsburgh Post-Gazette FlipSnack App	Same as previous publication

	<p>Layouts and Revisions</p> <p>Final Proofing</p>	<p>prior project focus?</p> <p>Who is the target audience for a publication?</p> <p>How can writers improve focus from prior layout experience?</p> <p>How should writers communicate feedback?</p> <p>How can writers apply additional checks for proofreading?</p>	<p>how to utilize layouts for organization, clarity, and purpose.</p> <p>how to review peer work and how to provide appropriate feedback.</p> <p>how to apply feedback into writing during revisions.</p> <p>how transfer stories into online news sharing outlets.</p> <p>how to proof read a final cut.</p> <p>how to reflect on completed work for a self-evaluation.</p>	<p>to utilize prior understanding of source analysis.</p> <p>Outline and compose story with attention to formatting.</p> <p>Review writing for content, clarity, and grammar.</p> <p>Read and evaluate peer writing for editing.</p> <p>Apply corrections from peer feedback.</p> <p>Upload work into digital layout. Edit font/layout according to design guide.</p> <p>Review work for final proof prior to publication.</p> <p>Review writing process and complete a self-evaluation.</p>		
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Unit 9 Standards/ Eligible Content

CC.1.4.9-10.A

Write informative/ explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.

CC.1.4.9-10.E

Write with an awareness of the stylistic aspects of composition. • Use precise language and domain-specific vocabulary to manage the complexity of the topic. • Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.

CC.1.3.9-10.I

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.

CC.1.4.9-10.H

Write with a sharp distinct focus identifying topic, task, and audience. • Introduce the precise claim.

CC.1.4.9-10.F

Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

CC.1.4.9-10.N

Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple points of view, and introducing a narrator and/or characters.

CC.1.4.9-10.Q

Write with an awareness of the stylistic aspects of writing. • Use parallel structure. • Use various types of phrases and clauses to convey meaning and add variety and interest.

CC.1.4.9-10.T

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

CC.1.4.9-10.U

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

Unit 10: Mixed Media Storytelling

Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Lessons/ Suggested Resources	Vocabulary
Writing focus: 15 days	Tell a story	What makes a story exciting? What are the best options for telling your story? How can writers make the story objective clear? How do writers anticipate the viewer response	Students will know: how to tell a story with a specific emotional objective for viewers. how to select media types to assist with the objective. how to engage in film/recording/writing for the purpose of objective.	Brainstorm story ideas Identify central story and objective Select media types as vehicle for story Plan project steps Film/write/animate story with emphasis on objective focus Review work for	Brainstorm template Objective examples Media style examples: film song PSA cartoon stop-motion Objective/project checklist Storytelling rubric	Storyboard Objective

		<p>for the desired outcome?</p> <p>Does my project provoke the response in my objective?</p>	<p>how to evaluate final project for effectiveness in object outcome.</p>	<p>final proof prior to publication.</p> <p>Publicize work through appropriate media formatting</p> <p>Review peer response and compare to objective.</p> <p>Review writing process and complete a self-evaluation.</p>		
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Unit 10 Standards/ Eligible Content

CC.1.4.9-10.H

Write with a sharp distinct focus identifying topic, task, and audience. • Introduce the precise claim.

CC.9.1.12.C

Integrate and apply advanced vocabulary to the arts forms.

CC.9.1.12.H

Incorporate the effective and safe use of materials, equipment and tools into the production of works in the arts at work and performance spaces.

CC.1.4.9-10.F

Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

CC.1.4.9-10.N

Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple points of view, and introducing a narrator and/or characters.

CC.1.4.9-10.Q

Write with an awareness of the stylistic aspects of writing. • Use parallel structure. • Use various types of phrases and clauses to convey meaning and add variety and interest.

CC.1.4.9-10.T

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

CC.1.4.9-10.U

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

Unit 11: Publication Part Five

Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Lessons/ Suggested Resources	Vocabulary
Writing focus: 15 days	Story Assignments Formatting Original Draft Peer Editing Rewriting Layouts and Revisions Final Proofing	How do writers create a “fresh take” with previous news stories as a follow-up? What can writers do to improve on prior project focus? Who is the target audience for a publication? How can writers improve focus from prior layout experience? How should writers communicate feedback? How can writers apply additional	Students will know: how to evaluate writing style for a specific intended audience. how to integrate a story into an existing layout. how to utilize layouts for organization, clarity, and purpose. how to review peer work and how to provide appropriate feedback. how to apply feedback into writing during revisions. how transfer stories into online news sharing outlets. how to proof read a final cut. how to reflect on	Rank assignments in priority of completion to begin writing process. Seek appropriate resources for information. Evaluate resources to utilize prior understanding of source analysis. Outline and compose story with attention to formatting. Review writing for content, clarity, and grammar. Read and evaluate peer writing for editing. Apply corrections from peer feedback. Upload work into digital layout. Edit	Story assignment lists Source suggestions Pittsburgh Post-Gazette FlipSnack App	Same as previous publication

		checks for proofreading?	completed work for a self-evaluation.	font/layout according to design guide. Review work for final proof prior to publication. Review writing process and complete a self-evaluation.		
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Unit 11 Standards/ Eligible Content

CC.1.4.9-10.A
Write informative/ explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.

CC.1.4.9-10.E
Write with an awareness of the stylistic aspects of composition. • Use precise language and domain-specific vocabulary to manage the complexity of the topic. • Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.

CC.1.3.9-10.I
Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.

CC.1.4.9-10.H
Write with a sharp distinct focus identifying topic, task, and audience. • Introduce the precise claim.

CC.1.4.9-10.F
Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

CC.1.4.9-10.N
Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple points of view, and introducing a narrator and/or characters.

CC.1.4.9-10.Q
Write with an awareness of the stylistic aspects of writing. • Use parallel structure. • Use various types of phrases and clauses to convey meaning and add variety and interest.

CC.1.4.9-10.T
Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

CC.1.4.9-10.U
Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.

Unit 12: Final Project

Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Lessons/ Suggested Resources	Vocabulary
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Final Project: 15 days	Creation mirrors the creator Leaving a legacy Representing greatness through mixed media	How can my work reflect my values? What do I stand for? How can I use feedback from peers to help in the planning for this project? What is the best way to incorporate elements of mixed media in my work?	Students will know: how to identify and share values. how to pitch a project to a group. how to utilize feedback from a group for individual project progress. how to communicate a lasting legacy through a media product.	Create a project which highlights values. Plan for the creation and implementation of project through various media formats: video audio written word compilation Share project plans with group. Utilize feedback for project planning. Create final legacy project. Review work for final proof prior to publication. Review writing process and complete a self-evaluation.	Project examples guide Planning template Peer feedback form	Legacy Values Compilation
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Unit 12 Standards/ Eligible Content

CC.1.4.9-10.H

Write with a sharp distinct focus identifying topic, task, and audience. • Introduce the precise claim.

CC.3.4.10.C1

Apply the components of the technological design process.

CC.9.1.12.C

Integrate and apply advanced vocabulary to the arts forms.

CC.9.1.12.H

Incorporate the effective and safe use of materials, equipment and tools into the production of works in the arts at work and performance spaces.

CC.1.4.9-10.N

Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple points of view, and introducing a narrator and/or characters.

CC.1.4.9-10.Q

Write with an awareness of the stylistic aspects of writing. • Use parallel structure. • Use various types of phrases and clauses to convey meaning and add variety and interest.

CC.1.4.9-10.E

Write with an awareness of the stylistic aspects of composition. • Use precise language and domain-specific vocabulary to manage the complexity of the topic. • Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.

CC.1.4.9-10.U

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