Welcome to CNN Studio Tours!

What to Expect on Your Field Trip
Using this Study Guide
Live Feed: Classroom Lesson Plans
   1. In His Own Words (Social Studies, Language Arts)
   2. Broadcast the Forecast (Science, Technology & Engineering)
   3. CNN Heroes of History (Social Studies, Language Arts)
   4. Coast to Coast (Social Studies, Mathematics)
   5. Career Network (Mathematics, Careers)
Beyond the News: Additional Resources
Games & Puzzles: Cryptogram, Word Search
The Real Story: History of CNN Timeline
Talk the Talk: CNN Control Room Jargon
The Man Behind the Station: Biography of Ted Turner
TV Terms: CNN Glossary
News You Can Use: Curriculum Standards
National Curriculum Standards
State: GA, AL, FL, NC, SC, TN

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A field trip to CNN Studio Tours showcases what happens when you mix the spirit of entrepreneurship with advances in science and technology to create the world's news leader. You and your students will go behind the scenes at CNN to explore how news and information are broadcast around the globe.

Welcome!
Ted Turner, a born entrepreneur, was not afraid to risk failure to achieve what he wanted. He was also able to recognize business potential when others did not. Cable and satellite communications systems started to develop in the late 1940s and 1950s but they were not widely used. In the 1970s Ted Turner saw those technologies as being the wave of the future for television.

Turner knew that people would watch if he provided programming that they wanted to see. He decided to start a network that provided news programming 24 hours a day, seven days a week as it was happening. He bought an abandoned country club in Atlanta, turned it into a television studio, and the Cable News Network was launched on June 1, 1980.

When the company grew too big for its original building, Turner purchased another old building and turned it into CNN Center, where it still is today. Over the years, CNN added spin-off networks and other news-related services. All CNN-branded networks and services combined are now available to more than one billion people in 212 countries and territories.

Control Room Theater
Your experience at CNN Studio Tours begins with a ride on an eight-story, freestanding escalator – the longest in the world! Your first stop is the Control Room Theater. From your seats, you see a screen with real-time representations of some of the monitors that the control room staff is watching from their location three floors below. On an average day, the control room staff is comprised of six to ten people. During breaking news, the control room environment can become very intense. Directors often have only seconds to prepare for new developments.

Studio 7E
Here, you learn about the technology used to deliver both news and weather. Someone from your group may even get be an anchor for the day and read off of the TelePrompTer! The weather team at CNN uses two systems during their coverage. One that you may have seen before – the Chroma Key system – is also called the “Green Screen.” The other technology is known as “The Magic Wall.” The Magic Wall is a display with a multi-touch overlay that allows meteorologists to interact directly with the graphics that they are discussing on air.

Studio 7
This is the HLN Studio featuring a signature set designed to inspire conversation among the hosts. There's also a lot of technology at work, including a retractable green screen. The Vista wall seen in this studio is eight feet tall, 24 feet wide, and is made up of three smaller panels. The edges have been blended together to make the seams in the panels less noticeable. This wall is used to create a distinctive look for each program through a combination of videos, graphics, and text. The Vista wall has its own control room manned by a producer or technical director who manage the content it displays.

CNN Newsroom
The CNN newsroom operates 24 hours a day, seven days a week with a normal staff size of 150 people. During major breaking news events, there can be more than 300 people working in a heightened state of activity. As you will see, the newsroom is broken into three zones: news gathering, CNN Digital, and future assignments.
Digital Hub
CNN gets some of its headlines from social media and actively monitors multiple digital platforms about what people are searching, playing, sharing, creating and watching. You will also see the suite of apps that Turner (parent company) owns and operates.

Atrium
This stop on the tour brings you past the studios for CNN International and CNN en Español. You will overlook a food court that used to be a giant skating rink! Look closely at the floor and you will notice a map of the world with gold disks marking some of CNN's news bureaus.

Studio 3
Studio 3 is a modular studio capable of being transformed based on the needs of the broadcast schedule. This studio is used mainly for CNN weekend shows, CNN weather broadcasts, and sometimes for CNN en Español and CNN International.

CNN Studio Tours
CNN Studio Tours offers your students a unique opportunity to see STEAM learning at work. They will be inspired by the story of Ted Turner to think BIG and follow their passion. When you hear your students ask “Why do I need to learn this?” point to your class visit to CNN Studio Tours and remind them of how proficiency in science, technology, engineering, art, and math can lead to careers on the world stage - both in front of the camera and behind the computer.
As a companion to your experience at CNN Studio Tours, this Study Guide has been created to complement your classroom instruction and make the most of your school field trip. It contains original, assessable, STEAM-related classroom lesson plans for you to use and share.

The Elementary School Study Guide contains dynamic activities and assignments for students in grades three through five. There are also Study Guides for Middle School and High School. Each Guide is designed to be flexible and used to best meet the needs and capabilities of your class. You know your students better than anyone else!

Following this Introduction, you will find “Live Feed,” a section containing five interdisciplinary Classroom Lesson Plans addressing national and local curriculum standards. The lesson plans begin with instruction pages for teachers which include answer keys along with a list of the appropriate content areas and skills addressed by the activities in the lesson. Rounding out the lessons are ready-to-copy Student Activity worksheets that center on key STEAM topics featured on your tour.

The first lesson plan is “In His Own Words.” Students will read about Ted Turner’s vision for CNN from the man himself. Go back in time to June 1, 1980 and “launch” this lesson by viewing CNN’s first moments on the air.

“Broadcast the Forecast,” the second lesson plan, invites students to explore how advances in technology continue to make a difference in the way CNN delivers the weather to its viewers.

In the next lesson, “CNN Heroes of History,” students select a person from American History to “nominate” for this award. They will complete an entry form based on the real application process used for the annual CNN Heroes program.

“Coast to Coast” combines U.S. geography and grid-reading skills from math as students use the coordinates of latitude and longitude to identify the location of eight CNN bureaus in the U.S.

The fifth lesson plan is “Career Network.” Students may think of an on-air reporter when they imagine a career in a newsroom. However, CNN—a vibrant workforce located all over the world—also employs a range of talent from engineers and graphic designers to hair and make-up artists! The logic puzzle in this lesson plan opens your students’ eyes to the diversity of careers available in a company like CNN while practicing critical thinking skills and establishing equalities without using any numbers.

Next, there are two Games and Puzzles related to themes in CNN Studio Tours. One is a word search and the second is a cryptogram. These are excellent activities for your bus ride to and from the tour or to assign for extra credit as you see fit. Under “Beyond the News,” you will also find a timeline of CNN history, a glossary of terms and jargon, and a biography of Ted Turner.

We know how important it is to justify field trips and document how instructional time is spent outside of your classroom. To that end, this Study Guide is directly correlated to the Common Core State Standards for English Language Arts and Mathematics, the C3 Framework for Social Studies State Standards, and the Next Generation Science Standards. These correlations are organized by content and grade level. You can readily see how they fit into your required curriculum, making it easy to connect a field trip to CNN Studio Tours with your classroom instruction. Following the national curricula, you will find the Georgia Performance Standards and the Georgia Standards of Excellence.
In addition, specific requirements are provided for Alabama, Florida, North Carolina, South Carolina, and Tennessee.

All of these education resources can be used before or after your field trip. They will help prepare students for the teachable moments found throughout CNN Studio Tours. When you get back to school, you can refer to the Guide as you continue to explore connections between the themes of the tour and your classroom STEAM instruction. We’re ready to go live in 3-2-1!
Lesson Plan 1:  
In His Own Words

Teacher Instructions
Ted Turner is known throughout the world as an astute businessman with extensive experience in outdoor advertising, radio, and television. On the evening of June 1, 1980, he expanded his media empire even further with his launch of The Cable News Network, or CNN. After a brief ceremony and dedication, a husband-and-wife news anchor team, Lois Hart and David Walker, read the news from typed notes. They led with a story about the assassination attempt of Civil Rights leader, Vernon Jones. Your class can view a recording of CNN’s first complete hour on the air, including the dedication ceremony, here: https://www.youtube.com/watch?v=rWhgKuKvPE.

In their debut hour broadcast live at 6 pm, the team had some technical difficulties but there was no doubt history was being made. In the years before they moved into the world headquarters you see on CNN Studio Tours, the broadcast studio was in the basement of a former country club.

CNN was the first 24-hour, all-news station in the world. Turner wanted to be sure this innovation was observed with dignity and distinction. In a primary source excerpted from Turner’s autobiography, Call Me Ted*, your students will first read how he describes the setting for this historic opening ceremony and then answer ten questions that follow.

Answer Key
1. the Cable News Network was going to be something really important
2. in front of our [the] new offices—out on the lawn of the old Progressive Club
3. advertisers, cable operators, and members of the press
4. around 5:30
5. musicians from the Army, Navy, Air Force, and Marines
6. “Nearer My God, to Thee;”
7. it was the last song played on the Titanic when she went down
8. in case the Cold War ever got hot and nuclear weapons were being launched, CNN could sign off its final broadcast with the Armed Forces Band and this recording
9. Answers will vary but should address an actual war breaking out; “nuclear weapons”
10. …the important role I [he] expected CNN to play in disseminating information and bringing people together

**Student Activity**
The Cable News Network, or CNN, began broadcasting on the evening of June 1, 1980, after a brief ceremony and dedication by founder Ted Turner. A husband-and-wife news anchor team, Lois Hart and David Walker, read the news from typed notes. They led with a story about the assassination attempt of Civil Rights leader, Vernon Jones.

In their first live hour, the team had some technical difficulties but there was no doubt history was being made. In the years before they moved into the world headquarters you see on CNN Studio Tours, the broadcast studio was in the basement of a former country club.

CNN was the first 24-hour, all-news station in the world. Turner wanted to be sure this innovation was observed with dignity and distinction. In a primary source excerpted from Turner’s autobiography, Call Me Ted, you will read his description of the setting for this historic opening ceremony and then answer the questions that follow.

**Terms to Know**
autobiography, Cold War, dedication, disseminating, distinction, excerpted, innovation, launch, noteworthy

Read the primary source excerpt that begins on the next page and answer the questions that follow based on Ted Turner’s own words.
I wanted to be sure we put together a noteworthy launch that would let the world know that the Cable News Network was going to be something really important. We decided to hold a ceremony in front of our new offices—out on the lawn of the old Progressive Club. In addition to our own employees, we invited advertisers, cable operators, and members of the press. The network would begin satellite transmission at 6:00 p.m., so our event was scheduled to begin around 5:30.

We invited a combined Armed Forces Band, with top-notch musicians from the Army, Navy, Air Force, and Marines. They arrived a few hours early, as we were assembling bleachers and the viewing stand. While they were rehearsing, I asked them to play “Nearer My God, to Thee,” which I read was the last song played on the Titanic when she went down. We taped the performance so that in case the Cold War ever got hot and nuclear weapons were being launched, CNN could sign off its final broadcast with the Armed Forces Band and this recording.

Once our guests arrived I kicked off the program with a few comments, then handed the stage over to our other speakers.... When it came back to my turn, I discussed the important role I expected CNN to play in disseminating information and bringing people together.

1. What did Turner want the world to know about CNN?
2. Where was the opening ceremony held?
3. Whom did Ted Turner invite to the opening ceremony?
4. At what time did the event begin?
5. Who plays in the Armed Forces Band?
6. Which song did Turner ask the band to play while they were setting up?
7. What had Turner read about the song he asked the band to play?
8. For what occasion did Turner want a recording of this song?
9. What do you think he meant by “in case the Cold War ever got hot?” What context clues in his speech help you figure it out?
10. What did Turner discuss during his speech at the ceremony?
Lesson Plan 2:
Broadcast the Forecast

Teacher Instructions
Weather is always newsworthy. During times of extreme conditions such as tornadoes, hurricanes, and blizzards, the weather becomes the main story of the day. Other times, people turn to weather reports to plan their schedule or choose what to wear, especially if there is a snow day in the forecast!

While the need to know the weather has never changed, technology has made a difference in how CNN delivers the weather to its viewers. On your class visit to CNN Studio Tours you will see where live weather reports for television can be broadcast to the world. These stops include Studio 7, for Headline News, and Studio 3, a modular studio that can be changed based on the broadcast needed. But CNN doesn’t just provide the weather on TV. In the Newsroom of CNN Studio Tours, you see where CNN Digital creates the content for their global website. Current conditions and forecasts for cities around the globe are provided on the Weather page of www.CNN.com.

In this activity, your students will begin by comparing and contrasting the chroma key (“green screen”) and the “Magic Wall” systems used by CNN to deliver weather news on television. They will review how the two systems work as well as how they have been used for other purposes. Both of these technologies are demonstrated in Studio 7E of CNN Studio Tours.

Next, your students will complete an activity based on the symbols used to deliver the weather report online. After students have designed their own set of weather system icons, you can show them the ones used for your city’s daily weather report on www.CNN.com/Weather. You may discover that you have some budding meteorologists in your class!

Answer Key
Part 1: Answers will vary based on students’ Venn diagrams. Check for at least three items in each area of the diagram. Similarities should include: both are used to report weather, involve computer technology, also have other purposes or uses, and CNN uses both of them.

Part 2: Accept any reasonable depictions that match the descriptions. For additional conditions, students may include fog, lightening, hurricane, tornado, hail, extreme heat, extreme cold, sleet, and the like.
Student Activity
The weather is always newsworthy. During times of extreme conditions such as tornadoes, hurricanes, and blizzards, the weather becomes the main story of the day. Other times, people turn to the weather reports to plan their schedule or choose what to wear, especially if there is a snow day in the forecast!

While the need to know the weather has never changed, technology has changed the way CNN delivers the weather to its viewers. During your field trip to CNN Studio Tours, you will see where live weather reports can be broadcast to the world. Pay close attention to Studio 7, for Headline News, and Studio 3, a modular studio that can be changed based on the kind of broadcast needed.

Today CNN doesn’t just report the weather on TV. In the Newsroom of CNN Studio Tours, you see where CNN Digital creates the content for their global website. Current weather conditions and forecasts for cities around the globe are provided on the Weather page of www.CNN.com. Now you know how science and technology help CNN predict the unpredictable - the weather.

Terms to Know
anchor, broadcast, climate, current, forecasts, gestures, icons, manipulate, meteorologist, modular, non-committal, unpredictable

Part 1: Weather on TV
In Studio 7E of CNN Studio Tours, you will see first-hand how technology brings the weather news to the world. Below, you will read how CNN uses both the chroma key and the “Magic Wall” systems to broadcast weather reports around the clock.
After you read these two descriptions, complete the Venn diagram. Compare and contrast the technologies behind the chroma key and the Magic Wall. Include at least three items in the center for similarities and three differences in each of the circles for the two systems.

**Chroma Key**
The Weather team at CNN International uses a “green screen” system, also known as chroma key. To use the chroma key system, the meteorologist stands in front of a green screen. A computer chip inside the camera programs the camera to insert a graphic wherever it reads that particular shade of green. The meteorologists never fully turn around to face the wall. Instead, they use a side monitor to position themselves in front of the map. Since nothing is truly behind the meteorologist, they rarely point directly to a specific place on the map. They use what are known as “broad, non-committal, sweeping gestures.”

A blue screen can be used instead of the green screen. Blue and green work best because these are the only two colors not naturally found in human skin. Regardless of whether a blue or green screen is used, the anchor must be careful with his or her wardrobe. If he or she matches the color of the wall, they will disappear behind the graphic on television. This is the same technology used for special effects in movies, such as Harry Potter’s Invisibility Cloak. Blue screen chroma key technology has been used in Hollywood since the 1940s and 1950s.
**Magic Wall**

Most of CNN’s weather coverage is done with one of the newest pieces of technology, the Magic Wall. The wall is a large monitor that allows meteorologists to interact directly with the graphics that they are discussing on air. Many CNN bureaus have at least one Magic Wall. The first CNN Magic Wall was used during the 2008 U.S. presidential elections. The wall in Atlanta is used mainly for weather coverage, which is how you see it on your CNN Studio Tours field trip.

The multi-touch technology used in the Magic Wall is very similar to the multi-touch technology used in an iPhone, other smart phones, and tablets. The meteorologists can manipulate the content that they plan to use for their broadcast. They can rearrange the images, drag them across the screen, make them larger or smaller, or even get rid of them simply by touching the screen. The weather anchor can control the images seen on TV during the broadcast, making it easier to produce exactly what he or she wants you to see at home.
### Part 2: Weather on the Go

For online weather reports, CNN uses icons to quickly and easily show what the weather is or what it will be. For example, if a day is going to be clear and sunny, you will see a small symbol of the sun. If it is a clear night, you will see a crescent moon symbol.

What symbols would you use to depict the weather? Create your own icons for each of the conditions listed in the chart. Think of other conditions in your climate, not on this list, that might need a symbol. Add them to the blank spaces at the end of the chart. Then compare them with the icons CNN uses in their actual weather reports online that your teacher will show you.

<table>
<thead>
<tr>
<th>Rain</th>
<th>Wind</th>
<th>Clouds</th>
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<tbody>
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<table>
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<tr>
<th>Flurries</th>
<th>Ice</th>
<th>Snow</th>
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<table>
<thead>
<tr>
<th>Partly Cloudy</th>
<th>Thunderstorm</th>
<th>Partly Sunny</th>
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<tbody>
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<td></td>
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</table>
Lesson Plan 3:
CNN Heroes of History

Teacher Instructions

Overlooking the Newsroom during your class visit to CNN Studio Tours, your students will learn that news gatherers at the assignment desks might review up to 1000 stories each day. Do you also know that there are some special stories that are only told once a year?

The CNN Heroes program is one such event. It began in 2007 to honor people who bring change to the world by making a difference in their own communities. CNN accepts thousands of nominations each year before narrowing the list to 10 finalists. The finalists and their work are presented on the CNN Heroes website, www.cnnheroes.com.

CNN's viewers and readers vote on the person they feel is most deserving of the top prize. The finalists are introduced and the recipient for CNN Hero of the Year is announced during an annual television program called CNN Heroes: An All-Star Tribute. Each finalist is given $10,000 and the winner receives $100,000 to support their work.

Now it is your students' turn to nominate a person for a “CNN Heroes of History" award! Each student or group of students, depending on how you prefer to assign the project, will select a person from American history based on his or her valuable contributions to the community. For inspiration, you can show your students samples from the actual CNN Heroes website which includes short video profiles of the top ten finalists from every year.

In addition to the historical figures listed in your state Social Studies curriculum, this project is an excellent tool for incorporating important individuals, such as minorities and women, who might not receive as much recognition in standard history textbooks. After your students select the historical figure they wish to “nominate,” they will complete the form in this Student Activity based on the real application process used for CNN Heroes.

A rubric is provided to help you assess the quality of your students' work. At the conclusion of the project, students will present their nominees to the class and then vote to select this year’s CNN Hero of History!
Rubric

Part 1:
1. 1 point for each of 3 facts provided (who, where, when):  
   _________________ /3

2. 1 point for each of 2 questions answered:
   _________________ /2

3. 1 point for each of 2 questions answered:
   _________________ /2

Part 2:
For each of the six questions, award point values as follows

- 3 points: Answered question fully in the allotted number of words. For #6, provided three sources.
- 2 points: Answered question fully but went over the allotted number of words. For #6, provided two sources.
- 1 point: Attempted to answer question but did not address the topics asked. For #6, provided one source.
- 0 points: Did not answer.

1. _______ /3
2. _______ /3
3. _______ /3
4. _______ /3
5. _______ /3
6. _______ /3

Total points: _________________ /25 points possible
Student Activity
Overlooking the Newsroom of CNN Studio Tours, you learn that news gatherers at the assignment desks might review up to 1000 stories in one day. Do you also know that there are some special stories that are only told once a year?

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Now it is your turn to nominate a person for a “CNN Heroes of History” award! Select a person from American history who you feel is a Hero of History based on his or her valuable contributions to their community. Complete the nomination form below, similar to one used in the real application process for CNN Heroes. You must follow the directions carefully to avoid disqualification.

At the conclusion of the project, you will present your nominee to the class and then vote as a group to select this year’s CNN Hero of History!

Terms to Know
annual, disqualification, enhancement, impact, innovative, motivated, nominee, potential, recipient

Complete the nomination form on separate paper.
Part 1:
1. Your nominee for CNN Hero of History from American history: Who? (Name), Where? (Location), When? (Date)

2. For which category are you nominating your CNN Hero of History? Why?

Categories
- Championing Children – Commitment to the welfare of young people
- Community Crusader – Creating solutions to a local problem or social issue
- Defending the Planet – Innovative efforts to preserve and protect the environment
- Medical Marvel – Dedication to the enhancement of human health
- Protecting the Powerless – Advancing the cause of human or equal rights
- Young Wonder – Outstanding achievement by a person age 25 or under
- Other – If the hero does not fit any other categories

3. During the broadcast announcing the finalists and naming the top recipient, the honorees are introduced by celebrities who support their causes. Which celebrity (living or dead) would you select to introduce your nominee at a CNN Heroes of History All-Star Tribute awards program? Why?

Part 2:
1. In your words, why does your nominee deserve recognition as a CNN Hero of History? Describe in detail your nominee’s specific accomplishment and what was involved in achieving it. Include the dates of the activities. (200-word maximum)

2. How have your nominee’s efforts made a difference for the better? Please describe their impact, potential impact and how they have inspired others. (100-word maximum)

3. Was there a specific moment or turning point that motivated your nominee to take action? (100-word maximum)

4. Is there anything else that makes your nominee exceptional? (100-word maximum)

5. How will being recognized as a CNN Hero of History further your nominee’s case? How would the prize money help his or her efforts? (50-word maximum)

6. List three links for articles or websites about your nominee that you used in your research.
Lesson Plan 4: Coast to Coast

Teacher Instructions
CNN is the largest news network in the world. Today, it is seen by more than 100 million households just in the United States. When your students are standing several levels above the entry of CNN’s world headquarters, they will see a map of the world pictured on the floor of the atrium. Look closely. Some of the cities with CNN bureaus are marked by gold disks in the dark-colored tiles.

After the first office opened in Atlanta in 1980, CNN spread quickly across the country and around the globe. Today, there are over a dozen bureaus in the United States alone! Eight of these cities are listed in the following Student Activity by the coordinates of their latitude and longitude. Using a globe, an almanac, or a map in their Social Studies book, your students will identify where each of these CNN bureaus are located.

Use this lesson plan on latitude and longitude to introduce or reinforce geographical concepts such as absolute location, hemispheres, cardinal directions, and mapping coordinates. For younger grades, consider providing the list of eight cities from the answer key for students to match to the corresponding latitudes and longitudes.

Answer Key
1. Atlanta, GA
2. Chicago, IL
3. Dallas, TX
4. Miami, FL
5. Los Angeles, CA
6. Washington, DC
7. Denver, CO
8. New York, NY

Map It!
1. (a.) Chicago; (b.) Miami
2. Atlanta and Los Angeles
3. (a.) New York; (b.) Los Angeles

Teacher Instructions

Answer Key

Map It!

Teacher Instructions

Answer Key

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Lesson Plan 4: Coast to Coast

Student Activity

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After the first office opened in Atlanta in 1980, CNN spread quickly across the country and around the globe. Today, there are over a dozen bureaus in the United States alone! Eight of these cities are listed below, by the coordinates of their latitude and longitude. Latitude and longitude are imaginary lines that crisscross the globe and make it easy to find the absolute location of any place on Earth.

Terms to Know

absolute location, atrium, bureau, hemisphere, parallel, Prime Meridian

Use a globe, an almanac, or a map in your Social Studies book to find the names of these eight U.S. cities, each home to a CNN bureau, and answer the questions that follow.

1. 33.8° N, 84.4° W ____________________________
2. 41.8° N, 87.7° W ____________________________
3. 32.8° N, 96.8° W ____________________________
4. 25.8° N, 80.2° W ____________________________
5. 34.1° N, 118.3° W ____________________________
6. 38.9° N, 77.0° W ____________________________
7. 39.7° N, 104.9° W ____________________________
8. 40.7° N, 74.0° W ____________________________
Map It!

1. (a.) Which city is the farthest north? (b.) Which city is the farthest south?

2. Which two cities are closest in latitude?

3. (a.) Which city is the farthest east? (b.) Which city is the farthest west?

4. Which two cities are closest in longitude?
Lesson Plan 5: Career Network

Teacher Instructions
In this lesson, your students will read a short story about a field trip to CNN Studio Tours. Then they will use their reasoning skills to solve a logic puzzle that matches four fictitious students to the careers they hope to have at CNN bureaus around the country.

To solve the puzzle, read each clue carefully. Use the chart to help you keep track of what you do and do not know about each student’s career plans. Because each student in the puzzle can only have one career, and each career can only have one student, you will use critical thinking skills to solve the mystery.

If a clue tells you that a person does NOT like something, then place an X in the box for that person and that career. When you are able to match a student to his or her career choice, put a checkmark in that box.

For example, the first clue says that Ruby does not want to be an anchor. Therefore, an X should be placed in the box where the row with her name meets the column for “Anchor in GA.” This first clue has been marked on the answer grid for you.

Keep reading the clues. Write an X on the answer grid for what you know is not true and use a checkmark for what you know is true until you have matched all of the students with their future careers at CNN.

Answer Key
Cora = set designer in NY
Burt = anchor in GA
Ted = field reporter in LA
Ruby = camera operator in DC
**Student Activity**

You are about to read a short story about a field trip to CNN Studio Tours and solve a logic puzzle that matches four fictitious students to the careers they hope to have at CNN bureaus around the country. Logic puzzles are a fun way to practice your math skills without using any numbers!

To solve the puzzle, read each clue carefully. Use the chart to help you keep track of what you do and do not know about each student’s career plans. Because each student in the puzzle can only have one career, and each career can only have one student, you will use the process of elimination to solve the mystery.

If a clue tells you that a person does NOT like something, then place an X in the box for that person and that career. When you are able to match a student to his or her career choice, put a checkmark in that box.

For example, the first clue says that Ruby does not want to be an anchor. Therefore, an X should be placed in the box where the row with her name meets the column for “Anchor in GA.” This first clue has been marked on the answer grid for you.

Keep reading the clues. Write an X on the answer grid for what you know is not true and use a checkmark for what you know is true until you have matched all of the students with their future careers at CNN.

<table>
<thead>
<tr>
<th>Terms to Know</th>
</tr>
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<tbody>
<tr>
<td>anchor, bureau, digital, grid, fictitious</td>
</tr>
</tbody>
</table>
**The Story**

On the bus ride back to school from their field trip to CNN Studio Tours, four students talk about the jobs they hope to have when they grow up. They are inspired to work at CNN after learning how much goes on both behind the scenes and in front of the cameras.

One student hopes to be an anchor and host a television show from the CNN world headquarters in Atlanta, GA. Another student wants to be a field reporter based in Los Angeles, CA and be the first on the scene when and where the news is happening. The third student loves art and architecture and wants to be a set designer for programs filmed at CNN’s bureau in New York. The final student loves video and politics and plans to turn these interests into a career as a camera operator in Washington, DC.

**Students:** Cora, Burt, Ted, Ruby

---

**Careers and locations**

- Television anchor in Atlanta, GA.
- Field reporter in Los Angeles, CA.
- Set designer in New York, NY.
- Camera operator in Washington, DC.

**The Clues:** Use these clues to match each student to her or his future career.

1. Ruby does not want to be anchor.
2. Cora does not want to appear on live television at all.
3. Neither Ruby nor Ted wants to design sets.
4. Ted does not want to be behind a camera all day, or live in Atlanta.
5. Cora does not want to live in Washington, DC.

---

<table>
<thead>
<tr>
<th></th>
<th>Anchor (GA)</th>
<th>Reporter (LA)</th>
<th>Set Designer (NY)</th>
<th>Camera Operator (DC)</th>
<th>NY</th>
<th>DC</th>
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</thead>
<tbody>
<tr>
<td>Cora</td>
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<td>Burt</td>
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<td>Ted</td>
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<td>Ruby</td>
<td>X</td>
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</table>
Cryptogram: Kyra Philips
This puzzle is a cryptogram, a code in which letters have been replaced by numbers. Solve the puzzle to read a quote from award-winning CNN journalist, Kyra Philips. Use the chart below to decode the message to find out what Kyra why she loves her job at CNN. Hints are provided and one letter has been filled in to get you started.
Word Search: City by City

After the first office opened in Atlanta in 1980, CNN spread quickly across the country and around the globe. Today, there are 14 bureaus in the United States. Search for the names of six U.S. cities that are home to CNN studios and offices. Next to each city, write the abbreviation for the state in which each of the bureaus is located.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>1. Atlanta</td>
<td>2. Dallas</td>
</tr>
<tr>
<td>5. Chicago</td>
<td>6. Miami</td>
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</table>

Word Search:

```
F G D A Z G F B T H U
Z T E S T K N L U W B
J I N L E L F H Q T O
T E V Y B U A X D S D
I M E L C S D N C N O
M J R A H C A K T U I
A L N G I Y P L K A C
I N V P C J Y V L W P
M A F J A S E M P A K
S S B T G R L C H I D
X V F N O T S O B O L
```
Answer Keys for Games and Puzzles

Cryptogram

“Because I wake up every day and I never know what’s going to happen.”

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<thead>
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<th>A</th>
<th>B</th>
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<td>22</td>
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Word Search

Atlanta (4, 1, SE) GA
Boston (9, 11, W) MA
Chicago (5, 5, S) IL
Dallas (11, 10, NW) TX
Denver (3, 1, S) CO
Miami (2, 9, N) FL

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The Real Story: The History of CNN

Below is a timeline of significant moments in the development and expansion of the first 24-hour, all-news network in the world.

This information can be used in your classroom:

- For exercises in historical geography, by mapping specific locations over time.
- To develop group study aids such as trivia contests and game or quiz shows.
- As writing prompts and research project topics across the curriculum.

<table>
<thead>
<tr>
<th>Year</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>1980</td>
<td>CNN, Ted Turner’s Cable News Network, makes its initial broadcast. CNN signs on the air June 1 as the world’s first 24-hour news network reaching 1.7 million cable television households.</td>
</tr>
<tr>
<td>1982</td>
<td>CNN launches a second network, CNN2, on New Year’s Day. The next year, it becomes CNN Headline News.</td>
</tr>
<tr>
<td>1985</td>
<td>CNN International begins live 24-hour transmission to Europe. Turner Broadcasting System, Inc. purchases 75% of the Omni International Complex for Ted Turner’s growing cable network television project. The following year, TBS purchases the remaining 25%.</td>
</tr>
<tr>
<td>1986</td>
<td>CNNRadio launches. The Omni International complex is renamed CNN Center and becomes the world headquarters for TBS, Inc. and CNN.</td>
</tr>
<tr>
<td>1992</td>
<td>CNN launches CNN Newsource, a service comprised of TV stations and local/regional cable news channels throughout North America. It provides partners with the news content necessary to produce competitive newscasts.</td>
</tr>
<tr>
<td>1993</td>
<td>CNN launches CNN en Español radio.</td>
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<tr>
<td>1995</td>
<td>CNN launches the Airport Channel, later renamed CNN Airport Network. CNN launches CNN Interactive online, which later becomes CNN.com.</td>
</tr>
<tr>
<td>1997</td>
<td>CNN launches CNN en Español television network.</td>
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<tr>
<td>1999</td>
<td>CNN Turk, headquartered in Istanbul, Turkey, is launched as one of the earliest CNN-branded, local-language, news service to be operated and controlled outside of Atlanta. CNN Mobile is launched as CNN International’s service for mobile devices.</td>
</tr>
<tr>
<td>2001</td>
<td>CNN launches CNN.com, the first major news and information website dedicated to providing 24-hour-a-day, up-to-the-minute access to accurate, independent news and information on the Internet and other distribution platforms.</td>
</tr>
<tr>
<td>2002</td>
<td>CNNArabic.com is launched from CNN’s Dubai bureau as the network’s first Arabic language venture.</td>
</tr>
<tr>
<td>2005</td>
<td>CNN-IBN, or Indian Broadcasting Network, is launched in India. By their 25th anniversary, CNN is distributed to 260 million households worldwide, is available in six different languages, and operates with 36 bureaus around the world.</td>
</tr>
<tr>
<td>2008</td>
<td>CNN Chile, a Chilean news channel in Santiago, Chile, is launched.</td>
</tr>
<tr>
<td>2012</td>
<td>CNN launches a film division called CNN Films to distribute and produce made-for-TV and feature documentaries.</td>
</tr>
<tr>
<td>2015</td>
<td>CNN Indonesia and CNN Philippines are launched.</td>
</tr>
</tbody>
</table>
Talk the Talk: CNN Control Room Jargon

During your class visit to CNN Studio Tours, you may overhear some interesting conversations coming from the Control Room. These tech professionals speak a very unique language!

- See how many phrases your students can match to their “translations.”
- Watch a broadcast of CNN as a class and identify the moments when you might hear these sayings coming from the Control Room.
- Use this list as a model to create your own Classroom Jargon.

“Big box, little box.” Divide the screen into a little box for a person (anchor) and a big box for live video.

“Faster, Prompter, faster!” The TelePrompTer operator is not keeping pace with the anchor.

“Feed it from the pool.” Sending video to CNN from a pool camera that is shared by the competitive news and broadcast networks.

“Feed the tape.” Broadcast video from one of CNN’s many video feeds.

“Float that package.” Postpone the broadcast of a package.

“Go with rolling coverage.” Continue extensive coverage of a breaking news story over a period of several hours or more.

“He’s a donut.” Use a reporter’s live remote between two stories.

“He’s out shooting a standup.” A standup is the reporter’s on-camera appearance during a package.

“Is that tape raw or cut?” Is the tape edited or unedited?

“Kill the package.” Pull the story before it is broadcast.

“Let’s use the weather as an accordion.” Use the non-scripted weather report to either shorten or lengthen the show to end exactly on time before local or commercial breaks.

“Lose the bug.” Remove the CNN logo from the bottom right corner of the screen.

“Roll on the feed.” Record video that is coming in from one of CNN’s many feeds.

“Roll the SOT.” SOT stands for Sound Over Tape.

“Send a crew to spray the room.” Send a camera crew to shoot video without a reporter and producer.

“She’s a live pop.” A reporter is giving a live report.

“She’s on the beeper.” The reporter is broadcasting live via telephone.

“That package is crashing.” That story is fast approaching its deadline.

“The bird’s going down.” CNN is about to lose its time on a satellite.

“The package is a hot roll.” A package broadcast live from one of CNN’s bureaus.

“What’s the bird gonna cost?” How much is the satellite time going to cost?

“What’s the slug?” What is the name of the package?
Throughout his career, Ted Turner has won recognition for his entrepreneurial acumen, sharp business skills, vision, leadership and philanthropy.

R.E. "Ted" Turner is the founder of Turner Broadcasting System, Inc. He began his career as an account executive with Turner Advertising Co. and entered the television business in 1970 when he acquired Atlanta independent UHF station Channel 17. In 1976, Turner bought Major League Baseball’s Atlanta Braves and launched TBS Superstation, originating the “Superstation” concept. The following year, Turner Broadcasting System Inc. acquired the National Basketball Association’s Atlanta Hawks, and in 1980, Turner launched CNN, the world’s first live, 24-hour global news network.

During the next two decades, the company built a portfolio of unrivaled cable television news and entertainment brands and businesses, including CNN Headline News, CNN International, TNT, Cartoon Network and Turner Classic Movies. In the mid-1990s, Castle Rock Entertainment and New Line Cinema became Turner Broadcasting properties. In October 1996, the company merged with Time Warner Inc. In January 2001, Time Warner Inc. merged with America Online to create AOL Time Warner. In October 2003, the company changed its name back to Time Warner Inc.

Turner served on the board of Time Warner Inc. until May 2006. Today, Turner Broadcasting remains a basic cable revenue and industry leader, operating many of the most powerful and well-established brands in news, entertainment, and animation.

Turner has also made his mark as one of the nation’s most influential philanthropists. He is Chairman of the Turner Foundation Inc., founded in 1990, which provides support for clean water and toxics reduction; clean air through improved energy efficiency and renewables; wildlife habitat protection; and the development of equitable practices and policies designed to reduce population growth rates. Since 1991, the Turner Foundation has provided grants to hundreds of organizations committed to those goals.

In September 1997, Turner announced a pledge of up to one billion dollars to the United Nations Foundation (UNF). The organization supports the goals and objectives of the United Nations to promote a more peaceful, prosperous, and just world. UNF has identified four core priorities: women and population; children’s health; the environment; and peace and security. Originally to be awarded over 10 years, Turner’s historic gift was intended to inspire an international spirit of participation and philanthropy. At a commemorative luncheon in December 2002 celebrating the fifth anniversary of Turner’s pledge, the UNF board of directors agreed to extend the life of the foundation an additional five years.

In early 2001, Turner launched the Nuclear Threat Initiative (NTI), a foundation of which he and former Senator Sam Nunn are co-chairmen. NTI is working to close the growing and increasingly dangerous gap between the threat from nuclear, chemical and biological weapons, and the global response.

The Turner Endangered Species Fund is a core grantee of the Turner Foundation. It works to conserve biodiversity through efforts to restore endangered or imperiled species on the Turner properties. Through Turner Enterprises, Turner manages the largest commercial bison herd in North America, which is spread across his ranches in Colorado, Kansas, Montana, Nebraska, New Mexico, Oklahoma and South Dakota.

In January 2002, Turner opened the first Ted's Montana Grill in Columbus, Ohio, with his partner, George W. McKerrow Jr., founder of the Longhorn Steakhouse chain. Ted's Montana Grill offers classic American comfort food, including bison or beef burgers, in an authentic Montana bar-and-grill atmosphere.

Turner also enjoys several outdoor sports, especially hunting and fishing.
Provide an area in your classroom with dictionaries – online or hard copies – for your students to define the terms below. For additional vocabulary development, refer to the word bank (“Terms to Know”) listed on the Student Activity Page in each of the lesson plans. As a quick reference tool, students can compile their TV terms in a mock “Reporter’s Notebook.”

**Affiliates:** TV stations, usually smaller local stations, where information for news stories is gathered.

**Analog:** Information or video in a tape format.

**Anchor:** A person who reports and coordinates a newscast, typically from a studio.

**AP:** (Associated Press) A source for news.

**Audio:** Any sound that is inserted into a broadcast (i.e. music, sound effects, or speech from talent).

**Bureaus:** CNN studios and offices throughout the world.

**CNN Air:** The CNN viewed on television, including the commercials.

**CNN Program:** The CNN viewed on television, excluding the commercials.

**CNN Preset:** The image that will air next.

**Control Room:** The heart of a newsroom where the entire broadcast is put together; the last point of contact before the news is seen on the air.

**Correspondent:** A person who reports news from a distant place.

**Digital:** Information or video in a computerized format.

**Director:** Responsible for the technical production of a newscast, segment or documentary. As the only member of the technical team who has a complete set of scripts, the Director prepares the technical crew before production as well as guides them through the actual shoot or newscast. The director follows scripts and orders from the Executive Producer.

**Feeds:** Distributing a local radio or television broadcast to a larger group of receivers by way of a network or satellite.

**Fiber Optics:** The technology of light transmission through very fine, flexible glass or plastic fibers.

**Fonts:** Text/words (i.e. anchors name or location).

**Graphics:** Images/pictures (i.e. maps, logos).

**Green Screen Effect:** Technology that is frequently used by meteorologists. The effect begins with a chip inserted into a camera, which then has the capability of replacing the color green with an image; can also be used with the color blue.

**Hard copy:** A sheet of paper with the script typed out- used in case the Teleprompter malfunctions.

**Lavalieres:** A uni-directional microphone, usually worn on a tie or lapel, that picks up noise within a one-foot radius.

**Master Control:** Where commercials are inserted.

**Media Operations:** A department that assists in the overall production of news packages and stories for the CNN Networks and its affiliates.

**Monitors:** Television sets.

**Producer:** Responsible for formatting a program, deciding which stories will go on the air, when, and how much time will be spent on each report. The producer also assigns a writer to each story.
**Rating:** A share multiplied by the number of households with televisions.

**Reuters:** International news agency.

**Robotic Cameras:** Cameras operated by one individual with a joystick or pre-programmed commands on a keyboard.

**Routers:** Monitors that show images or text from different areas.

**Satellite:** A manufactured object intended to orbit the earth transmitting radio and television signals.

**Share:** The number of households watching a specific channel divided by the total number of households watching TV.

**Talent:** Program anchors, reporters, and correspondents who appear on camera.

**Technical:** Director Responsible for all the changes in video during a newscast. The Technical Director acts as the Director’s right hand by keeping track of the timing of packages and other video elements.

**Teleprompter:** System from which the anchor reads the news stories.

**Transponder Time:** The specific time leased from a communications company for satellite time.

**Wire Services:** Network of news sources and stories that come through the Internet.
We know how important it is for you to justify field trips and document how instructional time is spent outside of your classroom. With this in mind, both the activities in this Study Guide and the experiences your students have during their field trip to CNN Studio Tours are correlated to the Common Core State Standards for English Language Arts and Mathematics along with the C3 Framework for Social Studies State Standards, and the Next Generation Science Standards.

The standards are arranged by content area and grade level. Following the national curricula, you will find the Georgia Standards of Excellence and Georgia Performance Standards. In addition, specific requirements are provided for Alabama, Florida, North Carolina, South Carolina, and Tennessee.

### National Curriculum Correlations

#### Common Core State Standards for English Language Arts

**Grade 3:**
- CCSS.ELA-Literacy.RI.3.1
- CCSS.ELA-Literacy.RI.3.2
- CCSS.ELA-Literacy.RI.3.9
- CCSS.ELA-Literacy.RI.3.10
- CCSS.ELA-Literacy.W.3.1
- CCSS.ELA-Literacy.W.3.2
- CCSS.ELA-Literacy.W.3.4
- CCSS.ELA-Literacy.W.3.7
- CCSS.ELA-Literacy.W.3.8
- CCSS.ELA-Literacy.SL.3.1
- CCSS.ELA-Literacy.SL.3.4

**Grade 4:**
- CCSS.ELA-Literacy.RI.4.1
- CCSS.ELA-Literacy.RI.4.2
- CCSS.ELA-Literacy.RI.4.9
- CCSS.ELA-Literacy.RI.4.10
- CCSS.ELA-Literacy.W.4.1
- CCSS.ELA-Literacy.W.4.2
- CCSS.ELA-Literacy.W.4.4
- CCSS.ELA-Literacy.W.4.7
- CCSS.ELA-Literacy.W.4.8
- CCSS.ELA-Literacy.SL.4.1
- CCSS.ELA-Literacy.SL.4.4

**Grade 5:**
- CCSS.ELA-Literacy.RI.5.1
- CCSS.ELA-Literacy.RI.5.2
- CCSS.ELA-Literacy.RI.5.9
- CCSS.ELA-Literacy.RI.5.10
- CCSS.ELA-Literacy.W.5.1
- CCSS.ELA-Literacy.W.5.4
- CCSS.ELA-Literacy.W.5.8
- CCSS.ELA-Literacy.SL.5.1
- CCSS.ELA-Literacy.SL.5.4

#### Common Core State Standards for Mathematics


**Grade 5:**
- CCSS.Math.Content.5.G.A.1
- CCSS.Math.Content.5.G.A.2

#### C3 Framework for Social Studies State Standards:

D1.2.3-5, D1.3.3-5, D1.5.3-5, D2.Civ.14.3-5, D2.Geo.3.3-5, D2.His.3.3-5, D2.His.10.3-5, D2.His.16.3-5, D3.1.3-5, D3.4.3-5, D4.1.3-5, D4.2.3-5, D4.6.3-5

#### Next Generation Science Standards

**Grade 3:**
- 3-ESS2-1
- 3-ESS2-2
- 3-ESS3-1
- 3-5-ETS1-2

**Grade 4:**
- 3-ESS2-1
- 3-ESS2-2
- 3-ESS3-1
- 3-5-ETS1-2

**Grade 5:**
- 3-5-ETS1-2
Georgia

English Language Arts
Grade 3: ELAGSE3RI1, ELAGSE3RI2, ELAGSE3RI4, ELAGSE3RI9, ELAGSE3RI10, ELAGSE3W1, ELAGSE3W2, ELAGSE3W4, ELAGSE3W7, ELAGSE3W8, ELAGSE3SL1, ELAGSE3SL4

Grade 4: ELAGSE4RI1, ELAGSE4RI2, ELAGSE4RI4, ELAGSE4RI9, ELAGSE4RI10, ELAGSE4W1, ELAGSE4W2, ELAGSE4W4, ELAGSE4W7, ELAGSE4W8, ELAGSE4SL1, ELAGSE4SL4

Grade 5: ELAGSE5RI1, ELAGSE5RI2, ELAGSE5RI4, ELAGSE5RI9, ELAGSE5RI10, ELAGSE5W1, ELAGSE5W2, ELAGSE5W4, ELAGSE5W7, ELAGSE5W8, ELAGSE5SL1, ELAGSE5SL4

Mathematics
Standards for Mathematical Practice: 1, 2, 4, 7
Grade 5: MGSE5.G.1, MGSE5.G.2

Social Studies
Grade 3: 1, 11
Grade 4: 16

Science
Grade 3: 13

Technology Education: 7, 9

Alabama

English Language Arts
Grade 3: 10, 11, 13, 18, 19, 22, 23, 25, 28, 29, 31, 34

Grade 4: 10, 11, 13, 18, 19, 22, 23, 25, 28, 29, 32, 35

Grade 5: 10, 11, 13, 18, 19, 22, 23, 25, 28, 29, 32, 35

Mathematics
Standards for Mathematical Practice: 1, 2, 4, 7
Grade 5: M.5.23, M.5.24

Social Studies
Grade 3: 1, 11
Grade 4: 16

Science
Grade 3: 13

Technology Education: 7, 9

News You Can Use:
Curriculum Standards
**FLORIDA**

**English Language Arts**


**Mathematics**

Grade 5: MAFS.5.G.1.1, MAFS.5.G.1.2

**Social Studies**


**Science**
Grade 4: SC.4.N.3.1

Grade 5: SC.5.E.7.3, SC.5.E.7.4

Grades 3-5: SC.35.CS-CC.1.1, SC.35.CS-CC.6.1, SC.35.CS-CP.1.3, SC.35.CS-PC.2.1, SC.35.CS-PC.3.1, SC.35.CS-PC.3.2

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**NORTH CAROLINA**

**English Language Arts**
Grade 3: RI.3, RI.4, RI.7, W.1, W.2, W.7

Grade 4: RI.3, RI.4, RI.7, W.1, W.2, W.7

Grade 5: RI.3, RI.4, RI.7, W.1, W.2, W.7

**Mathematics: See Common Core State Standards for Mathematics**

**Social Studies**
Grade 3: 3.H.1, 3.H.2, 3.G.1

Grade 5: 5.H.2, 5.G.1

**Science**
Grade 5: 5.E.1

**Technology Education**
Grade 3: 3.SI.1, 3.TT.1, 3.RP.1

Grade 4: 4.SI.1, 4.TT.1, 4.RP.1

Grade 5: 5.SI.1, 5.TT.1, 5.RP.1
**SOUTH CAROLINA**

**English Language Arts**


**Mathematics**
Mathematical Process Standards: 1, 2, 4, 7

Grade 5: 5.G.2

**Social Studies**
Grade 3: Social Studies Literacy Skills for the Twenty-First Century

- Distinguish between past, present, and future time.
- Interpret information from a variety of social studies resources.
- Recognize maps, mental maps, and geographic models as representations of spatial relationships.
- Find and describe the location and condition of places.

Grade 4: Social Studies Literacy Skills for the Twenty-First Century

- Identify the locations of places, the conditions at places, and the connections between places.
- Create maps, mental maps, and geographic models to represent spatial relationships.
- Utilize different types of media to synthesize social studies information from a variety of social studies resources.

Grade 5: 5-6.4

**Social Studies Literacy Skills for the Twenty-First Century**

- Identify the locations of places, the conditions at places, and the connections between places.
- Create maps, mental maps, and geographic models to represent spatial relationships.

**Science**
Grade 4: 4.S.1B, 4.E.2B.1, 4.E.2B.3

Grade 5: RI.5.1, RI.5.2, RI.5.4, RI.5.9, RI.5.10, W.5.1, W.5.2, W.5.4, W.5.7, W.5.8, SL.5.1, SL.5.4

**TENNESSEE**

**English Language Arts**
Grade 3: RI.3.1, RI.3.2, RI.3.4, RI.3.9, RI.3.10, W.3.1, W.3.2, W.3.4, W.3.7, W.3.8, SL.3.1, SL.3.4


Grade 5: RI.5.1, RI.5.2, RI.5.4, RI.5.9, RI.5.10, W.5.1, W.5.2, W.5.4, W.5.7, W.5.8, SL.5.1, SL.5.4
Mathematics
Standards for Mathematical Practice:

• Make sense of problems and persevere in solving them.
• Reason abstractly and quantitatively.
• Model with mathematics.
• Look for and make use of structure.

Grade 5: G.5.1, G.5.2

Social Studies
Grade 3: 3.2, 3.3, 3.9, 3.12

Science
Grade 3: GLE 0307.T/E.1, GLE 0307.T/E.2, GLE 0307.8.1

Grade 4: GLE 0407.T/E.1, GLE 0407.T/E.2, GLE 0407.8.2

Computer Technology
Grade 3: 3.2.1, 3.3.1, 3.5.1

Grade 4: 4.2.1, 4.3.1, 4.5.1

Grade 5: 5.2.1, 5.3.1, 5.5.1