

PLANNED INSTRUCTION

A PLANNED COURSE FOR:

Journalism II + III

Curriculum writing committee: Leslie Lordi

Grade Level: 11-12

Date of Board Approval: __2021_____

Major Assessments (14-20 assessments)	45%
Skills Application (14-20 assessments)	30%
Skills Practice (8-10 assessments)	20%
Participation/Homework (4-6 assessments)	5%
Total	100%

Curriculum Map

Overview:

These advanced level journalism courses will be full-year classes that will develop and produce the school's newspaper. Students must have successfully completed Journalism I and received a recommendation from the Journalism I teacher to enroll in Journalism II. In addition, students must have successfully completed Journalism II and received a recommendation from the Journalism II teacher to enroll in Journalism III. It is expected that anyone moving into Journalism III is ready to accept an editorial position on the staff. This specific course will provide instruction on the program being used for the layout of the newspaper. It will primarily deal with the production of the paper. It will also cover topics such as style, editing, caption and headline writing, and careers in journalism.

Time/Credit: full year / 1 credit

Goals:

Marking Period One:

Understanding of:

- The importance of understanding news
- The importance of interviewing and reporting
- The importance of news writing
- The importance of writing headlines
- The importance of writing feature story
- The importance of opinion writing
- The importance of taking effective photographs
- The importance of designing a page for the newspaper
- The importance of caption writing
- The importance of copyediting articles

- The importance of writing articles that clearly and accurately express the type of writing by topic
- The importance of current events and their effect on society
- The rules in the Associated Press stylebook

Marking Period Two:

Understanding of:

- The importance of understanding news
- The importance of interviewing and reporting
- The importance of news writing
- The importance of writing headlines
- The importance of writing feature story
- The importance of opinion writing
- The importance of taking effective photographs
- The importance of designing a page for the newspaper
- The importance of caption writing
- The importance of copyediting articles
- The importance of writing articles that clearly and accurately express the type of writing by topic
- The importance of current events and their effect on society
- The rules in the Associated Press stylebook

Marking Period Three:

Understanding of:

- The importance of understanding news
- The importance of interviewing and reporting
- The importance of news writing
- The importance of writing headlines
- The importance of writing feature story
- The importance of opinion writing
- The importance of taking effective photographs
- The importance of designing a page for the newspaper
- The importance of caption writing
- The importance of copyediting articles
- The importance of writing articles that clearly and accurately express the type of writing by topic
- The importance of current events and their effect on society
- The rules in the Associated Press stylebook

Marking Period Four:

Understanding of:

- The importance of understanding news

- The importance of interviewing and reporting
- The importance of news writing
- The importance of writing headlines
- The importance of writing feature story
- The importance of opinion writing
- The importance of taking effective photographs
- The importance of designing a page for the newspaper
- The importance of caption writing
- The importance of copyediting articles
- The importance of writing articles that clearly and accurately express the type of writing by topic
- The importance of current events and their effect on society
- The rules in the Associated Press stylebook

Big Ideas:

Big Idea # 1: Comprehension requires and enhances critical thinking and is constructed through the intentional interaction between reader and text.

Big Idea #2 & #3:

- Writing is a way of documenting thinking.
- Purpose, topic, and audience guide types of writing.

Big Idea #4: Writing is a recursive process that conveys ideas, thoughts, and feelings.

Big Idea #5: Listening provides the opportunity to learn, reflect, and respond.

Big Idea #6: Effective speaking and listening are essential for productive communication.

Textbook and Supplemental Resources:

Name of Textbook: *Scholastic Journalism*

Textbook ISBN #: 978-0-470-65933-5

Publisher & Year of Publication: John Wiley & Sons, Inc., 2014

Name of Textbook: *Inside Reporting: A Practical Guide to the Craft of Journalism*

Textbook ISBN #: 0-07-352614-2

Publisher & Year of Publication: McGraw Hill, 2007

Name of Textbook: *The Associated Press Stylebook*

Textbook ISBN #: 978-0-917360-69-5

Publisher & Year of Publication: Associated Press, 2020

Additional resources: Adobe InDesign and Adobe Photoshop

Curriculum Plan

Unit: Marking Period 1

Time range in days: 45

- **Standards (by number):**
 - CC.1.2.11-12.G, H, J, I
 - CC.1.4.11-12.A, B, C, D, E, F, G, H, I, J, K, L, T, U, W, X
 - CC.1.5.11-12.A, C, D, F, G
- **Anchors:**
 - L.N.1, L.N.2, L.N.4, L.N.5
- **Eligible Content:**
 - L.N.1.1.1-4, L.N.1.2.1-4, L.N.2.1-2, L.N.2.3.5, L.N.2.4.1-5, L.N.2.5.1-6

Objectives:

- Students will be able to deconstruct nonfiction text in order to explain and analyze it. Through this process, students will identify and explain the importance of the news values. (DOK Levels 2, 3, 4)
- Students will analyze how a writer's choices concerning how to structure an article, order information within it, and manipulate word count create effective writing. (DOK Levels 1-4)
- Students will be able to initiate and participate in a range of collaborative discussions with diverse partners, building on others' ideas and expressing their own clearly. (DOK Levels 1-4)
- Students will be able to present information, findings, and quotations clearly, concisely, and logically. (DOK Levels 1-4)
- Students will be able to interview their peers, staff, and other members of the community. (DOK Levels 3-4)
- Students will be able to construct original news, feature, and sports stories that effectively utilize the inverted pyramid structure. (DOK Level 4)
- Students will be able to construct original headlines and opinions articles. (DOK Level 4)
- Students will be able to come to discussions prepared, having read current event articles. (DOK Levels 1-3)
- Students will be able to design pages for the newspaper both in print and online. (DOK Level 4)
- Students will be able to apply an understanding of the Associated Press Stylebook rules and other grammar and punctuation rules (DOK Levels 1-2).

Core Activities and Corresponding Instructional Methods: (be specific, list activities related to materials/resources, include hot links, article titles etc.)

- 1) Conduct an effective staff meeting
 - a) At the beginning of each and every edition, students/adviser will meet as a whole group to discuss the content that will appear in the upcoming edition of the *Del.Aware*.
 - b) Using Google Sheets, the staff will compile a list of articles, word counts, and deadlines for the issue.
 - c) Prior to the staff meeting, students are required to meet with their “beat person” to gather possible information for the staff meeting.
- 2) Plan and execute original writing assignments
 - a) Students will compose news, feature, sports, and opinions articles that require students to include precise and detailed information based on interviews and research.
 - b) Students are required to use the inverted pyramid structure when writing articles.
 - c) Students will take effective photographs for all articles.
 - d) Students will compose news headlines and captions that require students to understand the essential content from a news story.
- 3) Design pages for the newspaper (both in print and online)
 - a) Using Adobe InDesign, students will layout pages for the issue.
 - b) Using Adobe Photoshop, students will edit photographs for the issue.
- 4) Editing / Publishing
 - a) Students will be required to copyedit 3-4 articles per issue.
 - b) Students will be required to copyedit finished pages each issue.
 - c) Students will be required to turn their InDesign page into a pdf in order to publish the page on the ftp site.
- 5) Distribution
 - a) If able, students will help to distribute the newspaper within the school and the local community.

Assessments:

- **Diagnostic:** KWL chart (what they know from Journalism I/II, what they need to know to be successful, and what they learned each quarter)
- **Formative:** Editing articles, feedback from peers/adviser, re-write articles if necessary, re-design page(s) if necessary, re-edit photograph(s) if necessary, InDesign and Photoshop tutorials if necessary
- **Summative:** Final page design, published articles, published photographs

Curriculum Plan

Unit: Marking Period 2

Time range in days: 45

- **Standards (by number):**
 - CC.1.2.11-12.G, H, J, I
 - CC.1.4.11-12.A, B, C, D, E, F, G, H, I, J, K, L, T, U, W, X
 - CC.1.5.11-12.A, C, D, F, G
- **Anchors:**
 - L.N.1, L.N.2, L.N.4, L.N.5
- **Eligible Content:**
 - L.N.1.1.1-4, L.N.1.2.1-4, L.N.2.1-2, L.N.2.3.5, L.N.2.4.1-5, L.N.2.5.1-6

Objectives:

- Students will be able to deconstruct nonfiction text in order to explain and analyze it. Through this process, students will identify and explain the importance of the news values. (DOK Levels 2, 3, 4)
- Students will analyze how a writer's choices concerning how to structure an article, order information within it, and manipulate word count create effective writing. (DOK Levels 1-4)
- Students will be able to initiate and participate in a range of collaborative discussions with diverse partners, building on others' ideas and expressing their own clearly. (DOK Levels 1-4)
- Students will be able to present information, findings, and quotations clearly, concisely, and logically. (DOK Levels 1-4)
- Students will be able to interview their peers, staff, and other members of the community. (DOK Levels 3-4)
- Students will be able to construct original news, feature, and sports stories that effectively utilize the inverted pyramid structure. (DOK Level 4)
- Students will be able to construct original headlines and opinions articles. (DOK Level 4)
- Students will be able to come to discussions prepared, having read current event articles. (DOK Levels 1-3)
- Students will be able to design pages for the newspaper both in print and online. (DOK Level 4)
- Students will be able to apply an understanding of the Associated Press Stylebook rules and other grammar and punctuation rules (DOK Levels 1-2).

Core Activities and Corresponding Instructional Methods: (be specific, list activities related to materials/resources, include hot links, article titles etc.)

- 1) Conduct an effective staff meeting
 - a) At the beginning of each and every edition, students/adviser will meet as a whole group to discuss the content that will appear in the upcoming edition of the *Del.Aware*.
 - b) Using Google Sheets, the staff will compile a list of articles, word counts, and deadlines for the issue.
 - c) Prior to the staff meeting, students are required to meet with their “beat person” to gather possible information for the staff meeting.
- 2) Plan and execute original writing assignments
 - a) Students will compose news, feature, sports, and opinions articles that require students to include precise and detailed information based on interviews and research.
 - b) Students are required to use the inverted pyramid structure when writing articles.
 - c) Students will take effective photographs for all articles.
 - d) Students will compose news headlines and captions that require students to understand the essential content from a news story.
- 3) Design pages for the newspaper (both in print and online)
 - a) Using Adobe InDesign, students will layout pages for the issue.
 - b) Using Adobe Photoshop, students will edit photographs for the issue.
- 4) Editing / Publishing
 - a) Students will be required to copyedit 3-4 articles per issue.
 - b) Students will be required to copyedit finished pages each issue.
 - c) Students will be required to turn their InDesign page into a pdf in order to publish the page on the ftp site.
- 5) Distribution
 - a) If able, students will help to distribute the newspaper within the school and the local community.

Assessments:

- **Diagnostic:** KWL chart (what they know from Journalism I/II, what they need to know to be successful, and what they learned each quarter)
- **Formative:** Editing articles, feedback from peers/adviser, re-write articles if necessary, re-design page(s) if necessary, re-edit photograph(s) if necessary
- **Summative:** Final page design, published articles, published photographs

Curriculum Plan

Unit: Marking Period 3

Time range in days: 45

- **Standards (by number):**
 - CC.1.2.11-12.G, H, J, I
 - CC.1.4.11-12.A, B, C, D, E, F, G, H, I, J, K, L, T, U, W, X
 - CC.1.5.11-12.A, C, D, F, G
- **Anchors:**
 - L.N.1, L.N.2, L.N.4, L.N.5
- **Eligible Content:**
 - L.N.1.1.1-4, L.N.1.2.1-4, L.N.2.1-2, L.N.2.3.5, L.N.2.4.1-5, L.N.2.5.1-6

Objectives:

- Students will be able to deconstruct nonfiction text in order to explain and analyze it. Through this process, students will identify and explain the importance of the news values. (DOK Levels 2, 3, 4)
- Students will analyze how a writer's choices concerning how to structure an article, order information within it, and manipulate word count create effective writing. (DOK Levels 1-4)
- Students will be able to initiate and participate in a range of collaborative discussions with diverse partners, building on others' ideas and expressing their own clearly. (DOK Levels 1-4)
- Students will be able to present information, findings, and quotations clearly, concisely, and logically. (DOK Levels 1-4)
- Students will be able to interview their peers, staff, and other members of the community. (DOK Levels 3-4)
- Students will be able to construct original news, feature, and sports stories that effectively utilize the inverted pyramid structure. (DOK Level 4)
- Students will be able to construct original headlines and opinions articles. (DOK Level 4)
- Students will be able to come to discussions prepared, having read current event articles. (DOK Levels 1-3)
- Students will be able to design pages for the newspaper both in print and online. (DOK Level 4)
- Students will be able to apply an understanding of the Associated Press Stylebook rules and other grammar and punctuation rules (DOK Levels 1-2).

Core Activities and Corresponding Instructional Methods: (be specific, list activities related to materials/resources, include hot links, article titles etc.)

- 1) Conduct an effective staff meeting
 - a) At the beginning of each and every edition, students/adviser will meet as a whole group to discuss the content that will appear in the upcoming edition of the *Del.Aware*.
 - b) Using Google Sheets, the staff will compile a list of articles, word counts, and deadlines for the issue.
 - c) Prior to the staff meeting, students are required to meet with their “beat person” to gather possible information for the staff meeting.
- 2) Plan and execute original writing assignments
 - a) Students will compose news, feature, sports, and opinions articles that require students to include precise and detailed information based on interviews and research.
 - b) Students are required to use the inverted pyramid structure when writing articles.
 - c) Students will take effective photographs for all articles.
 - d) Students will compose news headlines and captions that require students to understand the essential content from a news story.
- 3) Design pages for the newspaper (both in print and online)
 - a) Using Adobe InDesign, students will layout pages for the issue.
 - b) Using Adobe Photoshop, students will edit photographs for the issue.
- 4) Editing / Publishing
 - a) Students will be required to copyedit 3-4 articles per issue.
 - b) Students will be required to copyedit finished pages each issue.
 - c) Students will be required to turn their InDesign page into a pdf in order to publish the page on the ftp site.
- 5) Distribution
 - a) If able, students will help to distribute the newspaper within the school and the local community.

Assessments:

- **Diagnostic:** KWL chart (what they know from Journalism I/II, what they need to know to be successful, and what they learned each quarter)
- **Formative:** Editing articles, feedback from peers/adviser, re-write articles if necessary, re-design page(s) if necessary, re-edit photograph(s) if necessary
- **Summative:** Final page design, published articles, published photographs

Curriculum Plan

Unit: Marking Period 4

Time range in days: 45

- **Standards (by number):**
 - CC.1.2.11-12.G, H, J, I
 - CC.1.4.11-12.A, B, C, D, E, F, G, H, I, J, K, L, T, U, W, X
 - CC.1.5.11-12.A, C, D, F, G
- **Anchors:**
 - L.N.1, L.N.2, L.N.4, L.N.5
- **Eligible Content:**
 - L.N.1.1.1-4, L.N.1.2.1-4, L.N.2.1-2, L.N.2.3.5, L.N.2.4.1-5, L.N.2.5.1-6

Objectives:

- Students will be able to deconstruct nonfiction text in order to explain and analyze it. Through this process, students will identify and explain the importance of the news values. (DOK Levels 2, 3, 4)
- Students will analyze how a writer's choices concerning how to structure an article, order information within it, and manipulate word count create effective writing. (DOK Levels 1-4)
- Students will be able to initiate and participate in a range of collaborative discussions with diverse partners, building on others' ideas and expressing their own clearly. (DOK Levels 1-4)
- Students will be able to present information, findings, and quotations clearly, concisely, and logically. (DOK Levels 1-4)
- Students will be able to interview their peers, staff, and other members of the community. (DOK Levels 3-4)
- Students will be able to construct original news, feature, and sports stories that effectively utilize the inverted pyramid structure. (DOK Level 4)
- Students will be able to construct original headlines and opinions articles. (DOK Level 4)
- Students will be able to come to discussions prepared, having read current event articles. (DOK Levels 1-3)
- Students will be able to design pages for the newspaper both in print and online. (DOK Level 4)
- Students will be able to apply an understanding of the Associated Press Stylebook rules and other grammar and punctuation rules (DOK Levels 1-2).

Core Activities and Corresponding Instructional Methods: (be specific, list activities related to materials/resources, include hot links, article titles etc.)

- 1) Conduct an effective staff meeting
 - a) At the beginning of each and every edition, students/adviser will meet as a whole group to discuss the content that will appear in the upcoming edition of the *Del.Aware*.
 - b) Using Google Sheets, the staff will compile a list of articles, word counts, and deadlines for the issue.
 - c) Prior to the staff meeting, students are required to meet with their “beat person” to gather possible information for the staff meeting.
- 2) Plan and execute original writing assignments
 - a) Students will compose news, feature, sports, and opinions articles that require students to include precise and detailed information based on interviews and research.
 - b) Students are required to use the inverted pyramid structure when writing articles.
 - c) Students will take effective photographs for all articles.
 - d) Students will compose news headlines and captions that require students to understand the essential content from a news story.
- 3) Design pages for the newspaper (both in print and online)
 - a) Using Adobe InDesign, students will layout pages for the issue.
 - b) Using Adobe Photoshop, students will edit photographs for the issue.
- 4) Editing / Publishing
 - a) Students will be required to copyedit 3-4 articles per issue.
 - b) Students will be required to copyedit finished pages each issue.
 - c) Students will be required to turn their InDesign page into a pdf in order to publish the page on the ftp site.
- 5) Distribution
 - a) If able, students will help to distribute the newspaper within the school and the local community.

Assessments:

- **Diagnostic:** KWL chart (what they know from Journalism I/II, what they need to know to be successful, and what they learned each quarter)
- **Formative:** Editing articles, feedback from peers/adviser, re-write articles if necessary, re-design page(s) if necessary, re-edit photograph(s) if necessary
- **Summative:** Final page design, published articles, published photographs