

PLANNED INSTRUCTION

A PLANNED COURSE FOR:

Journalism I

Curriculum writing committee: Leslie Lordi

Grade Level: 10-12

Date of Board Approval: _____2021_____

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

Curriculum Map

Overview:

This course will provide a background in the rights and responsibilities of journalists. It is a highly intensive writing course that will provide students with the outlet of writing for the school newspaper. Students will be required to write news, sports, editorial and feature stories. In addition, they will develop interviewing skills while fine tuning existing speaking and listening skills. Furthermore, it involves all areas of design, photography, style, editing and grammar and usage concepts. Since students are expected to keep up with current events, both reading daily newspapers and watching the news are required.

Time/Credit: One semester / .5 credit

Goals:

Marking Period One:

Understanding of:

- The importance of understanding news
- The importance of the First Amendment
- The importance of ethics for student journalists
- 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 writing articles that clearly and accurately express the type of writing by topic
- Chapter specific vocabulary
- The importance of current events and their effect on society
- The importance of text annotating to attain deeper meaning from the text
- The rules in the Associated Press stylebook

Marking Period Two:

Understanding of:

- The importance of sports writing
- The importance of coaching writers and editing copy
- The importance of opinion writing
- The importance of visual storytelling: pictures, art and graphics
- The importance of newspaper layout and design
- The importance of student press law
- The importance of careers in the media
- The importance of writing articles that clearly and accurately express the type of writing by topic
- The importance of taking photographs and designing pages for a newspaper
- Chapter specific vocabulary
- The importance of current events and their effect on society
- The importance of text annotating to attain deeper meaning from the text
- 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

Movies: *Shattered Glass* and *Spotlight*

Curriculum Plan

Unit: First Marking Period (MP 1 or 3)

Time range in days: 40-45

- **Standards (by number):**
 - CC.1.2.11-12.A, B, C, H, J, K
 - 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
- **Eligible Content:**
 - L.N.1.1.1-4, L.N.1.2.1-4, L.N.1.3.1-3, L.N.2.1-2, L.N.2.2.1-3, 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 and feature stories that effectively utilize the inverted pyramid structure. (DOK Level 4)
- Students will be able to construct original headlines. (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 apply an understanding of the Associated Press Stylebook rules and other grammar and punctuation rules (DOK Levels 1-2).
- Students will be able to present their findings from the interviewing and reporting chapter in a formal presentation. (DOK Levels 3-4)

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

- 1) Talk to the text/annotating the text
 - a. Students will review the ready strategy of text annotation.
 - i. Through text annotation, students will learn to locate main ideas, restate/paraphrase and summarize, and make connections.
 - ii. Model text annotation with various news articles to teach these skills.
 - b. Students will be reading and annotating the text in the following chapters: what is news, journalistic ethics, interviewing and reporting, news writing, feature writing, and headline writing.
- 2) Define chapter specific vocabulary /apply terms to real world current events
 - a. As students are defining terms, they will be connecting the terms to current events/articles that coincide with the terminology.
- 3) Direct Associated Press Stylebook instruction and practice
- 4) Plan and present interviewing and reporting material
 - a. Students will be given specific articles pertaining to interviewing and reporting. They will need to work in small groups to create a 3-6 minute presentation on their findings.
- 5) Plan and execute original writing assignments
 - a. Compose news and feature articles that require students to include precise and detailed information based on interviews and research.
 - b. Articles will use the inverted pyramid structure.
 - c. Compose news headlines that require students to understand the essential content from a news story.
- 6) Content activities in each chapter
 - a. "Quick Exercise" activities
 - b. "Test your knowledge" activities
 - c. Exercises at the end of the chapter
- 7) View CNN Student News twice a week
 - a. React to news item in writing
 - b. Discussion its effect on society

Assessments:

- **Diagnostic:** KWL chart (what they know coming into Journalism I, what they need to know to be successful, and what they learned each chapter)
- **Formative:** Editing articles, feedback from peers/teacher, re-write articles if necessary, guided practice of text annotation process, chapter quizzes, CNN 10 reaction worksheet
- **Summative:** News and feature articles

Curriculum Plan

Unit: Second Marking Period (MP 2 or 4)

Time range in days: 40-45

- **Standards (by number):**
 - CC.1.2.11-12.A, B, C, H, J, K
 - 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
- **Eligible Content:**
 - L.N.1.1.1-4, L.N.1.2.1-4, L.N.1.3.1-3, L.N.2.1-2, L.N.2.2.1-3, 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 sports stories that utilize the inverted pyramid structure. (DOK Level 4)
- Students will be able to construct original opinion articles (review, letter to the editor, editorial cartooning). (DOK Level 4)
- Students will be able to take effective photographs. (DOK Level 4)
- Students will be able to design and layout a newspaper page. (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 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) Talk to the text/annotating the text
 - a. Students will review the ready strategy of text annotation.
 - i. Through text annotation, students will learn to locate main ideas, restate/paraphrase and summarize, and make connections.
 - ii. Model text annotation with various newspaper articles to teach these skills.
 - b. Students will be reading and annotating the text in the following chapters: sports writing, opinion writing, photography, and layout and design.
- 2) Define chapter specific vocabulary /apply terms to real world current events
 - a. As students are defining terms, they will be connecting the terms to current events/articles that coincide with the terminology.
- 3) Direct Associated Press Stylebook instruction and practice
- 4) Plan and execute original writing assignments
 - a. Compose sports and opinion articles that require students to include precise and detailed information based on interviews and research.
 - b. Articles will use the inverted pyramid structure.
- 5) Plan and execute original photography and page layout/design
 - a. Compose photographs using the rule of thirds
 - b. Edit photographs using Adobe Photoshop
 - c. Design and layout pages using Adobe InDesign
- 6) Content activities in each chapter
 - a. "Quick Exercise" activities
 - b. "Test your knowledge" activities
 - c. Exercises at the end of the chapter
- 7) View CNN Student News twice a week
 - a. React to news item in writing
 - b. Discussion its effect on society

Assessments:

- **Diagnostic:** KWL chart (what they know coming into Journalism I, what they need to know to be successful, and what they learned each chapter)
- **Formative:** Editing articles, feedback from peers/teacher, re-write articles if necessary, guided practice of text annotation process, chapter quizzes, dummy page for layout, CNN 10 reaction worksheet
- **Summative:** Sports and opinion articles; edited photographs, design project