

PLANNED INSTRUCTION

A PLANNED COURSE FOR:

Journalism 2 & 3

Curriculum writing committee:

Leslie Lordi

Grade Level:

11-12

Date of Board Approval: _____

Course Weighting: Journalism 2 & 3

Major assessments	45%
Skills application	30%
Skills practice	20%
Participation	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. *If students enroll in Journalism 3, they need to hold an editorial position on staff.

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: Effective readers use appropriate strategies to construct meaning.
- Big Idea #2: Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information.
- Big Idea #3: Active listeners make meaning from what they hear by questioning, reflecting, responding, and evaluating.
- Big Idea #4: Effective speakers prepare and communicate messages to address the audience and purpose.
- Big Idea #5: Effective research requires the use of varied resources to gain or expand knowledge.
- Big Idea #6: Audience and purpose influence a writer's choice of organizational pattern, language, and literary techniques.
- Big Idea #7: Rules of grammar and language conventions support clarity of communications between writers/speakers and readers/listeners.
- Big Idea #8: An expanded vocabulary enhances one's ability to express ideas and information.

Textbook and Supplemental Resources:

- *Inside Reporting: A Practical Guide to the Craft of Journalism*
 - ISBN #: 0-07-352614-2
 - Publisher & Year of Publication: McGraw Hill, 2007
- *The Associated Press Stylebook*
 - ISBN #: 978-0-917360-69-5
 - Publisher & Year of Publication: Associated Press, 2020
- Additional resources: Adobe InDesign and Adobe Photoshop

Curriculum Plan

BY unit list: Newspaper issues 1-8 & Senior edition

Standards (by number):

- Reading informational texts:
 - CC.1.2.11–12.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author’s implicit and explicit assumptions and beliefs.
 - CC.1.2.11–12.C Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of the text.
 - CC.1.2.11–12.J Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
 - CC.1.2.11–12.K 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.1.2.11–12.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.
- Writing:
 - CC.1.4.11–12.A Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.
 - CC.1.4.11–12.B Write with a sharp, distinct focus identifying topic, task, and audience.
 - CC.1.4.11–12.C Develop and analyze the topic thoroughly by selecting the most significant and relevant 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.1.4.11–12.D Organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a whole; use appropriate and varied transitions and syntax to link the major sections of the text; provide a concluding statement or section that supports the information presented; include formatting when useful to aiding comprehension.
 - CC.1.4.11–12.E Write with an awareness of the stylistic aspects of composition. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy 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.1.4.11–12.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
- CC.1.4.11–12.G Write arguments to support claims in an analysis of substantive topics.
- CC.1.4.11–12.H Write with a sharp, distinct focus identifying topic, task, and audience. Introduce the precise, knowledgeable claim.
- CC.1.4.11–12.I Distinguish the claim(s) from alternate or opposing claims; develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases.
- CC.1.4.11–12.J Create organization that logically sequences claim(s), counterclaims, reasons, and evidence; use words, phrases, and clauses as well as varied syntax to link the major sections of the text to create cohesion and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims; provide a concluding statement or section that follows from and supports the argument presented.
- CC.1.4.11–12.K Write with an awareness of the stylistic aspects of composition. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy 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.1.4.11–12.L Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
- CC.1.4.11–12.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.1.4.11–12.U Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments and information.
- CC.1.4.11–12.W Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

- CC.1.4.11–12.X Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
- Speaking and Listening:
 - CC.1.5.11–12.A Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
 - CC.1.5.11–12.C Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitative, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
 - CC.1.5.11–12.D Present information, findings, and supporting evidence, conveying a clear and distinct perspective; organization, development, substance, and style are appropriate to purpose, audience, and task.
 - CC.1.5.11–12.G Demonstrate command of the conventions of standard English when speaking based on Grades 11–12 level and content.
- Business, Computer and Information Technology
 - Communication:
 - 15.3.12.A Evaluate work product and make recommendations based on content.
 - 15.3.12.G Employ appropriate presentation skills to lead discussions and team activities.
 - 15.3.12.I Synthesize information gathered from multiple sources (e.g., digital, print, face to face).
 - 15.3.12.J Apply strategies to overcome barriers to active listening.
 - 15.3.12.L Evaluate characteristics of positive role models and their contribution to the development of a professional image.
 - 15.3.12.M Critique etiquette skills for building and maintaining a professional image.
 - 15.3.12.N Demonstrate appropriate work ethic in the workplace, community, and classroom.
 - 15.3.12.O Identify the diverse communication skills necessary within an organization
 - 15.3.12.P Demonstrate leadership communication skills through delegating, negotiating, goal setting, and generating ideas.
 - 15.3.12.W Collaborate via electronic communication with peers, educators, and/or professionals to meet organizational goals.

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 understand and apply photo composition rules when utilizing photography for the newspaper. (DOK Levels 3-4)
- Students will be able to broadcast, podcast, post on the Del.Aware's social media platforms, and/or execute putting together a news package.
- 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:

1. Conduct an effective staff meeting
 - a. At the beginning of each and every edition, students and 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" to gather possible information for the staff meeting.
 - d. Students are required to share out their "beat" information to the class in order to plan for the edition.
 - e. Students must pitch ideas for specialty pages and centerspread ideas as well.

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.
 - e. Students are required to interview sources for most of the articles that they write. They are encouraged to use their reporter's notebooks and a recording device to record the interview (with permission from the source).
3. Design pages for the newspaper (both in print and online)
 - a. Using Adobe InDesign, students will layout pages for each issue.
 - b. Using Adobe Photoshop, students will edit photographs for each issue.
 - c. Using the SNO site, students will publish online articles, photo essays, etc. at dvhsnews.org.
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 once every 4-5 weeks.
6. Contests
 - a. Students are required to submit at least one article, photo, page, etc. to at least two journalism contests that are held throughout the school year.
7. Extras
 - a. Students must be involved in at least two of the following committees:
 - i. Podcasting
 - ii. Broadcasting
 - iii. Events
 - iv. Social media
 - v. News packages

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, rewrite 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

