

Curriculum Map

Journalism II

1st Quarter:

TECHNOLOGY ELEMENT: Throughout the entire Journalism II curriculum, students will be laying out and designing the school's newspaper on a daily basis. They will be using the programs InDesign, Photoshop, and Adobe Acrobat every day in the classroom, alongside learning the skills and techniques that will be listed in this curriculum map.

WRITING ELEMENT: Throughout the entire Journalism II curriculum, students will be writing various types of articles on a daily basis. The news they report within the school community will then be implemented into the school's newspaper. They will be constantly working to retrieve and implement these worthwhile elements into the newspaper.

- Understand the functions the media must fulfill in modern society
- Know criteria to evaluate the performance of the various media
- Understand the ethical principles of journalism
- Recognize some of the major criticisms of the press
- Understand libel laws and what defenses journalists have
- Understand the need for precision in quotes
- Know the appropriate uses of direct quotes, partial quotes, and paraphrasing
- Know how to handle attribution
- **TECHNOLOGY ELEMENT:** Internet activity: Comparing stories and their quotes
- Understand both traditional and modern newspaper-staff organization
- Understand the role of teamwork in news organizations
- Be familiar with ways to break long stories into more palatable pieces
- Know some of the basic sources for news
- **TECHNOLOGY ELEMENT:** Create a flowchart on the computer indicating the staff layout within the classroom.
- **WRITING ELEMENT:** Critiquing articles and their purpose pertaining to staffing roles and issues.
- Understand the basics of design and layout, including page elements common to most publications
- Understand the basic principles of design, including dominance, unity, contrast, repetition, balance, and consistency
- Understand basic categories of type and appropriate uses for each
- Recognize the importance of graphics in modern page design
- **TECHNOLOGY ELEMENT:** Know how to go about creating various types of pages, including front pages and centerspreads utilizing Adobe InDesign
- **TECHNOLOGY ELEMENT:** Laying out and designing all pages for the school newspaper on a daily basis utilizing Adobe InDesign
- **WRITING ELEMENT:** Writing reviews and columns

- Be able to measure news values by audience interest and need
- Recognize the classic elements of news: timeliness, proximity, prominence, consequence, human interest, and conflict
- Know how to generate ideas by brainstorming
- Understand the basics of obtaining information by polls
- **WRITING ELEMENT:** Writing multiple informative news articles
- **WRITING ELEMENT:** Writing and organizing polls
- Understand the elements of lead writing and headline writing
- Understand and utilize the inverted-pyramid structure
- **WRITING ELEMENT:** Know how to write the traditional “AP” (or summary) lead & headline
- Feel comfortable writing inventive, colorful leads for all kinds of stories
- Recognize good and bad story leads & headlines
- **TECHNOLOGY ELEMENT:** Research and evaluate on which lead & headline writing techniques to avoid
- **WRITING ELEMENT:** Copyedit at least five articles each issue

2nd Quarter:

- Know how to use a back-up quote
- **WRITING ELEMENT:** Be able to construct all stories held together with appropriate transitions
- Understand story structures other than the inverted pyramid
- Be alert to sexist and otherwise inappropriate language
- Know the importance of conciseness and of avoiding jargon, clichés, and redundancies
- Understand the role of copy editors in a publication
- **WRITING ELEMENT:** Copyedit at least five articles each issue
- Know how to conduct an effective interview, including how to research and structure the questions
- Be familiar with issues related to note taking and the use of tape recorders
- **TECHNOLOGY ELEMENT:** Understand the strengths and limitations of conducting interviews on the Internet
- Know how to prepare and use stock questions
- Know what to do if the source wants to go off the record or wants to read your story before it’s published
- Know the characteristics of an effective interview-based story
- **WRITING ELEMENT:** Know how to plan, write, and layout effective ads for different pages of the school newspaper
- **TECHNOLOGY ELEMENT:** Know the importance of record-keeping in managing circulation (using Microsoft excel)
- Understand the different kinds of camera lenses
- Know the shutter speeds and their relevance to photography
- Understand the process getting a photo “ready for layout”

- **TECHNOLOGY ELEMENT:** Using Photoshop, students will be able to manipulate and layout pictures taken.
- Understand what public relations is and why “publics” are important
- **WRITING ELEMENT:** Be able to use the public relations planning model to develop and implement a public relations plan
- **WRITING ELEMENT:** Be able to write a clear news release
- Recognize the career opportunities that journalism students have in public relations
- Understand the various parts of the computer and their functions
- Understand the role of the various types of software used in desktop publishing
- Know the various ways an image can be digitized
- **TECHNOLOGY ELEMENT:** Be familiar with the development of the Internet and its influence on journalism

Technology Standards:

ISTE – 1: Creativity and Innovation

Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.

- Apply existing knowledge to generate new ideas, products, or processes
- Create original works as a means of personal or group expression
- Use models and simulations to explore complex systems and issues
- Identify trends and forecast possibilities

ISTE – 2: Communication and Collaboration

Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

- Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media
- Communicate information and ideas effectively to multiple audiences using a variety of media and format
- Develop cultural understanding and global awareness by engaging with learners of other cultures
- Contribute to project teams to produce original works or solve problems

ISTE – 3: Research and Information Fluency

Students apply digital tools to gather, evaluate, and use information.

- Plan strategies to guide inquiry
- Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media
- Evaluate and select information sources and digital tools based on the appropriateness to specific tasks

- d. Process data and report results

ISTE – 4: Critical Thinking, Problem Solving, and Decision Making

Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and research.

- a. Identify and define authentic problems and significant questions for investigations
- b. Plan and manage activities to develop a solution or complete a project
- c. Collect and analyze data to identify solutions and/or make informed decisions
- d. Use multiple processes and diverse perspectives to explore alternative solutions

ISTE – 5: Digital Citizenship

Students understand human, cultural, and societal issues related to technology and practice legal and ethic behavior.

- a. Advocate and practice safe, legal, and responsible use of information and technology
- b. Exhibit a positive attitude toward using technology that supports collaboration, learning and productivity.
- c. Demonstrate personal responsibility for lifelong learning.
- d. Exhibit learning for digital citizenship

DELAWARE VALLEY SCHOOL DISTRICT

PLANNED INSTRUCTION

A PLANNED COURSE FOR:

Journalism II

Grade: 11-12

Date of Board Approval: 2011

DELAWARE VALLEY SCHOOL DISTRICT

PLANNED INSTRUCTION

Title of Planned Instruction: Journalism II

Subject Area: English/Journalism

Grade Level: 11-12

Course Description:

This course will provide instruction on how to produce and design a successful school newspaper. It will involve all areas of design, style, editing, and grammar and usage concepts. Students will need to use the software program Adobe InDesign to design the school's newspaper. Furthermore, students will need to be actively involved in keeping up with current events within the school community. This class is strongly recommended for those who are planning to pursue a career in journalism. Students must have successfully completed Journalism I to enroll in this course. It is recommended that the student maintained a "B" average in the Journalism I course.

Time/Credit for the Course: 2 semesters/1 credit

Curriculum Writing Committee: Leslie Lordi

DELAWARE VALLEY SCHOOL DISTRICT

Anchors or Adopted Anchors:

Utilized throughout all units in the semester

- R11.A.2.1.1 Identify and/or apply meaning of multiple-meaning words used in text.
- R11.A.2.1.2 Identify and/or apply meaning of content-specific words used in text.
- R11.A.2.3.1 Make inferences and/or draw conclusions based on information from text.
- R11.A.2.3.2 Cite evidence from text to support generalizations.
- R11.A.2.4.1 Identify and/or explain stated or implied main ideas and relevant supporting details from text.
- R11.A.2.5.1 Summarize the major points, processes, and/or events of a nonfictional text as a whole.
- R11.A.2.6.1 Identify and/or describe intended purpose of text.
- R11.A.2.6.1 Describe and/or analyze examples of text that support its intended purpose.
- R11.B.2.2.2 Interpret, describe, and/or analyze the effectiveness of the point of view used by the author.
- R11.B.3.1.1 Interpret, describe, and/or analyze the use of facts and opinions to make a point or construct an argument in nonfictional text.
- R11.B.3.2.1 Identify and/or interpret bias and propaganda techniques in nonfictional text.
- R11.B.3.2.2 Describe and/or analyze the effectiveness of bias and propaganda techniques in nonfictional text.
- R11.B.3.3.1 Interpret and/or analyze the effect of text organization, including the use of headers.
- R11.B.3.3.2 Interpret and/or analyze the author's purpose for decisions about text organization and content.
- R11.B.3.3.3 Interpret and/or analyze graphics and charts, and make connections between text and the content of graphics and charts.
- R11.B.3.3.4 Identify, compare, explain, interpret, describe, and/or analyze the sequence of steps in a list of directions.

Common Core Standards:

Utilized throughout all units in the semester

Reading Standards for Informational Text:

- Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
- Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
- Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.
- Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
- Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.
- Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

Writing Standards:

Text Types and Purposes

2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
 - a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
 - b. Develop 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.
 - c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

DELAWARE VALLEY SCHOOL DISTRICT

- d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
- e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. 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.
6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

10. Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.

Speaking and Listening Standards:

Comprehension and Collaboration

1. Initiate and participate effectively in a range of collaborative discussions (one on-one, in groups, and teacher-led) with diverse partners on *grades 11–12 topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively.
 - a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well- reasoned exchange of ideas.
 - b. Work with peers to promote civil, democratic discussions and decision making, set clear goals and deadlines, and establish individual roles as needed.
 - c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
 - d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, 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.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

Language Standards:

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

DELAWARE VALLEY SCHOOL DISTRICT

Knowledge of Language

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

4. 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.

State the Standards Covered:

Utilized throughout all units in the semester

1.1.11 – Learning to Read Independently

- A. Apply appropriate strategies to analyze, interpret, and evaluate author's use of techniques and elements of fiction and non-fiction for rhetorical and aesthetic purposes.
- B. Use context clues, knowledge of root words, and word origins as well as reference sources to decode and understand new words.
- C. Analyze textual context to determine or clarify the meaning of unfamiliar or ambiguous words and to draw conclusions about nuances or connotations of words.
- D. Demonstrate comprehension / understanding of a wide variety of appropriate literary works from different cultures and literary movements, including classic and contemporary literature.
- E. Demonstrate an appropriate rate of silent reading based upon specific grade level texts.

1.2.11 – Reading Critically in All Content Areas

- A. Evaluate and critique text organization and content to determine the author's purpose and effectiveness according to the author's theses, accuracy, thoroughness, logic, and reasoning.
- B. Distinguish among facts and opinions, evidence, and inference across a variety of texts by using complete and accurate information, coherent arguments and points of view.
- C. Examine the author's explicit and implicit bias and assumptions, beliefs about a subject, use of fact and/or opinion, and/or the author's argument or defense of a claim as related to essential and nonessential information.
- D. Analyze inferences and draw conclusions based on and related to an author's implicit and explicit assumptions and beliefs about a subject.
- E. Examine and respond to essential content of text and documents in all academic areas.

1.4.11 – Types of Writing

- B. Write complex informational pieces (e.g. research papers, literary analytical essays, evaluations)
 - Create an organizing structure appropriate to purpose, audience, and context.
 - Use precise language and specific detail.
 - Use relevant graphics (e.g. maps, charts, graphs, tables, illustrations, photographs)
 - Include accurate information from primary and secondary sources and exclude extraneous information.
- C. Write persuasive pieces.
 - Organize ideas and appeals in a sustained and effective fashion.
 - Use specific rhetorical devices and persuasive strategies to support assertions.
 - Clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, expressions of commonly accepted beliefs, and logical reasoning.
 - Address readers' concerns, counterclaims, biases, and expectations.

1.5.11 – Quality of Writing

- A. Write with a clear focus, identifying topic, task, and audience.
- B. Develop content appropriate for the topic.
- C. Write with controlled and/or subtle organization.
- D. Write with an understanding of style using a variety of sentence structures and descriptive word choices. Create tone and voice through the use of precise language.
- E. Revise writing to improve style, word choice, sentence variety, and subtlety of meaning after rethinking how questions of purpose, audience, and genre have been addressed.
- F. Use grade appropriate conventions of language when writing and editing.

1.6.11 – Speaking and Listening

- A. Listen critically and respond to others in small and large group situations

DELAWARE VALLEY SCHOOL DISTRICT

B. Demonstrate awareness of audience using appropriate volume and clarity in formal speaking presentations.

1.9.11 – Information, Communication, and Technology Literacy

A. Use media and technology resources for research, information analysis, problem solving, and decision making in content learning. Identify complexities and inconsistencies in the information and the different perspectives found in each medium.

B. Evaluate how the techniques used in media modify traditional society.

DELAWARE VALLEY SCHOOL DISTRICT

Subject/Unit: Meeting Ethical/Legal/Quotations Responsibilities

Grade Level(s): 11-12

Time Frame: Used throughout the entire class

Standard: _X_ Common Core _X_ State __ National

***Please see abovementioned lists**

Essential Content/Objectives:

(What will students know/be able to do at the end of this unit/lesson?)

- Understand the functions the media must fulfill in modern society
- Know criteria to evaluate the performance of the various media
- Understand the ethical principles of journalism
- Recognize some of the major criticisms of the press
- Understand libel laws and what defenses journalists have
- Understand the need for precision in quotes
- Know the appropriate uses of direct quotes, partial quotes, and paraphrasing
- Know how to handle attribution
- Write articles for the school newspaper incorporating all skills listed above

Core Activities:

- Code of ethics activity
- Legal questions activity
- “Surf the Internet” activity: Comparing stories and their quotes

Extensions: Worksheets, discussion questions, handouts, and articles

Correctives: Re-teach any necessary information

Instructional Methods:

(How will you get students to meet the objective(s) of this unit/lesson?)

- Direct instruction
- Generate discussion
- Worksheets
- Student-centered activities
- Cooperative learning assignments
- Teacher directed research

Materials and Resources

- Harrower, Tim. *Inside Reporting: A Practical Guide to the Craft of Journalism*. Boston: McGraw Hill, 2007. Print.
- Goldstein, Norm, ed. *Stylebook and Briefing on Media Law*. New York: The Associated

DELAWARE VALLEY SCHOOL DISTRICT

Press, 2006. Print.

- Adobes InDesign and Photoshop
- Laptop computers

Assessments:

(How will you determine that students have met a proficient/advanced level on the objective(s) of this unit/lesson?)

Diagnostic: Review of terms

Formative: Class discussion, student-centered activities, worksheets

Summative: Paragraph writing and articles

DELAWARE VALLEY SCHOOL DISTRICT

Subject/Unit: Organizing the Staff to Capture the News

Grade Level(s): 11-12

Time Frame: Used throughout the entire class

Standard: _X_ Common Core _X_ State __ National

***Please see abovementioned lists**

Essential Content/Objectives:

(What will students know/be able to do at the end of this unit/lesson?)

- Understand both traditional and modern newspaper-staff organization
- Understand the role of teamwork in news organizations
- Be familiar with ways to break long stories into more palatable pieces
- Know some of the basic sources for news
- Work with other members of the staff on a daily basis in order to publish the newspaper

Core Activities:

- Discussion on staffing roles
- Critique articles
- Research technology's role in media
- Interviewing activity
- Survey worksheet
- Clubs/organization worksheet
- Team story worksheet

Extensions: Worksheets, discussion questions, handouts, and articles

Correctives: Re-teach any necessary information

Instructional Methods:

(How will you get students to meet the objective(s) of this unit/lesson?)

- Direct instruction
- Generate discussion
- Worksheets
- Student-centered activities
- Cooperative learning assignments
- Teacher directed research

Materials and Resources

- Harrower, Tim. *Inside Reporting: A Practical Guide to the Craft of Journalism*. Boston: McGraw Hill, 2007. Print.
- Goldstein, Norm, ed. *Stylebook and Briefing on Media Law*. New York: The Associated

DELAWARE VALLEY SCHOOL DISTRICT

Press, 2006. Print.

- Adobes InDesign and Photoshop
- Laptop computers

Assessments:

(How will you determine that students have met a proficient/advanced level on the objective(s) of this unit/lesson?)

Diagnostic: Review of terms

Formative: Class discussion, student-centered activities, worksheets

Summative: Paragraph writing and articles

DELAWARE VALLEY SCHOOL DISTRICT

Subject/Unit: Design and Layout

Grade Level(s): 11-12

Time Frame: Used throughout the entire class

Standard: _X_ Common Core _X_ State __ National

***Please see abovementioned lists**

Essential Content/Objectives:

(What will students know/be able to do at the end of this unit/lesson?)

- Understand the basics of design and layout, including page elements common to most publications
- Understand the basic principles of design, including dominance, unity, contrast, repetition, balance, and consistency
- Understand basic categories of type and appropriate uses for each
- Recognize the importance of graphics in modern page design
- Know how to go about creating various types of pages, including front pages and double-trucks
- Design at least one page for the school newspaper

Core Activities:

- Critiquing typefaces and those of other papers
- Critiquing graphics and those of other papers
- Develop a manual of common graphics/typefaces for the paper
- Evaluate display examples
- Compare and contrast other newspapers and their designs
- Create sample pages for the newspaper
- Prepare layouts for all pages of the school's newspaper
- Laying out pages for the school newspaper

Extensions: Worksheets, discussion questions, handouts, and articles

Correctives: Re-teach any necessary information

Instructional Methods:

(How will you get students to meet the objective(s) of this unit/lesson?)

- Direct instruction
- Generate discussion
- Worksheets
- Student-centered activities
- Cooperative learning assignments
- Teacher directed research

Materials and Resources

DELAWARE VALLEY SCHOOL DISTRICT

- Harrower, Tim. *Inside Reporting: A Practical Guide to the Craft of Journalism*. Boston: McGraw Hill, 2007. Print.
- Goldstein, Norm, ed. *Stylebook and Briefing on Media Law*. New York: The Associated Press, 2006. Print.
- Adobes InDesign and Photoshop
- Laptop computers

Assessments:

(How will you determine that students have met a proficient/advanced level on the objective(s) of this unit/lesson?)

Diagnostic: Review of terms

Formative: Class discussion, student-centered activities, worksheets

Summative: Paragraph writing and articles

DELAWARE VALLEY SCHOOL DISTRICT

Subject/Unit: Deciding What is News

Grade Level(s): 11-12

Time Frame: Used throughout the entire class

Standard: _X_ Common Core _X_ State __ National

***Please see abovementioned lists**

Essential Content/Objectives:

(What will students know/be able to do at the end of this unit/lesson?)

- Understand how definitions of news have changed over time
- Be able to measure news values by audience interest and need
- Recognize the classic elements of news: timeliness, proximity, prominence, consequence, human interest, and conflict
- Know how to generate ideas by brainstorming
- Understand the basics of obtaining information by polls
- Conduct a staff meeting every month to organize the next month's publication

Core Activities:

- Brainstorm school news topics
- Role playing discussion concerning controversial issues
- Other brainstorming techniques & role playing
- Analyze front page topics
- Role playing worksheet
- Elements of news worksheet
- Writing a news article worksheet
- Survey worksheet

Extensions: Worksheets, discussion questions, handouts, and articles

Correctives: Re-teach any necessary information

Instructional Methods:

(How will you get students to meet the objective(s) of this unit/lesson?)

- Direct instruction
- Generate discussion
- Worksheets
- Student-centered activities
- Cooperative learning assignments
- Teacher directed research

Materials and Resources

DELAWARE VALLEY SCHOOL DISTRICT

- Harrower, Tim. *Inside Reporting: A Practical Guide to the Craft of Journalism*. Boston: McGraw Hill, 2007.
- Goldstein, Norm, ed. *Stylebook and Briefing on Media Law*. New York: The Associated Press, 2006. Print.
- Adobes InDesign and Photoshop
- Laptop computers

Assessments:

(How will you determine that students have met a proficient/advanced level on the objective(s) of this unit/lesson?)

Diagnostic: Review of terms

Formative: Class discussion, student-centered activities, worksheets

Summative: Paragraph writing and articles

DELAWARE VALLEY SCHOOL DISTRICT

Subject/Unit: Writing Leads, Headlines, Stories

Grade Level(s): 11-12

Time Frame: Used throughout the entire class

Standard: _X_ Common Core _X_ State __ National

***Please see abovementioned lists**

Essential Content/Objectives:

(What will students know/be able to do at the end of this unit/lesson?)

- Understand the elements of “lead writing” & “headline writing”
- Understand the inverted-pyramid structure
- Know how to write the traditional “AP” (or summary) lead & headline
- Feel comfortable writing inventive, colorful leads for all kinds of stories
- Recognize good and bad story leads & headlines
- Know which lead & headline writing techniques to avoid
- Write at least two articles every three weeks for publication in the school newspaper

Core Activities:

- Critique local newspapers’ leads & headlines
- Recognize different styles in two different papers
- Critique other students’ leads
- Writing leads & headlines based on facts given
- Complete an interview and effectively write the lead & headline
- Online research: compare/contrast other worldly newspapers’ leads & headlines

Extensions: Worksheets, discussion questions, handouts, and articles

Correctives: Re-teach any necessary information

Instructional Methods:

(How will you get students to meet the objective(s) of this unit/lesson?)

- Direct instruction
- Generate discussion
- Worksheets
- Student-centered activities
- Cooperative learning assignments
- Teacher directed research

Materials and Resources

- Harrower, Tim. *Inside Reporting: A Practical Guide to the Craft of Journalism*. Boston: McGraw Hill, 2007. Print.

DELAWARE VALLEY SCHOOL DISTRICT

- Goldstein, Norm, ed. *Stylebook and Briefing on Media Law*. New York: The Associated Press, 2006. Print.
- Adobes InDesign and Photoshop
- Laptop computers

Assessments:

(How will you determine that students have met a proficient/advanced level on the objective(s) of this unit/lesson?)

Diagnostic: Review of terms

Formative: Class discussion, student-centered activities, worksheets

Summative: Paragraph writing and articles

DELAWARE VALLEY SCHOOL DISTRICT

Subject/Unit: Writing News, Feature, Sport, and Editorial Stories

Grade Level(s): 11-12

Time Frame: Used throughout the entire class

Standard: _X_ Common Core _X_ State __ National

***Please see abovementioned lists**

Essential Content/Objectives:

(What will students know/be able to do at the end of this unit/lesson?)

- Know how to use a back-up quote
- Be able to construct all stories held together with appropriate transitions
- Understand story structures other than the inverted pyramid
- Be alert to sexist and otherwise inappropriate language
- Know the importance of conciseness and of avoiding jargon, clichés, and redundancies
- Understand the role of copy editors in a publication
- Write at least two articles every three weeks for publication in the school newspaper

Core Activities:

- Notes on key terms
- Evaluate local stories in community for several elements
- Compare/contrast all stories in different papers
- Evaluate and rewrite sample stories
- Write an evaluation on an article (pg. 157)
- Finish writing stories for the leads & headlines written in chapter six
- Complete the interview story from chapter five
- Develop a school-specific AP Stylebook
- Evaluate and critique the reliability of some online news sources

Extensions: Worksheets, discussion questions, handouts, and articles

Correctives: Re-teach any necessary information

Instructional Methods:

(How will you get students to meet the objective(s) of this unit/lesson?)

- Assign readings
- Read aloud in class
- Direct instruction
- Generate discussion
- Worksheets
- Student-centered activities
- Cooperative learning assignments
- Teacher directed research

DELAWARE VALLEY SCHOOL DISTRICT

Materials and Resources

- Harrower, Tim. *Inside Reporting: A Practical Guide to the Craft of Journalism*. Boston: McGraw Hill, 2007. Print.
- Goldstein, Norm, ed. *Stylebook and Briefing on Media Law*. New York: The Associated Press, 2006. Print.
- Adobes InDesign and Photoshop
- Laptop computers

Assessments:

(How will you determine that students have met a proficient/advanced level on the objective(s) of this unit/lesson?)

Diagnostic: Review of terms

Formative: Class discussion, student-centered activities, worksheets

Summative: Paragraph writing and articles

DELAWARE VALLEY SCHOOL DISTRICT

Subject/Unit: In-Depth Reporting

Grade Level(s): 11-12

Time Frame: Used throughout the entire class

Standard: _X_ Common Core _X_ State __ National

***Please see abovementioned lists**

Essential Content/Objectives:

(What will students know/be able to do at the end of this unit/lesson?)

- Know how to conduct an effective interview, including how to research and structure the questions
- Be familiar with issues related to note taking and the use of tape recorders
- Understand the strengths and limitations of conducting interviews on the Internet
- Know how to prepare and use stock questions
- Know what to do if the source wants to go off the record or wants to read your story before it's published
- Know the characteristics of an effective interview-based story
- Write at least two articles every three weeks for publication in the school newspaper

Core Activities:

- Role playing: Interviewing skills
- Critical thinking questions
- Critique other students' interviewing questions
- Interview with tape recorder vs. without tape recorder classroom exercise
- Practice online interviews
- Compare/contrast online vs. face-to-face interviewing
- Writing stories on previous interviews worksheet

Extensions: Worksheets, discussion questions, handouts, and articles

Correctives: Re-teach any necessary information

Instructional Methods:

(How will you get students to meet the objective(s) of this unit/lesson?)

- Direct instruction
- Generate discussion
- Worksheets
- Student-centered activities
- Cooperative learning assignments
- Teacher directed research

Materials and Resources

DELAWARE VALLEY SCHOOL DISTRICT

- Harrower, Tim. *Inside Reporting: A Practical Guide to the Craft of Journalism*. Boston: McGraw Hill, 2007. Print.
- Goldstein, Norm, ed. *Stylebook and Briefing on Media Law*. New York: The Associated Press, 2006. Print.
- Adobes InDesign and Photoshop
- Laptop computers

Assessments:

(How will you determine that students have met a proficient/advanced level on the objective(s) of this unit/lesson?)

Diagnostic: Review of terms

Formative: Class discussion, student-centered activities, worksheets

Summative: Paragraph writing and articles

DELAWARE VALLEY SCHOOL DISTRICT

Subject/Unit: Understanding Technical Aspects of Photography

Grade Level(s): 11-12

Time Frame: Used throughout the entire class

Standard: _X_ Common Core _X_ State __ National

***Please see abovementioned lists**

Essential Content/Objectives:

(What will students know/be able to do at the end of this unit/lesson?)

- Understand the different kinds of camera lenses
- Know the f-stops and their relevance to photography
- Know the shutter speeds and their relevance to photography
- Understand the process of developing film
- Understand the process of making a print
- Write at least two articles every three weeks for publication in the school newspaper

Core Activities:

- Comprehension worksheet
- F-Stops worksheet
- Shutter speed worksheet
- Exposure worksheet
- Create a practice picture set
- Evaluate photography activity
- Internet activity: Research technical advances in photography

Extensions: Worksheets, discussion questions, handouts, and articles

Correctives: Re-teach any necessary information

Instructional Methods:

(How will you get students to meet the objective(s) of this unit/lesson?)

- Direct instruction
- Generate discussion
- Worksheets
- Student-centered activities
- Cooperative learning assignments
- Teacher directed research

Materials and Resources

- Harrower, Tim. *Inside Reporting: A Practical Guide to the Craft of Journalism*. Boston: McGraw Hill, 2007. Print.

DELAWARE VALLEY SCHOOL DISTRICT

- Goldstein, Norm, ed. *Stylebook and Briefing on Media Law*. New York: The Associated Press, 2006. Print.
- Adobes InDesign and Photoshop
- Laptop computers

Assessments:

(How will you determine that students have met a proficient/advanced level on the objective(s) of this unit/lesson?)

Diagnostic: Review of terms

Formative: Class discussion, student-centered activities, worksheets

Summative: Paragraph writing and articles

DELAWARE VALLEY SCHOOL DISTRICT

Subject/Unit: Understanding and Using Public Relations

Grade Level(s): 11-12

Time Frame: Used throughout the entire class

Standard: _X_ Common Core _X_ State __ National

***Please see abovementioned lists**

Essential Content/Objectives:

(What will students know/be able to do at the end of this unit/lesson?)

- Understand what public relations is and why “publics” are important
- Be able to use the public relations planning model to develop and implement a public relations plan
- Know the functions of a school news bureau and a school public relations agency
- Be able to write a clear news release
- Recognize the career opportunities that journalism students have in public relations
- Write at least two articles every three weeks for publication in the school newspaper

Core Activities:

- Write a news release
- Develop a public relations campaign
- Critique news release (pg. 401)
- Evaluate other sample articles

Extensions: Worksheets, discussion questions, handouts, and articles

Correctives: Re-teach any necessary information

Instructional Methods:

(How will you get students to meet the objective(s) of this unit/lesson?)

- Direct instruction
- Generate discussion
- Worksheets
- Student-centered activities
- Cooperative learning assignments
- Teacher directed research

Materials and Resources

- Harrower, Tim. *Inside Reporting: A Practical Guide to the Craft of Journalism*. Boston: McGraw Hill, 2007. Print.
- Goldstein, Norm, ed. *Stylebook and Briefing on Media Law*. New York: The Associated

DELAWARE VALLEY SCHOOL DISTRICT

Press, 2006. Print.

- Adobes InDesign and Photoshop
- Laptop computers

Assessments:

(How will you determine that students have met a proficient/advanced level on the objective(s) of this unit/lesson?)

Diagnostic: Review of terms

Formative: Class discussion, student-centered activities, worksheets

Summative: Paragraph writing and articles

DELAWARE VALLEY SCHOOL DISTRICT

Subject/Unit: The Impact of Technology

Grade Level(s): 11-12

Time Frame: Used throughout the entire class

Standard: _X_ Common Core _X_ State __ National

***Please see abovementioned lists**

Essential Content/Objectives:

(What will students know/be able to do at the end of this unit/lesson?)

- Understand the various parts of the computer and their functions
- Know the types of printers common on the market today and those that are best suited for desktop publishing
- Understand the role of the various types of software used in desktop publishing
- Know the various ways an image can be digitized
- Be familiar with the development of the Internet and its influence on journalism
- Write at least two articles every three weeks for publication in the school newspaper

Core Activities:

- Situation worksheet
- Internet researching

Extensions: Worksheets, discussion questions, handouts, and articles

Correctives: Re-teach any necessary information

Instructional Methods:

(How will you get students to meet the objective(s) of this unit/lesson?)

- Direct instruction
- Generate discussion
- Worksheets
- Student-centered activities
- Cooperative learning assignments
- Teacher directed research

Materials and Resources

- Harrower, Tim. *Inside Reporting: A Practical Guide to the Craft of Journalism*. Boston: McGraw Hill, 2007. Print.
- Goldstein, Norm, ed. *Stylebook and Briefing on Media Law*. New York: The Associated Press, 2006. Print.

DELAWARE VALLEY SCHOOL DISTRICT

- Adobes InDesign and Photoshop
- Laptop computers

Assessments:

(How will you determine that students have met a proficient/advanced level on the objective(s) of this unit/lesson?)

Diagnostic: Review of terms

Formative: Class discussion, student-centered activities, worksheets

Summative: Paragraph writing and articles