

# SPRING GROVE AREA SCHOOL DISTRICT

## PLANNED INSTRUCTION

Course Title:	Journalism 1	Length of Course:	Two Semesters
Grade Level(s):	10, 11, & 12	Periods Per Cycle:	6
Units of Credit:	.50	Length of Period:	43 Minutes
Required:	Elective: X	Total Instructional Time:	65 hours

### Course Description:

This course is recommended for students interested in the field of journalism. Students will be introduced to the aspects of writing, layout, and production for newsprint publication.

### Materials/Resources:

*Journalism Today* (6<sup>th</sup> ed.) National Textbook Company.  
*Journalism Today Workbook* (6<sup>th</sup> ed.) National Textbook Company.  
Computers loaded with InDesign  
Digital camera  
Daily professional newspapers

Adopted: 1/16/02

Revised: 10/04; 12/01/05; 11/20/06; 8/16/2010

**Teacher: Core Journalism I Grade 11**

**Year: 2009-2010**

**Course: Journalism I**

S E P T E M B E R	Intro to News						
	Essential Questions	Content	Skills	Assessments	Lessons	Vocabulary	Standards
	<p>What are the parts of a newspaper?</p> <p>What are the elements of news?</p> <p>What are the functions of a journalist?</p> <p>Is The Rocket Star fulfilling most or all of the functions of journalism?</p> <p>How has news distribution developed and changed over the years?</p> <p>What is a beat? What is beat coverage? How does this kind of coverage improve The Rocket Star?</p>	<p>Take notes on parts of a newspaper and identify various parts.</p> <p>Read award-winning and professional news stories.</p> <p>Evaluate news stories for the different elements of news.</p> <p>Read p. 28-31 in <i>Journalism Today</i> textbook.</p> <p>Evaluate The Rocket Star for fulfillment of journalism functions.</p> <p>Read about and discuss the history of and distribution of news. (Pages 2-21 in <i>Journalism Today</i>)</p> <p>Choose beats for monthly</p>	<p>TSWBAT identify parts of a newspaper.</p> <p>TSWBAT identify news elements in a story.</p> <p>TSWBAT evaluate stories based on news elements present.</p> <p>TSWBAT evaluate and judge the effectiveness of The Rocket Star.</p> <p>TSWBAT describe changes to news distribution over time.</p> <p>TSWBAT cover a beat within the school and/or community.</p> <p>TSWBAT build rapport and gain story ideas from the beat.</p>			<p>headline</p> <p>byline</p> <p>jumpline</p> <p>cut</p> <p>cutline</p> <p>lead paragraph</p> <p>folio</p> <p>flag/banner</p> <p>dateline</p> <p>graphic</p> <p>skyboxes</p> <p>weather boxes</p> <p>outtake/pull quote</p> <p>sidebar</p> <p>index</p> <p>Elements of</p>	<p>1.1.11.C ~ Use knowledge of root words as well as context clues and glossaries to understand specialized vocabulary in the content areas during reading. Use these words accurately in speaking and writing.</p> <p>1.1.11.F ~ Understand the meaning of and apply key vocabulary across the various subject areas.</p> <p>1.1.11.G ~ Demonstrate after reading understanding and interpretation of both fiction and nonfiction text, including public documents.</p> <p>1.2.11.A ~ Read and understand essential content of informational texts and documents in all academic areas.</p> <p>1.2.11.B ~ Use and understand a variety of media and evaluate the quality of material produced.</p>

	coverage.  Complete monthly beat interviews and reports, and develop a rapport and relationship with the beat contact person.				<p>News:</p> <p>timeliness proximity prominence consequence human interest conflict odddity</p> <p>Functions of a Journalist:</p> <p>Political Economic Sentry Record-keeping Entertainment Social Marketplace Agenda-setting</p> <p>History of the Press:</p> <p>partisan press penny press yellow journalism muckraking shock jock</p> <p>beat</p>	
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### Law and Ethics

Essential Questions	Content	Skills	Assessments	Lessons	Vocabulary	Standards
What are students' rights and responsibilities as	Read and discuss Code 12.9, the First Amendment, Tinker (p. 45-46 in <i>Journalism</i> )	TSWBAT understand and apply the scholastic journalism laws			prior review  consent	1.1.11.F ~ Understand the meaning of and apply key vocabulary across the various subject areas.  1.1.11.G ~ Demonstrate after reading

<p>journalists?</p> <p>What freedoms are ensured by PA Code 12.9, the First Amendment, and scholastic press court cases Hazelwood and Tinker?</p> <p>What is libel, and how can it be avoided?</p> <p>What are the laws regarding privacy and copyright?</p> <p>What ethical considerations should be made when considering publishing stories or photos?</p>	<p><i>Today</i>) and Hazelwood (p. 44-51 in <i>Journalism Today</i>).</p> <p>Read, discuss, and identify examples of libel. (<i>Journalism Today</i>, p. 39-44 and SPLC handouts)</p> <p>Read and discuss laws regarding copyright and invasion of privacy. (SPLC handouts)</p> <p>Read and discuss ethical situations, and debate the appropriate course of action in sample situations. (<i>Journalism Today</i> p. 34-38 and ethical situations from various professional materials)</p>	<p>and court cases to their own and peers' writing and photography.</p> <p>TSWBAT identify libel and avoid printing it.</p> <p>TSWBAT follow copyright and privacy laws as they relate to scholastic journalism.</p> <p>TSWBAT use ethical principles to guide their writing, photography, and coverage of events and people.</p>			<p>privilege</p> <p>defamation</p> <p>libel</p> <p>obscenity</p> <p>The PIHFF checklist:</p> <p>publication identification harm falsity fault</p> <p>copyright</p> <p>fair use</p> <p>parody</p> <p>ethics</p>	<p>understanding and interpretation of both fiction and nonfiction text, including public documents.</p> <p>1.2.11.A ~ Read and understand essential content of informational texts and documents in all academic areas.</p> <p>1.6.11.A ~ Listen to others.</p> <p>1.6.11.B ~ Listen to selections of literature (fiction and/or nonfiction).</p> <p>1.6.11.D ~ Contribute to discussions.</p> <p>1.6.11.E ~ Participate in small and large group discussions and presentations.</p>
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**AP style and grammar** - Begin this unit in September and continue through May, as needed.

Essential Questions	Content	Skills	Assessments	Lessons	Vocabulary	Standards
What is AP style, and how can it be used to improve	Read and discuss the <i>AP Style Manual</i> and <i>Introduction to</i>	TSWBAT identify and correct errors in punctuation, capitalization,			AP style	1.5.11.F ~ Edit writing using the conventions of language.

writing?  How are titles, abbreviations, numbers, and names writing in AP style?	<i>Journalism 'AP Style,"</i> (p. 63).  Use AP style to edit stories  Use AP style to guide punctuation, capitalization, spelling, and grammar choices in articles.	spelling, and grammar				
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<b>OCTOBER</b>	<b>Interviewing</b>						
	<b>Essential Questions</b>	<b>Content</b>	<b>Skills</b>	<b>Assessments</b>	<b>Lessons</b>	<b>Vocabulary</b>	<b>Standards</b>
	How is a professional, formal interview conducted?	Observe a professional interview	TSWBAT conduct a professional interview and take accurate notes.	<u>Mock Interview</u> 10/1/2009		open-ended questions	1.6.11.A ~ Listen to others.
	What kinds of questions will lead to strong quotes?	Conduct a professional interview.	TSWBAT cite sources using accepted attribution styles.			follow-up questions	1.6.11.C ~ Speak using skills appropriate to formal speech situations.
	What are the parts of an interview?	Ask open-ended questions and follow-up questions.				active listening	1.6.11.D ~ Contribute to discussions.
	How is attribution given to interviewees?	Take accurate notes and quotes.				attribution	1.8.11.A ~ Select and refine a topic for research.
	What are the differences among direct quotes, partial quotes, paraphrases, and summaries, and	Use active listening skills.  Be polite and attentive.  Be prepared.				direct quote	1.8.11.B ~ Locate information using appropriate sources and strategies.
						partial quote  paraphrase  summarize	

when is it appropriate to use each type?	<p>Give credit to interview sources using full names, an identifier, and "said."</p> <p>Use direct quotes, partial quotes, paraphrases, and summaries appropriately.</p>					
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### Story Ideas and Beat Coverage

Essential Questions	Content	Skills	Assessments	Lessons	Vocabulary	Standards
<p>How are story ideas generated?</p> <p>What is a beat?</p> <p>What is beat coverage?</p>	<p>Cover a specific teacher, class, organization, sport, or group in the school or community on a regular basis.</p> <p>Practice using active observation skills.</p> <p>Engage in conversation.</p> <p>Read the news.</p> <p>Ask questions to gain more information.</p> <p>Keep a list of thoughts, observations, and story ideas.</p>	<p>TSWBAT generate new, creative story ideas.</p>			<p>beat</p> <p>beat coverage</p>	<p>1.6.11.A ~ Listen to others.</p> <p>1.6.11.C ~ Speak using skills appropriate to formal speech situations.</p> <p>1.6.11.D ~ Contribute to discussions.</p> <p>1.6.11.E ~ Participate in small and large group discussions and presentations.</p> <p>1.6.11.F ~ Use media for learning purposes.</p> <p>1.8.11.A ~ Select and refine a topic for research.</p> <p>1.8.11.B ~ Locate information using appropriate sources and strategies.</p>

	<p>Develop ideas into stories.</p> <p>Complete research of various types.</p> <p>Read handouts on finding story ideas.</p> <p>Discuss potential story ideas with other journalism students, including editors, and the teacher.</p>					
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## Leads

Essential Questions	Content	Skills	Assessments	Lessons	Vocabulary	Standards
<p>What is the difference between a news (summary) lead and a feature lead?</p> <p>Which types of leads are appropriate in which situations?</p> <p>Which leads should usually be avoided?</p>	<p>Read handouts identifying different types of leads.</p> <p>Identify and analyze different types of leads in exemplars.</p> <p>Write and/or rewrite feature lead for interview story</p>	<p>TSWBAT identify various types of leads</p> <p>TSWBAT analyze leads for style, purpose, and effectiveness.</p> <p>TSWBAT create an original, appropriate lead following the guidelines for that particular type of lead.</p>			<p>summary lead</p> <p>grammatical lead</p> <p>allusion lead</p> <p>anecdotal lead</p> <p>contrast lead</p> <p>parody lead</p> <p>narrative lead</p> <p>descriptive lead</p>	<p>1.2.11.B ~ Use and understand a variety of media and evaluate the quality of material produced.</p> <p>1.5.11.C ~ Write with controlled and/or subtle organization.</p> <p>1.5.11.D ~ Write with a command of the stylistic aspects of composition.</p>

					startling statement lead	
					question lead (to be avoided)	
					quotation lead (to be avoided)	

## Headlines

Essential Questions	Content	Skills	Assessments	Lessons	Vocabulary	Standards
What are the functions of a headline?	Determine the purpose of headlines.	TSWBAT identify and discuss the purpose of various headlines.			deck	1.2.11.A ~ Read and understand essential content of informational texts and documents in all academic areas.
What constitutes strong headline design?	Evaluate headline designs.	TSWBAT evaluate the effectiveness and style of headlines.			hammer	1.5.11.A ~ Write with a sharp, distinct focus.
What types of headline design and typography are used in The Rocket Star?	Examine, evaluate, and discuss headlines in The Rocket Star.	TSWBAT create an appropriate, creative headline for a story.			tripod	1.5.11.C ~ Write with controlled and/or subtle organization.
What are the different types of headlines?	Examine and recognize different types of headlines and their uses.				wicket	1.6.11.A ~ Listen to others.
	Write strong headlines for stories.				kicker	1.6.11.C ~ Speak using skills appropriate to formal speech situations.
					main headline	1.6.11.D ~ Contribute to discussions.
					secondary headline	
					serif	
					sans serif	
					active verbs	

**AP style and grammar** - Begin this unit in September and continue through May, as needed.

Essential Questions	Content	Skills	Assessments	Lessons	Vocabulary	Standards
<p>What is AP style, and how can it be used to improve writing?</p> <p>How are titles, abbreviations, numbers, and names writing in AP style?</p>	<p>Read and discuss the <i>AP Style Manual</i> and <i>Introduction to Journalism 'AP Style,</i>" (p. 63).</p> <p>Use AP style to edit stories</p> <p>Use AP style to guide punctuation, capitalization, spelling, and grammar choices in articles.</p>	<p>TSWBAT identify and correct errors in punctuation, capitalization, spelling, and grammar</p>			<p>AP style</p>	<p>1.5.11.F ~ Edit writing using the conventions of language.</p>

**Photography and Captions** - Begin this unit in October if there is time, and continue it into November.

Essential Questions	Content	Skills	Assessments	Lessons	Vocabulary	Standards
<p>What are the components of an effective photograph?</p> <p>What are the elements of a strong photo story?</p> <p>How can photos be edited to improve quality?</p> <p>What are the</p>	<p>Read and discuss p. 436-442 in <i>Journalism Today</i>.</p> <p>Attend an event and document it through photography.</p> <p>Edit photos by cropping, lightening/darkening, enlargement/reduction, and/or a clipping path.</p> <p>Use PhotoShop,</p>	<p>TSWBAT follow rules of photography to capture photos, including the following: simplicity, fill the frame, avoid awkward cuts, rule of thirds, patterns, curves, leading lines, and unique angles and</p>			<p>Rule of thirds</p> <p>photo story</p> <p>cropping</p> <p>clipping path</p> <p>establishing shot</p> <p>closeup/detail shot</p>	<p>1.5.11.A ~ Write with a sharp, distinct focus.</p> <p>1.6.11.F ~ Use media for learning purposes.</p> <p>3.7.11.C ~ Evaluate computer operations and concepts as to their effectiveness to solve specific problems.</p> <p>3.7.11.D ~ Evaluate the effectiveness of computer software to solve specific problems.</p>

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<p>ethical choices to consider regarding photography and photo editing?</p> <p>What is a caption, and what is its purpose?</p> <p>What are the different types of captions?</p> <p>What information should be included in a caption?</p>	<p>InDesign, or Microsoft Office Picture Manager to edit photos.</p> <p>Edit photos ethically.</p> <p>Write thorough, interesting, informative, accurate captions.</p> <p>Use a variety of caption styles.</p>	<p>viewpoints.</p> <p>TSWBAT create a photo story of an event using a variety of types of pictures, including the following: establishing shot, closeup/detail shot, portrait, time captured shot, interaction, and/or closing shot.</p> <p>TSWBAT write an example of each type of caption for their photo story.</p>			<p>portrait</p> <p>time captured shot</p> <p>interaction shot</p> <p>closing shot</p> <p>Caption styles:</p> <p>identifier</p> <p>outline</p> <p>summary</p> <p>expanded/storytelling</p> <p>quote</p> <p>collective</p> <p>group</p>	<p>9.1.10.B ~ Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.</p> <p>9.1.10.E ~ Delineate a unifying theme through the production of a work of art that reflects skills in media processes and techniques.</p>
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## News writing

Essential Questions	Content	Skills	Assessments	Lessons	Vocabulary	Standards
<p>What is the format of a news article?</p> <p>How should a news article be written?</p> <p>What is the difference between a news article and a brief?</p> <p>What is a reliable</p>	<p>Read news articles and handouts.</p> <p>Analyze and evaluate news stories.</p> <p>Discuss news story format.</p> <p>Read briefs.</p> <p>Compare/contrast briefs and news</p>	<p>TSWBAT identify the inverted pyramid in news writing.</p> <p>TSWBAT write and revise a news article using inverted pyramid style.</p> <p>TSWBAT identify, analyze, and write a brief.</p>			<p>inverted pyramid</p> <p>transitions</p> <p>brief</p> <p>primary source</p> <p>secondary source</p> <p>representative</p>	<p>1.5.11.A ~ Write with a sharp, distinct focus.</p> <p>1.5.11.B ~ Write using well-developed content appropriate for the topic.</p> <p>1.5.11.C ~ Write with controlled and/or subtle organization.</p> <p>1.5.11.D ~ Write with a command of the stylistic aspects of composition.</p> <p>1.5.11.E ~ Revise writing to improve style, word choice, sentence variety and subtlety</p>

<p>source?</p> <p>How is credit given to sources in news articles?</p> <p>How can an accurate poll be conducted?</p> <p>What is a representative sampling?</p> <p>What is a random opinion poll?</p> <p>What are the benefits, drawbacks, and uses of the different types of polls?</p>	<p>articles.</p> <p>Write a brief.</p> <p>Expand a brief into a story in inverted pyramid style.</p> <p>Discuss sources and who qualifies as an "authority" on topics.</p> <p>Read stories and identify sources used.</p> <p>Discuss how credit is given to sources, and practice writing attributions.</p> <p>Discuss statistics and how to conduct a poll, types of questions that can and should be asked, and how to obtain a representative sampling.</p> <p>Read and discuss Ch. 21 -- Surveys, polls, and samples (p. 152-154) in <i>The High School Editor's Handbook</i>.</p>	<p>TSWBAT identify primary and secondary sources of information and interviews for news stories.</p> <p>TSWBAT attribute information and quotes correctly in news stories.</p> <p>TSWBAT conduct original polls, including a random opinion poll and a representative sampling poll.</p>			<p>sampling</p> <p>random opinion poll</p>	<p>of meaning after rethinking how questions of purpose, audience and genre have been addressed.</p> <p>1.5.11.F ~ Edit writing using the conventions of language.</p> <p>1.5.11.G ~ Present and/or defend written work for publication when appropriate</p> <p>1.6.11.A ~ Listen to others.</p> <p>1.6.11.D ~ Contribute to discussions.</p> <p>1.6.11.E ~ Participate in small and large group discussions and presentations.</p> <p>1.6.11.F ~ Use media for learning purposes.</p> <p>1.8.11.A ~ Select and refine a topic for research.</p> <p>1.8.11.B ~ Locate information using appropriate sources and strategies.</p> <p>1.8.11.C ~ Organize, summarize and present the main ideas from research.</p>
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**Monthly articles for submission to The Rocket Star** - Begin writing articles for submission to The Rocket Star in November and continue each

month through the May edition. Articles will be used at the discretion of Journalism II and III student editors and the teacher. Articles must meet minimum standards to be published.

Essential Questions	Content	Skills	Assessments	Lessons	Vocabulary	Standards
<p>How is an article planned and written?</p> <p>What is a prospectus?</p> <p>What considerations must be made to make the article relevant and interesting for a high school reading audience?</p>	<p>Gather story ideas from beats, the newspaper, and everyday activities.</p> <p>Choose a story idea and write a prospectus (i.e. story proposal).</p> <p>Complete background research and interviews.</p> <p>Take accurate notes and check sources.</p> <p>Take pictures or design art and graphics</p> <p>Write a rough draft and plan and write sidebar(s)</p> <p>Edit, revise, and conference about articles</p> <p>Submit article, sidebar(s), pictures, graphics, and/or art for layout</p>	<p>TSWBAT generate story ideas</p> <p>TSWBAT narrow a topic and write a prospectus</p> <p>TSWBAT find and cite reliable sources of information</p> <p>TSWBAT take accurate notes</p> <p>TSWBAT write a rough draft and sidebars</p> <p>TSWBAT take and edit photos and/or create art and/or graphics</p> <p>TSWBAT edit articles using AP style</p>			prospectus	<p>1.4.11.B ~ Write complex informational pieces (e.g., research papers, analyses, evaluations, essays).</p> <p>1.4.11.C ~ Write persuasive pieces.</p> <p>1.5.11.A ~ Write with a sharp, distinct focus.</p> <p>1.5.11.B ~ Write using well-developed content appropriate for the topic.</p> <p>1.5.11.C ~ Write with controlled and/or subtle organization.</p> <p>1.5.11.D ~ Write with a command of the stylistic aspects of composition.</p> <p>1.5.11.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.</p> <p>1.5.11.F ~ Edit writing using the conventions of language.</p> <p>1.5.11.G ~ Present and/or defend written work for publication when appropriate</p> <p>1.6.11.A ~ Listen to others.</p> <p>1.6.11.D ~ Contribute to discussions.</p> <p>1.6.11.E ~ Participate in small and large group discussions and presentations.</p>

						<p>1.6.11.F ~ Use media for learning purposes.</p> <p>1.8.11.A ~ Select and refine a topic for research.</p> <p>1.8.11.B ~ Locate information using appropriate sources and strategies.</p> <p>1.8.11.C ~ Organize, summarize and present the main ideas from research.</p>
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**AP style and grammar** - Begin this unit in September and continue through May, as needed.

Essential Questions	Content	Skills	Assessments	Lessons	Vocabulary	Standards
<p>What is AP style, and how can it be used to improve writing?</p> <p>How are titles, abbreviations, numbers, and names writing in AP style?</p>	<p>Read and discuss the <i>AP Style Manual</i> and <i>Introduction to Journalism 'AP Style,</i>" (p. 63).</p> <p>Use AP style to edit stories</p> <p>Use AP style to guide punctuation, capitalization, spelling, and grammar choices in articles.</p>	<p>TSWBAT identify and correct errors in punctuation, capitalization, spelling, and grammar</p>			<p>AP style</p>	<p>1.5.11.F ~ Edit writing using the conventions of language.</p>

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**Feature writing**

Essential Questions	Content	Skills	Assessments	Lessons	Vocabulary	Standards
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B E R	What is a feature story?	Read and discuss handouts and <i>Journalism Today</i> p. 266-276 "Writing Feature Stories."	TSWBAT identify, categorize, and analyze feature stories.			feature story	1.5.11.A ~ Write with a sharp, distinct focus.
	What is the difference between a feature story and a news story?	Read, analyze, and categorize exemplar feature stories.	TSWBAT identify, evaluate, and create original feature leads.			feature lead personality profile	1.5.11.B ~ Write using well-developed content appropriate for the topic.
	What are the different types of feature leads?	Read, analyze, and categorize exemplar feature stories.  Compare/contrast news and feature stories.  Examine and analyze the effectiveness of feature leads.  Write feature stories using feature leads.	TSWBAT identify, evaluate, and create original feature leads.  TSWBAT write and revise a feature article.			public service feature news feature evergreen	1.5.11.C ~ Write with controlled and/or subtle organization.  1.5.11.D ~ Write with a command of the stylistic aspects of composition.  1.5.11.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.  1.5.11.F ~ Edit writing using the conventions of language.  1.6.11.A ~ Listen to others.  1.6.11.C ~ Speak using skills appropriate to formal speech situations.  1.6.11.D ~ Contribute to discussions.  1.6.11.E ~ Participate in small and large group discussions and presentations.  1.6.11.F ~ Use media for learning purposes.  1.8.11.A ~ Select and refine a topic for research.  1.8.11.B ~ Locate information using appropriate sources and strategies.  1.8.11.C ~ Organize, summarize and present the main ideas from research.

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<p>What is AP style, and how can it be used to improve writing?</p> <p>How are titles, abbreviations, numbers, and names writing in AP style?</p>	<p>Read and discuss the <i>AP Style Manual</i> and <i>Introduction to Journalism 'AP Style,'</i> (p. 63).</p> <p>Use AP style to edit stories</p> <p>Use AP style to guide punctuation, capitalization, spelling, and grammar choices in articles.</p>	<p>TSWBAT identify and correct errors in punctuation, capitalization, spelling, and grammar</p>			<p>AP style</p>	<p>1.5.11.F ~ Edit writing using the conventions of language.</p>

**Monthly articles for submission to The Rocket Star** - Begin writing articles for submission to The Rocket Star in November and continue each month through the May edition. Articles will be used at the discretion of Journalism II and III student editors and the teacher. Articles must meet minimum standards to be published.

Essential Questions	Content	Skills	Assessments	Lessons	Vocabulary	Standards
<p>How is an article planned and written?</p> <p>What is a prospectus?</p> <p>What considerations must be made to make the article</p>	<p>Gather story ideas from beats, the newspaper, and everyday activities.</p> <p>Choose a story idea and write a prospectus (i.e. story proposal).</p>	<p>TSWBAT generate story ideas</p> <p>TSWBAT narrow a topic and write a prospectus</p> <p>TSWBAT find and cite reliable sources of</p>			<p>prospectus</p>	<p>1.4.11.B ~ Write complex informational pieces (e.g., research papers, analyses, evaluations, essays).</p> <p>1.4.11.C ~ Write persuasive pieces.</p> <p>1.5.11.A ~ Write with a sharp, distinct focus.</p> <p>1.5.11.B ~ Write using well-developed</p>

<p>relevant and interesting for a high school reading audience?</p>	<p>Complete background research and interviews.</p> <p>Take accurate notes and check sources.</p> <p>Take pictures or design art and graphics</p> <p>Write a rough draft and plan and write sidebar(s)</p> <p>Edit, revise, and conference about articles</p> <p>Submit article, sidebar(s), pictures, graphics, and/or art for layout</p>	<p>information</p> <p>TSWBAT take accurate notes</p> <p>TSWBAT write a rough draft and sidebars</p> <p>TSWBAT take and edit photos and/or create art and/or graphics</p> <p>TSWBAT edit articles using AP style</p>				<p>content appropriate for the topic.</p> <p>1.5.11.C ~ Write with controlled and/or subtle organization.</p> <p>1.5.11.D ~ Write with a command of the stylistic aspects of composition.</p> <p>1.5.11.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.</p> <p>1.5.11.F ~ Edit writing using the conventions of language.</p> <p>1.5.11.G ~ Present and/or defend written work for publication when appropriate</p> <p>1.6.11.A ~ Listen to others.</p> <p>1.6.11.D ~ Contribute to discussions.</p> <p>1.6.11.E ~ Participate in small and large group discussions and presentations.</p> <p>1.6.11.F ~ Use media for learning purposes.</p> <p>1.8.11.A ~ Select and refine a topic for research.</p> <p>1.8.11.B ~ Locate information using appropriate sources and strategies.</p> <p>1.8.11.C ~ Organize, summarize and present the main ideas from research.</p>
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Essential Questions	Content	Skills	Assessments	Lessons	Vocabulary	Standards
<p>What are the different types of sports articles?</p> <p>What types of leads are used in sports stories?</p> <p>What types of transitions can be used in sports stories?</p> <p>What is the structure of a sports story?</p>	<p>Read, analyze, and discuss exemplar sports articles</p> <p>Write, revise, and edit a sports story for The Rocket Star.</p> <p>Read Chapters 7, 8, and 9 in the <i>Covering Sports: A complete sportswriting workbook</i>.</p> <p>Read and discuss p. 47-51, "Alternative Lead Types"</p> <p>Read and discuss Ch. 6 (p. 55-58), "Transitions and Structure"</p>	<p>TSWBAT identify various types of sports articles and analyze them for structure, including leads and transitions.</p> <p>TSWBAT write, edit, and revise a sports article using an appropriate lead, strong transitions, and appropriate story format.</p>			<p>sports profile</p> <p>sports feature</p> <p>advance coverage/pregame story</p> <p>game story</p> <p>post-game story</p> <p>sports column</p> <p>Types of sports leads:</p> <p>narrative lead</p> <p>background lead</p> <p>staccato lead</p> <p>motif lead</p> <p>name lead</p> <p>first person lead</p> <p>compare/contrast lead</p> <p>Types of transitions:</p> <p>repeated words</p> <p>pronouns</p> <p>the condition</p> <p>statement</p> <p>Types of sports story structures:</p> <p>inverted pyramid</p> <p>diamond</p> <p>chronological</p>	<p>1.2.11.B ~ Use and understand a variety of media and evaluate the quality of material produced.</p> <p>1.5.11.A ~ Write with a sharp, distinct focus.</p> <p>1.5.11.B ~ Write using well-developed content appropriate for the topic.</p> <p>1.5.11.C ~ Write with controlled and/or subtle organization.</p> <p>1.5.11.D ~ Write with a command of the stylistic aspects of composition.</p> <p>1.5.11.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.</p> <p>1.5.11.F ~ Edit writing using the conventions of language.</p> <p>1.5.11.G ~ Present and/or defend written work for publication when appropriate</p> <p>1.6.11.A ~ Listen to others.</p> <p>1.6.11.D ~ Contribute to discussions.</p> <p>1.6.11.E ~ Participate in small and large group discussions and presentations.</p> <p>1.6.11.F ~ Use media for learning purposes.</p> <p>1.8.11.A ~ Select and refine a topic for research.</p>

1.8.11.B ~ Locate information using appropriate sources and strategies.

## Sports photography

Essential Questions	Content	Skills	Assessments	Lessons	Vocabulary	Standards
<p>How are clear action shots obtained?</p> <p>What are the components of a good sports photo?</p> <p>What types of photo editing are necessary to obtain the best photos?</p> <p>What are the ethical responsibilities of a sports photographer and sports photo editor?</p>	<p>Read and discuss <i>The Manual</i>, "Sports Photography" (p. 113-117)</p> <p>Attend a sporting event and take a variety of shots from different angles</p> <p>Use PhotoShop, InDesign, or Microsoft Office Picture Manager to crop and edit photographs</p>	<p>TSWBAT apply knowledge of the sport, roster, and event to photograph and take notes at a sporting event.</p> <p>TSWBAT communicate effectively with event staff, other photographers, players, coaches, and fans at a sporting event.</p> <p>TSWBAT act appropriately and be professional as a student sports photographer</p> <p>TSWBAT use various angles and viewpoints to take a variety of pictures</p> <p>TSW show good judgment in editing photos</p>			<p>closeup photo</p> <p>medium-range photo</p> <p>long-distance shots</p> <p>pre-focusing</p> <p>panning</p> <p>angle</p>	<p>1.6.11.F ~ Use media for learning purposes.</p> <p>9.1.11.B ~ Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.</p> <p>9.1.11.E ~ Delineate a unifying theme through the production of a work of art that reflects skills in media processes and techniques.</p> <p>9.1.11.H ~ Incorporate the effective and safe use of materials, equipment and tools into the production of works in the arts at work and performance spaces.</p>

**AP style and grammar** - Begin this unit in September and continue through May, as needed.

Essential Questions	Content	Skills	Assessments	Lessons	Vocabulary	Standards
<p>What is AP style, and how can it be used to improve writing?</p> <p>How are titles, abbreviations, numbers, and names writing in AP style?</p>	<p>Read and discuss the <i>AP Style Manual</i> and <i>Introduction to Journalism 'AP Style,</i>" (p. 63).</p> <p>Use AP style to edit stories</p> <p>Use AP style to guide punctuation, capitalization, spelling, and grammar choices in articles.</p>	<p>TSWBAT identify and correct errors in punctuation, capitalization, spelling, and grammar</p>			<p>AP style</p>	<p>1.5.11.F ~ Edit writing using the conventions of language.</p>

**Monthly articles for submission to The Rocket Star** - Begin writing articles for submission to The Rocket Star in November and continue each month through the May edition. Articles will be used at the discretion of Journalism II and III student editors and the teacher. Articles must meet minimum standards to be published.

Essential Questions	Content	Skills	Assessments	Lessons	Vocabulary	Standards
<p>How is an article planned and written?</p> <p>What is a prospectus?</p> <p>What considerations must be made to make the article relevant and</p>	<p>Gather story ideas from beats, the newspaper, and everyday activities.</p> <p>Choose a story idea and write a prospectus (i.e. story proposal).</p> <p>Complete</p>	<p>TSWBAT generate story ideas</p> <p>TSWBAT narrow a topic and write a prospectus</p> <p>TSWBAT find and cite reliable sources of</p>			<p>prospectus</p>	<p>1.4.11.B ~ Write complex informational pieces (e.g., research papers, analyses, evaluations, essays).</p> <p>1.4.11.C ~ Write persuasive pieces.</p> <p>1.5.11.A ~ Write with a sharp, distinct focus.</p> <p>1.5.11.B ~ Write using well-developed content appropriate for the topic.</p>

<p>interesting for a high school reading audience?</p>	<p>background research and interviews.</p> <p>Take accurate notes and check sources.</p> <p>Take pictures or design art and graphics</p> <p>Write a rough draft and plan and write sidebar(s)</p> <p>Edit, revise, and conference about articles</p> <p>Submit article, sidebar(s), pictures, graphics, and/or art for layout</p>	<p>information</p> <p>TSWBAT take accurate notes</p> <p>TSWBAT write a rough draft and sidebars</p> <p>TSWBAT take and edit photos and/or create art and/or graphics</p> <p>TSWBAT edit articles using AP style</p>				<p>1.5.11.C ~ Write with controlled and/or subtle organization.</p> <p>1.5.11.D ~ Write with a command of the stylistic aspects of composition.</p> <p>1.5.11.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.</p> <p>1.5.11.F ~ Edit writing using the conventions of language.</p> <p>1.5.11.G ~ Present and/or defend written work for publication when appropriate</p> <p>1.6.11.A ~ Listen to others.</p> <p>1.6.11.D ~ Contribute to discussions.</p> <p>1.6.11.E ~ Participate in small and large group discussions and presentations.</p> <p>1.6.11.F ~ Use media for learning purposes.</p> <p>1.8.11.A ~ Select and refine a topic for research.</p> <p>1.8.11.B ~ Locate information using appropriate sources and strategies.</p> <p>1.8.11.C ~ Organize, summarize and present the main ideas from research.</p>
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<p>F E B</p>	<p><b>Entertainment writing</b></p>					
	<p><b>Essential</b></p>	<p><b>Content</b></p>	<p><b>Skills</b></p>	<p><b>Assessments</b></p>	<p><b>Lessons</b></p>	<p><b>Vocabulary</b></p>

Questions						
<p>What is an entertainment review?</p> <p>What types of products can be reviewed?</p> <p>What is the structure of a review?</p> <p>When is it appropriate and permissible to use an internet photo?</p>	<p>Read and discuss <i>Introduction to Journalism</i>, "Reviews" (p. 50-53)</p> <p>Read and analyze exemplar reviews for structure, background information, observation, and opinion.</p> <p>View a movie or review a product, taking notes.</p> <p>Write, edit, and revise a review</p> <p>Review copyright law, including fair use</p>	<p>TSWBAT identify topics for review</p> <p>TSWBAT analyze and evaluate reviews</p> <p>TSWBAT use, view, listen to, or experience a product and write, edit, and revise an original review of that product</p> <p>TSWBAT identify pictures that meet the fair use guidelines under copyright law</p>			<p>review</p> <p>fair use</p>	<p>1.2.11.A ~ Read and understand essential content of informational texts and documents in all academic areas.</p> <p>1.5.11.A ~ Write with a sharp, distinct focus.</p> <p>1.5.11.B ~ Write using well-developed content appropriate for the topic.</p> <p>1.5.11.C ~ Write with controlled and/or subtle organization.</p> <p>1.5.11.D ~ Write with a command of the stylistic aspects of composition.</p> <p>1.5.11.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.</p> <p>1.5.11.F ~ Edit writing using the conventions of language.</p> <p>1.6.11.A ~ Listen to others.</p> <p>1.6.11.D ~ Contribute to discussions.</p> <p>1.6.11.E ~ Participate in small and large group discussions and presentations.</p> <p>1.6.11.F ~ Use media for learning purposes.</p> <p>1.8.11.A ~ Select and refine a topic for research.</p> <p>1.8.11.B ~ Locate information using appropriate sources and strategies.</p>

**AP style and grammar** - Begin this unit in September and continue through May, as needed.

Essential Questions	Content	Skills	Assessments	Lessons	Vocabulary	Standards
<p>What is AP style, and how can it be used to improve writing?</p> <p>How are titles, abbreviations, numbers, and names writing in AP style?</p>	<p>Read and discuss the <i>AP Style Manual</i> and <i>Introduction to Journalism 'AP Style,</i>" (p. 63).</p> <p>Use AP style to edit stories</p> <p>Use AP style to guide punctuation, capitalization, spelling, and grammar choices in articles.</p>	<p>TSWBAT identify and correct errors in punctuation, capitalization, spelling, and grammar</p>			<p>AP style</p>	<p>1.5.11.F ~ Edit writing using the conventions of language.</p>

**Monthly articles for submission to The Rocket Star** - Begin writing articles for submission to The Rocket Star in November and continue each month through the May edition. Articles will be used at the discretion of Journalism II and III student editors and the teacher. Articles must meet minimum standards to be published.

Essential Questions	Content	Skills	Assessments	Lessons	Vocabulary	Standards
<p>How is an article planned and written?</p> <p>What is a prospectus?</p> <p>What considerations must be made to make the article</p>	<p>Gather story ideas from beats, the newspaper, and everyday activities.</p> <p>Choose a story idea and write a prospectus (i.e. story proposal).</p>	<p>TSWBAT generate story ideas</p> <p>TSWBAT narrow a topic and write a prospectus</p> <p>TSWBAT find and cite reliable sources of</p>			<p>prospectus</p>	<p>1.4.11.B ~ Write complex informational pieces (e.g., research papers, analyses, evaluations, essays).</p> <p>1.4.11.C ~ Write persuasive pieces.</p> <p>1.5.11.A ~ Write with a sharp, distinct focus.</p> <p>1.5.11.B ~ Write using well-developed</p>

<p>relevant and interesting for a high school reading audience?</p>	<p>Complete background research and interviews.</p> <p>Take accurate notes and check sources.</p> <p>Take pictures or design art and graphics</p> <p>Write a rough draft and plan and write sidebar(s)</p> <p>Edit, revise, and conference about articles</p> <p>Submit article, sidebar(s), pictures, graphics, and/or art for layout</p>	<p>information</p> <p>TSWBAT take accurate notes</p> <p>TSWBAT write a rough draft and sidebars</p> <p>TSWBAT take and edit photos and/or create art and/or graphics</p> <p>TSWBAT edit articles using AP style</p>				<p>content appropriate for the topic.</p> <p>1.5.11.C ~ Write with controlled and/or subtle organization.</p> <p>1.5.11.D ~ Write with a command of the stylistic aspects of composition.</p> <p>1.5.11.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.</p> <p>1.5.11.F ~ Edit writing using the conventions of language.</p> <p>1.5.11.G ~ Present and/or defend written work for publication when appropriate</p> <p>1.6.11.A ~ Listen to others.</p> <p>1.6.11.D ~ Contribute to discussions.</p> <p>1.6.11.E ~ Participate in small and large group discussions and presentations.</p> <p>1.6.11.F ~ Use media for learning purposes.</p> <p>1.8.11.A ~ Select and refine a topic for research.</p> <p>1.8.11.B ~ Locate information using appropriate sources and strategies.</p> <p>1.8.11.C ~ Organize, summarize and present the main ideas from research.</p>
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R C H	Essential Questions	Content	Skills	Assessments	Lessons	Vocabulary	Standards
	<p>What is an opinion story?</p> <p>What are the differences among editorials, columns, letters to the editor, and point/counterpoint articles?</p> <p>What are the components of an effective argument?</p> <p>What are logical fallacies, and how can they be avoided?</p> <p>What kind of research is involved in opinion writing?</p> <p>What types of columns are there?</p> <p>What makes a good columnist?</p>	<p>Read and discuss <i>Introduction to Journalism</i>, "Opinion Writing" (p. 28-35)</p> <p>Discuss the structure and purpose of editorials</p> <p>Plan, research, and write an editorial</p> <p>Identify and avoid logical fallacies in arguments</p> <p>Research a "hot topic"</p> <p>Attribute sources</p> <p>Read and discuss <i>Introduction to Journalism</i>, "Column writing" (p. 36-40)</p> <p>Read, analyze, and discuss exemplar columns</p> <p>Write a column proposal</p> <p>Write a column</p>	<p>TSWBAT identify and explain key differences among editorials, columns, letters to the editor, and point/counterpoint articles.</p> <p>TSWBAT use effective arguments to write opinion articles</p> <p>TSWBAT use research to support arguments with facts, statistics, and examples</p> <p>TSWBAT identify various types of columns</p> <p>TSWBAT analyze and evaluate the structure, style, tone, and topic of a column</p> <p>TSWBAT determine a topic for a column</p> <p>TSWBAT write and revise a column proposal and a column</p>			<p>editorial</p> <p>column</p> <p>letter to the editor</p> <p>point/counterpoint</p> <p>editorial cartoon</p> <p>logical fallacies</p> <p>Types of columns:</p> <p>personal reflection</p> <p>campus commentary</p> <p>social commentary</p> <p>political commentary</p> <p>topical</p>	<p>1.1.11.F ~ Understand the meaning of and apply key vocabulary across the various subject areas.</p> <p>1.2.11.A ~ Read and understand essential content of informational texts and documents in all academic areas.</p> <p>1.2.11.C ~ Produce work in at least one literary genre that follows the conventions of the genre</p> <p>1.4.11.C ~ Write persuasive pieces.</p> <p>1.5.11.A ~ Write with a sharp, distinct focus.</p> <p>1.5.11.B ~ Write using well-developed content appropriate for the topic.</p> <p>1.5.11.C ~ Write with controlled and/or subtle organization.</p> <p>1.5.11.D ~ Write with a command of the stylistic aspects of composition.</p> <p>1.5.11.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.</p> <p>1.5.11.F ~ Edit writing using the conventions of language.</p> <p>1.5.11.G ~ Present and/or defend written work for publication when appropriate</p> <p>1.6.11.D ~ Contribute to discussions.</p> <p>1.6.11.E ~ Participate in small and large</p>

						<p>group discussions and presentations.</p> <p>1.6.11.F ~ Use media for learning purposes.</p> <p>1.8.11.A ~ Select and refine a topic for research.</p> <p>1.8.11.B ~ Locate information using appropriate sources and strategies.</p> <p>1.8.11.C ~ Organize, summarize and present the main ideas from research.</p>
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**AP style and grammar** - Begin this unit in September and continue through May, as needed.

Essential Questions	Content	Skills	Assessments	Lessons	Vocabulary	Standards
<p>What is AP style, and how can it be used to improve writing?</p> <p>How are titles, abbreviations, numbers, and names writing in AP style?</p>	<p>Read and discuss the <i>AP Style Manual</i> and <i>Introduction to Journalism 'AP Style,</i>" (p. 63).</p> <p>Use AP style to edit stories</p> <p>Use AP style to guide punctuation, capitalization, spelling, and grammar choices in articles.</p>	<p>TSWBAT identify and correct errors in punctuation, capitalization, spelling, and grammar</p>			<p>AP style</p>	<p>1.5.11.F ~ Edit writing using the conventions of language.</p>

**Monthly articles for submission to The Rocket Star** - Begin writing articles for submission to The Rocket Star in November and continue each month through the May edition. Articles will be used at the discretion of Journalism II and III student editors and the teacher. Articles must meet minimum standards to be

published.

Essential Questions	Content	Skills	Assessments	Lessons	Vocabulary	Standards
<p>How is an article planned and written?</p> <p>What is a prospectus?</p> <p>What considerations must be made to make the article relevant and interesting for a high school reading audience?</p>	<p>Gather story ideas from beats, the newspaper, and everyday activities.</p> <p>Choose a story idea and write a prospectus (i.e. story proposal).</p> <p>Complete background research and interviews.</p> <p>Take accurate notes and check sources.</p> <p>Take pictures or design art and graphics</p> <p>Write a rough draft and plan and write sidebar(s)</p> <p>Edit, revise, and conference about articles</p> <p>Submit article, sidebar(s), pictures, graphics, and/or art for layout</p>	<p>TSWBAT generate story ideas</p> <p>TSWBAT narrow a topic and write a prospectus</p> <p>TSWBAT find and cite reliable sources of information</p> <p>TSWBAT take accurate notes</p> <p>TSWBAT write a rough draft and sidebars</p> <p>TSWBAT take and edit photos and/or create art and/or graphics</p> <p>TSWBAT edit articles using AP style</p>			prospectus	<p>1.4.11.B ~ Write complex informational pieces (e.g., research papers, analyses, evaluations, essays).</p> <p>1.4.11.C ~ Write persuasive pieces.</p> <p>1.5.11.A ~ Write with a sharp, distinct focus.</p> <p>1.5.11.B ~ Write using well-developed content appropriate for the topic.</p> <p>1.5.11.C ~ Write with controlled and/or subtle organization.</p> <p>1.5.11.D ~ Write with a command of the stylistic aspects of composition.</p> <p>1.5.11.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.</p> <p>1.5.11.F ~ Edit writing using the conventions of language.</p> <p>1.5.11.G ~ Present and/or defend written work for publication when appropriate</p> <p>1.6.11.A ~ Listen to others.</p> <p>1.6.11.D ~ Contribute to discussions.</p> <p>1.6.11.E ~ Participate in small and large group discussions and presentations.</p> <p>1.6.11.F ~ Use media for learning purposes.</p>

						<p>1.8.11.A ~ Select and refine a topic for research.</p> <p>1.8.11.B ~ Locate information using appropriate sources and strategies.</p> <p>1.8.11.C ~ Organize, summarize and present the main ideas from research.</p>
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**A P R I L** In-Depth writing and Packages

Essential Questions	Content	Skills	Assessments	Lessons	Vocabulary	Standards
<p>What is in-depth coverage, and how is it different from a typical article?</p> <p>What are the parts of a package? How is a package structured?</p> <p>How is a package created in layout?</p>	<p>Read and discuss <i>Journalism Today</i>, Ch. 9, "Doing In-Depth Reporting" (p. 206-219)</p> <p>Brainstorm topics for coverage</p> <p>Choose and narrow a topic</p> <p>Plan parts of a package, including the following: news/investigative piece, opinion, feature and/or profile, sidebars, polls, photos, art, graphics, and other visual elements</p> <p>Design package layout using</p>	<p>TSWBAT identify, analyze, and evaluate in-depth stories and packages</p> <p>TSWBAT design and execute a package, including news, opinion, and feature articles; polls; sidebars; photos; and other visual elements</p> <p>TSWBAT use InDesign to create a comprehensive layout of a package.</p>			<p>in-depth coverage</p> <p>investigative reporting</p> <p>maestro team/packaging</p> <p>sidebar</p> <p>photo story</p> <p>infographics</p> <p>polls</p> <p>layout</p>	<p>1.5.11.A ~ Write with a sharp, distinct focus.</p> <p>1.5.11.B ~ Write using well-developed content appropriate for the topic.</p> <p>1.5.11.C ~ Write with controlled and/or subtle organization.</p> <p>1.5.11.D ~ Write with a command of the stylistic aspects of composition.</p> <p>1.5.11.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.</p> <p>1.5.11.F ~ Edit writing using the conventions of language.</p> <p>1.5.11.G ~ Present and/or defend written work for publication when appropriate</p> <p>1.6.11.D ~ Contribute to discussions.</p>

	InDesign software					<p>1.6.11.E ~ Participate in small and large group discussions and presentations.</p> <p>1.6.11.F ~ Use media for learning purposes.</p> <p>1.8.11.A ~ Select and refine a topic for research.</p> <p>1.8.11.B ~ Locate information using appropriate sources and strategies.</p> <p>1.8.11.C ~ Organize, summarize and present the main ideas from research.</p>
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**Basic Design and Layout Principles -** Begin this unit in April and continue it into May

Essential Questions	Content	Skills	Assessments	Lessons	Vocabulary	Standards
<p>What are the components of a good layout?</p> <p>What are the basic principles of design?</p> <p>What kind of type and/or font is appropriate to use in a package?</p>	<p>Read and discuss Ch. 10 in <i>Journalism Today</i>, "Design and Layout" (p. 224-244)</p> <p>Identify and analyze design principles used in professional and scholastic publications, including <i>The Rocket Star</i>.</p> <p>Choose a font appropriate for publication, following typography rules.</p> <p>Use graphics.</p>	<p>TSWBAT identify and analyze design principles</p> <p>TSWBAT choose an appropriate font for body text, headlines, captions, and sidebars</p> <p>TSWBAT design a package using InDesign</p>			<p>copy/text</p> <p>white space</p> <p>graphics/art</p> <p>Design principles:</p> <p>dominance</p> <p>unity</p> <p>contrast</p> <p>repetition</p> <p>balance</p> <p>consistency</p> <p>Typography:</p> <p>serif</p> <p>sans serif</p>	<p>1.2.11.B ~ Use and understand a variety of media and evaluate the quality of material produced.</p> <p>1.6.11.F ~ Use media for learning purposes.</p>

	art, and photographs to enhance layout  Design a package				novelty  Graphics:  boxes rules screens  thumbnails  dummy layouts	
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**AP style and grammar** - Begin this unit in September and continue through May, as needed.

Essential Questions	Content	Skills	Assessments	Lessons	Vocabulary	Standards
<p>What is AP style, and how can it be used to improve writing?</p> <p>How are titles, abbreviations, numbers, and names writing in AP style?</p>	<p>Read and discuss the <i>AP Style Manual</i> and <i>Introduction to Journalism 'AP Style</i>," (p. 63).</p> <p>Use AP style to edit stories</p> <p>Use AP style to guide punctuation, capitalization, spelling, and grammar choices in articles.</p>	<p>TSWBAT identify and correct errors in punctuation, capitalization, spelling, and grammar</p>			<p>AP style</p>	<p>1.5.11.F ~ Edit writing using the conventions of language.</p>

**Monthly articles for submission to The Rocket Star** - Begin writing articles for submission to The Rocket Star in November and continue each month through the May edition. Articles will be used at the discretion of Journalism II and III student editors and the teacher. Articles must meet minimum standards to be published.

Essential Questions	Content	Skills	Assessments	Lessons	Vocabulary	Standards
<p>How is an article planned and written?</p> <p>What is a prospectus?</p> <p>What considerations must be made to make the article relevant and interesting for a high school reading audience?</p>	<p>Gather story ideas from beats, the newspaper, and everyday activities.</p> <p>Choose a story idea and write a prospectus (i.e. story proposal).</p> <p>Complete background research and interviews.</p> <p>Take accurate notes and check sources.</p> <p>Take pictures or design art and graphics</p> <p>Write a rough draft and plan and write sidebar(s)</p> <p>Edit, revise, and conference about articles</p> <p>Submit article, sidebar(s), pictures, graphics, and/or art for layout</p>	<p>TSWBAT generate story ideas</p> <p>TSWBAT narrow a topic and write a prospectus</p> <p>TSWBAT find and cite reliable sources of information</p> <p>TSWBAT take accurate notes</p> <p>TSWBAT write a rough draft and sidebars</p> <p>TSWBAT take and edit photos and/or create art and/or graphics</p> <p>TSWBAT edit articles using AP style</p>			prospectus	<p>1.4.11.B ~ Write complex informational pieces (e.g., research papers, analyses, evaluations, essays).</p> <p>1.4.11.C ~ Write persuasive pieces.</p> <p>1.5.11.A ~ Write with a sharp, distinct focus.</p> <p>1.5.11.B ~ Write using well-developed content appropriate for the topic.</p> <p>1.5.11.C ~ Write with controlled and/or subtle organization.</p> <p>1.5.11.D ~ Write with a command of the stylistic aspects of composition.</p> <p>1.5.11.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.</p> <p>1.5.11.F ~ Edit writing using the conventions of language.</p> <p>1.5.11.G ~ Present and/or defend written work for publication when appropriate</p> <p>1.6.11.A ~ Listen to others.</p> <p>1.6.11.D ~ Contribute to discussions.</p> <p>1.6.11.E ~ Participate in small and large group discussions and presentations.</p> <p>1.6.11.F ~ Use media for learning purposes.</p>

						<p>1.8.11.A ~ Select and refine a topic for research.</p> <p>1.8.11.B ~ Locate information using appropriate sources and strategies.</p> <p>1.8.11.C ~ Organize, summarize and present the main ideas from research.</p>
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**MAY** Final Project

Essential Questions	Content	Skills	Assessments	Lessons	Vocabulary	Standards
How can all of the skills learned in Journalism I be incorporated into a final project?	<p>Choose a topic</p> <p>Write prospectuses</p> <p>Write rough drafts</p> <p>Revise and edit rough drafts</p> <p>Write final drafts</p> <p>Complete package design and layout</p>	<p>TSWBAT plan and execute a final project from brainstorming through publication.</p>				<p>1.4.11.B ~ Write complex informational pieces (e.g., research papers, analyses, evaluations, essays).</p> <p>1.4.11.C ~ Write persuasive pieces.</p> <p>1.5.11.A ~ Write with a sharp, distinct focus.</p> <p>1.5.11.B ~ Write using well-developed content appropriate for the topic.</p> <p>1.5.11.C ~ Write with controlled and/or subtle organization.</p> <p>1.5.11.D ~ Write with a command of the stylistic aspects of composition.</p> <p>1.5.11.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.</p> <p>1.5.11.F ~ Edit writing using the conventions of language.</p>

						<p>1.5.11.G ~ Present and/or defend written work for publication when appropriate</p> <p>1.6.11.F ~ Use media for learning purposes.</p> <p>1.8.11.A ~ Select and refine a topic for research.</p> <p>1.8.11.B ~ Locate information using appropriate sources and strategies.</p> <p>1.8.11.C ~ Organize, summarize and present the main ideas from research.</p>
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**AP style and grammar** - Begin this unit in September and continue through May, as needed.

Essential Questions	Content	Skills	Assessments	Lessons	Vocabulary	Standards
<p>What is AP style, and how can it be used to improve writing?</p> <p>How are titles, abbreviations, numbers, and names written in AP style?</p>	<p>Read and discuss the <i>AP Style Manual</i> and <i>Introduction to Journalism 'AP Style'</i> (p. 63).</p> <p>Use AP style to edit stories</p> <p>Use AP style to guide punctuation, capitalization, spelling, and grammar choices in articles.</p>	<p>TSWBAT identify and correct errors in punctuation, capitalization, spelling, and grammar</p>			<p>AP style</p>	<p>1.5.11.F ~ Edit writing using the conventions of language.</p>

**Monthly articles for submission to The Rocket Star** - Begin writing articles for submission to The Rocket Star in November and continue each month through the May edition. Articles will be used at the discretion of Journalism II

and III student editors and the teacher. Articles must meet minimum standards to be published.

Essential Questions	Content	Skills	Assessments	Lessons	Vocabulary	Standards
<p>How is an article planned and written?</p> <p>What is a prospectus?</p> <p>What considerations must be made to make the article relevant and interesting for a high school reading audience?</p>	<p>Gather story ideas from beats, the newspaper, and everyday activities.</p> <p>Choose a story idea and write a prospectus (i.e. story proposal).</p> <p>Complete background research and interviews.</p> <p>Take accurate notes and check sources.</p> <p>Take pictures or design art and graphics</p> <p>Write a rough draft and plan and write sidebar(s)</p> <p>Edit, revise, and conference about articles</p> <p>Submit article, sidebar(s), pictures, graphics, and/or art for layout</p>	<p>TSWBAT generate story ideas</p> <p>TSWBAT narrow a topic and write a prospectus</p> <p>TSWBAT find and cite reliable sources of information</p> <p>TSWBAT take accurate notes</p> <p>TSWBAT write a rough draft and sidebars</p> <p>TSWBAT take and edit photos and/or create art and/or graphics</p> <p>TSWBAT edit articles using AP style</p>			prospectus	<p>1.4.11.B ~ Write complex informational pieces (e.g., research papers, analyses, evaluations, essays).</p> <p>1.4.11.C ~ Write persuasive pieces.</p> <p>1.5.11.A ~ Write with a sharp, distinct focus.</p> <p>1.5.11.B ~ Write using well-developed content appropriate for the topic.</p> <p>1.5.11.C ~ Write with controlled and/or subtle organization.</p> <p>1.5.11.D ~ Write with a command of the stylistic aspects of composition.</p> <p>1.5.11.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.</p> <p>1.5.11.F ~ Edit writing using the conventions of language.</p> <p>1.5.11.G ~ Present and/or defend written work for publication when appropriate</p> <p>1.6.11.A ~ Listen to others.</p> <p>1.6.11.D ~ Contribute to discussions.</p> <p>1.6.11.E ~ Participate in small and large group discussions and presentations.</p> <p>1.6.11.F ~ Use media for learning</p>

						<p>purposes.</p> <p>1.8.11.A ~ Select and refine a topic for research.</p> <p>1.8.11.B ~ Locate information using appropriate sources and strategies.</p> <p>1.8.11.C ~ Organize, summarize and present the main ideas from research.</p>
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