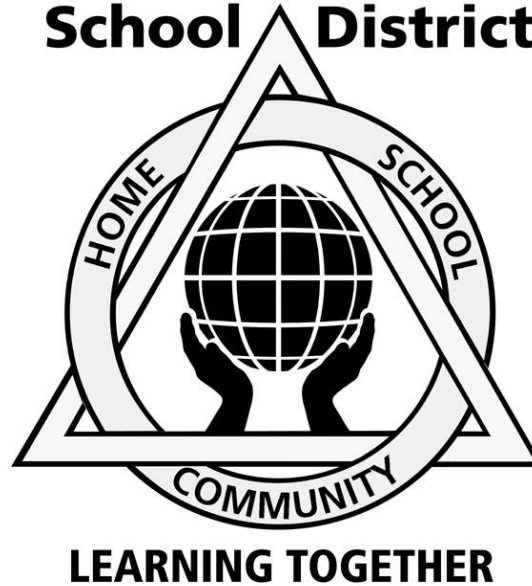


# **Newspaper Production Curriculum**

**Francis Howell  
School District**



**Board Approved: May 7, 2009**

## **Francis Howell School District Mission Statement**

Francis Howell School District is a learning community where all students reach their full potential.

### **Vision Statement**

Francis Howell School District is an educational leader that builds excellence through a collaborative culture that values students, parents, employees, and the community as partners in learning.

### **Values**

Francis Howell School District is committed to:

- Providing a consistent and comprehensive education that fosters high levels of academic achievement for all
- Operating safe and well-maintained schools
- Promoting parent, community, student, and business involvement in support of the school district
- Ensuring fiscal responsibility
- Developing character and leadership

### **Francis Howell School District Graduate Goals**

Upon completion of their academic study in the Francis Howell School District, students will be able to:

1. Gather, analyze and apply information and ideas.
2. Communicate effectively within and beyond the classroom.
3. Recognize and solve problems.
4. Make decisions and act as responsible members of society.

## **Communication Arts Graduate Goals**

Upon completion of their Communication Arts study in the Francis Howell School District, students will be able to:

1. Speak and write standard English with fluency and facility using proper grammar usage, punctuation, spelling and capitalization.
2. Read a variety of genre with facility, fluency and comprehension and be able to analyze and evaluate what they read.
3. Develop a comprehensive research plan while evaluating resources for their reliability and validity.
4. Compose well-developed pieces of writing, both formally and informally, with clarity and awareness of audience and form.
5. Orally make presentations on issues and ideas.
6. Identify and evaluate relationships between language and cultures.

## **Communication Arts Rationale for Newspaper**

One of the goals of Newspaper is to introduce the student to the various forms of mass media and the writing styles that accompanies this specific type of mass communication. Students will focus on practicing all communication skills including reading, writing, speaking, listening, viewing, and finding and interpreting information. They will also be expected to combine their knowledge and experience by reflecting, exploring, and generating new ideas to solve problems and make decisions. They will also practice effectively communicating their ideas and experiences to others through speaking, writing, listening, and information gathering.

## **Course Description for Newspaper**

This class will be responsible for the production of the school newspaper. Students will be trained in the following areas: writing, photography, design, business and emerging media. This is a co-curricular course.

## Curriculum Committee

Aaron Manfull

Francis Howell North

## High School Department Chairs

Mary Baker  
Deb Blessman  
Jessica Bulva

Francis Howell North  
Francis Howell  
Francis Howell Central

Secondary Content Leader  
Literacy Coordinator  
Director of Student Learning  
Chief Academic Office  
Superintendent

Nicole Shaffer  
Shelley Willott; NBCT  
Sharon Wall  
Dr. Pam Sloan  
Dr. Renee Schuster

<b>Content Area:</b> Communication Arts	<b>Course:</b> Newspaper Production	<b>Strand:</b> Journalistic Writing Process
<b>Learner Objectives:</b> Students will be able to develop and apply an effective research process to gather, analyze and evaluate information for their writing.		

**Concepts:** A: writing process B: elements of news

Students Should Know	Students Should Be Able to
<ul style="list-style-type: none"> <li>● Journalists follow a writing process each time they approach a new piece.</li> <li>● Journalists meet with colleagues to discuss potential story ideas.</li> <li>● Writing topics for the media should have one or more of the following qualities: timeliness, proximity, conflict, prominence and human interest.</li> <li>● Journalists develop a writing plan when assigned stories. The plan consists of identifying sources, developing questions and conducting background research.</li> <li>● Journalists plan their questions and interviews with great thought, research and in a timely manner in order to include all relevant information and meet their deadlines.</li> </ul>	<ul style="list-style-type: none"> <li>● Follow a writing process to <ul style="list-style-type: none"> <li>--use appropriate prewriting strategies as needed</li> <li>--generate a draft</li> <li>--revise in response to feedback (peer and/or teacher)</li> <li>--edit for conventions</li> <li>--share writing (W1A ENG I; DOK 3, 1.8, 2.1, 2.2)</li> </ul> </li> <li>● Brainstorm story topics both individually and as a group.</li> <li>● Develop an appropriate plan to guide investigation and research of focus questions for stories (IL1A ENG I-IV; 1.1, 1.4, 4.5).</li> <li>● Develop a timely research plan where information will be gathered by deadline.</li> <li>● Determine the best sources to gather information (IL1B ENG I-IV; 1.2, 1.4, 1.7).</li> <li>● Effectively conduct a poll using an appropriate sample audience.</li> </ul>

## Instructional Support

### Student Essential Vocabulary

- CONVENTIONS—capitalization, punctuation, spelling, grammar
- PREWRITING—preparing for the writing process
- FEEDBACK—discussing student performance and offering suggestions for future steps
- SOURCES OF INFORMATION—there are a variety of places to gather information from including individuals, libraries, public records, the internet etc.
- INTERVIEWER – the person who is asking the questions and conducting the interview.
- INTERVIEWEE – the person who is being interviewed.
- POLL—asking a group of population what they think about a particular topic
- SAMPLE AUDIENCE—the group of people sampled in a poll that is representative of the population. Their answers will be representative of the whole.

### Sample Learning Activities

#### Learning Activity #1 :

#### Developing Effective Interview Questions

1. The teacher will introduce the lesson by reviewing how reporters need to prepare for interviews from the Journalism prerequisite class. To do this, reporters in this class will use the 21 question handout. (see appendix document A1)
2. Work to review the 21-question handout, have them take notes, and then at the end of the lesson give them the handout. They will retain the information better if they have to write while it is being taught.
3. Go through the questions breaking it down into groups and explain that questions need to be organized so that like questions are by one another and so that the toughest questions are not the first ones asked. Lump questions in the following categories when teaching them:  
Q1-5, 6, 7-12, 13-19, 20, & 21.
4. Next, assign the students their first newspaper stories.
5. Students will then meet with a small group of staffers led by an editor. Each student will share his questions for the interview. Students will make adjustments to their questions and submit them to the teacher for further assessment.

### Sample Assessments

#### Assessment #1:

#### Developing Effective Interview Questions

1. Students will complete the final set of questions for their story.
2. The teacher will assess the quality and depth of questions using the attached scoring guide (see appendix A2).

Activity's Alignment	
GLE	IL1A
CONTENT	CA 3
PROCESS	1.1 develop questions and ideas to initiate and refine research 2.1 plan and make written, oral and visual presentations for a variety of purposes
DOK	3
INSTRUCTIONAL STRATEGIES	cooperative learning; homework and practice; cues, questions and advanced organizers

**Learning Activity #2 :**

**Determine the Best Sources to Gather Information**

1. The teacher will explain to students that members of the newspaper staff need to be careful to represent the diverse population of the school; therefore, it is newspaper staff policy not to interview one's own friends or teachers for stories.
2. The teacher will remind students that they need conduct interviews with both primary and a secondary sources. Primary sources are generally regarded as the experts who give the most information. Secondary sources are more like the supporting cast where reporters get reaction, evaluation and analysis.
3. Divide students into four groups: news, sports, features and editorials.
4. Students will use their brainstormed list of stories to generate ideas as a group about who should be interviewed for each story that falls under their division.
5. The section editor can begin by having students individually write down who they think the best sources for those stories would be and then discuss the answers as a large group.

Assessment's Alignment	
GLE	IL1A
CONTENT	CA 3
PROCESS	1.1 develop questions and ideas to initiate and refine research 2.1 plan and make written, oral and visual presentations for a variety of purposes
DOK	3
LEVEL OF EXPECTATION	Mastery Level—90%

**Assessment #2:**

**Determine the Best Sources to Gather Information**

1. Students will be assigned a story for one issue of the newspaper.
2. Prior to scheduling interviews, the student has to complete a story prep sheet (see appendix document A3).
3. The editor for each section will meet with each reporter to discuss the prep sheet and offer feedback. For the first issue, the teacher will also be present for the discussion to offer feedback to the editor as well. A sample assessment and scoring guide is attached (see appendix document A4).

Activity's Alignment		Assessment's Alignment	
GLE	IL1B	GLE	IL1B
CONTENT	CA 3	CONTENT	CA 3
PROCESS	1.2 conduct research to answer questions and evaluate information and ideas	PROCESS	1.2 conduct research to answer questions and evaluate information and ideas
DOK	2	DOK	2
INSTRUCTIONAL STRATEGIES	Cooperative learning, questions, cues and advanced organizers	LEVEL OF EXPECTATION	Mastery Level—95%

Teacher Resources	Student Resources
<ul style="list-style-type: none"> <li>● <i>Scholastic Journalism</i> (textbook)</li> <li>● 21 Question Handout</li> <li>● <i>Inside Reporting: A Practical Guide to the Craft of Journalism</i> by Tim Harrower</li> <li>● <i>Creative Interviewing: The Writer's Guide to Gathering Information by Asking Questions</i> by Ken Metzler</li> <li>● www.poynter.org</li> <li>● <i>The News Writer's Handbook</i> by Rob Melton</li> <li>● <i>Associated Press Sports Writing Handbook</i> by Steve Wilstein</li> <li>● <i>Writing Tools: 50 Essential Strategies for Every Writer</i> by Roy Peter Clark</li> <li>● <i>The Radical Write</i> by Bobby Hawthorne and Jostens</li> <li>● <i>High School Journalism</i> by H.L. Hall</li> </ul>	<ul style="list-style-type: none"> <li>● 21 Question Handout</li> <li>● <i>Inside Reporting: A Practical Guide to the Craft of Journalism</i> by Tim Harrower</li> <li>● AP Stylebook</li> </ul>



<b>Content Area:</b> Communication Arts	<b>Course:</b> Newspaper Production	<b>Strand:</b> Journalistic Writing Process
<b>Learner Objectives:</b> The student will acquire and record information effectively during the writing process.		

**Concepts:** A: notetaking B: determining sources C: reliability/credibility D: Interviewing E: Information Gathering F: Listening

Students Should Know	Students Should Be Able to
<ul style="list-style-type: none"> <li>● Journalists need to have multiple sources of information to tell the complete story in a balanced and fair way.</li> <li>● Journalists discriminate between important and non-essential information obtained during the information gathering stage.</li> <li>● Some sources of information are more credible than others.</li> <li>● Just because someone says something, doesn't mean it's true. Journalists need to check all information for accuracy.</li> <li>● Information is cited in a specific way in stories.</li> <li>● Interviewing is the most crucial part of information gathering for stories and other text features.</li> <li>● There are skills to help one conduct an effective interview.</li> <li>● Journalists should be able to discriminate between important and unimportant information during the interviewing process.</li> <li>● Journalists should be able to evaluate what the person they are interviewing is saying and make determinations about what they are saying in terms of validity and reliability.</li> <li>● There are non-verbal clues given during interviews to assist in the information gathering process.</li> <li>● Actively listening during the interview is crucial to processing the information and adjusting the interview questions as needed.</li> </ul>	<ul style="list-style-type: none"> <li>● Locate and use multiple primary and secondary sources appropriate to the assignment. (IL 1B 9-12; DOK 3; 1.2, 1.4, 1.7)</li> <li>● Record relevant information from multiple primary and secondary sources.</li> <li>● Select relevant and credible information from the information gathered.</li> <li>● Evaluate reliability of information gathered.</li> <li>● Evaluate reliability of the sources.</li> <li>● Document sources of information using standard journalism citation conventions.</li> <li>● Effectively interview sources.</li> <li>● Properly gather information to be used for stories.</li> <li>● Analyze information and sources to use the best information for stories, classifying that information as informational, entertaining, or persuasive.</li> <li>● Analyze what the interviewee is saying and their non-verbal cues to evaluate what they are saying.</li> <li>● Take notes quick and effectively during interviews.</li> <li>● Determine if information is valid and reliable.</li> </ul>

## Instructional Support

### Student Essential Vocabulary

- **RELIABILITY** - the extent to which a source and/or information is dependable, stable, and consistent
- **CREDIBILITY** – the believability or trustworthiness of a source
- **BALANCED** – both side of the story should be showing in journalism. There are always at least two sides to a story
- **OBJECTIVE** – the writer must keep his/her opinions out when writing news stories
- **ATTRIBUTION** – this is what citations are called in journalism. Quotes should have attributions within and indirect information within stories that need to be cited should have an attribution. In news stories opinions should always be attributed to someone else as the writer is not allowed to give an opinion
- **PRIMARY SOURCES** – this is what we call the main sources for stories. They would be the ‘experts’ on a topic. Often this would be the coach, adviser, club president or principal depending on the topic and focus of the story
- **SECONDARY SOURCES** – this would be the supporting cast of subjects that need to be interviewed who help paint a complete picture of the topic and focus

Sample Learning Activities		Sample Assessments	
<p><b>Learning Activity #1:</b></p> <p style="text-align: center;"><b>Effectively Interview Sources</b></p> <ol style="list-style-type: none"> <li>The teacher will review effective interviewing skills with students in the class.</li> <li>The teacher will pair students up and ask them to complete a planning sheet for a personality profile.</li> <li>Each student will take turns interviewing each other asking the questions they created. As the pairs interview, they will video tape themselves.</li> <li>The teacher will view the videotapes and choose clips to show the class in order to have them evaluate how the pair asked follow-up questions, responded to body language and recorded the information in their notes.</li> </ol>		<p><b>Assessment #1:</b></p> <p style="text-align: center;"><b>Effectively Interview Sources</b></p> <ol style="list-style-type: none"> <li>Students will conduct an interview and write a story based on information from the interview.</li> <li>The teacher will assess the quality of the information they obtained using the attached scoring guide (see appendix document B1).</li> </ol>	
<b>Activity's Alignment</b>		<b>Assessment's Alignment</b>	
GLE	IL1B, IL1C	GLE	IL1B, IL1C
CONTENT	CA 3	CONTENT	CA 3
PROCESS	1.1 develop questions and ideas to initiate and refine research 1.2 conduct research to answer questions and evaluate information and ideas 1.4 use technological tools 1.7 evaluate the accuracy of information and the reliability of its sources 4.5 develop, monitor and revise plans of action to meet deadlines and accomplish goals	PROCESS	1.1 develop questions and ideas to initiate and refine research 1.2 conduct research to answer questions and evaluate information and ideas 1.4 use technological tools 1.7 evaluate the accuracy of information and the reliability of its sources 4.5 develop, monitor and revise plans of action to meet deadlines and accomplish goals
DOK	2	DOK	3
INSTRUCTIONAL STRATEGIES	summarizing and notetaking, cooperative learning, cues, questions and advanced organizers	LEVEL OF EXPECTATION	Mastery Level—90%

**Learning Activity #2:**

**Document Sources of Information Using Standard Journalism Citation Conventions**

1. Using two different stories from a local newspaper or a site such as CNN.com, show students different ways journalists attribute information to sources. This can be direct quotes, formatted accordingly, or indirect quotes where phrases like “according to” or “in a statement released by” are used.
2. Have students circle and label all the different forms of citation in the stories that have been selected.
3. Discuss all the citations in the stories to see if students missed any or how they did at finding them all.
4. Once that is complete, have students use the information they have gathered from sources for their stories and work to make a direct quote and an indirect quote that are attributed properly.

**Assessment #2:**

**Document sources of information using standard journalism citation conventions.**

1. For this assessment, students are going to have one of their stories assessed according to how they used standard journalism citations
2. Choose one of the news stories students have written. This can be a brief or a full news story. Just make sure that it’s the same type of story for all students.
3. Assess the stories based on the attached scoring guide. (*see appendix document B5*)

Activity’s Alignment	
GLE	IL1D
CONTENT	CA 3
PROCESS	1.7 evaluate the accuracy of information and the reliability of its sources 1.8 organize data into useful forms 2.3 exchange information, questions and ideas 4.4 recognize and practice honesty and integrity in academic work and the workplace
DOK	2
INSTRUCTIONAL STRATEGIES	homework and practice

Assessment’s Alignment	
GLE	IL1D
CONTENT	CA 3
PROCESS	1.7 evaluate the accuracy of information and the reliability of its sources 1.8 organize data into useful forms 2.3 exchange information, questions and ideas 4.4 recognize and practice honesty and integrity in academic work and the workplace
DOK	3
LEVEL OF EXPECTATION	Mastery Level—85%

Teacher Resources
<ul style="list-style-type: none"> <li>● <i>Scholastic Journalism</i> (textbook)</li> <li>● 21 Question Handout</li> <li>● <i>Inside Reporting: A Practical Guide to the Craft of Journalism</i> by Tim Harrower</li> <li>● <i>Creative Interviewing: The Writer’s Guide to Gathering Information by Asking Questions</i> by Ken Metzler</li> <li>● <a href="http://www.poynter.org">www.poynter.org</a></li> </ul>

Student Resources
<ul style="list-style-type: none"> <li>● 21 Question Handout</li> <li>● <i>Inside Reporting: A Practical Guide to the Craft of Journalism</i> by Tim Harrower</li> </ul>

- |   |  |
|---|--|
| <ul style="list-style-type: none"><li>● <i>High School Journalism</i> by H.L. Hall</li><li>● <i>Writing Tools: 50 Essential Strategies</i> by Roy Peter Clark</li><li>● <i>The News Writer's Handbook</i> by Rob Melton</li><li>● <i>Associated Press Sports Writing Handbook</i> by Steve Wilstein<br/>Scholastic Journalism (textbook)</li><li>● <i>Writing Tools: 50 Essential Strategies for Every Writer</i> by Roy Peter Clark</li><li>● <i>The Radical Write</i> by Bobby Hawthorne and Jostens</li><li>● <i>Journalism: Writing for Publication</i> by Sheryl Hinman &amp; Tom Winski</li></ul> |  |
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<b>Content Area:</b> Communication Arts	<b>Course:</b> Newspaper Production	<b>Strand:</b> Journalistic Writing Structure
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**Learner Objectives:** Students will compose well-developed text with effective organization and sentence structure.

**Concepts:** A: organization    B: sentence structure    C: ideas    D: content

Students Should Know	Students Should Be Able to
<ul style="list-style-type: none"> <li>● Journalists write their stories using the organizational style that best fits their audience and the content being presented.</li> <li>● Stories are composed with consistency using relevant information throughout.</li> <li>● Paragraphing in journalism stories tends to be more frequent than paragraphing in other types of writing.</li> <li>● Journalists vary their sentence structure to help change the pace, tone and mood of the story.</li> <li>● Journalists use cohesive adverbials to unify the story and transition from one topic to the next.</li> <li>● Journalists need to write in a clear, concise manner for their audiences. If the writer is not clear, it will most likely cause the reader to stop reading.</li> <li>● Journalistic stories are written in the active voice.</li> <li>● Journalists create text features, such as infographics and step-by-step instruction when needed.</li> <li>● Each story needs a clear purpose (ie. information, persuasion, entertainment).</li> </ul>	<ul style="list-style-type: none"> <li>● Create an effective lead, middle and end to their stories. (W2A-E ENG I-IV; DOK 3, 1.6, 2.2, 2.4, 3.5)</li> <li>● Compose stories in a logical order.</li> <li>● Utilize effective paragraphing.</li> <li>● Effectively use cohesive devices.</li> <li>● Use varied sentence structure.</li> <li>● Write with clarity of expression.</li> <li>● Write in the active voice.</li> <li>● Create a strong, controlling idea</li> <li>● Use relevant, specific details.</li> <li>● Use complex ideas.</li> <li>● Write with a freshness of thought</li> <li>● Determine a hierarchy of information to suit the story structure</li> <li>● Create text features such as infographics and step-by-step directions.</li> <li>● Choose a form and point of view appropriate to purpose and audience.</li> <li>● Edit writing for conventions.</li> </ul>

## Instructional Support

### Student Essential Vocabulary

- PREVIEW STORY – a story that highlights something that is coming up in the future
- RECAP STORY – a story that recaps something that has already happened
- PRIOR KNOWLEDGE - knowledge which the reader has prior to engaging in the lesson or reading
- PREDICT - to forecast or declare an outcome about a future event based on current evidence or past experience
- COMPREHENSION – understanding the communication that has been presented
- SOFT NEWS – news that is widely read but not as important as hard news. Feature stories are found here
- HARD NEWS – news that is important such as politics, education, the economy, etc. Not as widely read as soft news
- BIG NEWS – stories that combine hard news and soft news. These are the most widely read stories of hard, soft and big news classifications
- PURPOSE - is the anticipated aim which guides action
- NARRATIVE—form of writing that tells a story
- CHRONOLOGICAL—placing information by order of importance
- PROFILE--a story intended to reveal the personality or character of an institution or person.

Sample Learning Activities		Sample Assessments																									
<p><b>Learning Activity #1 :</b>  <b>Determine a Hierarchy of Information to Suit the Story Structure</b></p> <ol style="list-style-type: none"> <li>1. The teacher will give the students information from an interview placed in random order.</li> <li>2. The teacher will remind students of the Inverted Pyramid method of organizing a news story.</li> <li>3. The teacher will then lead the class as they examine the information and evaluate it to put it in descending order. As students make decisions, the teacher will ask them to justify their decisions.</li> <li>4. Next, students will repeat this process with an additional story and complete it on their own so the teacher can assess individual needs.</li> </ol>		<p><b>Assessment #1:</b>  <b>Determine a Hierarchy of Information to Suit the Story Structure</b></p> <ol style="list-style-type: none"> <li>1. Students will choose one of their stories each quarter to be evaluated for their choices in determining the hierarchy of information.</li> <li>2. When they choose a story, they will need to complete the attached evaluation and analysis form answering questions about their choices and justifying them with reasonable information. The analysis will be assessed using the attached scoring guide (see appendix document C1).</li> </ol>																									
<table border="1"> <thead> <tr> <th colspan="2">Activity's Alignment</th> </tr> </thead> <tbody> <tr> <td>GLE</td> <td>W2C</td> </tr> <tr> <td>CONTENT</td> <td>CA 3</td> </tr> <tr> <td>PROCESS</td> <td>2.1 plan and make written, oral and visual presentations for a variety of purposes and audiences</td> </tr> <tr> <td>DOK</td> <td>2</td> </tr> <tr> <td>INSTRUCTIONAL STRATEGIES</td> <td>homework and practice</td> </tr> </tbody> </table>		Activity's Alignment		GLE	W2C	CONTENT	CA 3	PROCESS	2.1 plan and make written, oral and visual presentations for a variety of purposes and audiences	DOK	2	INSTRUCTIONAL STRATEGIES	homework and practice	<table border="1"> <thead> <tr> <th colspan="2">Assessment's Alignment</th> </tr> </thead> <tbody> <tr> <td>GLE</td> <td>W2C</td> </tr> <tr> <td>CONTENT</td> <td>CA 3</td> </tr> <tr> <td>PROCESS</td> <td>2.1 plan and make written, oral and visual presentations for a variety of purposes and audiences</td> </tr> <tr> <td>DOK</td> <td>3</td> </tr> <tr> <td>LEVEL OF EXPECTATION</td> <td>Mastery Level—90%</td> </tr> </tbody> </table>		Assessment's Alignment		GLE	W2C	CONTENT	CA 3	PROCESS	2.1 plan and make written, oral and visual presentations for a variety of purposes and audiences	DOK	3	LEVEL OF EXPECTATION	Mastery Level—90%
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<p><b>Learning Activity #2:</b>  <b>Write in the Active Voice</b></p> <ol style="list-style-type: none"> <li>1. The teacher will conduct several mini-lessons on writing in the active voice. For each lesson, the teacher will show examples while explaining to students how to revise sentences from the passive to active voice.</li> <li>2. Students will conduct frequent practice of sentence revision from passive to active voice. In addition, they will be required to regularly peer edit each other's work for active voice.</li> </ol>		<p><b>Assessment #2:</b>  <b>Write in the Active Voice</b></p> <ol style="list-style-type: none"> <li>1. Students will write a news story.</li> <li>2. The teacher will score the story using the attached story guide focusing on the active voice (see appendix document C1).</li> </ol>																									



Activity's Alignment		Assessment's Alignment	
GLE	W2C	GLE	W2C
CONTENT	CA 3	CONTENT	CA 3
PROCESS	2.1 plan and make written, oral and visual presentations for a variety of purposes and audiences	PROCESS	2.1 plan and make written, oral and visual presentations for a variety of purposes and audiences
DOK	2	DOK	3
INSTRUCTIONAL STRATEGIES	Homework and practice	LEVEL OF EXPECTATION	Mastery Level—80%

Teacher Resources	Student Resources
<ul style="list-style-type: none"> <li>● Associate Press Stylebook</li> <li>● <i>Scholastic Journalism</i> (textbook)</li> <li>● <i>Inside Reporting: A Practical Guide to the Craft of Journalism</i> by Tim Harrower</li> <li>● <i>Writing Tools: 50 Essential Strategies for Every Writer</i> by Roy Peter Clark</li> <li>● <i>The Radical Write</i> by Bobby Hawthorne and Jostens</li> <li>● <i>Huffington Post: The Complete Guide to Blogging</i> by the editors of the Huffington Post and Ariana Huffington</li> <li>● <i>Journalism: Writing for Publication</i> by Sheryl Hinman &amp; Tom Winski</li> <li>● <i>UIL/ILPC Editing Exercises</i> by Bobby Hawthorne</li> <li>● <i>Associate Press Guide to Punctuation</i> by Rene Cappon</li> <li>● <i>Eats, Shoots and Leaves</i> by Lynn Truss</li> </ul>	<ul style="list-style-type: none"> <li>● Associate Press Stylebook</li> <li>● <i>Inside Reporting: A Practical Guide to the Craft of Journalism</i> by Tim Harrower</li> <li>● <i>Huffington Post: The Complete Guide to Blogging</i> by the editors of the Huffington Post and Ariana Huffington</li> </ul>

<b>Content Area:</b> Communication Arts	<b>Course:</b> Newspaper Production	<b>Strand:</b> Media Analysis
<b>Learner Objectives:</b> Students will analyze, evaluate and apply elements of a variety of media to the school's newspaper.		

**Concepts:** A: organizational patterns of non-fiction writing B: tone C: text features D: summarizing E: purpose

Students Should Know	Students Should Be Able to
<ul style="list-style-type: none"> <li>● There are a variety of a ways nonfiction text can be organized effectively.</li> <li>● Arguments need to be analyzed for faulty reasoning.</li> <li>● Journalists use specific literary techniques to establish their main point and tone.</li> <li>● Journalists use emotional, ethical and logical appeals when writing editorials, critiques and reviews</li> <li>● Readers must be able to evaluate editorials, reviews and critiques for faulty reasoning and unfounded inferences.</li> <li>● When print publications are produced, a variety of text features are used to clarify meaning, guide and inform the reader.</li> <li>● How to evaluate proposed solutions, appeal, tone, point of view, and evidence.</li> </ul>	<ul style="list-style-type: none"> <li>● Analyze and evaluate the organizational patterns of non-fiction.</li> <li>● Identify and analyze faulty reasoning and unfounded inferences</li> <li>● Evaluate proposed solutions</li> <li>● Evaluate for accuracy and adequacy of evidence.</li> <li>● Analyze and evaluate the type of appeal (emotional, ethical and logical).</li> <li>● Evaluate effect of tone on the overall meaning of work.</li> <li>● Analyze and evaluate point of view.</li> <li>● Explain, analyze and evaluate the the author's use of text features to clarify meaning. Text features include:  headings subheads captions infographics table of contents  photos illustrations bold text glossary italicized text  index folios leading initial letter kerning.</li> <li>● Draw conclusions after reading and support those conclusions with information from the text.</li> <li>● Summarize the article.  --access prior knowledge at the beginning of the reading process  --preview the story to get an idea of what it's about  --predict what might happen in the story with text support and rationale</li> </ul>

## Instructional Support

### Student Essential Vocabulary

- BIAS--an inclination that prevents objective consideration of an issue or situation. In journalism, political bias is the most common complaint.
- PREVIEW STORY – a story that highlights something that is coming up in the future.
- RECAP STORY – a story that recaps something that has already happened.
- PRIOR KNOWLEDGE - knowledge which the reader has prior to engaging in the lesson or reading.
- PREDICT - to forecast or declare an outcome about a future event based on current evidence or past experience
- SOFT NEWS – news that is widely read but not as important as hard news. Feature stories are found here.
- HARD NEWS – news that is important such as politics, education, the economy, etc. Not as widely read as soft news.
- BIG NEWS – stories that combine hard news and soft news. These are the most widely read stories of hard, soft and big news classifications.
- NEWS--information about recent events or happenings, especially as reported by newspapers, periodicals, radio, or television; a presentation of such information, as in a newspaper or on a newscast.
- FEATURE-- extended articles or items about events, persons or circumstances that go into more detail than most.
- NARRATIVE—form of writing that tells a story
- INVERTED PYRAMID--the organization of a news story in which information is arranged in descending order of importance.
- APPEAL – what kind of attraction is there to the audience
- EVIDENCE – the support that has been offered to a proposed solution
- TEXT FEATURES - various ways of manipulating and placing text to draw attention to or emphasize certain points or ideas
- HEADINGS - a line of text serving to indicate what the passage below it is about
- INDEX - a list of words and associated pointers to where those words can be found in a document
- SUBHEADS - mini-headlines inserted in the content in order to break the monotony of long texts, or secondary headlines above or below the main headline
- DECK – subhead appearing after the headline
- KICKER – subhead appearing before the headline
- ILLUSTRATIONS - a visualization such as a drawing, painting, photograph or other work of art
- CAPTIONS – these are also called cut lines and they are small bits of copy that
- BOLD TEXT – darker, heavier weighted text that draws attention to a portion of text.
- INFOGRAPHICS – a variety of alternative copy forms that supplement stories. These can be pie charts, bar graphs, ratings, diagrams, timelines, etc. Also called charticles.
- GLOSSARY - a list of terms with the definitions for those terms
- TABLE OF CONTENTS - a list of the contents of a publication in the order of their appearance
- ITALICIZED TEXT – a slanted version of text that draws special attention to a portion of text

### Sample Learning Activities

### Sample Assessments

**Learning Activity #1:****Analyzing Stories for Tone**

1. The teacher will begin the lesson by discussing tone in journalistic stories.
2. The students will examine one article about the Houston Astros, the other about the St. Louis Cardinals. Both articles are about the same game.
3. Students will complete the attached handout comparing and contrasting the language the authors used and analyzing the effectiveness of the language used.
4. The teacher will lead a whole group discussion on the tone that each piece conveyed focusing on the fact that an event can be perceived in very different ways simply by changing the tone of the writing.

**Activity's Alignment**

GLE	R3C
CONTENT	CA 3
PROCESS	1.5 comprehend and evaluate written works 1.6 discover and evaluate patterns and relationships 2.4 present perceptions and ideas regarding works of the arts, humanities and sciences 3.5 reason inductively and deductively
DOK	2
INSTRUCTIONAL STRATEGIES	Similarities and differences, homework and practice

**Learning Activity #2:****Effective Use of Text Features in the School Newspaper**

1. The teacher will begin the school year discussing how text features affect the readability of a newspaper.
2. After each issue of the newspaper is complete, students will evaluate the text features used in that edition of the newspaper.
3. Each student should have a newspaper to take home over the weekend. They will “mark up” the paper over the weekend evaluating the text features used.
4. Students will bring the marked up papers to class on Monday.
5. The teacher will be a large group critique of the use of text features within the newspaper. Students will discuss what was done well, what

**Assessment #1:****Analyzing Stories with Tone**

1. Students will be assigned an opinion piece by their editor.
2. Students will follow the writing process and create their piece.
3. Students will complete the attached handout regarding their word choice and how it contributed to the tone of the piece (see appendix document D1).
4. Students will analyze their use of tone and explain how it contributed to the overall feel and perception of the piece.
5. The teacher will analyze the student's use and analysis of tone using the attached scoring guide (see appendix document D2).

**Assessment's Alignment**

GLE	R3C
CONTENT	CA 3
PROCESS	1.5 comprehend and evaluate written works 1.6 discover and evaluate patterns and relationships 2.4 present perceptions and ideas regarding works of the arts, humanities and sciences 3.5 reason inductively and deductively
DOK	3
LEVEL OF EXPECTATION	Mastery Level—80%

**Assessment #2:****Effective Use of Text Features in the School Newspaper**

1. The teacher will grade the designer's use of text features in the ad or page design they created for the previous month's publication.
2. The student's analysis of the text features will also be evaluated.
3. A sample scoring guide is attached (see appendix document D3).

could have been done differently and they will set some goals for the use of text features the next month.

Assessment's Alignment	
GLE	R3A
CONTENT	CA 3
PROCESS	1.5 comprehend and evaluate written, visual and oral presentations 1.6 discover and evaluate patterns and relationships 2.4 present perceptions and ideas regarding works of the arts and humanities 3.5 reason inductively and deductively
DOK	3
LEVEL OF EXPECTATION	Mastery Level—80%

Activity's Alignment	
GLE	R3A
CONTENT	CA 3
PROCESS	1.5 comprehend and evaluate written, visual and oral presentations 1.6 discover and evaluate patterns and relationships 2.4 present perceptions and ideas regarding works of the arts and humanities 3.5 reason inductively and deductively
DOK	3
INSTRUCTIONAL STRATEGIES	Similarities and differences, homework and practice

Teacher Resources	Student Resources
<ul style="list-style-type: none"> <li>● Associate Press Stylebook</li> <li>● <i>Scholastic Journalism</i> (textbook)</li> <li>● <i>Inside Reporting: A Practical Guide to the Craft of Journalism</i> by Tim Harrower</li> <li>● <i>Writing Tools: 50 Essential Strategies for Every Writer</i> by Roy Peter Clark</li> </ul>	<ul style="list-style-type: none"> <li>● Associate Press Stylebook</li> <li>● <i>Inside Reporting: A Practical Guide to the Craft of Journalism</i> by Tim Harrower</li> <li>● <i>Writing Tools: 50 Essential Strategies for Every Writer</i> by Roy Peter Clark</li> </ul>

<b>Content Area:</b> Communication Arts	<b>Course:</b> Newspaper Production	<b>Strand:</b> Media Law and Ethics
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**Learner Objectives:** Students will develop and apply skills and strategies to comprehend, analyze and evaluate media law and ethics as they apply to the school's newspaper.

**Concepts:** A: first amendment rights      B: legal rights of scholastic press      C: journalistic ethics

Students Should Know	Students Should Be Able to
<ul style="list-style-type: none"> <li>● With the free and independent press, comes rights and responsibilities for journalists to guide their practice.</li> <li>● The First Amendment, Bill of Rights and Missouri Constitution affect the rights and responsibilities of the scholastic press.</li> <li>● Supreme Court rulings in key cases have affected the free press rights of the scholastic press.</li> <li>● There are legal and ethical boundaries that scholastic journalists must follow.</li> </ul>	<ul style="list-style-type: none"> <li>● Apply their knowledge of the rights, responsibilities and roles played in the scholastic press in order to maintain --accuracy    --balance    --fairness    --objectivity</li> <li>● Apply their knowledge of the First Amendment, Bill of Rights and Missouri Constitution in their roles as scholastic journalists.</li> <li>● Understand and apply key concepts of Supreme Court decisions that affect the scholastic press including --Tinker vs. Des Moines --Hazelwood School District vs. Kuhlmeier</li> <li>● Apply the legal boundaries and concepts affecting journalism to scholastic journalism including --censorship    --copyright    --libel    --slander    --obscenity --prior review    --retraction    --student expression</li> <li>● Identify and explain ethical principles that journalists use to support the integrity of their work including --confidentiality    --fabrication    --photo-manipulation    --plagiarism --off-the-record remarks    --anonymous sources</li> <li>● Analyze ethical guidelines and codes of ethics to explain how or why they are important to media organization such as: --The Poynter Institute for Media Studies --Society of Professional Journalists --Journalism Education Association --National School Press Association</li> </ul>

### Instructional Support

### Student Essential Vocabulary

- ACCURACY—making sure that all information has been reported correctly
- BALANCE--making sure that all sides of the story have been covered equally
- FAIRNESS—making sure that every party involved in the story has had the opportunity to respond equally
- OBJECTIVITY-- the ability to remain free from The writer must keep his/her opinions out when writing news stories
- CENSORSHIP—the act or practice of withholding information from publication
- COPYRIGHT—holding the legal right to reproduce, publish, sell or distribute the matter or form of something (as a literary, musical or artistic work)
- LIBEL--Damage to a person's reputation caused by a false written statement that brings the person into hatred, contempt or ridicule, or injures his or her business or occupational pursuit.
- SLANDER—damage to a person’s reputation caused by a false spoken statement that brings the person into hatred, contempt or ridicule, or injures his or her business or occupational pursuit
- OBSCENITY--a word or phrase usually referring to sexual parts or functions in an offensive way
- PRIOR REVIEW--for student media, the term refers to the practice of school officials - or anyone in a position of authority outside the editorial staff - demanding that they be allowed to read (or preview) copy prior to publication and/or distribution
- RETRACTION—a published acknowledgement that a news agency has made a mistake and misreported information
- FREEDOM OF EXPRESSION—freedom of expression refers to the ability of an individual or group of individuals to express their beliefs, thoughts, ideas and emotions about different issues free from government censorship. The First Amendment of the U.S. Constitution protects the rights of individuals to freedom of religion, speech, press, petition and assembly. Some scholars group several of those freedoms under the general term “freedom of expression.”
- CONFIDENTIALITY--the ethical principle or legal right that a journalist will hold secret all information relating to a patient, unless the source gives consent permitting disclosure
- FABRICATION—making up information for a story
- PHOTO-MANIPULATION—altering a photo digitally
- PLAGIARISM--the use of any part of another's writing and passing it off as your own
- OFF-THE-RECORD REMARKS--usually means, "Don't quote me." Some sources and reporters, however, use it to mean, "Don't print this." Phrases with similar, and equally ambiguous, meanings are "not for attribution" and "for background only."
- ANONYMOUS SOURCES—someone who is interviewed by a reporter, but does not want to be named in the article the reporter writes
- SERIF--a design of print type such as Times Roman with small extensions (serifs) at the ends or corners of letters
- SANS SERIF--a design of print type such as Ariel without small extensions at the ends or corners of letters

Sample Learning Activities

Sample Assessments

**Learning Activity #1 :**

**Making Ethical and Legal Staff Decisions**

1. The teacher will compile a set of scenarios that typically affect the newspaper staff. The following are ideas of what could be included:
  - Is it OK to use a top 10 song on your podcast?
  - Is it OK to use a photo from a website about that site for a review?
  - Is it OK to use a photo of a national event from Yahoo photos?
  - Is it OK to tape someone’s interview without getting permission?
  - Is it OK to run a student’s name in the school newspaper if it has been included in a police report?
2. Students will get in small groups after they have pulled a topic to discuss what they have pulled. They will need to state their answer and give ethical and/or legal support as to why they believe it to be true. Each group will share out what they discussed. As they discuss, the teacher will review the ethical and legal considerations that go into making that decision. Students will be reminded that when ethical and legal concerns arise that they can call the Student Law Press Association.

Activity’s Alignment	
GLE	IL2A
CONTENT	CA 3
PROCESS	1.1 develop questions and ideas to initiate and refine research 2.1 identify problems and define their scope and elements 3.5 reason inductively and deductively 1.7 evaluate the extent to which a strategy addresses the problem a. analyze the duties of responsibilities of individuals in societies 4.4 recognize and practice honesty and integrity in academic work and the workplace.
DOK	2
INSTRUCTIONAL STRATEGIES	Identifying similarities and differences, homework and practice

**Learning Activity #2:**

**Assessment #1:**

**Making Ethical and Legal Staff Decisions**

1. The teacher will, on occasion, present students with an ethical or legal dilemma during the last 5 minutes of class.
2. Students will be asked to respond to the dilemma in writing on a half-sheet and turn it in as they leave the room.
3. The teacher will assess the student’s response using the attached scoring guide (see appendix document E1).
4. The teacher will provide feedback to the class the next day after this type of activity is practiced.

Assessment’s Alignment	
GLE	IL2A
CONTENT	CA 3
PROCESS	1.2 develop questions and ideas to initiate and refine research 2.2 identify problems and define their scope and elements 3.6 reason inductively and deductively 1.8 evaluate the extent to which a strategy addresses the problem c. analyze the duties of responsibilities of individuals in societies 4.4 recognize and practice honesty and integrity in academic work and the workplace.
DOK	3
LEVEL OF EXPECTATION	Mastery Level—85%

**Assessment #2:**



**Making Ethical and Legal Publishing Decisions**

1. The teacher will lead a class discussion focusing on the difference between law and ethics.
2. During the discussion, the teacher will present several scenarios or pictures and ask the students to reason through whether or not they would choose to run the story or photograph.
3. Students will pair with a partner for each scenario and then share their thinking with the full group.
4. The teacher will play “devil’s advocate” working to question students and present all sides of the argument so students can address all facets.
5. At the end of the hour, students will summarize, in writing, what they learned about ethics and media law as it applies to making publication choices.
6. The teacher will assess the student summaries and will address problems and issues with them the following day.

**Activity’s Alignment**

GLE	IL2A
CONTENT	CA 3
PROCESS	1.5 comprehend and evaluate written, visual and oral works 1.10 apply acquired information, ideas and skills to different contexts as workers, citizens and consumers 4.1 explain reasoning and identify information used to support decisions b. recognize and practice honesty and integrity in academic work and the workplace.
DOK	2
INSTRUCTIONAL STRATEGIES	similarities and differences, cooperative learning, homework and practice

**Making Ethical and Legal Publishing Decisions**

1. The students will be given three different photos to analyze.
2. After analyzing the photos, students must choose which photo they would choose to run in a publication.
3. Students must explain why they chose the photo they did and why they didn’t choose the others.
4. The teacher will evaluate the analysis based on reasoning, taking their readers into account, and how the photo conveyed the story. The attached scoring guide will be used (see appendix document E2).

**Assessment’s Alignment**

GLE	IL2A
CONTENT	CA 4
PROCESS	1.5 comprehend and evaluate written, visual and oral works 1.10 apply acquired information, ideas and skills to different contexts as workers, citizens and consumers 4.1 explain reasoning and identify information used to support decisions recognize and practice honesty and integrity in academic work and the workplace.
DOK	2
LEVEL OF EXPECTATION	Mastery Level—85%

**Teacher Resources**

**Student Resources**

- Associate Press Stylebook
- Scholastic Journalism (textbook)
- *Inside Reporting: A Practical Guide to the Craft of Journalism* by Tim Harrower
- Student Press Law Center [www.SPLC.org](http://www.SPLC.org)
- *Principal's Guide to Scholastic Journalism* by Richard P. Johns
- *The First Amendment in Schools* by Charles Haynes
- *NSPA Newspaper guidebook* by Wayne Brasler
- *Scholastic Newspaper Fundamentals* by Helen Smith

- Associate Press Stylebook
- *Inside Reporting: A Practical Guide to the Craft of Journalism* by Tim Harrower
- Student Law Press Center [www.SPLC.org](http://www.SPLC.org)

<b>Content Area:</b> Communication Arts	<b>Course:</b> Newspaper Production	<b>Strand:</b> Design
<b>Learner Objectives:</b> The student will learn and apply key concepts of publications design to the school's newspaper.		

**Concepts:** A: principles of graphic design B: graphic arts

Students Should Know	Students Should Be Able to
<ul style="list-style-type: none"> <li>● Journalists use the principles of graphic design when planning and developing publications, both print and online.</li> <li>● Typography and layout are key parts of developing appealing publications.</li> <li>● Photography, graphic arts, original graphics are used to enhance copy and readability.</li> </ul>	<ul style="list-style-type: none"> <li>● Use and analyze elements and principles of graphic design to develop visual presentations that reinforce and enhance written messages with special attention to typography and layout.</li> <li>● Follow basic rules of newspapers and online publications design related to layout.</li> <li>● Use photography, art or graphic arts to accompany copy, enhance readability and appeal to a variety of audiences.</li> <li>● Create original graphics that accompany copy, enhance readability and appeal to a variety of audiences.</li> </ul>

## Instructional Support

### Student Essential Vocabulary

- STORIES--the main source of news
- PHOTOGRAPHS--the main illustration of the news
- CUTLINES--tells the reader what is going on in the photo, the names of persons in the frame and the photographers name
- SIDEBARS-- information related to the story that is significant on its own, pertinent to the reader and fills out the whole news package
- HEADLINES--brief description of the story
- REFERS--a text element that refers the reader to another page in the paper or to online content
- PULLQUOTES--interesting quotes from the story that can be understood without reading the story, but make the reader want to
- MUGSHOTS--tightly cropped photos of a person's head that are used to identify the main players in the article
- BREAKOUT BOXES--similar to sidebars but contain information from the story that calls the reader to action, such as the time and location of an event being reported on
- BYLINE—the name of the writer printed at the top of a story
- SUBHEAD--small, one-line headline inserted in the body of a story to break up the monotony of a solid column of small type
- WIDOW--a single word or short line of type at the end of a paragraph, particularly at the top or bottom of a column or page
- SLUG--an internal name for a story, usually just one word. Elex might be the slug for a story on school elections
- BUG--a short bit of type, such as (AP). In this case, it would signify that the story is from the Associated Press
- DUMMY-- a dummy counts as an example of a piece of design work (brochure, ad, book cover etc.) that needs to be approved by the client. Once the client approves the dummy, the designer creates and prints the final design
- ALIGNMENT--the align command is used to adjust the position of objects or text in relation to each other. The various ways objects or text can be aligned are typically left, right, center, top and bottom
- BLEEDING--when an image or printed color extends beyond the trimmed edge of a page, it is called a "bleed". Bleeding ensures that the print extends to the edges of the paper. The paper is usually trimmed to the desired size after printing
- CMYK--CMYK stands for Cyan, Magenta, Yellow and Black, the four process color inks
- FONT--A font is a complete set of characters in a particular style and typically consists of a full letter set, number set and all other special characters you get by pressing the shift, control or option keys. Examples of fonts include "Arial", "Courier New" etc
- KERNING--adjusting the lateral (horizontal) space between letters
- LEADING--the vertical spacing (measured in points) between lines of text
- LINE WEIGHT--line weight is a term referring to the thickness of a printing line. Sometimes shapes are drawn with a line weight of zero and then the fill color is used to define the shape
- MARGINS--guidelines in page layout software to show the user the body copy areas. It also allows the user to specify the dimensions
- MULTIMEDIA--multimedia is a form of communication that combines text, still or moving images, sound etc
- OPACITY--the density of a color or tonal value. The opacity of an image or object can range from transparent (0% opacity) to opaque (100% opacity). The ability to edit the opacity of individual objects allows the designer to create images that seem to flow into and through one another

- RASTERIZE--an image is said to be rasterized when converted from vector image to a bitmapped image. When opening a vector image in a bitmap-based editing program, you are usually presented with a dialog box of options for rasterizing the image
- RESOLUTION--the resolution of an image is an important factor in determining the attainable output quality. The higher the resolution of an image, the less pixilated it will be and the curves of the image will appear smoother
- RGB (Red, Green, Blue)--RGB is the model used to project color on a computer monitor. By mixing these three colors, a large percentage of the visible color spectrum can be represented
- TEXT WRAP--a term used in page layout software, referring to the way text can be shaped around the edges of images
- VECTOR GRAPHIC--vector graphics are drawn in paths. This allows the designer to resize images freely without getting pixilated edges as is the case with bitmapped images. The vector format is generally used for in printing while the bitmap format is used for onscreen display

Sample Learning Activities	Sample Assessments																								
<p><b>Learning Activity #1 :</b></p> <p style="text-align: center;"><b>Designing a Newspaper Page</b></p> <ol style="list-style-type: none"> <li>The teacher will explain the basic design techniques used in newspaper design. The explanation will include terminology and demonstration of how the elements are chosen and put together to create the page.</li> <li>The students will then be given the design pieces for one page of the school newspaper. Students will work together in a small group to determine where and how the pieces will be placed on the page.</li> <li>The teacher will then show students how the skills they learned to do manually, translate to the using the InDesign program to layout a page digitally.</li> <li>Students will then practice using the same elements in their previous small group digitally, to create a newspaper page on the computer.</li> </ol>	<p><b>Assessment #1:</b></p> <p style="text-align: center;"><b>Designing a Newspaper Page</b></p> <p>Students will create and design pages for each issue of the school newspaper.</p> <p>Students will submit 2 pages per quarter for assessment.</p> <p>The teacher will use the attached scoring guide in order to assess the student’s use of design techniques and application of their skills using a software (see appendix document F1).</p>																								
<table border="1"> <thead> <tr> <th colspan="2" data-bbox="134 781 1045 816">Activity’s Alignment</th> </tr> </thead> <tbody> <tr> <td data-bbox="134 816 394 852">GLE</td> <td data-bbox="394 816 1045 852"></td> </tr> <tr> <td data-bbox="134 852 394 888">CONTENT</td> <td data-bbox="394 852 1045 888">FA 1</td> </tr> <tr> <td data-bbox="134 888 394 1027">PROCESS</td> <td data-bbox="394 888 1045 1027">2.1 plan and make written, oral and visual presentations for a variety of purposes 2.5 perform and produce works in the fine and practical arts</td> </tr> <tr> <td data-bbox="134 1027 394 1063">DOK</td> <td data-bbox="394 1027 1045 1063">3</td> </tr> <tr> <td data-bbox="134 1063 394 1131">INSTRUCTIONAL STRATEGIES</td> <td data-bbox="394 1063 1045 1131">homework and practice</td> </tr> </tbody> </table>	Activity’s Alignment		GLE		CONTENT	FA 1	PROCESS	2.1 plan and make written, oral and visual presentations for a variety of purposes 2.5 perform and produce works in the fine and practical arts	DOK	3	INSTRUCTIONAL STRATEGIES	homework and practice	<table border="1"> <thead> <tr> <th colspan="2" data-bbox="1071 781 1986 816">Assessment’s Alignment</th> </tr> </thead> <tbody> <tr> <td data-bbox="1071 816 1302 852">GLE</td> <td data-bbox="1302 816 1986 852"></td> </tr> <tr> <td data-bbox="1071 852 1302 888">CONTENT</td> <td data-bbox="1302 852 1986 888">FA 1</td> </tr> <tr> <td data-bbox="1071 888 1302 1027">PROCESS</td> <td data-bbox="1302 888 1986 1027">plan and make written, oral and visual presentations for a variety of purposes 2.5 perform and produce works in the fine and practical arts</td> </tr> <tr> <td data-bbox="1071 1027 1302 1063">DOK</td> <td data-bbox="1302 1027 1986 1063">3</td> </tr> <tr> <td data-bbox="1071 1063 1302 1131">LEVEL OF EXPECTATION</td> <td data-bbox="1302 1063 1986 1131">Mastery Level—80%</td> </tr> </tbody> </table>	Assessment’s Alignment		GLE		CONTENT	FA 1	PROCESS	plan and make written, oral and visual presentations for a variety of purposes 2.5 perform and produce works in the fine and practical arts	DOK	3	LEVEL OF EXPECTATION	Mastery Level—80%
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**Learning Activity #2:**

**Choosing Photographs and Graphics That Include the Elements of Design**

1. The teacher will explain the design elements that need to be considered when choosing photos or creating graphics for a page.
2. Students will be given a group of photos on the same topic and will be asked to choose which one they would use on a page that the teacher displays to the class. Students must justify their choices. The class will then discuss which photo works best in the space and why it is better to use than the others.
3. Students will then be given information to include in a graphic that will run with a story. Again, the teacher will provide students with an example of the page where the graphic will run.
4. Students will complete the graphic using what they know about the graphic arts.
5. The class will critique the graphics and discuss which best convey the information to be included.

Activity's Alignment	
GLE	
CONTENT	FA1
PROCESS	plan and make written, oral and visual presentations for a variety of purposes 2.5 perform and produce works in the fine and practical arts
DOK	3
INSTRUCTIONAL STRATEGIES	homework and practice

**Assessment #2:**

**Choosing Photographs and Graphics That Include the Elements of Design**

1. Students will choose two of the pages they create each quarter to submit for evaluation on use of graphics and photographs.
2. In order to explain their choices, students will need to complete the attached analysis sheet (see appendix document F2) so that the teacher understands why they made their choices.
3. The teacher will score the layouts using the attached scoring guide (see appendix document F3).

Assessment's Alignment	
GLE	
CONTENT	FA 1
PROCESS	plan and make written, oral and visual presentations for a variety of purposes 2.5 perform and produce works in the fine and practical arts
DOK	3
LEVEL OF EXPECTATION	Mastery Level—80%

Teacher Resources	Student Resources
<ul style="list-style-type: none"> <li>● Lynda.com</li> <li>● <i>Newspaper Designer's Handbook</i> by Tim Harrower</li> <li>● <i>NSPA Newspaper guidebook</i> by Wayne Brasler</li> <li>● <i>Scholastic Newspaper Fundamentals</i> by Helen Smith</li> </ul>	<ul style="list-style-type: none"> <li>● InDesign packet</li> <li>● <a href="http://www.photoshopessentials.com">www.photoshopessentials.com</a></li> <li>● <i>Newspaper Designer's Handbook</i> by Tim Harrower</li> </ul>



<b>Content Area:</b> Communication Arts	<b>Course:</b> Newspaper Production	<b>Strand:</b> Technology
<b>Learner Objectives:</b> Use various input technologies to enter and manipulate information appropriately and create media rich projects.		

**Concepts:** A: desktop publishing B: web publishing

Students Should Know	Students Should Be Able to
<ul style="list-style-type: none"> <li>● There are a variety of software programs that allow people to manipulate information within various media.</li> <li>● Information can be published in a variety of media depending on the purpose and intended audience.</li> <li>● Software programs allow journalists to publish information in a variety of formats.</li> <li>● Digital images can be used to tell a story.</li> <li>● Digital files should be stored in an organized fashion in order to facilitate timely submission of deadlines.</li> </ul>	<ul style="list-style-type: none"> <li>● Identify which programs are needed to perform various tasks.</li> <li>● Utilize the technologies needed to perform the tasks they need to accomplish during a production cycle. Technology programs could include:  --InDesign --Photoshop --Illustrator  --Dreamweaver --Joomla --Soundslides --Connectme</li> <li>● Utilize the various software programs used in the classroom effectively.</li> <li>● Take images with a digital camera and transfer those images to the computer for storage.</li> <li>● Enhance digital images using an appropriate software program.</li> <li>● Store digital files using the organizational system designed by the staff and/or yearbook publishing company.</li> </ul>

## Instructional Support

### Student Essential Vocabulary

- DESKTOP PUBLISHING - a generic title given to the introduction of personal computers (PC) to typesetting, page composition and image handling.
- CONTENT MANAGEMENT SYSTEMS - a CMS is usually a database driven, dynamic website that provides the site owner with an administration area where website content (image & text) can be updated and/or deleted.
- FTP CLIENTS – a program such as Fetch that allows users to connect to another computer over the internet. Generally, this is used to transfer files.
- DOMINANT ELEMENT – the largest element on a page. Generally, this should be at least 2x larger than anything else on the page.
- POINTS OF ENTRY – elements on a page that draw people in (ie. Photos, infographics, headlines, etc.)
- MODULAR DESIGN – a design philosophy where elements are organized in rectangular groupings to keep elements organized for the reader.
- ALIGNMENT - the align command is used to adjust the position of objects or text in relation to each other. The various ways objects or text can be aligned are typically left, right, center, top and bottom.
- BLEEDING - when an image or printed color extends beyond the trimmed edge of a page, it is called a "bleed". Bleeding ensures that the print extends to the edges of the paper. The paper is usually trimmed to the desired size after printing.
- CMYK - CMYK stands for Cyan, Magenta, Yellow and Black, the four process color inks.

Sample Learning Activities		Sample Assessments																									
<p><b>Learning Activity #1 :</b>  <b>Utilizing Photo Manipulation Software During the Production Cycle</b>            The teacher will demonstrate the techniques of dodging and burning a photograph using photo manipulation software.            There are a variety of online tutorials for dodging and burning that can be used including:  <a href="http://www.photoshopessentials.com/photo-editing/dodge-burn/">http://www.photoshopessentials.com/photo-editing/dodge-burn/</a>            The teacher should explain the purpose of dodging and burning, show some examples of how it can be done and then give students a few photos to practice their skills.</p>		<p><b>Assessment #1:</b>  <b>Utilizing Photo Manipulation Software During the Production Cycle</b>            One of the skills necessary for photographers each deadline cycle is the ability to dodge and burn photos properly on photoshop. Prior to this assessment students will be shown the different ways one can dodge and burn on photo shop, whether it is with the dodge and burn tools or by selecting areas and manually adjusting the tones.            For this assessment, students will be able to work on a few photos they will be using for deadline and apply dodging and burning to make the photos look better (see appendix document F1).            Students will have class time to work on these photos, and they need to work individually. Photos used must be photos that require dodging and burning.            The dodging and burning skills will be assessed using the attached scoring guide (see appendix document F2).</p>																									
<table border="1"> <thead> <tr> <th colspan="2">Activity's Alignment</th> </tr> </thead> <tbody> <tr> <td>GLE</td> <td>IL2A</td> </tr> <tr> <td>CONTENT</td> <td>FA 1</td> </tr> <tr> <td>PROCESS</td> <td>plan and make written, oral and visual presentations for a variety of purposes 2.5 perform and produce works in the fine and practical arts</td> </tr> <tr> <td>DOK</td> <td>3</td> </tr> <tr> <td>INSTRUCTIONAL STRATEGIES</td> <td>homework and practice</td> </tr> </tbody> </table>		Activity's Alignment		GLE	IL2A	CONTENT	FA 1	PROCESS	plan and make written, oral and visual presentations for a variety of purposes 2.5 perform and produce works in the fine and practical arts	DOK	3	INSTRUCTIONAL STRATEGIES	homework and practice	<table border="1"> <thead> <tr> <th colspan="2">Assessment's Alignment</th> </tr> </thead> <tbody> <tr> <td>GLE</td> <td>IL2A</td> </tr> <tr> <td>CONTENT</td> <td>FA 1</td> </tr> <tr> <td>PROCESS</td> <td>plan and make written, oral and visual presentations for a variety of purposes 2.5 perform and produce works in the fine and practical arts</td> </tr> <tr> <td>DOK</td> <td>3</td> </tr> <tr> <td>LEVEL OF EXPECTATION</td> <td>Mastery Level—80%</td> </tr> </tbody> </table>		Assessment's Alignment		GLE	IL2A	CONTENT	FA 1	PROCESS	plan and make written, oral and visual presentations for a variety of purposes 2.5 perform and produce works in the fine and practical arts	DOK	3	LEVEL OF EXPECTATION	Mastery Level—80%
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**Learning Activity #2:**

**Utilizing Design Software to Perform Tasks During a Production Cycle**

The teacher will introduce students to the InDesign Software and model its use. Students will follow the teacher at computers in order to practice the various applications as they are taught.

Once students have learned the basic elements of InDesign and practiced them, the teacher will assess their knowledge using the activity #1 packet (see appendix document G1) during this lesson, students will have to follow the steps in the packet to produce designs that will be turned in to the teacher for assessment.

When students have mastered, activity #1, the teacher will provide them with additional practice using activity #2 (see appendix document G2). In this activity packet, students learn about the InDesign program with a bit more depth than they had previously.

Students will have time to work through the packet for several days and use it as a reference tool throughout the semester. During that time, the teacher will circulate the room to help students problem-solve and offer feedback.

Activity's Alignment	
GLE	IL2A
CONTENT	FA1
PROCESS	1.5 plan and make written, oral and visual presentations for a variety of purposes 2.5 perform and produce works in the fine and practical arts
DOK	3
INSTRUCTIONAL STRATEGIES	homework and practice

**Assessment #2:**

**Utilizing Design Software to Perform Tasks During a Production Cycle**

Students will create a design that incorporates 10 of the items in the packet. They will create a design and offer a written explanation as to what they did.

The teacher will assess the student's ability to incorporate the design elements using the software. An assessment and scoring guide are attached. (see appendix document G3).

Assessment's Alignment	
GLE	IL2A
CONTENT	FA 1
PROCESS	1.5 plan and make written, oral and visual presentations for a variety of purposes 2.5 perform and produce works in the fine and practical arts
DOK	3
LEVEL OF EXPECTATION	Mastery Level—80%

Teacher Resources	Student Resources
<ul style="list-style-type: none"> <li>● <a href="http://www.lynda.com">www.lynda.com</a></li> <li>● Adobe PhotoShop in order to manipulate photos</li> <li>● Adobe InDesign for desktop publishing</li> <li>● Adobe Illustrator for creating graphics</li> <li>● <a href="http://www.google.com">www.google.com</a> to access Googledocs to access Word documents</li> <li>● Final Cut software for video and audio production</li> <li>● Imovie software for video production</li> <li>● <i>AP Press Guide to Photojournalism</i> by Brian Horton</li> <li>● <i>Digital Photography Top 100 Tips and Tricks</i> by Gregory Georges</li> <li>● <i>The Great Picture Hunt</i> by Dave LaBell</li> <li>● <i>Photoshop CS3 Top 100 Tips and Tricks</i> by Lynette Kent</li> <li>● <i>How to Wow Photoshop</i> by Jack Davis</li> </ul>	<ul style="list-style-type: none"> <li>● <a href="http://www.lynda.com">www.lynda.com</a></li> <li>● Adobe PhotoShop</li> <li>● Adobe InDesign</li> <li>● Adobe Illustrataor</li> <li>● <a href="http://www.google.com">www.google.com</a> to access Googledocs</li> <li>● Joomla—a content management system for webpage development</li> <li>● <a href="http://www.google.com">www.google.com</a> to access Googledocs to access Word documents</li> <li>● Final Cut software for video and audio production</li> <li>● Imovie software for video production</li> </ul>

<b>Content Area:</b> Communication Arts	<b>Course:</b> Newspaper Publication	<b>Strand:</b> Media Leadership
<b>Learner Objectives:</b> Students will develop and apply skills and strategies that will support the management, organization and economics of school publications.		

**Concepts:** A: staff organization B: staff financial plans C: staff leadership

Students Should Know	Students Should Be Able to
<ul style="list-style-type: none"> <li>● Publication staffs must have a management structure in order to run smoothly.</li> <li>● There are variety of roles and responsibilities within the staff structure.</li> <li>● Financial plans are vital to the success of a publication.</li> <li>● Personal portfolios enable students to show and reflect upon their work and leadership exhibited within school publications.</li> </ul>	<ul style="list-style-type: none"> <li>● Identify and follow staff management organization.</li> <li>● Explain the various roles within the publication staff and understand how they contribute to the overall publication.</li> <li>● Evaluate and reflect upon their management style when in positions of staff leadership.</li> <li>● Meet deadlines in order for the staff to function as a whole.</li> <li>● Create and implement financial plans to support publication sales and advertising.</li> <li>● Create portfolios (print or non-print that include): <ul style="list-style-type: none"> <li>--personal narrative summary of high school experience</li> <li>--resumes or career goal statements</li> <li>--letters of recommendation</li> <li>--samples of best clips of work</li> <li>--recognitions, awards or certificates</li> </ul> </li> </ul>

## Instructional Support

Sample Learning Activities		Sample Assessments	
<p><b>Learning Activity #1 :</b></p> <p style="text-align: center;"><b>Taking on an Editorial Role</b></p> <ol style="list-style-type: none"> <li>1. The teacher will hold a meeting with editors to discuss their role and how they need to conduct themselves with staff.</li> <li>2. The teacher will point out the differences students will experience in their relationship with their peers as they take on a peer leadership role.</li> <li>3. The teacher will explain some of the pitfalls editors typically experiences.</li> <li>4. The teacher will then have the editors set goals for the first issue of the newspaper.</li> <li>5. Next, the group will plan a class/group activity to use on staff.</li> <li>6. The group will execute the activity and meet afterward to “debrief,” evaluate and receive feedback from the teacher.</li> </ol>		<p><b>Assessment #1:</b></p> <p style="text-align: center;"><b>Taking on an Editorial Role</b></p> <ol style="list-style-type: none"> <li>1. Each editor will be responsible for planning and executing a class/group activity during the production of the next newspaper.</li> <li>2. The editors will need to assess staff needs and create their lessons based on that.</li> <li>3. The teacher will evaluate each editor’s lesson based on the attached scoring guide.</li> <li>4. Editors will then meet with the teacher to conference for additional feedback.</li> </ol>	
Activity’s Alignment		Assessment’s Alignment	
CONTENT	CA 3	CONTENT	CA 3
PROCESS	1.10 apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers 3.3 develop and apply strategies based on one’s own experiences in preventing and solving problems 4.3 analyze the duties of and responsibilities of individuals in societies 4.6 identify tasks that require a coordinated effort and work with others to complete those tasks	PROCESS	1.10 apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers 3.3 develop and apply strategies based on one’s own experiences in preventing and solving problems 4.3 analyze the duties of and responsibilities of individuals in societies 4.6 identify tasks that require a coordinated effort and work with others to complete those tasks
DOK	2	DOK	3
INSTRUCTIONAL STRATEGIES	cooperative learning, setting objectives and providing feedback	LEVEL OF EXPECTATION	Mastery Level—85%

**Learning Activity #2:**

**Becoming an Effective Leader**

1. The staff editors will read the *One-Minute Manager* as a book study.
2. During their study, students will be expected to produce summaries and reader responses to the book. The book will include discussion of holding effective meetings and offering staff members appropriate amounts of praise.

**Activity's Alignment**

CONTENT	CA 3
PROCESS	1.10 apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers 3.3 develop and apply strategies based on one's own experiences in preventing and solving problems 4.3 analyze the duties of and responsibilities of individuals in societies identify tasks that require a coordinated effort and work with others to complete those tasks
DOK	2
INSTRUCTIONAL STRATEGIES	Setting objectives and providing feedback, reinforcing effort and providing recognition

**Assessment #2:**

**Becoming an Effective Leader**

1. The teacher will assess each editor's performance based on some of the principles of the *One Minute Manager*.
2. The teacher will look at the effectiveness of staff meetings, praise and constructive criticism of staff members and ability to effectively manage the variety of tasks that are part of the editor's responsibility.

**Assessment's Alignment**

CONTENT	CA 3
PROCESS	1.10 apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers 3.3 develop and apply strategies based on one's own experiences in preventing and solving problems 4.3 analyze the duties of and responsibilities of individuals in societies identify tasks that require a coordinated effort and work with others to complete those tasks
DOK	3
LEVEL OF EXPECTATION	Mastery Level—80%

**Teacher Resources**

- Associate Press Stylebook
- *Scholastic Journalism* (textbook)
- *Inside Reporting: A Practical Guide to the Craft of Journalism* by Tim Harrower
- *The One-Minute Manager* by Kenneth H. Blanchard and Spencer Johnson
- *Coaching Writers: Editors and Reporters Working Together Across Media Platforms* by Roy Peter Clark and Don Fry

**Student Resources**

- Associate Press Stylebook
- *Inside Reporting: A Practical Guide to the Craft of Journalism* by Tim Harrower
- *The One-Minute Manager* by Kenneth H. Blanchard and Spencer Johnson
- Editor created 30 tips for the first 30 days
- *Who Moved My Cheese?: An Amazing Way to Deal with Change in Your Work and in Your Life* by Spencer Johnson and Kenneth Blanchard
- *Coaching Writers: Editors and Reporters Working Together Across Media Platforms* by Roy Peter Clark and Don Fry