

Wilson Area School District Planned Course Guide

Title of planned course: Journalism

Subject Area: English

Grade Level: 9-12

Course Description: In this course, students will learn the basics of written and photo journalism. They will learn to write for an audience, and their work will be published in the school newspaper and/or in the yearbook.

Time/Credit for this Course: One Full Academic Year / 1.0 Credit

Curriculum Writing Committee: Jodi Guro

Curriculum Map

- August:** Introduction to Journalism: *The Echo* and The Yearbook
- September:** Yearbook Organization (pages and staff)
Newspaper Organization (staff)
Writing the News Article
September Edition of *The Echo*
What makes a good candid photo?
- October:** Writing the News Article (contd.)
October Edition of *The Echo*
Creating Yearbook Leadership Pages
Creating Yearbook Spirit Week Pages
Yearbook Event Planning: Senior Superlatives
- November:** Writing the Feature Article
November Edition of *The Echo*
Creating Yearbook Fall Sports Pages
Creating Yearbook Activity and Elective pages
- December:** Writing the Feature Article (contd.)
December Edition of *The Echo*
Yearbook Event Planning: Club Photo Day
- January:** Creating Club Photo Yearbook Pages
Planning of Senior Yearbook Pages
- February:** Writing the Opinion Article
Creating Winter Yearbook Sports Pages
February Edition of *The Echo*
Creating Senior Yearbook Pages
- March:** Writing the Opinion Article (Contd.)
March Edition of *The Echo*
Creating Senior Yearbook Pages
- April:** Creating Spring Sports Pages
Proofreading the Yearbook
April Edition of *The Echo* (if deadlines for the yearbook allow)
- May:** May Edition of *The Echo*
Newspaper Project/Yearbook Project

Wilson Area School District Planned Course Materials

Course Title: Journalism

Textbook: *High School Journalism*
Homer L. Hall and Logan H. Aimone
2009

Supplemental Books: Past editions of *Les Memoires*

Teacher Resources:

- *The New York Times*
- *The Morning Call*
- Past editions of *The Echo*

Curriculum Scope & Sequence

Planned Course: Journalism

Unit: Introduction to Journalism

Time frame: One week

PA Core Standards: 1.2

Assessment Anchors CC.1.2.11-12. B,C,D,E,F,G

Essential content/objectives: At end of the unit, students will be able to:

- Differentiate among academic writing, creative writing, and journalistic writing
- Identify the two concrete outcomes of the course: creating the school newspaper and the school yearbook

Core Activities: Students will complete/participate in the following:

- Listen to direct instruction
- Reading about journalism and the responsibilities of journalists
- Discuss news sources and validate information
- Examine professional journalism as models

Extensions: Students may read and discuss articles from more newspapers as well as other platforms for journalism including broadcast journalism.

Remediation: Students may ask for additional help and receive it during class time or after school, as needed.

Instructional Methods may include the following:

- Direct instruction
- Small group discussion
- Partner assignments
- Independent reading and writing

Materials & Resources:

- *High School Journalism*, Homer L. Hall and Logan H. Aimone
- Teacher created assignments
- *The New York Times*
- *The Morning Call*
- *The Echo*

Assessments:

- Demonstrate their knowledge through class discussions
- Demonstrate their understanding through written assignments

Curriculum Scope & Sequence

Planned Course: Journalism

Unit: Yearbook and Newspaper Staff Organization

Time frame: One week

State Standards: 1.5

Anchor(s) or adopted anchor: CC.1.5.11-12.A,C,E,F

Essential content/objectives: At end of the unit, students will be able to:

- Find and use the yearbook planner in Google Classroom
- Find and use the newspaper planner in Google Classroom
- Identify the editors in the classroom

Core Activities: Students will complete/participate in the following:

- Offer input to the yearbook planner
- Apply for editorial positions
- Write letters of application
- Learn how we use planners to track tasks and deadlines

Extensions: Some students will apply for editorial positions and learn what they need to do in this new role.

Remediation: Students may ask for additional help and receive it during class time or after school, as needed.

Instructional Methods:

- Direct instruction
- Small group discussion
- Partner assignments

Materials & Resources:

- *High School Journalism*, Homer L. Hall and Logan H. Aimone
- Teacher created planners

Curriculum Scope & Sequence

Planned Course: Journalism

Unit: Writing the News Article

Time frame: One week (This unit is referenced and retaught throughout the school year as students write for publication.)

State Standards: 1.4

Anchor(s) or adopted anchor: CC.1.4.11-12 E,F,H,K,L,Q,R,T,U,V,W,X

Essential content/objectives: At end of the unit, students will be able to:

- Identify newsworthy events
- Create a lead
- Write an article following the inverted pyramid organization
- Begin to craft a journalistic style that includes short paragraphs, short to medium-length sentences, and interesting but understandable diction
- Understand the difference between fact and opinion
- Write a news article that focuses on facts rather than opinion

Core Activities: Students may complete/participate in the following:

- Learn about news writing from a Google Slide Presentation
- Read and analyze professional news writing
- Read and analyze student news writing
- Write a news story organized in inverted pyramid style, with a strong lead, in a journalistic style

Extensions:

- Students may read and analyze news articles from other sources
- Students may compare the basics of news writing to writing in other types of media

Remediation: Students may ask for additional help and receive it during class time or after school, as needed.

Instructional Methods may include the following:

- Direct instruction
- Google Slide Presentation
- Teacher created worksheets
- Partner or small group work
- Independent work

Materials & Resources:

- *High School Journalism*, Homer L. Hall and Logan H. Aimone
- *The New York Times*
- *The Echo*
- *The Morning Call*
- Teacher generated scoring rubric for journalism writing

Assessments: Students will write a news article for *The Echo*

Curriculum Scope & Sequence

Planned Course: Journalism

Unit: Monthly Edition of *The Echo*

Time frame: This is an on-going, monthly assignment that may be altered due to yearbook deadlines or other school scheduling concerns.

State Standards: 1.4

Anchor(s) or adopted anchor: CC.1.4.11-12 E,F,H,K,L,Q,R,T,U,V,W,X

Essential content/objectives: At end of the unit, students will be able to:

- Write an article suitable for publication in the school newspaper.
- Support other students who are writing articles for the school newspaper through peer editing.

Core Activities: Students will complete/participate in the following:

- Brainstorm newsworthy subjects for that month's edition.
- Select an article with class and teacher guidance that suits the student's interests and will be newsworthy.
- Write a rough draft of the article
- Peer edit classmates' articles
- Revise their articles
- Submit a final draft of the article

Extensions: If time and interest allows, students may write more than one article.

Remediation: Students may ask for additional help and receive it during class time or after school, as needed.

Instructional Methods:

- Large group discussion
- Independent work
- Peer editing partners
- Individual teacher conferencing

Materials & Resources:

- *High School Journalism*, Homer L. Hall and Logan H. Aimone
- Teacher generated scoring rubric for journalism writing

Assessments: Students will write at least one article for publication

Curriculum Scope & Sequence

Planned Course: Journalism

Unit: Creating Yearbook Pages

Time frame: October through April

State Standards: 1.4, 1.5

Anchor(s) or adopted anchor: CC1.4.11-12.U, CC.1.5.11-12.A,C,E,F

Essential content/objectives: At end of the unit, students will be able to:

- Create a visually appealing yearbook page
- Create a page that contains the necessary graphic content
- Create a page that provides an inclusive view of student life at Wilson Area High School
- Create a page that contains the necessary written content

Core Activities: Students will complete/participate in the following:

- Choose a page to complete for the yearbook under the guidance of the teacher and editors as well as input from the class
- Identify needs for the page including specific photos and information required
- Plan how to acquire the necessary photos and information needed for the page
- Create the page using Pictavo software
- Ask for help from classmates, editors, and the teacher when needed
- Provide assistance to classmates with pages when appropriate
- Take photos when needed
- Brainstorm and create alternative content when needed

Extensions: Some students may apply for editorial positions. Editors will review and improve student work under the supervision of the Editor-in-Chief and the teacher.

Remediation: Students may ask for additional help and receive it from classmates, from editors, and from the teacher during class time or after school, as needed.

Instructional Methods:

- Practice with Pictavo may include creating a practice yearbook page.
- Large group instruction
- Small group work
- Partner work
- Independent work

Materials & Resources:

- *High School Journalism*, Homer L. Hall and Logan H. Aimone
- Previous editions of Les Memoires
- Pictavo tutorials
- Yearbook representative from Student Services Company

Assessments: Final draft of the yearbook page

Curriculum Scope & Sequence

Planned Course: Journalism

Unit: Yearbook Event Planning

Time frame: Throughout the school year

State Standards: 1.5

Anchor(s) or adopted anchor: CC.1.5.11-12.A,C,E,F

Essential content/objectives: At the end of the unit, students will be able to work together to plan an event.

Core Activities: Students will complete/participate in the following:

- Create or gather the requisite tools and information needed for the event
- Analyze an event and work backwards to break down the steps that need to be taken to successfully complete it
- Assume responsibility for some aspect of the event
- Create senior superlative categories and ballots
- Count senior superlative ballots
- Work with the art department to create senior superlative photo props
- Organize senior superlative photo event
- Take senior superlative photos
- Advertise club photo day
- Create a schedule for club photo day
- Work with Christmas City Studios to support their efforts to photograph clubs

Extensions: Some students may volunteer to assume leadership roles in these events.

Remediation: Students may ask for additional help and receive it from classmates, from editors, and from the teacher during class time or after school, as needed.

Instructional Methods:

- Large group instruction
- Small group work
- Partner work
- Independent work

Materials & Resources:

- *High School Journalism*, Homer L. Hall and Logan H. Aimone
- Previous editions of *Les Memoires*

Assessments: None

Curriculum Scope & Sequence

Planned Course: Journalism

Unit: Writing the Feature Article

Time frame: One week (This unit is referenced and retaught throughout the school year as students write for publication.)

State Standards: 1.4

Anchor(s) or adopted anchor: CC.1.4.11-12 E,F,H,K,L,Q,R,T,U,V,W,X

Essential content/objectives: At end of the unit, students will be able to:

- Identify types and purposes of feature articles
- Create a lead
- Write a feature article following the inverted pyramid organization
- Begin to craft a journalistic style that includes short paragraphs, short to medium-length sentences, and interesting but understandable diction

Core Activities: Students may complete/participate in the following:

- Learn about feature writing from a Google Slide Presentation
- Read and analyze professional feature writing
- Read and analyze student feature writing
- Write a feature story organized in inverted pyramid style, with a strong lead, in a journalistic style

Extensions:

Students may read and analyze feature articles from other sources.

Students may compare the basics of feature writing to writing in other types of media.

Remediation: Students may ask for additional help and receive it during class time or after school, as needed.

Instructional Methods may include the following:

- Direct instruction
- Google Slide Presentation
- Teacher created worksheets
- Partner or small group work
- Independent work

Materials & Resources:

- *High School Journalism*, Homer L. Hall and Logan H. Aimone
- *The New York Times*
- *The Echo*
- *The Morning Call*
- Teacher generated scoring rubric for journalism writing

Assessments: Students will write a feature article for *The Echo*.

Curriculum Scope & Sequence

Planned Course: Journalism

Unit: Writing the Opinion Article

Time frame: One week

State Standards: 1.4

Anchor(s) or adopted anchor: CC.1.4.11-12 E,F,H,K,L,Q,R,T,U,V,W,X

Essential content/objectives: At the end of the unit, students will be able to write a timely opinion piece suitable for the school newspaper that is substantiated by facts.

Core Activities: Students will complete/participate in the following:

- Learn about opinion writing from a Google Slide Presentation
- Read and analyze professional opinion writing
- Read and analyze student opinion writing
- Write a timely opinion piece suitable for the school newspaper that is substantiated by facts

Extensions:

- Students may wish to analyze how opinion is presented in other forms of media
- Students may wish to write more than one opinion piece

Remediation: Students may ask for additional help and receive it during class time or after school, as needed.

Instructional Methods:

- Direct instruction
- Google Slide Presentation
- Teacher created worksheets
- Partner or small group work
- Independent work

Materials & Resources:

- *High School Journalism*, Homer L. Hall and Logan H. Aimone
- *The New York Times*
- *The Echo*
- *The Morning Call*
- Teacher generated scoring rubric for journalism writing

Assessments: Students will write an opinion article

Curriculum Scope & Sequence

Planned Course: Journalism

Unit: End-of-Year Project

Time frame: 2-3 weeks

State Standards: 1.4, 1.5

Anchor(s) or adopted anchor: CC.1.4.11-12.U, CC.1.5.11-12.A,C,E,F; CC.1.4.11-12.E,F,H,K,L,Q,R,T,U,V,W,X

Essential content/objectives: At the end of the unit, students will be able to demonstrate the journalism skills they have learned in a multi-faceted journalism project.

Core Activities: Students will complete/participate in the following:

- A project that incorporates skills learned from the course, which may include writing, presenting, and graphic design

Extensions: Students may wish to add to this project under the direction of the teacher.

Remediation: Students may ask for additional help and receive it during class time or after school, as needed.

Instructional Methods:

- Direct instruction
- Google Slide Presentation
- Teacher created worksheets
- Partner or small group work
- Independent work

Materials & Resources:

- *High School Journalism*, Homer L. Hall and Logan H. Aimone

Assessments: Final draft of the teacher-generated project