



SPRING GROVE AREA SCHOOL DISTRICT



PLANNED COURSE OVERVIEW

Course Title: Journalism II Grade Level(s): 10 - 12 Units of Credit: 1 Classification: Elective		Length of Course: Full Year Periods Per Cycle: 6 Length of Period: 40 Minutes Total Instructional Time: 120 Hours	
Course Description			
<p>This course is recommended for students interested in the field of journalism. Students will continue to enhance their knowledge and skills in the area of newspaper production including the use of InDesign software to complete layout and design. Students will take on leadership roles as needed to produce the student newspaper, <i>The Rocket Star</i>. Students will also be facilitators of training for students in Journalism I. Prerequisite: Successful completion of Journalism I, with no lower than a B average for the year.</p>			
Instructional Strategies, Learning Practices, Activities, and Experiences			
Bell Ringers Teacher Demonstrations Guided Individual Practice	Guided Group Practice Independent Reading Homework Field Experience / Trips	Flexible Groups Interviews Collaborative Discussion	
Assessments			
Quizzes Articles	Publications Independent Projects	Group Projects Final Project	
Materials/Resources			
SNO Sites – Online Publication	Digital Camera	<i>Journalism Today</i> (7 th ed.) The McGraw-Hill Companies	

Adopted: 1/16/02

Revised: 10/04, 12/05, 8/10, 5/22/23

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>Newspaper Production</p>	<p>Objectives:</p> <ul style="list-style-type: none"> • Brainstorm ideas for new stories. • Choose and/or assign beats and articles. • Meet with section editors and advisor/teacher to discuss story angle and prospectus. • Write preliminary interview questions. • Complete background research. • Conduct interviews, record quotes, and write notes. • Take, download, and edit pictures. • Write cutlines (captions). • Write rough drafts. • Meet with section editors and advisor/teacher to discuss edits, revisions, and story angle. • Check facts. • Complete layout. • Package stories and sections. • Prepare stories for press. • Distribute newspapers. • Obtain feedback from readers. • Evaluate completed edition and feedback, and plan changes for next month's edition. <p>Standards:</p> <p>CC.1.2.11-12.G - Integrate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.</p> <p>CC.1.2.11-12.J - Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>CC.1.2.11-12.L - Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.</p>

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
Newspaper Production Continued	Standards Continued: CC.1.4.11-12.K - Write with an awareness of the stylistic aspects of composition. • Use precise language and domain-specific vocabulary to manage the complexity of the topic. • Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing. CC.1.4.11-12.S - Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>Review: Law and Ethics</p>	<p>Objectives:</p> <ul style="list-style-type: none"> • Read and discuss Code 12.9, the First Amendment, Tinker and Hazelwood. • Understand and apply the scholastic journalism laws. • Discuss and identify examples of libel, copyright infringement, and invasion of privacy and avoid printing it. • Read and discuss laws regarding copyright and invasion of privacy. • Read and discuss ethical situations and debate the appropriate course of action in sample situations. • Follow copyright and privacy laws as they relate to scholastic journalism. • Use ethical principles to guide their writing, photography, and coverage of events and people. <p>Standards:</p> <p>CC.1.2.11-12.J - Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>CC.1.2.11-12.L - Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.</p> <p>CC.1.4.11-12.S - Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.</p> <p>CC.1.5.11-12.A - Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p>

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>Review: Interviewing and Attribution</p>	<p>Objectives:</p> <ul style="list-style-type: none"> • Conduct professional interviews. • Ask open-ended questions and follow-up questions. • Take accurate notes and quotes. • Use active listening skills. • Give credit to interview sources using full names, an identifier, and "said." • Use direct quotes, partial quotes, paraphrases, and summaries appropriately. • Cite sources using accepted attribution styles. <p>Standards:</p> <p>CC.1.2.11-12.J - Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>CC.1.4.11-12.B - Write with a sharp distinct focus identifying topic, task, and audience.</p> <p>CC.1.4.11-12.C - Develop and analyze the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension.</p> <p>CC.1.4.11-12.R - Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>CC.1.5.11-12.A - Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p>

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>Review: Interviewing and Attribution Continued</p>	<p>Standards Continued: CC.1.5.11-12.B - Evaluate how the speaker's perspective, reasoning, and use of evidence and rhetoric affect the credibility of an argument through the author's stance, premises, links among ideas, word choice, points of emphasis, and tone.</p> <p>CC.1.5.11-12.G - Demonstrate command of the conventions of standard English when speaking based on grade 11-12 level and content.</p>

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>Copyediting: AP Style</p>	<p>Objectives:</p> <ul style="list-style-type: none"> • Review the AP style manual. • Use the AP style manual to self and peer-edit. • Apply AP style to their own and peers' writing to identify and correct errors in punctuation, capitalization, spelling, and grammar. • Compile a <i>Rocket Star</i> style guide with frequently used entries. <p>Standards:</p> <p>CC.1.4.11-12.T - Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>CC.1.4.11-12.W - Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p>

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>Introduction to Design</p>	<p>Objectives:</p> <ul style="list-style-type: none"> • Design and choose a logo and a flag for the Rocket Star. • Design and choose a sig for special stories. • Design and choose a column logo (or photo sig) for all regular columns. • Design and use pullout quotes in stories. • Use decks with important stories and hammer headlines. • Use summary decks to transition into stories. • Design and consistently use one byline style for all articles. (Use tag lines for columns, sidebars, and briefs.) • Explain the differences among column logos, sigs, and bugs. • Summarize key story elements in a summary deck (nut graf). • Use bylines and tag lines consistently and appropriately. <p>Standards:</p> <p>CC.1.2.11-12.J - Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>CC.1.4.11-12.W - Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p> <p>CC.1.4.11-12.U - Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments and information.</p> <p>CC.1.5.11-12.D - Present information, findings, and supporting evidence, conveying a clear and distinct perspective; organization, development, substance, and style are appropriate to purpose, audience, and task.</p>

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>Introduction to Design Consistency</p>	<p>Objectives:</p> <ul style="list-style-type: none"> • Use credit lines on all photos. • Differentiate between credit lines and source lines. • Use standard spacing on all pages. • Use rules and boxes consistently. • Use refer lines, paragraphs, and boxes to enhance stories. • Use / design teasers on the front page and index using art/graphics and text. • Use subheads, initial caps, and dingbats to break up and organize text. • Use jump lines and continuation lines on all multipage stories. <p>Standards:</p> <p>CC.1.2.11-12.J - Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>CC.1.4.11-12.U - Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments and information.</p> <p>CC.1.4.11-12.W - Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p> <p>CC.1.5.11-12.D - Present information, findings, and supporting evidence, conveying a clear and distinct perspective; organization, development, substance, and style are appropriate to purpose, audience, and task.</p>

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>Review: Leads and Headers</p>	<p>Objectives:</p> <ul style="list-style-type: none"> • Read exemplar news, sports, and feature stories, and analyze leads. • Write a creative, unique feature lead for a story. • Apply reading and discussion to <i>The Rocket Star's</i> headlines. • Identify the purpose for various headlines and revise for clarity, accuracy, tone, and information. • Identify, write, and use various types of leads. • Analyze and evaluate leads for style, purpose, and effectiveness. • Identify, evaluate, and revise headlines for effectiveness and style. <p>Standards:</p> <p>CC.1.4.11-12.C - Develop and analyze the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension.</p> <p>CC.1.4.11-12.D - Organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create whole; use appropriate and varied transitions and syntax to link the major sections of the text; provide a concluding statement or section that supports the information presented; include formatting when useful to aiding comprehension.</p> <p>CC.1.4.11-12.H - Write with a sharp distinct focus identifying topic, task, and audience. • Introduce the precise, knowledgeable claim.</p> <p>CC.1.5.11-12.A - Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>CC.1.5.11-12.G - Demonstrate command of the conventions of standard English when speaking based on grade 11-12 level and content.</p>

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<p>Photography and Captions</p>	<p>Objectives:</p> <ul style="list-style-type: none"> • Use guidelines for good photography when taking pictures. • Use cropping and editing techniques to fix poor quality photos. • Crop photos to emphasize importance and reduce clutter. • Write effective captions and cutlines for photos and art. • Scan, save, grayscale, and crop a scanned image. • Attend an event and document it through photography. • Create a photo spread to cover an event, profile a personality, or tell a story. • Differentiate between and use studio shots, photo illustrations, art, and photos. • Ethically use studio shots, photo illustrations, art, and photos. • Determine sources of art. • Use PhotoShop, Microsoft Picture Manager, and/or InDesign to edit photos and art. • Follow and use rules of photography to capture photos, including simplicity, fill the frame, avoid awkward cuts, rule of thirds, patterns, curves, and leading lines, and various angles and viewpoints. • Plan, design, and use art before and during the newspaper production process to enhance article and package design. <p>Standards:</p> <p>CC.1.4.11-12.H - Write with a sharp distinct focus identifying topic, task, and audience. • Introduce the precise, knowledgeable claim.</p> <p>CC.1.4.11-12.U - Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments and information.</p> <p>CC.1.5.11-12.C - Integrate multiple sources of information presented in diverse formats and media (e.g. visually, quantitative, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p> <p>CC.1.5.11-12.F - Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence.</p>

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>Review: News Writing</p>	<p>Objectives:</p> <ul style="list-style-type: none"> • Analyze and evaluate news stories. • Discuss news story format. • Compare/contrast briefs and news articles. • Write a brief. • Expand a brief into a story in inverted pyramid style. • Discuss sources and who qualifies as an "authority" on topics. • Read stories and identify sources used. • Discuss how credit is given to sources, and practice writing attributions. • Discuss statistics and how to conduct a poll, types of questions that can and should be asked, and how to obtain a representative sampling. • Identify the inverted pyramid in news writing. • Write and revise news articles using inverted pyramid style. • Identify primary and secondary sources of information and interviews for news stories. • Attribute information and quotes correctly in news stories. • Conduct original polls, including a random opinion poll and a representative sampling poll. <p>Standards:</p> <p>CC.1.2.11-12.J - Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>CC.1.4.11-12.H - Write with a sharp distinct focus identifying topic, task, and audience. • Introduce the precise, knowledgeable claim.</p> <p>CC.1.4.11-12.J - Create organization that logically sequences claim(s), counterclaims, reasons, and evidence; use words, phrases, and clauses as well as varied syntax to link the major sections of the text to create cohesion and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims; provide a concluding statement or section that follows from and supports the argument presented.</p>

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>Review: News Writing</p>	<p>Standards Continued:</p> <p>CC.1.4.11-12.V - Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>CC.1.4.11-12.W - Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p> <p>CC.1.5.11-12.A - Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p>

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>Review: Feature Writing</p>	<p>Objectives:</p> <ul style="list-style-type: none"> • Read, analyze, and categorize exemplar feature stories. • Compare/contrast news and feature stories. • Examine and analyze the effectiveness of feature leads. • Write feature stories using feature leads. • Identify, categorize, and analyze feature stories. • Identify, evaluate, and create original feature leads. • Write and revise a feature article. <p>Standards:</p> <p>CC.1.2.11-12.J - Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>CC.1.4.11-12.A - Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.</p> <p>CC.1.4.11-12.E - Write with an awareness of the stylistic aspects of composition. • Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. • Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.</p> <p>CC.1.4.11-12.H - Write with a sharp distinct focus identifying topic, task, and audience. • Introduce the precise, knowledgeable claim.</p> <p>CC.1.4.11-12.J - Create organization that logically sequences claim(s), counterclaims, reasons, and evidence; use words, phrases, and clauses as well as varied syntax to link the major sections of the text to create cohesion and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims; provide a concluding statement or section that follows from and supports the argument presented.</p>

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<p>Review: Feature Writing Continued</p>	<p>Standards Continued:</p> <p>CC.1.4.11-12.M - Write narratives to develop real or imagined experiences or events.</p> <p>CC.1.4.11-12.V - Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>CC.1.4.11-12.W - Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p> <p>CC.1.4.11-12.X - Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>CC.1.5.11-12.A - Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p>

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>Introduction to Design: The Fundamentals</p>	<p>Objectives:</p> <ul style="list-style-type: none"> • Identify components of printed newspaper pages. • Identify and use serif, sans serif, cursive, and novelty type. • Use point size, leading, tracking/ Kerning, and scaling to modify type. • Identify all components on a page using correct terminology. • Use various typefaces appropriately. • Design article layouts for increased readability. <p>Standards:</p> <p>CC.1.2.11-12.G - Integrate and evaluate multiple sources of information presented in different media or formats (e.g. visually, quantitatively) as well as in words in order to address a question or solve a problem.</p> <p>CC.1.4.11-12.E - Write with an awareness of the stylistic aspects of composition. • Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. • Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.</p> <p>CC.1.4.11-12.U - Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments and information.</p> <p>CC.1.5.11-12.F - Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence.</p>

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<p>Introduction to Design: Designing a Dummy</p>	<p>Objectives:</p> <ul style="list-style-type: none"> • Manipulate text, headlines, photos, sidebars, and cutlines to create a dummy layout. <p>Standards:</p> <p>CC.1.4.11-12.E - Write with an awareness of the stylistic aspects of composition. • Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. • Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.</p> <p>CC.1.4.11-12.U - Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments and information.</p>

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<p>Introduction to Design: Story Design</p>	<p>Objectives:</p> <ul style="list-style-type: none"> • Design story layout with and without art, using an appropriate text shape and a dominant photo, when available. • Identify components of strong story design. • Design creative, effective, reader-friendly story layouts. <p>Standards:</p> <p>CC.1.4.11-12.E - Write with an awareness of the stylistic aspects of composition. • Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. • Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.</p> <p>CC.1.4.11-12.U - Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments and information.</p>

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<p>Review: Sports Writing</p>	<p>Objectives:</p> <ul style="list-style-type: none"> • Read, analyze, and discuss exemplar sports articles. • Identify various types of sports articles and analyze them for structure, including leads and transitions. • Write, edit, and revise a sports article using an appropriate lead, strong transitions, and appropriate story format. <p>Standards:</p> <p>CC.1.4.11-12.A - Write informative/ explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.</p> <p>CC.1.4.11-12.E - Write with an awareness of the stylistic aspects of composition. • Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. • Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.</p> <p>CC.1.4.11-12.H - Write with a sharp distinct focus identifying topic, task, and audience. • Introduce the precise, knowledgeable claim.</p> <p>CC.1.4.11-12.T - Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>CC.1.4.11-12.U - Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments and information.</p> <p>CC.1.5.11-12.A - Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p>

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<p>Review: Sports Photography</p>	<p>Objectives:</p> <ul style="list-style-type: none"> • Attend a sporting event and take a variety of shots from different angles. • Apply knowledge of the sport, roster, and event to photograph and take notes at a sporting event. • Communicate effectively with event staff, other photographers, players, coaches, and fans at a sporting event. • Act appropriately and be professional as a student sports photographer. <p>Standards:</p> <p>CC.1.2.11-12.A - Determine and analyze the relationship between two or more central ideas of a text, including the development and interaction of the central ideas; provide an objective summary of the text.</p> <p>CC.1.4.11-12.H - Write with a sharp distinct focus identifying topic, task, and audience. • Introduce the precise, knowledgeable claim.</p> <p>CC.1.4.11-12.U - Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments and information.</p> <p>CC.1.5.11-12.C - Integrate multiple sources of information presented in diverse formats and media (e.g. visually, quantitative, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p> <p>CC.1.5.11-12.F - Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence.</p>

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<p>Introduction to Design: Page Design</p>	<p>Objectives:</p> <ul style="list-style-type: none"> • Design pages with and without art, using modular page design. • Manipulate stories and visual elements to fit the page design. • Design a double truck for facing pages. • Critique and discuss various double trucks and modular pages. • Design a page on a grid. • Add or subtract elements to fit design. • Create a double truck. • Evaluate and discuss various double trucks and modular pages. <p>Standards:</p> <p>CC.1.4.11-12.U - Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments and information.</p> <p>CC.1.5.11-12.A - Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>CC.1.5.11-12.C - Integrate multiple sources of information presented in diverse formats and media (e.g. visually, quantitative, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p>

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<p>Review: Opinion Writing</p>	<p>Objectives:</p> <ul style="list-style-type: none"> • Discuss the structure and purpose of editorials. • Plan, research, and write an editorial. • Identify and avoid logical fallacies in arguments. • Research a "hot topic" Attribute sources. • Read, analyze, and discuss exemplar columns. • Write a column proposal. • Write a column. • Identify and explain key differences among editorials, columns, letters to the editor, and point/counterpoint articles. • Use effective arguments to write opinion articles. • Use research to support arguments with facts, statistics, and examples. • Identify various types of columns. • Analyze and evaluate the structure, style, tone, and topic of a column. • Determine a topic for a column. • Write and revise a column proposal and a column. <p>Standards:</p> <p>CC.1.2.11-12.E - Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.</p> <p>CC.1.2.11-12.F - Evaluate how words and phrases shape meaning and tone in texts.</p> <p>CC.1.4.11-12.A - Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.</p>

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>Review: Opinion Writing Continued</p>	<p>Standards Continued:</p> <p>CC.1.4.11-12.E - Write with an awareness of the stylistic aspects of composition. • Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. • Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.</p> <p>CC.1.4.11-12.G - Write arguments to support claims in an analysis of substantive topics.</p> <p>CC.1.4.11-12.H - Write with a sharp distinct focus identifying topic, task, and audience. • Introduce the precise, knowledgeable claim.</p> <p>CC.1.4.11-12.J - Create organization that logically sequences claim(s), counterclaims, reasons, and evidence; use words, phrases, and clauses as well as varied syntax to link the major sections of the text to create cohesion and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims; provide a concluding statement or section that follows from and supports the argument presented.</p> <p>CC.1.4.11-12.T - Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>CC.1.4.11-12.U - Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments and information.</p> <p>CC.1.5.11-12.A - Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p>

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>Introduction to Design: Graphics and Sidebars</p>	<p>Objectives:</p> <ul style="list-style-type: none"> • Use visual elements to enhance readability. • Design sidebars for quick reference. • Plan and execute a graphics package. • Incorporate various graphics and sidebars into design to enhance visual elements in <i>The Rocket Star</i>. <p>Standards:</p> <p>CC.1.4.11-12.E - Write with an awareness of the stylistic aspects of composition. • Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. • Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.</p> <p>CC.1.4.11-12.U - Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments and information.</p>

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>Review: Entertainment Writing</p>	<p>Objectives:</p> <ul style="list-style-type: none"> • Read and analyze, and evaluate exemplar reviews for structure, background information, observation, and opinion. • View a movie or review a product, taking notes. • Write, edit, and revise a review. • Review copyright law, including fair use. • Use, view, listen to, or experience a product and write, edit, and revise an original review of that product. • Identify pictures that meet the fair use guidelines under copyright law. <p>Standards:</p> <p>CC.1.4.11-12.E - Write with an awareness of the stylistic aspects of composition. • Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. • Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.</p> <p>CC.1.4.11-12.H - Write with a sharp distinct focus identifying topic, task, and audience. • Introduce the precise, knowledgeable claim.</p> <p>CC.1.4.11-12.T - Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>CC.1.4.11-12.U - Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments and information.</p> <p>CC.1.5.11-12.A - Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p>

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
Introduction to Design: Maestro Teams	<p>Objectives:</p> <ul style="list-style-type: none">• Develop and use maestro teams to create comprehensive packages.• Design and create comprehensive packages. <p>Standards:</p> <p>CC.1.2.11-12.J - Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>CC.1.4.11-12.U - Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments and information.</p>

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>Review: In-Depth Writing and Packages</p>	<p>Objectives:</p> <ul style="list-style-type: none"> • Brainstorm topics for coverage. • Choose and narrow a topic. • Plan parts of a package, including the following: news/investigative piece, opinion, feature and/or profile, sidebars, polls, photos, art, graphics, and other visual elements. • Design package layout using software. • Identify, analyze, and evaluate in-depth stories and packages. • Design and execute a package, including news, opinion, and feature articles; polls; sidebars; photos; and other visual elements. <p>Standards:</p> <p>CC.1.4.11-12.A - Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.</p> <p>CC.1.4.11-12.E - Write with an awareness of the stylistic aspects of composition. • Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. • Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.</p> <p>CC.1.4.11-12.H - Write with a sharp distinct focus identifying topic, task, and audience. • Introduce the precise, knowledgeable claim.</p> <p>CC.1.4.11-12.T - Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>CC.1.5.11-12.A - Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p>

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>Introduction to Design: Special Effects</p>	<p>Objectives:</p> <ul style="list-style-type: none"> • Redesign a boring, standard layout, breaking design rules to fit and fulfill a purpose. • Use wraparounds and skews, photo cutouts, mortises and insets, screens and reverses, and display headlines to enhance layout. • Create multiple display headlines for a story, using the guidelines. • Evaluate and judge sample layouts. <p>Standards:</p> <p>CC.1.2.11-12.J - Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>CC.1.4.11-12.U - Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments and information.</p> <p>CC.1.5.11-12.A - Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p>

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>Introduction to Design: Redesign and Evaluation</p>	<p>Objectives:</p> <ul style="list-style-type: none"> • Follow and use the "Nine Steps to a Redesign." • Evaluate the quality of <i>The Rocket Star</i> design. • Gather examples of other publications to use as exemplars. • List elements that need to be changed. • Build prototypes. • Test the prototypes with the reading audience and gauge feedback. • Promote the new design. • Write a stylebook for future classes to use. • Launch the new design. • Follow through with using the new design rules, templates, and style in future publications. <p>Standards:</p> <p>CC.1.2.11-12.J - Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>CC.1.2.11-12.K - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.</p> <p>CC.1.2.11-12.L - Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.</p> <p>CC.1.4.11-12.U - Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments and information.</p> <p>CC.1.5.11-12.A - Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p>

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>Senior Edition / Final Project</p>	<p>Objectives:</p> <ul style="list-style-type: none"> • Brainstorm content and story ideas. • Poll students to identify areas of interest and gain information. • Complete research. (i.e. conduct interviews, polls, etc.) • Take pictures and create graphics or art. • Write rough drafts. • Complete dummy layouts. • Edit and revise rough drafts. • Hold peer and teacher conferences. • Complete layout. • Edit and revise layout. • Package and send publication for printing. • Distribute special edition. • Obtain feedback and make notations for next year. • Develop articles from concept to publication. • Evaluate personal work and that of peers. • Gauge interest from and tailor content to a specific audience. • Use and implement technology, design rules, and content knowledge to enhance layout and articles. <p>Standards:</p> <p>CC.1.2.11-12.J - Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>CC.1.4.11-12.A - Write informative/ explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.</p> <p>CC.1.4.11-12.C - Develop and analyze the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension.</p>

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>Senior Edition / Final Project Continued</p>	<p>Standards Continued:</p> <p>CC.1.4.11-12.G - Write arguments to support claims in an analysis of substantive topics.</p> <p>CC.1.4.11-12.H - Write with a sharp distinct focus identifying topic, task, and audience. • Introduce the precise, knowledgeable claim.</p> <p>CC.1.4.11-12.S - Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.</p> <p>CC.1.4.11-12.T - Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>CC.1.4.11-12.U - Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments and information.</p> <p>CC.1.4.11-12.V - Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>CC.1.4.11-12.X - Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>CC.1.5.11-12.A - Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p>