

WGHS Curriculum -- Journalism
Advertising
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High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

Missouri Marketing I Instructional Framework

G: Standard: Understands the concepts and strategies utilized to determine and target marketing strategies to a select audience.

Learning Goal

Students will be able to conduct research, sell advertising, and create display advertisements.

Proficiency Scales

4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

3: The student demonstrates mastery of the learning goal by

- evaluating the relationship between a type of business and its target customer.
- creating a display ad that appeals to a targeted customer.

	<p>2: The student demonstrates he/she is nearing the learning goal by</p> <ul style="list-style-type: none">● recognizing or recalling specific vocabulary, such as <i>display advertising, classified advertising, inserts, advertising policy, appeals (physical, emotional, logical), desires (physical, safety, love, self-esteem, psychological), headline, art or graphic, slogan, logo, tearsheet, contract, and penny press.</i>● performing specific processes, such as<ul style="list-style-type: none">○ gathering information about a business.○ prioritizing information.○ creating display advertisement.○ selling (roleplaying) the advertisement. <p>1: The student demonstrates a limited understanding or skill with the learning goal.</p>
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Learning Targets

- The students will evaluate ads for appeals and desires.
- The students will conduct a business study.
- The students will create display ads.
- The students will put together a marketing kit.
- The students will roleplay a sales situation in which they will sell advertising.

WGHS Curriculum – Journalism
Graphic Design
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High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

National Business Education Association Standards

IV. Technological Communication

Achievement Standard: Use technology to enhance the effectiveness of communication.

High School TILS Strand II: Information Literacy: Students will be able to research and synthesize information; use a variety of digital resources; retrieve and evaluate reliability and accuracy from appropriately cited sources; draw evidence-based conclusions in order to prove comprehension of course objectives.

High School TILS Strand IV: Tools of the Trade: Students will be able to use appropriate digital tools within and across content areas in preparation for post-secondary experiences.

Learning Goal

Students will be able to synthesize graphics, copy, and navigational elements to create pages for a news magazine.

Proficiency Scales

4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

3: The student demonstrates mastery of the learning goal by

- integrating photos, artwork, articles, and headlines into publishable

	<p>pages for a news magazine with consistency of style and following general rules of design.</p> <p>2: The student demonstrates he/she is nearing the learning goal by</p> <ul style="list-style-type: none"> ● recognizing or recalling specific vocabulary, such as <i>display advertising, classified advertising, inserts, headline, art or graphic, photograph, crop, center, justified copy, pica, point, dropped cap, kicker, hammer, subhead, banner, spread, spread headline, natural spread or centerfold, gutter, external margin, internal margin, eyeline, cutline, text wrap, folio, folio line, masthead, nameplate, standing head, butting headlines, tint blocks or screens, overburned type, reversed type, trapped copy or white space, white space, font, bleeds, dominant photo, and rule.</i> ● performing specific processes, such as <ul style="list-style-type: none"> ○ placing page elements. ○ editing copy. ○ cropping and otherwise editing graphics and photos. ○ evaluating final product. <p>1: The student demonstrates a limited understanding or skill with the learning goal.</p>
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Learning Targets

- The students will create pages using journalist rules of design and the paper's style.
- The students will edit copy on those pages.

- The students will evaluate all the news magazine's pages.

Learning Design

WGHS Curriculum – Journalism

History

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High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

[CCSS.ELA-Literacy.RH.11-12.9](#)

Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

Learning Goal

Students will be able to trace historic challenges to freedom of the press and apply them to current challenges.

Proficiency Scales

- 4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.
- 3: The student demonstrates mastery of the learning goal by
 - recognizing challenges to freedom of the press and trends in technology which have affected the way journalists ply their trade.
- 2: The student demonstrates he/she is nearing the learning goal by
 - recognizing or recalling specific vocabulary, such as *censorship*, *sedition libel*, *Stamp Act*, *published by authority*, *taxation*, *prior restraint*, *printing press*, *Star Chamber*, *linotype*, *photojournalism*,

	<p><i>yellow journalism, sensationalism, privacy rights, Pentagon Papers, Watergate, Near vs. Minnesota, Times vs. Sullivan, Griswold vs. Conn., Woodward and Bernstein, penny press, Benjamin Day, John Peter Zenger, John Campbell, Andrew Hamilton, Alexander Hamilton, Joseph Pulitzer, William Randolph Hearst, teletype, Internet, World Wide Web, ARPANet, and Boston Newsletter.</i></p> <ul style="list-style-type: none"> ● performing specific processes, such as <ul style="list-style-type: none"> ○ discussing ethical and legal issues involving the press. ○ researching an area of journalism history. ○ presenting findings of that research. <p>1: The student demonstrates a limited understanding or skill with the learning goal.</p>
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Learning Targets

- The students will discuss historical legal and ethical issues.
- The students will do research on an area of historical journalism and share their findings.

Learning Design

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WGHS Curriculum -- Journalism

Law

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High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

[CCSS.ELA-Literacy.WHST.11-12.1](#) Write arguments focused on *discipline-specific content*.

High School TILS Strand IX: Synthesising information and creating new knowledge Use chosen information sources to articulate and analyse new problems in your field.

Learning Goal

Students will be able to conduct research and write news, feature, and opinion stories for publication that adhere to and acknowledge the legal limitations and protections of the press.

Proficiency Scales

- 4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.
- 3: The student demonstrates mastery of the learning goal by
 - recognizing legal limitations on the press and utilizing the legal protections of the press.
- 2: The student demonstrates he/she is nearing the learning goal by
 - recognizing or recalling specific vocabulary, such as *censorship, taxation, gag law, common law, statutory law, case law, Constitutional law, criminal law, civil law, libel, libel per se, libel per quod, malice in law, malice in fact, actual malice, reckless disregard, tort, qualified privilege, absolute privilege,*

	<p><i>fair comment and criticism, good faith retraction, innocent construction rule, shield law, First Amendment, Sixth Amendment, privacy, technical trespass, sunshine law, FOIA, copyright, fair use, special damages, general damages, punitive damages plaintiff and defendant.</i></p> <ul style="list-style-type: none"> ● performing specific processes, such as <ul style="list-style-type: none"> ○ discussing specific cases. ○ evaluating best defense. ○ writing a brief to indicate legal justification. <p>1: The student demonstrates a limited understanding or skill with the learning goal.</p>
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<p style="text-align: center;"><u>Learning Targets</u></p> <ul style="list-style-type: none"> ● The students will take part in a mock trial where in teams will determine what legal fault (if any) a newspaper has and what legal defences may be invoked. ● The students will write stories while avoiding invasion of privacy, libel, or copyright infringement.
<p style="text-align: center;"><u>Learning Design</u></p>

WGHS Curriculum – Journalism
 Photography
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High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

[CCSS.ELA-Literacy.CCRA.W.8](#) Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

- High School TILS Strand II: Information Literacy: Students will be able to research and synthesize information; use a variety of digital resources; retrieve and evaluate reliability and accuracy from appropriately cited sources; draw evidence-based conclusions in order to prove comprehension of course objectives.
- High School TILS Strand IV: Tools of the Trade: Students will be able to use appropriate digital tools within and across content areas in preparation for post-secondary experiences.

<u>Learning Goal</u>	<u>Proficiency Scales</u>
<p>Students will be able to take and edit photographs to accompany and illustrate articles.</p>	<p>4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.</p> <p>3: The student demonstrates mastery with the learning goal by</p> <ul style="list-style-type: none"> • photographing newsworthy subjects. • selecting the appropriate photograph to accompany or illustrate a given article. • editing photographs for page composition and accuracy. • writing cutlines for photographs.

	<p>2: The student demonstrates he/she is nearing the learning goal by</p> <ul style="list-style-type: none">● recognizing or recalling specific vocabulary, such, <i>copyright, crop, grayscale, resolution, rule of thirds, dominant photograph, focal point, symmetry, lines, shapes, texture, framing, portrait, lighting, panning, selective focus, stop action, backlighting, silhouette, iso or asa, cutline, and byline.</i>● performing specific processes, such as<ul style="list-style-type: none">● shooting photographs.● editing photographs. <p>1: The student demonstrates a limited understanding or skill with the learning goal.</p>
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<p><u>Learning Targets</u></p> <ul style="list-style-type: none">● The students will take photographs to illustrate topics or events.● The students will edit those photographs.● The students will write cutlines for those photographs.● The students will evaluate those photographs.
<p><u>Learning Design</u></p>

WGHS Curriculum -- Journalism

Video

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High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

- [CCSS.ELA-Literacy.CCRA.W.4](#) Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- [CCSS.ELA-Literacy.CCRA.W.6](#) Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
- [CCSS.ELA-Literacy.CCRA.W.8](#) Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

- High School TILS Strand II: Information Literacy: Students will be able to research and synthesize information; use a variety of digital resources; retrieve and evaluate reliability and accuracy from appropriately cited sources; draw evidence-based conclusions in order to prove comprehension of course objectives.
- High School TILS Strand IV: Tools of the Trade: Students will be able to use appropriate digital tools within and across content areas in preparation for post-secondary experiences. (publisher, and place of publication)

Learning Goal

Students will be able to conduct research and create video news features.

Proficiency Scales

4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

3: The student demonstrates mastery of the learning goal by

- producing accurate, concise, and stylistically consistent videos that follow conventions of news, feature, and opinion writing.

2: The student demonstrates he/she is nearing the learning goal by

- recognizing or recalling specific vocabulary, such *news, hard news, soft news, elements of interest, feature, profile, anniversary piece, editorializing, loaded language, verbosity, jargon, green screen, chroma key, voice over, copyright, sound effect, audio or soundtrack, video track, crop, rolling title, dissolve, transition, font, still title, rolling title, and crawling title.*
- performing specific processes, such as
 - gathering information.
 - determining most important information.
 - organizing the information.
 - using video to collect images and sound bites.
 - editing images and sounds into video news features.
 - exporting the final product.

1: The student demonstrates a limited understanding or skill with the learning

goal.

Learning Targets

- The students will research a topic or event.
- The students will collect images, interviews, and sound bites.
- The students will edit sounds and images into a news feature video.
- The students will evaluate the video.

Learning Design

WGHS Curriculum -- Journalism

Writing

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High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

- [CCSS.ELA-Literacy.CCRA.W.4](#) Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- [CCSS.ELA-Literacy.CCRA.W.6](#) Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
- [CCSS.ELA-Literacy.CCRA.W.8](#) Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

- High School TILS Strand II: Information Literacy: Students will be able to research and synthesize information; use a variety of digital resources; retrieve and evaluate reliability and accuracy from appropriately cited sources; draw evidence-based conclusions in order to prove comprehension of course objectives.
- High School TILS Strand IV: Tools of the Trade: Students will be able to use appropriate digital tools within and across content areas in preparation for post-secondary experiences.

Learning Goal

Proficiency Scales

4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

<p>Students will be able to conduct research and write news, feature, and opinion stories for publication.</p>	<p>3: The student demonstrates mastery of the learning goal by</p> <ul style="list-style-type: none"> ● producing accurate, concise, and stylistically consistent articles that follow conventions of news, feature, and opinion writing. <p>2: The student demonstrates he/she is nearing the learning goal by</p> <ul style="list-style-type: none"> ● recognizing or recalling specific vocabulary, such as <i>editorial, editorial column, op-ed piece, column, review, news, hard news, soft news, elements of interest, feature, profile, anniversary piece, editorializing, loaded language, verbosity, jargon, lead, inverted pyramid, direct quote, indirect quote, and sports story.</i> ● performing specific processes, such as <ul style="list-style-type: none"> ○ gathering information. ○ determining most important information. ○ organizing the information. ○ editing stories containing the information for style, conciseness, and editorializing. <p>1: The student demonstrates a limited understanding or skill with the learning goal.</p>
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Learning Targets

- The students will write news briefs.
- The students will write news stories in inverted pyramid.
- The students will write feature stories.

- The students will write profiles.
- The students will write sports stories.
- The students will write reviews.
- The students will edit copy for style, conciseness, and editorializing.

Learning Design

WGSD Curriculum -- AP Language and Composition

Analysis and Synthesis of Source Material

DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

CCSS.ELA-Literacy.RI.11-12.7 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.

CCSS.ELA-Literacy.RI.11-12.8 Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning and the premises, purposes, and arguments in works of public advocacy.

CCSS.ELA-Literacy.RI.11-12.9 Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.

Learning Goal

Students will be able to critically evaluate multiple sources of information, including seminal U.S. texts from the 17th century to the present day.

Proficiency Scales

- 4: Student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.
- 3: Student demonstrates mastery of the learning goal by
 - analyzing the thesis, central arguments, purpose, organizational style, formal and informal logic, and theme in a variety of texts.
 - analyzing the effect of rhetorical strategies of both diction and syntax in a variety of texts.