



Park Hill School District

Building Successful Futures • Each Student • Every Day

High School News Media Curriculum

Course Description: Students who enroll in *News Media* apply the skills they learned in *Mass Media*, *21st Century Journalism*, *Photojournalism*, or *Graphic Design* in a setting where staff and editors make the decisions regarding the day-to-day operation of news media publications. These may include, but are not limited to: news magazine, social media, web publishing, photojournalism, and video production. This course may be repeated for additional credit. This course counts as 1 practical art credit.

Scope and Sequence:

Timeframe	Unit	Instructional Topics
ongoing	News Gathering	Topic 1: Research and Interviews Topic 2: Journalistic Writing Topic 3: Photojournalism
ongoing	Editing and Revising	Topic 1: Editorial Decision Making Topic 2: Style and Tone Topic 3: Revision and Critiques
ongoing	Publication Production	Topic 1: Using Technology Topic 2: Distribution and Feedback Topic 3: Professionalism

Curriculum Revisions

Fall 2024:

- Course title changed from “Newspaper” to “News Media” to more accurately reflect the diverse nature of news distribution and consumption in today’s society.
- Course description was revised to reflect changes associated with the shift in the course’s focus to News Media
- Topic of “Photojournalism” added to Unit 1 to emphasize the fundamentals of photography as a key element of journalistic writing.
- Topic of “Professionalism” added to Unit 3 to emphasize the importance of maintaining a reputable standing in journalism by adhering to professional expectations (ethics, law, deadlines, etc).
- Added Engaging Experiences to Units 1 and 3 to address new topics.
- Priority standards broken down into student-centric learning targets to provide more clarity in learning for both teachers and students.
- Removed ISTE and TT standards so that all standards of the course come from DESE priority standards

Unit 1: News Gathering

Subject: News Media

Grade: 10-12

Name of Unit: News Gathering

Length of Unit: Ongoing

Overview of Unit: Students will continually gather information from a variety of primary and secondary sources through interviewing, research, and photography. Students will translate their interview notes, photographs, and research into multimedia storytelling following journalistic writing and publishing conventions.

Priority Standards for unit:

- 11-12.SL.1.A Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
- 9-10.W.1.A.b Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
- 9-10.W.2.A: Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.
- 9-10.W.3.A: Review, revise, and edit writing with consideration for the task, purpose, and audience.
 - Organization and content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Achieve the writer's purpose and demonstrate an awareness of audience by making choices regarding organization and content.
 - Word Choice, syntax, and style: Choose precise language and make syntactical choices to reflect an understanding of how language contributes to meaning.
 - Conventions of Standard English and usage: Demonstrate a command of the conventions of Standard English grammar and usage, including spelling and punctuation.
 - Use a variety of appropriate transitions to clarify relationships and connect ideas, claims, and signal time shifts.
 - Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

Essential Questions:

1. How do journalists gather necessary and credible information for their writing pieces?
2. Why is it important for journalists to conduct thorough research before engaging in the writing process?
3. How do journalists translate information from research and interviews into coherent writing pieces?

Enduring Understanding/Big Ideas:

1. Journalists use a variety of primary sources (people) and secondary sources (research) in order to secure balanced, credible information for their pieces.
2. Journalists must conduct thorough research to verify their source material, and in order to establish rapport with interview subjects based on credibility as an interviewer.
3. Journalists translate information from research and interviews by choosing the most important information, ordering it based on journalistic structure/standards of the genre and looking for quotes that convey the subject's personality and thoughts.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
Interview Writing Process Research News Sports Opinion Sources	Primary Source Secondary Source Open-Ended Question Closed-Ended Question Lead Nut Graf Kicker Direct Quote Indirect Quote Partial Quote Pull Quote Feature Profile Pitch Story Idea Angle Caption Style Guide Coverage

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Interviewing & Research	Interview & Research	Students will conduct research using databases, websites and other credible sources; write open-ended questions; conduct interviews with primary and secondary sources; and write and organize notes based on those interviews and research. They were trained in this in the prerequisite course, Journalism/Mass Media.	3-5 days
Writing	Pitch/Plan Day	Students brainstorm ideas for stories individually and in groups and use technology site (i.e. Trello or Google Drive) to organize ideas into sections/topics. As a class/editorial board, students discuss which stories are best fit for publication at this time and brainstorm sources, angles and research opportunities.	1 day
Photojournalism	Telling Stories Through Photos and Captions	Students plan coverage, take photos, and organize and edit pictures to tell engaging stories about school life. Students learn to write captions that contextualize photographs following a consistent style.	3-5 days

Topic 1: Interviewing & Research

Engaging Experience 1

Title: Interviewing & Research

Suggested Length of Time: 3-5 days

Standards Addressed

Priority:

- 11-12.SL.1.A: Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
- 9-10.W.1.A.b: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

Detailed Description/Instructions: Students will conduct research using databases, websites and other credible sources; write open-ended questions; conduct interviews with primary and secondary sources; and write and organize notes based on those interviews and research. They were trained in this in the prerequisite course.

Bloom's Levels: Apply

Webb's DOK: 2

Topic 2: Writing

Engaging Experience 1

Title: Pitch/Planning Process

Suggested Length of Time: 1 day

Standards Addressed

Priority:

- 9-10.W.2.A: Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.
- 9-10.W.3.A: Review, revise, and edit writing with consideration for the task, purpose, and audience.
 - Organization and content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Achieve the writer's purpose and demonstrate an awareness of audience by making choices regarding organization and content.
 - Word Choice, syntax, and style: Choose precise language and make syntactical choices to reflect an understanding of how language contributes to meaning.
 - Conventions of Standard English and usage: Demonstrate a command of the conventions of Standard English grammar and usage, including spelling and punctuation.
 - Use a variety of appropriate transitions to clarify relationships and connect ideas, claims, and signal time shifts.
 - Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

Detailed Description/Instructions: Students brainstorm ideas for stories individually and in groups and use technology (i.e. Trello or Google Drive) to organize ideas into sections/topics. As a class/editorial board, students discuss which stories are best fit for publication at this time and brainstorm sources, angles and research opportunities.

Bloom's Levels: Apply, Evaluate

Webb's DOK: 2, 3

Topic 3: Photojournalism

Engaging Experience 1

Title: Telling Stories Through Photos and Captions

Suggested Length of Time: 3-5 days (Ongoing)

Standards Addressed

Priority:

- 11-12.SL.1.A: Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
- 9-10.W.1.A.b: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
- 9-10.W.3.A: Review, revise, and edit writing with consideration for the task, purpose, and audience.
 - Organization and content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Achieve the writer's purpose and demonstrate an awareness of audience by making choices regarding organization and content.
 - Word Choice, syntax, and style: Choose precise language and make syntactical choices to reflect an understanding of how language contributes to meaning.
 - Conventions of Standard English and usage: Demonstrate a command of the conventions of Standard English grammar and usage, including spelling and punctuation.
 - Use a variety of appropriate transitions to clarify relationships and connect ideas, claims, and signal time shifts.
 - Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

Detailed Description/Instructions: Students plan coverage, take photos, and organize and edit pictures to tell engaging stories about school life. Students learn to write captions that contextualize photographs following a consistent style.

Bloom's Levels: Apply

Webb's DOK: 2

Engaging Scenario

Engaging Scenario (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

Students translate information from interviews and research to write an article that fits the angle and story idea assigned to them in the pitch process, and also follows journalistic structure, style and tone according to the journalistic genre their piece fits into. Students support their written coverage with photography (and possibly video) that contributes to storytelling.

This begins the writing and photography process that continues in the next unit.

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Interviewing & Research	Interview & Research	Students will conduct research using databases, websites and other credible sources; write open-ended questions; conduct interviews with primary and secondary sources; and write and organize notes based on those interviews and research. They were trained in this in the prerequisite course, Journalism/Mass Media.	3-5 days
Writing	Pitch/Plan Day	Students brainstorm ideas for stories individually and in groups and use technology site (i.e. Trello or Google Drive) to organize ideas into sections/topics. As a class/editorial board, students discuss which stories are best fit for publication at this time and brainstorm sources, angles and research opportunities.	1 day
Photojournalism	Telling Stories Through Photos and Captions	Students plan coverage, take photos, and organize and edit pictures to tell engaging stories about school life. Students learn to write captions that contextualize photographs following a consistent style.	3-5 days

Unwrapped Priority Standards for Unit 1:

11-12.SL.1.A Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.	
Learning Targets	Webb's DOK Level
	Bloom's Level
The student will work with peers to promote civil, democratic discussions and decision making.	3
	Evaluate
The student will work with peers to set clear goals and deadlines.	3
	Evaluate
The student will work with peers to establish individual roles as needed.	3
	Evaluate

9-10.W.1.A.b Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.	
Learning Targets	Webb's DOK Level
	Bloom's Level
The student will gather relevant information from multiple authoritative print and digital sources.	2
	Apply
The student will use advanced searches effectively.	2
	Understand

The students will assess the usefulness of each source in answering the research question.	3
	Evaluate
The student will integrate information into a selection to maintain the flow of ideas.	3
	Analyze
The student will avoid plagiarism.	2
	Apply
The student will follow a standard format for citation.	2
	Apply

9-10.W.2.A Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.

Learning Targets	Webb's DOK Level
	Bloom's Level
The student will follow a writing process focusing on development, organization, style, and voice to produce clear and coherent writing.	4
	Create
The student will follow a writing process appropriate to the task, purpose, and audience to produce clear and coherent writing.	4
	Create
The student will self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.	3
	Evaluate

9-10.W.3.A.a Review, revise, and edit writing with consideration for the task, purpose, and audience. a Organization and content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Achieve the writer's purpose and demonstrate an awareness of audience by making choices regarding organization and content.

Learning Targets	Webb's DOK Level
	Bloom's Level
The student will review, revise, and edit writing with consideration for the task, purpose, and audience.	2
	Apply
The student will organize the content of the writing by introducing the topic, maintaining a clear focus throughout the text, and providing a conclusion that follows from the text.	3
	Analyze
The student will achieve a purpose and demonstrate an awareness of audience by making choices regarding organization.	3
	Analyze
The student will achieve a purpose and demonstrate an awareness of audience by making choices regarding content.	3
	Analyze

9-10.W.3.A.b Review, revise, and edit writing with consideration for the task, purpose, and audience. b) Word Choice, syntax, and style: Choose precise language and make syntactical choices to reflect an understanding of how language contributes to meaning.

Learning Targets	Webb's DOK Level
	Bloom's Level
The student will review, revise, and edit writing with consideration for the task, purpose, and audience.	2
	Apply

The student will choose precise language to reflect an understanding of how language contributes to meaning in a piece of writing.	3
	Analyze
The student will make syntactical choices to reflect an understanding of how language contributes to meaning in a piece of writing.	2
	Apply

9-10.W.3.A.c Review, revise, and edit writing with consideration for the task, purpose, and audience. c) Conventions of Standard English and usage: Demonstrate a command of the conventions of Standard English grammar and usage, including spelling and punctuation.

Learning Targets	Webb's DOK Level
	Bloom's Level
The student will review, revise, and edit writing with consideration for the task, purpose, and audience.	2
	Apply
The student will demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation within a piece of writing.	2
	Apply

9-10.W.3.A.d Review, revise, and edit writing with consideration for the task, purpose, and audience. d) Use a variety of appropriate transitions to clarify relationships and connect ideas, claims, and signal time shifts.

Learning Targets	Webb's DOK Level
	Bloom's Level
The student will review, revise, and edit writing with consideration for the task, purpose, and audience.	2
	Apply

The student will use a variety of appropriate transitions to clarify relationships within a piece of writing.	2
	Apply
The student will use a variety of appropriate transitions to connect ideas and claims within a piece of writing.	2
	Apply
The student will use a variety of appropriate transitions to signal time shifts within a piece of writing.	2
	Apply

9-10.W.3.A.e Review, revise, and edit writing with consideration for the task, purpose, and audience. e) Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.	
Learning Targets	Webb’s DOK Level
	Bloom’s Level
The student will review, revise, and edit writing with consideration for the task, purpose, and audience.	2
	Apply
The student will use technology, including the Internet, to produce, publish, and update individual or shared writing products.	2
	Apply
The student will use technology, including the Internet, to take advantage of technology’s capacity to link to other information.	2
	Apply
The student will use technology, including the Internet, to display information flexibly and dynamically	2
	Apply

Unit 2: Editing & Revising

Subject: News Media

Grade: 10-12

Name of Unit: Editing & Revising

Length of Unit: Ongoing

Overview of Unit: Following completion of rough drafts, students will proceed through the writing process as a writer/creator and/or editor. They will make ethical and legal decisions about what content will eventually be published, edit for style and tone and critique/revise based on feedback from editors and/or adviser. Student editors will revise photos, graphics and layout to visually communicate and convey messages and share information.

Priority Standards for unit:

- 11-12.SL.1.A Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
- 9-10.W.2.A: Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.
- 9-10.W.3.A: Review, revise, and edit writing with consideration for the task, purpose, and audience.
 - Organization and content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Achieve the writer's purpose and demonstrate an awareness of audience by making choices regarding organization and content.
 - Word Choice, syntax, and style: Choose precise language and make syntactical choices to reflect an understanding of how language contributes to meaning.
 - Conventions of Standard English and usage: Demonstrate a command of the conventions of Standard English grammar and usage, including spelling and punctuation.
 - Use a variety of appropriate transitions to clarify relationships and connect ideas, claims, and signal time shifts.
 - Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

Essential Questions:

1. How do student journalists apply legal and ethical standards to their decision making?
2. Why is it important for student journalists to adhere to a consistent style and tone?
3. How does critiquing and commenting improve student journalism?

Enduring Understanding/Big Ideas:

1. Student journalists apply legal and ethical standards learned in previous courses to choosing which stories can and should be published.
2. Student journalists must adhere to consistent style and tone to present the publication in a professional manner.
3. Student journalists use critiquing and commenting to garner feedback, compare work to others and get specific ways in which to continually improve their production of content.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
Style Tone Critique Comment Feedback Edit Law Ethics First Amendment Audience	AP Style Publication-specific Style Editorial Board Hazelwood Standard Tinker Standard Newsworthiness

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Editorial Decision Making	Story Verification	Editors/editorial board analyze story ideas and/or drafts for appropriateness in terms of adherence to ethics and law. They additionally focus on the interest of the audience and the purpose of journalistic writing.	1 day
Style and Tone	Draft Editing	Writing pieces are edited through peer review, editor review and adviser review. Editors/peers/adviser look specifically at structure, AP style and tone, which were all learned in the prerequisite course. They provide specific feedback for revision.	2-3 days
Critique and Revision	Critique Day	Students will load drafts of stories, mods/infographics, pages and/or photos onto Team Drive. Editors/adviser will choose (randomly or strategically) several examples of each to discuss as a class. Students will look for both what the writer/photographer/designer has done well, and what specifically they can improve and discuss in large group format. Students then take all feedback and translate to final revisions.	1 day

Topic 1: Editorial Decision Making

Engaging Experience 1

Title: Story Verification

Suggested Length of Time: 1 day

Standards Addressed

Priority:

- 11-12.SL.1.A: Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

Detailed Description/Instructions: Editors/editorial board analyze story ideas and/or drafts for appropriateness in terms of adherence to ethics and law. They additionally focus on the interest of the audience and purpose of journalistic writing.

Bloom's Levels: Apply, Analyze, Evaluate

Webb's DOK: 3, 4

Topic 2: Style & Tone

Engaging Experience 1

Title: Draft Editing

Suggested Length of Time: 2-3 days

Standards Addressed

Priority:

- 11-12.SL.1.A: Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
- 9-10.W.2.A: Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.
- 9-10.W.3.A: Review, revise, and edit writing with consideration for the task, purpose, and audience.
 - Organization and content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Achieve the writer's purpose and demonstrate an awareness of audience by making choices regarding organization and content.
 - Word Choice, syntax, and style: Choose precise language and make syntactical choices to reflect an understanding of how language contributes to meaning.
 - Conventions of Standard English and usage: Demonstrate a command of the conventions of Standard English grammar and usage, including spelling and punctuation.
 - Use a variety of appropriate transitions to clarify relationships and connect ideas, claims, and signal time shifts.
 - Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

Detailed Description/Instructions: Writing pieces are edited through peer review, editor review and adviser review. Editors/peers/adviser look specifically at structure, AP style and tone, which were all learned in the prerequisite course. They provide specific feedback for revision.

Bloom's Levels: Analyze, Evaluate

Webb's DOK: 3, 4

Topic 3: Critique & Revision

Engaging Experience 1

Title: Critique Day

Suggested Length of Time: 1 day

Standards Addressed

Priority:

- 11-12.SL.1.A: Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
- 9-10.W.3.A.a: Approaching Tasks as a Reader: Review, revise, and edit writing with consideration for the task, purpose, and audience. Organization and content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Achieve the writer's purpose and demonstrate an awareness of audience by making choices regarding organization and content.

Detailed Description/Instructions: Students will load drafts of stories, mods/infographics, pages and/or photos onto Team Drive. Editors/adviser will choose (randomly or strategically) several examples of each to discuss as a class. Students will look for both what the writer/photographer/designer has done well, and what specifically they can improve and discuss in large group format. Students then take all feedback and translate to final revisions.

Bloom's Levels: Understand, Apply, Evaluate

Webb's DOK: 2, 3

Engaging Scenario

Engaging Scenario (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

Continuing the writing process from Unit 1, students will take all feedback from peers, student editors and adviser and revise their writing pieces to adhere to style, tone and legal/ethical guidelines. They will use critique feedback to make final improvements and ready their pieces for production/publication.

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Editorial Decision Making	Story Verification	Editors/editorial board analyze story ideas and/or drafts for appropriateness in terms of adherence to ethics and law. They additionally focus on the interest of the audience and the purpose of journalistic writing.	1 day
Style and Tone	Draft Editing	Writing pieces are edited through peer review, editor review and adviser review. Editors/peers/adviser look specifically at structure, AP style and tone, which were all learned in the prerequisite course. They provide specific feedback for revision.	2-3 days
Critique and Revision	Critique Day	Students will load drafts of stories, mods/infographics, pages and/or photos onto Team Drive. Editors/adviser will choose (randomly or strategically) several examples of each to discuss as a class. Students will look for both what the writer/photographer/designer has done well, and what specifically they can improve and discuss in large group format. Students then take all feedback and translate to final revisions.	1 day

Unwrapped Priority Standards for Unit 2:

11-12.SL.1.A Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.	
Learning Targets	Webb's DOK Level
	Bloom's Level
The student will work with peers to promote civil, democratic discussions and decision making.	3
	Evaluate
The student will work with peers to set clear goals and deadlines.	3
	Evaluate
The student will work with peers to establish individual roles as needed.	3
	Evaluate

9-10.W.2.A Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.	
Learning Targets	Webb's DOK Level
	Bloom's Level
The student will follow a writing process focusing on development, organization, style, and voice to produce clear and coherent writing.	4
	Create
The student will follow a writing process appropriate to the task, purpose, and audience to produce clear and coherent writing.	4
	Create

The student will self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.	3
	Evaluate

9-10.W.3.A.a Review, revise, and edit writing with consideration for the task, purpose, and audience. a Organization and content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Achieve the writer's purpose and demonstrate an awareness of audience by making choices regarding organization and content.

Learning Targets	Webb's DOK Level
	Bloom's Level
The student will review, revise, and edit writing with consideration for the task, purpose, and audience.	2
	Apply
The student will organize the content of the writing by introducing the topic, maintaining a clear focus throughout the text, and providing a conclusion that follows from the text.	3
	Analyze
The student will achieve a purpose and demonstrate an awareness of audience by making choices regarding organization.	3
	Analyze
The student will achieve a purpose and demonstrate an awareness of audience by making choices regarding content.	3
	Analyze

9-10.W.3.A.b Review, revise, and edit writing with consideration for the task, purpose, and audience. b) Word Choice, syntax, and style: Choose precise language and make syntactical choices to reflect an understanding of how language contributes to meaning.

Learning Targets	Webb's DOK Level
	Bloom's Level
The student will review, revise, and edit writing with consideration for the task, purpose, and audience.	2
	Apply
The student will choose precise language to reflect an understanding of how language contributes to meaning in a piece of writing.	3
	Analyze
The student will make syntactical choices to reflect an understanding of how language contributes to meaning in a piece of writing.	2
	Apply

9-10.W.3.A.c Review, revise, and edit writing with consideration for the task, purpose, and audience. c) Conventions of Standard English and usage: Demonstrate a command of the conventions of Standard English grammar and usage, including spelling and punctuation.

Learning Targets	Webb's DOK Level
	Bloom's Level
The student will review, revise, and edit writing with consideration for the task, purpose, and audience.	2
	Apply
The student will demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation within a piece of writing.	2
	Apply

9-10.W.3.A.d Review, revise, and edit writing with consideration for the task, purpose, and audience. d) Use a variety of appropriate transitions to clarify relationships and connect ideas, claims, and signal time shifts.

Learning Targets	Webb's DOK Level
	Bloom's Level
The student will review, revise, and edit writing with consideration for the task, purpose, and audience.	2
	Apply
The student will use a variety of appropriate transitions to clarify relationships within a piece of writing.	2
	Apply
The student will use a variety of appropriate transitions to connect ideas and claims within a piece of writing.	2
	Apply
The student will use a variety of appropriate transitions to signal time shifts within a piece of writing.	2
	Apply

9-10.W.3.A.e Review, revise, and edit writing with consideration for the task, purpose, and audience. e) Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

Learning Targets	Webb's DOK Level
	Bloom's Level
The student will review, revise, and edit writing with consideration for the task, purpose, and audience.	2
	Apply

The student will use technology, including the Internet, to produce, publish, and update individual or shared writing products.	2
	Apply
The student will use technology, including the Internet, to take advantage of technology's capacity to link to other information.	2
	Apply
The student will use technology, including the Internet, to display information flexibly and dynamically	2
	Apply

Unit 3: Publication Production

Subject: News Media

Grade: 10-12

Name of Unit: Publication Production

Length of Unit: Ongoing

Overview of Unit: Students learn how to use design and photo software and hardware. They apply those learned skills to production of content and publications. Following completion of production, students distribute and seek feedback on their publication.

Priority Standards for unit:

- 11-12.SL.1.A: Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
- 9-10.SL.2.C: Plan and deliver appropriate presentations concisely and logically based on the task, audience, and purpose making strategic use of multimedia in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
- 9-10.W.3.A.e: Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

Essential Questions:

1. How do student journalists use technology (software and hardware) to assist in the production of their publication?
2. Why is it important for student journalists to make deadlines for production?
3. How can student journalists ensure production before deadline?
4. Why is it important to seek feedback from the audience following publication?
5. What does professionalism look like when it comes to student journalists?

Enduring Understanding/Big Ideas:

1. Learning technology software and hardware are key for publication production as most design and photo editing is done this way. 21st Century journalists are required for college and career to have skills in technology production.
2. It is essential for student journalists to make deadlines for production in order to get their publication delivered on time and not incur additional printing costs. Making deadlines is also a key job skill necessary for success beyond high school.
3. Student journalists should always have a Plan A, B, and C in case a story idea falls through or production gets delayed. Issue must be completed by printer deadline.
4. Soliciting feedback from the audience shows readers that student journalists are interested in their opinions and suggestions and provides invaluable opportunity for improvement.

5. Student journalists exhibit professionalism by meeting deadlines, communicating effectively, collaborating with team members, following legal/ethical guidelines and fulfilling their roles as editors/leaders as designated.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
Deadline Design Principles Photography Composition File Organization File Storage Distribution Feedback Leadership Professionalism Collaboration Communication	Indesign Photoshop DSLR Lens Rule of Thirds Leading Lines Shared Drives Dominant Photo Double-page Spread MOD/Infographic Gutter Internal Margins External Margins Columns Folio Reader Survey Stroke Swatches Fonts Style Guide Byline Caption/Cutline Headline Ladder Single Page Design Interactive Graphic Pagination

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Using Technology	Applying Technology Skills to Production	Students will work in their production teams to come up with design concepts and placement of elements on the spread/page. They will use technology skills (software and hardware) learned in the prerequisite class to create those elements, completing the final step in the production process as they focus on visual components (design, photo, graphics) to accompany writing content.	2-3 weeks
Distribution and Feedback	Distribution Planning	Students come up with a distribution and feedback plan for their publication. They adhere to their editorial/staff roles and all contribute ideas to promotion, sales, distribution, evaluation and reader feedback.	1 week
Professionalism	Issue Analysis and Brainstorm	Students engage in collaborative brainstorming and deadline setting led by student editors, including analysis of audience needs and creation of ladder organization.	1-2 class periods

Topic 1: Using Technology

Engaging Experience 1

Title: Applying Technology Skills to Production

Suggested Length of Time: 2-3 weeks

Standards Addressed

Priority:

- 9-10.SL.2.C: Plan and deliver appropriate presentations concisely and logically based on the task, audience, and purpose making strategic use of multimedia in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
- 9-10.W.3.A.e: Review, revise, and edit writing with consideration for the task, purpose, and audience. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

Detailed Description/Instructions: Students will work in their production teams to come up with design concepts and placement of elements on the spread/page. They will use technology skills (software and hardware) learned in the prerequisite class to create those elements, completing the final step in the production process as they focus on visual components (design, photo, graphics) to accompany writing content.

Bloom's Levels: Apply, Analyze, Create

Webb's DOK: 3, 4

Topic 2: Distribution and Feedback

Engaging Experience 1

Title: Distribution Planning

Suggested Length of Time: 1 week

Standards Addressed

Priority:

- 11-12.SL.1.A: Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
- 9-10.W.3.A.e: Review, revise, and edit writing with consideration for the task, purpose, and audience. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

Detailed Description/Instructions: Students come up with a distribution and feedback plan for their publication. They adhere to their editorial/staff roles and all contribute ideas to promotion, sales, distribution, evaluation and reader feedback.

Bloom's Levels: Apply, Create

Webb's DOK: 3

Topic 3: Professionalism

Engaging Experience 1

Title: Issue Analysis and Brainstorm

Suggested Length of Time: 1-2 class periods

Standards Addressed

Priority:

- 11-12.SL.1.A: Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
- 9-10.W.3.A.e: Review, revise, and edit writing with consideration for the task, purpose, and audience. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

Detailed Description/Instructions: Students engage in collaborative brainstorming and deadline setting led by student editors, including analysis of audience needs and creation of ladder organization.

Bloom's Levels: Apply, Create

Webb's DOK: 3

Engaging Scenario

Engaging Scenario (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

Students execute their plans for promotion and distribution. They solicit and then evaluate feedback from readers, teachers and staff members, and use that feedback to make recommendations for improvements and/or changes to future issues and processes. Students should report feedback using technology and exhibit professionalism in their presentation.

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Using Technology	Applying Technology Skills to Production	Students will work in their production teams to come up with design concepts and placement of elements on the spread/page. They will use technology skills (software and hardware) learned in the prerequisite class to create those elements, completing the final step in the production process as they focus on visual components (design, photo, graphics) to accompany writing content.	2-3 weeks
Distribution and Feedback	Distribution Planning	Students come up with a distribution and feedback plan for their publication. They adhere to their editorial/staff roles and all contribute ideas to promotion, sales, distribution, evaluation and reader feedback.	1 week
Professionalism	Issue Analysis and Brainstorm	Students engage in collaborative brainstorming and deadline setting led by student editors, including analysis of audience needs and creation of ladder organization.	1-2 class periods

Unwrapped Priority Standards for Unit 3:

9-10.W.3.A.e Review, revise, and edit writing with consideration for the task, purpose, and audience. e) Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

Learning Targets	Webb's DOK Level
	Bloom's Level
The student will review, revise, and edit writing with consideration for the task, purpose, and audience.	2
	Apply
The student will use technology, including the Internet, to produce, publish, and update individual or shared writing products.	2
	Apply
The student will use technology, including the Internet, to take advantage of technology's capacity to link to other information.	2
	Apply
The student will use technology, including the Internet, to display information flexibly and dynamically	2
	Apply

11-12.SL.1.A Collaborating Conversations: Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

Learning Targets	Webb's DOK Level
	Bloom's Level
The student will work with peers to promote civil, democratic discussions and decision making.	3
	Evaluate

The student will work with peers to set clear goals and deadlines.	3
	Evaluate
The student will work with peers to establish individual roles as needed.	3
	Evaluate

11-12.SL.2.C Plan and deliver appropriate presentations concisely and logically based on the task, audience, and purpose making strategic use of multimedia in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	
Learning Targets	Webb's DOK Level
	Bloom's Level
The student will plan and deliver appropriate presentations concisely and logically based on the task, audience, and purpose.	4
	Create
The student will make strategic use of multimedia in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	3
	Evaluate

Unit of Study Terminology

Appendices: All Appendices and supporting material can be found in this course's shell course in the District's Learning Management System.

Assessment Leveling Guide: A tool to use when writing assessments in order to maintain the appropriate level of rigor that matches the standard.

Big Ideas/Enduring Understandings: Foundational understandings teachers want students to be able to discover and state in their own words by the end of the unit of study. These are answers to the essential questions.

Engaging Experience: Each topic is broken into a list of engaging experiences for students. These experiences are aligned to priority and supporting standards, thus stating what students should be able to do. An example of an engaging experience is provided in the description, but a teacher has the autonomy to substitute one of their own that aligns to the level of rigor stated in the standards.

Engaging Scenario: This is a culminating activity in which students are given a role, situation, challenge, audience, and a product or performance is specified. Each unit contains an example of an engaging scenario, but a teacher has the ability to substitute with the same intent in mind.

Essential Questions: Engaging, open-ended questions that teachers can use to engage students in the learning.

Priority Standards: What every student should know and be able to do. These were chosen because of their necessity for success in the next course, the state assessment, and life.

Supporting Standards: Additional standards that support the learning within the unit.

Topic: These are the main teaching points for the unit. Units can have anywhere from one topic to many, depending on the depth of the unit.

Unit of Study: Series of learning experiences/related assessments based on designated priority standards and related supporting standards.

Unit Vocabulary: Words students will encounter within the unit that are essential to understanding. Academic Cross-Curricular words (also called Tier 2 words) are those that can be found in multiple content areas, not just this one. Content/Domain Specific vocabulary words are those found specifically within the content.