Kirkwood School District
Ninth - Twelfth Grade Journalism Curriculum

Course Sequence

9th - 12th	**Broadcast Journalism -** KHTV, TheKirkwoodCall.com staff, daily announcements	
	Journalism I (Semester)	**Photojournalism** (Semester)
10th - 12th	**Magazine Journalistic Writing II -** Kirkwood Pioneer Staff	
	Newspaper Journalistic Writing II - The Kirkwood Call staff	
11th - 12th	**Magazine Journalistic Writing II Honors -** Kirkwood Pioneer Editors	
	Newspaper Journalistic Writing II Honors - The Kirkwood Call Editors	

Overview:
9th-12th grade Journalism courses offer semester long introductory courses and advanced course work without prerequisites. Journalism I and Photojournalism semester courses provide students with an introduction to the work and ethics of journalism. Broadcast journalism teaches the basics of video production while producing daily announcements, creating segments for KHTV, and producing video content for TheKirkwoodCall.com. Magazine Journalistic Writing II and Newspaper Journalistic Writing II are year-long courses that teach students journalism skills while producing the Kirkwood Call newspaper and the Kirkwood Pioneer yearbook. The courses have no prerequisites but do require application and selection. Magazine Journalistic Writing II and Newspaper Journalistic Writing II may be repeated for additional elective credit. Magazine Journalistic Writing II Honors and Newspaper Journalistic Writing II Honors are course designations for the editorial staff of each publication.

Unit Scope and Sequence

Newspaper Journalistic Writing II (The Call)	Q1	Journalism Ethics	Parts of an Article	Interviewing	Spot News Article - Sports
	Q2	Feature Profile	Editorial	Movie / Music / Arts Review	Design
	S2	Article Writing, Design, Layout, and Publication			
Magazine Journalistic Writing II (Pioneer)	Q1	Journalism Ethics	Parts of an Article	Interviewing	Spot News Article - Sports
	Q2	Feature Profile	Editorial	Movie / Music / Arts Review	Design
	S2	Article Writing, Design, Layout, and Publication			
Multimedia Broadcast Journalism	Q1	Journalism Ethics	What goes in a video	Interviewing	B-roll
	Q2	Sequencing	Editing	Production / Presentation	
	S2	Content Production			
Photojournalism (Semester Course)	Q1	Journalism Ethics	Composition	Elements of Exposure	Editing
	Q2	Interviewing	Caption Writing	Visual Storytelling	
Journalism I (Semester Course)	Q1	Journalism Ethics	Parts of an Article	Interviewing	Spot News Article - Sports
	Q2	Feature Profile	Editorial	Movie / Music / Arts Review	Design

Priority Standards

Missouri Learning Standards for English Language Arts 9-10
9-10.RI.2.D: Reading Informational Text: 2 Analyze Craft and Structure (Approaching Texts as a Writer): Argument/Evidence: Evaluate an author's argument, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.
9-10.RI.3.C: Reading Informational Text: 3 Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher): Historical Context: Analyze how multiple texts reflect the historical and/or cultural contexts.
9-10.SL.1.B: Speaking and Listening: 1 Collaborating: Questioning : Delineate a speaker's argument and claims, evaluating the speaker's point of view, reasoning, and evidence in order to propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
9-10.SL.1.C: Speaking and Listening: 1 Collaborating: Viewpoints of others: Respond thoughtfully to diverse perspectives including those presented in diverse media; summarize points of agreement and disagreement; resolve contradictions when possible; and determine what additional information or research is needed.
9-10.SL.2.C: Speaking and Listening: 2 Presenting: Multimedia : 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.1.A: Writing: 1 Approaching the Task as a Researcher: Research: Conduct research to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; gather multiple relevant, credible sources, print and digital; integrate information using a standard citation system.
9-10.W.2.A: Writing: 2 Approaching the Task as a Writer: Development: 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.a: Writing: 3 Approaching the Task as a Reader: Revise and Edit: 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.
9-10.W.3.A.b: Writing: 3 Approaching the Task as a Reader: Revise and Edit: 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
9-10.W.3.A.d: Writing: 3 Approaching the Task as a Reader: Revise and Edit: 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
9-10.W.3.A.e: Writing: 3 Approaching the Task as a Reader: Revise and Edit: 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

Missouri Learning Standards for English Language Arts 11-12
11-12.RI.2.D: Reading Informational Text: 2 Analyze Craft and Structure (Approaching Texts as a Writer): Argument/Evidence: Evaluate an author's argument and reasoning for effectiveness, validity, logic, credibility and relevance of the evidence.
11-12.RI.3.C: Reading Informational Text: 3 Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher): Historical Context: Evaluate how an author's work reflects his or her historical/cultural perspective.
11-12.SL.1.B: Speaking and Listening: 1 Collaborating: Questioning : Delineate a speaker's argument and claims evaluating the speaker's point of view, reasoning, stance, and evidence in order to propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
11-12.SL.1.C: Speaking and Listening: 1 Collaborating: Viewpoints of others: Respond thoughtfully to diverse perspectives including those presented in diverse media: synthesize claims made on all sides of an issue, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
11-12.SL.2.C: Speaking and Listening: 2 Presenting: Multimedia : Plan and deliver appropriate presentations 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 conveying a clear and distinct perspective.
11-12.W.1.A: Writing: 1 Approaching the Task as a Researcher: Research: Conduct research to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; gather multiple relevant, credible sources, print

and digital; integrate information using a standard citation system.
11-12.W.2.A: Writing: 2 Approaching the Task as a Writer: Development: 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.
11-12.W.3.A.a: Writing: 3 Approaching the Task as a Reader: Revise and Edit: 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 enhance the reader's understanding of and experience with the text by making choices regarding organization and content.
11-12.W.3.A.b: Writing: 3 Approaching the Task as a Reader: Revise and Edit: 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 functions in different contexts and enhance the reader's understanding of the text
11-12.W.3.A.d: Writing: 3 Approaching the Task as a Reader: Revise and Edit: 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
11-12.W.3.A.e: Writing: 3 Approaching the Task as a Reader: Revise and Edit: 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 in response to ongoing feedback, including new arguments or information

Missouri Learning Standards for Fine Arts: Media
Cr.1.A.a.I Use identified generative methods to formulate multiple ideas, develop artistic goals, and problem solve in media arts creation processes.
Cr.3.A. a. Consolidate production processes to demonstrate deliberate choices in organizing and integrating content and stylistic conventions in media arts productions, demonstrating understanding of associated principles, such as emphasis and tone.
Cr.3.A.b.I Refine and modify media artworks, honing aesthetic quality and intentionally accentuating stylistic elements, to reflect an understanding of personal goals and preferences
Pr.5.A.c.I Demonstrate adaptation and innovation through the combination of tools, techniques and content, in standard and innovative ways, to communicate intent in the production of media artworks
R.9.A.d.I: Evaluate media art works and production processes at decisive stages, using identified criteria, and considering context and artistic goals.

Essential Questions and Enduring Understanding

Enduring Understandings:	Essential Questions:
The basics of storytelling remain the same across time and platform. Stories can be told on multiple platforms, each of which provides a specific tone and effect. Working responsibly and collaboratively within both organizations and communities produces both positive and lasting results. As technology and media consumption habits change, methods of production and distribution must change to meet demand. Media organizations do not operate in a vacuum; rather they develop a symbiotic relationship with their audiences, evolving as necessary to support democracy and build civic engagement.	What is the news? What is the journalistic and educational value in publishing it? To the best of my knowledge, is it complete and accurate? Am I missing an important point of view? How would I feel if the story or photo were about me or my family? What are the likely consequences of publication? What are the alternatives? What is the best medium to tell this story? What is the bigger picture? Are you part of the story? What will be the impact of this story? What do we expect to see changed because of it?

Course: Journalism I

Course Description:
Journalism I (EL102C)
.5 Elective Credit
Grade: 9, 10, 11, 12
NCAA Approved Course
Semester Course
Prerequisite: None
This one-semester writing-intensive course is a survey of the history, ethics, practices, and methods of newspaper and magazine journalism. Using professional style rules, students learn how to write articles in the areas of news, features, editorials and sports. Additionally, they write leads, headlines and captions. They also learn key elements in graphic design, photojournalism, multimedia, social media, and advertising. Furthermore, there is a heavy emphasis on the rights and responsibilities of student journalists. This course is highly recommended for students interested in applying for a position on the staff of The Kirkwood Call, the school newspaper, or The Kirkwood Pioneer, the school yearbook.

Scope and Sequence:

Journalism I (Semester Course)	Q1	Journalism Ethics	Parts of an Article	Interviewing	Spot News Article - Sports
	Q2	Feature Profile	Editorial	Movie / Music / Arts Review	Design

Unit 1 Journalism I	**Journalistic Ethics and News Value** Because ethics is fundamental to everything journalists do, students will examine various ethical scenarios and learn to apply the Society of Professional Journalists' Code of Ethics.
Big Ideas	● Public enlightenment is the forerunner of justice and the foundation of democracy. ● Ethical journalism strives to ensure the free exchange of information that is accurate, fair and thorough. ● An ethical journalist acts with integrity. *(Society of Professional Journalists, Code of Ethics, Published September 2014)* ● Journalists use eight news values to determine the newsworthiness of an idea. ● The news values help journalists answer the questions of "who cares?" and "why do they care?"
Guiding & Essential Questions	● How can journalists seek the truth and report it while under the constraints of time and format? ● How do journalists treat sources, subjects, colleagues and members of the public as human beings deserving of respect while maintaining a commitment to accuracy? ● How do journals maintain their independence while building relationships and serving a community? ● How do journalists maintain a civic dialog with the public about journalistic practices, coverage and content?
Student Learning Goal(s)	● Create and analyze scenarios illustrating the principles of the Society for Professional Journalists Code of Ethics.
Vocabulary	News Values: Currency, Timeliness, Proximity, Prominence, Conflict, Consequence, Novelty, Human Interest. Accuracy, clarity, fairness, content, coverage, integrity, impartiality, credibility, civic discourse.
Discipline-Affiliated Standards (Missouri Learning Standards for ELA)	*9-10.RI.3.C: Reading Informational Text: 3 Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher): Historical Context: Analyze how multiple texts reflect the historical and/or cultural contexts.*
	9-10.W.1.A: Writing: 1 Approaching the Task as a Researcher: Research: Conduct research to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; gather multiple relevant, credible sources, print and digital; integrate information using a standard citation system.

	9-10.RI.2.D: Reading Informational Text: 2 Analyze Craft and Structure (Approaching Texts as a Writer): Argument/Evidence: Evaluate an author's argument, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

Unit 2 Journalism I	**Parts of an Article** Students will analyze news articles in order to apply organizational patterns and journalistic style to their own news stories.
Big Ideas	● News writing gives the reader factual information that will affect them or interests them in some way. ● News provides readers with all of the five W's and H, usually in the lead or near the top of the story. ● Leads should begin most often with the what, why or who (if interesting or well-known), NOT with when or where, which are usually the least interesting elements. ● All news writing structures condense information efficiently, letting readers understand the basics of what happened quickly and easily.
Guiding & Essential Questions	● What is the most important and compelling information in this story? ● How do I hook my reader and help them understand the basics of what happened quickly and easily?
Student Learning Goal(s)	● Students will identify and interpret a basic news format based on the inverted pyramid. ● Students will create a news story in the basic format based on facts they are presented.
Vocabulary	5 W's + H (Who, what, where, when, why, and how), lead, direct quote, transition, kicker, inverted pyramid, LQTQ, hourglass.
Discipline-Affiliated Standards (Missouri Learning Standards for ELA)	*9-10.W.3.A.a: Writing: 3 Approaching the Task as a Reader: Revise and Edit: 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.*

Unit 3 Journalism I	**Interviewing** Because interviewing skills are essential to gathering information, students will learn skills for holding effective conversations, including researching issues and stakeholders, preparing questions, listening and asking follow-up questions, and verifying facts.
Big Ideas	● Journalists research their subjects and plan their interview questions before conducting an interview. ● Journalists prefer live in-person interviews because they are more comfortable for the subject, and allow for non-verbal communication and follow-up questions. ● Journalists set their subjects at ease by asking open-ended questions that can be answered with informal anecdotes. ● Journalists listen carefully to their subjects and ask follow-up questions that demonstrate empathy and interest.
Guiding & Essential Questions	● What do we already know that helps us ask good questions? ● What kinds of questions will elicit the most useful information? ● How do we set our subjects and ease and prompt them to share relevant information?
Student Learning Goal(s)	● Students will develop a list of prepared questions that cover the who, what, when, where, why, and how of the story. ● Students will conduct an interview using a combination of prepared questions with follow-up questions, establishing a conversational tone. ● Students will use follow up questioning and fact-checking during and following the completion of interviews.
Vocabulary	Empathy, active listening, open-ended questions, non-verbal cues, conversational tone, anecdotal information, follow-up questions.
Discipline-Affiliated Standards (Missouri Learning Standards for ELA)	*9-10.SL.1.B: Speaking and Listening: 1 Collaborating: Questioning : Delineate a speaker's argument and claims, evaluating the speaker's point of view, reasoning, and evidence in order to propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.*
	9-10.SL.1.C: Speaking and Listening: 1 Collaborating: Viewpoints of others: Respond thoughtfully to diverse perspectives including those presented in diverse media; summarize points of agreement and

	disagreement; resolve contradictions when possible; and determine what additional information or research is needed.

Unit 4 Journalism I	**Spot News Article - Sports Stories** Students will analyze sports briefs and recaps in order to apply organizational patterns and journalistic style to their own sports articles.
Big Ideas	● Spot news stories and sports recap stories function a lot like leads. ● Spot news stories tell the 5 W's succinctly and clearly, in as few words as possible. They are written in inverted pyramid style. They may or may not require quotes, but it's best to always have a quote available.
Guiding & Essential Questions	● What kind of story is best for a spot news story?
Student Learning Goal(s)	● Students will gather information through interviewing appropriate sources and conducting research on the Internet as necessary. ● Students will use facts and quotes they have gathered to write a short news story.
Vocabulary	News brief, spot news, sports recap.
Discipline-Affiliated Standards (Missouri Learning Standards for ELA)	*9-10.W.3.A.a: Writing: 3 Approaching the Task as a Reader: Revise and Edit: 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.*
	9-10.W.3.A.b: Writing: 3 Approaching the Task as a Reader: Revise and Edit: 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

Unit 5 Journalism I	**Feature Profile** Students will analyze feature articles in order to apply organizational patterns and journalistic style to their own articles and profiles.
Big Ideas	● News is typically a serious, somber topic in inverted pyramid format while features are lighter, friendlier and more casual. ● Features are written in ways that hook the reader into the story. ● Feature stories can help to broaden, emphasize and amplify the news. ● Features can tell multiple stories in a variety of ways that appeal to readers and engage them in ways traditional news stories may not. ● Features focus more on the personal, and sometimes they are less timely than traditional news stories. ● Features can reveal trends, discuss relationships and provide entertainment, advice, ideas and emotions.
Guiding & Essential Questions	● Whose story is not being told – what point of view is being omitted? ● Who is affected and how? ● What unique stories are being overshadowed by bigger ones? ● What does the past have to do with it? (Historical anniversaries, unusual anniversaries) ● What was the timeline? What led this to be news? ● What is the reaction to the news? ● Who is the person behind the scenes (not the newsmaker, but someone behind that person)? ● How can a national or global event be localized for your readers? ● Are similar actions in different locations constituting a trend? ● Can the writer get readers closer to the news by taking them to a place?
Student Learning Goal(s)	● Each student will be able to explain the differences between news stories and features. ● Each student will be able to explain the categories into which features usually fall. ● Students will be able to explain where to find story ideas for quick turnaround. ● Students will develop and pitch story ideas based on current events in the news. ● Students will write and revise a feature story in a shortened time frame.
Vocabulary	Hard news, soft news, personality profile, human interest, behind the scenes, analysis, trend story, flashback / historical, how-to / explanatory, consumer guide.
Discipline-Affiliated Standards (Missouri Learning Standards	*9-10.W.3.A.d: Writing: 3 Approaching the Task as a Reader: Revise and Edit: Review, revise, and edit writing with consideration for the task, purpose, and audience. D:Use a variety of appropriate transitions*

for ELA)	*to clarify relationships and connect ideas, claims and signal time shifts*
	9-10.W.3.A.e: Writing: 3 Approaching the Task as a Reader: Revise and Edit: 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
	9-10.W.2.A: Writing: 2 Approaching the Task as a Writer: Development: 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.a: Writing: 3 Approaching the Task as a Reader: Revise and Edit: 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.

Unit 6 Journalism I	**Editorial and Opinion** Students will analyze opinion pieces in order to apply organizational patterns, arguments and evidence, and journalistic style to their own editorials and columns.
Big Ideas	● An editorial is an opinion story written from the point of view of the publication to express the collective staff opinion on a particular topic or issue. ● The publication takes a leadership position on issues affecting the community. ● An editorial explains the reasons behind the publication's stance. ● Editorials use "we" referring to the publication, never "I" and are typically unsigned (no photo or byline). ● Columns are also opinions that express the opinion of the individual writer, not the entire staff. ● Columns are written from the first person, using "I" when relevant and identify the author in a byline, often include a photo portrait of the columnist) and may include personal examples from the writer's life. ● Editorials and opinion columns are evidence based reasoned opinions that require research and a careful explanation of facts and examples.
Guiding & Essential Questions	● How can the editorial staff decide which issues to address? ● Who might be affected by this editorial? ● How will this opinion influence the way our community sees our publication? ● How can we minimize harm and do the most the good?
Student Learning Goal(s)	● Students will analyze ethical concerns surrounding editorials. ● Students will work in groups to assess their own editorial topics and determine what effect they may have. ● Students will evaluate and edit each other's work, offering suggestions for revision. ● Students will revise their own work.
Vocabulary	Argument, criticism, commendation, explanation, call to action, position, claim, grounds, warrant
Discipline-Affiliated Standards (Missouri Learning Standards for ELA)	*9-10.W.2.A: Writing: 2 Approaching the Task as a Writer: Development: 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.a: Writing: 3 Approaching the Task as a Reader: Revise and Edit: 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.

Unit 7 Journalism I	**Review** Students will analyze reviews in order to apply organizational patterns, arguments and evidence, and journalistic style to their own reviews.
Big Ideas	● A reviewer doesn't need to convince readers the opinion is the best one as much as it needs to give readers enough information to make their own decision. ● Just like opinion columns, reviews are evidence based reasoned opinions. Most of the evidence in a review will consist of description and comparison. ● Readers value unbiased journalistic reporting. They also want the opinion writer's real opinion, not one biased by outside interests. ● When it is difficult to write an unbiased review of an event or business, it may be better to write a feature article about the endeavor.
Guiding & Essential Questions	● How do we write about events and business important to our community in ways that are honest and helpful? ● How can we provide enough information in a review to be helpful to the readers without spoiling the event? ● How do we maintain the highest standards of independence and transparency, while producing an advertising supported paper?
Student Learning Goal(s)	● Students will read reviews and label the parts of a review. ● Students will use description and comparison as evidence in writing. ● Students will consider common ethical situations from multiple points of view.
Vocabulary	Opinion, description, comparison, transparency, independence
Discipline-Affiliated Standards (Missouri Learning Standards for ELA)	*9-10.W.3.A.a: Writing: 3 Approaching the Task as a Reader: Revise and Edit: 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.*

Unit 8 Journalism I	**Publication Design** Students will learn the principles of effective design in order to apply these principles to their own digital layouts.
Big Ideas	● Designers use color, spacing, art, and typography to create interest and visual appeal. ● While interest and visual appeal are important design concerns, clarity, communication, and storytelling are more important.
Guiding & Essential Questions	● What do we want to communicate with our design? ● How does this layout serve the overall look and feel of our publication?
Student Learning Goal(s)	● Students will learn and practice how to work within a grid using appropriate spacing and modular design strategies in software tools. ● Students will create layouts using different column grids using software tools. ● Students will learn and practice how to place, size, crop, edit and apply a stroke to photos using software tools. ● Students will learn and practice how to place, size and format headlines and body copy using software tools. ● Students will learn and practice how to use the various tools and functions of software tools that are critical to layout presentation.
Vocabulary	Typography, color use, column grids, modules and packages, illustrations and photographs, serif, sans serif, aligned, centered, justified, leading, tracking, kerning.
Discipline-Affiliated Standards (Missouri Learning Standards for Fine Arts: Media)	*MA:C.3.A.a.I Consolidate production processes to demonstrate deliberate choices in organizing and integrating content and stylistic conventions in media arts productions, demonstrating understanding of associated principles, such as emphasis and tone.*
	MA:Pr.5.A.c.I Demonstrate adaptation and innovation through the combination of tools, techniques and content, in standard and innovative ways, to communicate intent in the production of media artworks

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Course: Photojournalism

Course Description:
Photojournalism (EL114C)
.5 Elective Credit
Grade: 9, 10, 11, 12
Prerequisite: None
Semester Course

Students will learn to operate a digital SLR camera for using all manual settings. Photographic composition and developing a photographic eye are key outcomes of the course. Photography assignments and activities are based on the principles of both photography and journalism. Media law and ethics, as it applies to photojournalists, will be studied. No equipment or previous photography background is needed. An interest in photography and photojournalism is required.

Scope and Sequence

Photojournalism (Semester Course)	Q1	Journalism Ethics	Composition	Elements of Exposure	Editing
	Q2	Interviewing	Caption Writing	Visual Storytelling	

Unit 1 **Photojournalism**	**Journalism Ethics** Because ethics is fundamental to everything journalists do, students will examine various ethical scenarios and learn to apply the National Press Photographers Association code of ethics to their photos.
Big Ideas	● The decision of whether to print a photograph or not is very similar to the decision to publish a news story including considerations of news values and minimizing harm. ● Special caution needs to be taken around photographs that create novelty or human interest because of dramatic or humorous content. ● The news value of photographs that are embarrassing, offensive, or humiliating must be very compelling to outweigh the harm that publishing them might do. ● Photojournalism is a kind of factual reporting, and thus careful consideration must be made about how images are edited. ● Editing should maintain the integrity of the photographic images' content and context. ● Images should not be edited or altered in any way that can mislead viewers or misrepresent subjects.
Guiding & Essential Questions	● In what circumstances would it be better not to publish a dramatic or humorous photograph? ● What kinds of image manipulation do not substantially alter the factual information in a photograph?
Student Learning Goal(s)	● Students will consider the ethical ramifications of publishing photos of tragic moments. ● Students will understand key times when ethically questionable photos were published. ● Students will understand key instances where photographs were manipulated in questionable ways. ● Students will be able to conduct mini research projects on topics about photojournalism, evaluate sources for their accuracy, and present what they've learned concisely to others.
Vocabulary	Cropping, retouching, color correction, tonality, reverse, rearrange, distort, remove
Discipline-Affiliated Standards (Missouri Learning Standards for Fine Arts: Media)	*MA.Cr.3.A. a. Consolidate production processes to demonstrate deliberate choices in organizing and integrating content and stylistic conventions in media arts productions, demonstrating understanding of associated principles, such as emphasis and tone.*
	MA.R.9.A.d.I: Evaluate media art works and production processes at decisive stages, using identified criteria, and considering context and artistic goals.

Unit 2 **Photojournalism**	**Composition** Students will analyze award winning photographs to identify the visual elements that make photos visually appealing while telling stories.
Big Ideas	● Photojournalism uses the technical tools of photography to capture moments that communicate information, tell a story, and connect with people's emotions.
Guiding & Essential Questions	● How can you compose an image so that it is accurate, interesting, and emotionally compelling? ● What are the rules of composition that create visually appealing images?
Student Learning Goal(s)	● Students will learn about capturing unique storytelling moments in photography. ● Students will explore recent work in photojournalism and evaluate photos.
Vocabulary	Composition, lighting, exposure, rule of thirds, framing, leading lines, strong subject, angles, repetition, selective focus, informational, graphically appealing, emotional, intimate.
Discipline-Affiliated Standards (Missouri Learning Standards for Fine Arts: Media)	*Cr.3.A.a.I Consolidate production processes to demonstrate deliberate choices in organizing and integrating content and stylistic conventions in media arts productions, demonstrating understanding of associated principles, such as emphasis and tone.*
	Cr.3.A.b.I Refine and modify media artworks, honing aesthetic quality and intentionally accentuating stylistic elements, to reflect an understanding of personal goals and preferences

Unit 3 **Photojournalism**	**Elements of Exposure** After learning how the different controls affect the amount and quality of light entering the camera, students will take a variety of photos of different objects in various lighting conditions.
Big Ideas	● Exposure refers to the amount of light used to capture an image. Changing the shutter speed and aperture setting will expose the sensors to more or less of the available light. ● Changing the ISO (sensitivity), aperture (f/stop), and shutter speed will affect the blurr, focus, and image quality of a picture. ● Photographers quickly make decisions about settings based on the subjects, lighting and conditions of a shot.
Guiding & Essential Questions	● When can I use auto settings on the camera and still expect high quality pictures? ● What is the right exposure, aperture, and ISO for the light conditions and depth of field for this picture?
Student Learning Goal(s)	● Students will showcase their knowledge of natural lighting, portraits, motion, sports photography and lens choice. ● Students will learn factual information about different exposure techniques, including aperture, ISO, metering, shutter speed, flash, and white balance. ● Students will prepare a multimedia presentation that includes explanations, examples and activities about an exposure aspect.
Vocabulary	Depth of field, shutter speed, aperture, ISO
Discipline-Affiliated Standards (Missouri Learning Standards for Fine Arts: Media)	*Cr.1.A.a.I Use identified generative methods to formulate multiple ideas, develop artistic goals, and problem solve in media arts creation processes.*
	Cr.2.A.a.I Use identified generative methods to formulate multiple ideas, develop artistic goals, and problem solve in media arts creation processes.
	Cr.3.A.a.I Consolidate production processes to demonstrate deliberate choices in organizing and integrating content and stylistic conventions in media arts productions, demonstrating understanding of associated principles, such as emphasis and tone.
	Cr.3.A.B.I Refine and modify media artworks, honing aesthetic quality and intentionally accentuating stylistic elements, to reflect an understanding of personal goals and preferences

Unit 4 **Photojournalism**	**Editing** After taking photographs, students will process a series of photos digitally, much the same as they would have used a darkroom.
Big Ideas	● Photographs are edited to adjust the borders, focus, and color of the images. ● Photographs are saved in different formats depending on where and how they will be published.
Guiding & Essential Questions	● What is the subject of this picture? What story is it telling? ● How can we enhance the focus, clarity, and appeal of this image without misrepresenting the information it conveys?
Student Learning Goal(s)	● Students will learn basic photo editing skills, including cropping, color adjustment, resolution and file modes, dodging, burning, and cutouts. ● Students will practice photo editing skills using a photo editing software.
Vocabulary	Grayscale, CMYK, RGB, resolution, brightness, contrast, color adjustment: levels, color adjustment: curves, cropping, dodging, burning, search engine optimization.
Discipline-Affiliated Standards (Missouri Learning Standards for Fine Arts: Media)	*Cr.1.A.a.I Use identified generative methods to formulate multiple ideas, develop artistic goals, and problem solve in media arts creation processes.*
	Cr.2.A.a.I Use identified generative methods to formulate multiple ideas, develop artistic goals, and problem solve in media arts creation processes.
	Cr.3.A.a.I Consolidate production processes to demonstrate deliberate choices in organizing and integrating content and stylistic conventions in media arts productions, demonstrating understanding of associated principles, such as emphasis and tone.
	Cr.3.A.B.I Refine and modify media artworks, honing aesthetic quality and intentionally accentuating stylistic elements, to reflect an understanding of personal goals and preferences

Unit 5 **Photojournalism**	**Interviewing** Because journalism is the act of storytelling, and sometimes stories need context, students will develop a set of questions to ask subjects as they are taking photographs.
Big Ideas	● Journalists research their subjects and plan their interview questions before conducting an interview. ● Journalists prefer live in-person interviews because they are more comfortable for the subject, and allow for non-verbal communication and follow-up questions. ● Journalists set their subjects at ease by asking open-ended questions that can be answered with informal anecdotes. ● Journalists listen carefully to their subjects and ask follow-up questions that demonstrate empathy and interest.
Guiding & Essential Questions	● What do we already know that helps us ask good questions? ● What kinds of questions will elicit the most useful information? ● How do we set our subjects and ease and prompt them to share relevant information?
Student Learning Goal(s)	● Students will develop a list of prepared questions that cover the who, what, when, where, why, and how of the story. ● Students will conduct an interview using a combination of prepared questions with follow-up questions, establishing a conversational tone. ● Students will use follow up questioning and fact-checking during and following the completion of interviews.
Vocabulary	Empathy, active listening, open-ended questions, non-verbal cues, conversational tone, anecdotal information, follow-up questions.
Discipline-Affiliated Standards (Missouri Learning Standards for ELA)	*9-10.SL.1.B: Speaking and Listening: 1 Collaborating: Questioning : Delineate a speaker's argument and claims, evaluating the speaker's point of view, reasoning, and evidence in order to propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.*
	9-10.SL.1.C: Speaking and Listening: 1 Collaborating: Viewpoints of others: Respond thoughtfully to diverse perspectives including those presented in diverse media; summarize points of agreement and disagreement; resolve contradictions when possible; and determine what additional information or

	research is needed.

Unit 6 **Photojournalism**	**Caption Writing** Photos, when published digitally, in print, or through social media are often accompanied by a caption which provides context. Students will publish their photos with accompanying captions.
Big Ideas	● Captions are blocks of text that accompany photographs. ● Captions sometimes have a one to three word headline. ● Captions include a sentence, written in the present tense, that explains what is happening and answers the 5 Ws of the picture. ● Expanded captions include a second sentence, written in past tense, that provides interesting context and tells a story. ● Expanded captions may end with a direct quote from a witness or a participant.
Guiding & Essential Questions	● What story does this picture tell? ● How do we capture our audience's interest and provide accurate information?
Student Learning Goal(s)	● Students will apply AP Style when writing captions & headlining photos.
Vocabulary	Newspaper caption, yearbook / magazine caption
Discipline-Affiliated Standards (Missouri Learning Standards for ELA)	*9-10.W.3.A.b: Writing: 3 Approaching the Task as a Reader: Revise and Edit: 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*
	9-10.W.3.A.e: Writing: 3 Approaching the Task as a Reader: Revise and Edit: 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

Unit 7 **Photojournalism**	**Visual Storytelling** Students will take, process, and publish a gallery or cohesive collection of photos that guide the viewer to some deeper understanding of a story.
Big Ideas	● A compelling photograph tells a story and captures the viewer's interest. ● News photographs seek to tell a news story that communicates accurate information about the event. ● Feature photography seeks to capture the reader's interest and evoke emotions related to the subject. ● A photo-essay curates a collection of photographs that tell a story and provide a perspective about a single topic.
Guiding & Essential Questions	● How can you look beyond the obvious to capture something new and interesting that highlights the human emotion of the story? ● What aspects of the setting can be emphasized to increase the visual interest? ● How do we maintain our focus on the subject and increase visual interest? ● How do we capture the moment without intruding or imposing on the story? ● What elements can be juxtaposed to create humor, interest, or drama?
Student Learning Goal(s)	● Students will take photos that display a knowledge of composition rules. ● Students will write captions that conform to AP Style for photographs they take. ● Students will compose photo essays that reflect a point of view and tell an interesting story.
Vocabulary	Close-up, wide shot, middle ground
Discipline-Affiliated Standards (Missouri Learning Standards for ELA)	*9-10.SL.2.C: Speaking and Listening: 2 Presenting: Multimedia : 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.*

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Course: Multimedia Broadcast

Course Description:

Multimedia Broadcast (EL203A/EL203B)
1 Elective Credit*
Grade: 9, 10, 11, 12
Year Long Course
Prerequisite: None
Restriction: 10-12th graders must apply for a position in this class; they are selected by the editors and adviser. 9th graders will be KHTV apprentices so the application process is not necessary.
Although not mandatory, it is suggested that students take Journalism or Photojournalism.

Students produce the live broadcast of KHTV and create content for TheKirkwoodCall.com, which includes daily news and school announcements, news story packages, promos, and public service announcements. Students work in a lab environment under the guidance of student producers and an adviser as they master various skills including camera work, interviewing, digital editing, pre-and post-production, and advertising and promotions. Students will be expected to meet daily and long-term deadlines on project based, out- of-class assignments. Students can expect to spend approximately 20 hours a month outside of class independently and/or during publication deadlines.

*Students enrolled for a second year may take the course for Practical Arts credit.

Scope and Sequence

Multimedia Broadcast Journalism	Q1	Journalism Ethics	What goes in a video	Interviewing	B-roll
	Q2	Sequencing	Editing	Production / Presentation	
	S2	Content Production			

Unit 1 **Multimedia Broadcast**	**Journalism Ethics** Because ethics is fundamental to everything journalists do, students will examine various ethical scenarios and learn to apply the Society of Professional Journalists' Code of Ethics.
Big Ideas	● The decision of whether to broadcast a multimedia story is very similar to the decision to publish a print news story or a photograph including considerations of news values and minimizing harm. ● Special caution needs to be taken around video recordings that create novelty or human interest because of dramatic or humorous content. ● The news value of multimedia recordings that are embarrassing, offensive, or humiliating must be very compelling to outweigh the harm that broadcasting them might do. ● Multimedia recording is a kind of factual reporting, and thus careful consideration must be made about how images and other content are edited together. ● Because multimedia producers have control over all the aspects of broadcast, special care needs to be taken to ensure that subjects are not misrepresented. ● Editing should maintain the integrity of the recording's content and context. ● Multimedia recordings should not be edited or altered in any way that can mislead viewers or misrepresent subjects.
Guiding & Essential Questions	● In what circumstances would it be better not to broadcast dramatic or humorous footage? ● What kinds of editing would substantially alter the factual information recorded footage?
Student Learning Goal(s)	● Students will consider the ethical ramifications of broadcasting people in moments of high emotion. ● Students will understand key times when ethically questionable footage was broadcast. ● Students will understand key instances where multimedia recordings were manipulated in questionable ways.
Vocabulary	News Values: Currency, Timeliness, Proximity, Prominence, Conflict, Consequence, Novelty, Human Interest. Accuracy, clarity, fairness, content, coverage, integrity, impartiality, credibility, civic discourse.
Discipline-Affiliated Standards (Missouri Learning Standards for Fine Arts: Media)	*MA.Cr.3.A. a. Consolidate production processes to demonstrate deliberate choices in organizing and integrating content and stylistic conventions in media arts productions, demonstrating understanding of associated principles, such as emphasis and tone.*

	MA.R.9.A.d.I: Evaluate media art works and production processes at decisive stages, using identified criteria, and considering context and artistic goals.

Unit 2 **Multimedia Broadcast**	**What Goes in a Video** Students will analyze journalistic videos in order to learn visual elements and apply organizational patterns and journalistic style to their own news stories.
Big Ideas	● Multimedia broadcast stories control all the elements of a recording including sequencing sound, video, still images, and computer graphics. ● Multimedia broadcast stories present information in a carefully planned and coordinated sequence that layers all the media elements. ● Creating a two column script allows a producer to plan for all of the elements that must be captured for the story including interviews, necessary questions, establishing shots, voice over, and b-roll. ● Once all the elements have been captured, the script can be edited to reflect new information.
Guiding & Essential Questions	● Why is this a good story for multimedia broadcast? ● What elements will be necessary for the story? ● What visuals do we need? ● What information must come from witnesses? ● What information can be provided by the reporters?
Student Learning Goal(s)	● Students will be able to analyze work using common criteria and present their findings using support for their opinions. ● Students will be able to edit work applying provided criteria and evaluate it based on professional standards.
Vocabulary	Story proposal, storyboard, two-column script, long shot, medium shot, close up, B-roll, natural sound, sound on tape, sound effects, voice over, graphics, live shot, over the shoulder, point of view, graphics, computer generated image.
Discipline-Affiliated Standards (Missouri Learning Standards for Fine Arts: Media)	*MA.Cr.3.A. a. Consolidate production processes to demonstrate deliberate choices in organizing and integrating content and stylistic conventions in media arts productions, demonstrating understanding of associated principles, such as emphasis and tone.*
	MA.R.9.A.d.I: Evaluate media art works and production processes at decisive stages, using identified criteria, and considering context and artistic goals.

Unit 3 **Multimedia Broadcast**	**Interviewing** Because interviewing skills are essential to gathering information, students will learn skills for holding effective conversations, including researching issues and stakeholders, preparing questions, listening and asking follow-up questions, and verifying facts. Additionally, students will learn how to effectively capture this process on camera.
Big Ideas	● Journalists research their subjects and plan their interview questions before conducting an interview. ● Journalists prefer live in-person interviews because they are more comfortable for the subject, and allow for non-verbal communication and follow-up questions. ● Journalists set their subjects at ease by asking open-ended questions that can be answered with informal anecdotes. ● Journalists listen carefully to their subjects and ask follow-up questions that demonstrate empathy and interest.
Guiding & Essential Questions	● What do we already know that helps us ask good questions? ● What kinds of questions will elicit the most useful information? ● How do we set our subjects and ease and prompt them to share relevant information?
Student Learning Goal(s)	● Students will develop a list of prepared questions that cover the who, what, when, where, why, and how of the story. ● Students will conduct an interview using a combination of prepared questions with follow-up questions, establishing a conversational tone. ● Students will use follow up questioning and fact-checking during and following the completion of interviews.
Vocabulary	Empathy, active listening, open-ended questions, non-verbal cues, conversational tone, anecdotal information, follow-up questions.
Discipline-Affiliated Standards (Missouri Learning Standards for English Language Arts 9-12)	*9-10.SL.1.B: Speaking and Listening: 1 Collaborating: Questioning : Delineate a speaker's argument and claims, evaluating the speaker's point of view, reasoning, and evidence in order to propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.*
	9-10.SL.1.C: Speaking and Listening: 1 Collaborating: Viewpoints of others: Respond thoughtfully to

	diverse perspectives including those presented in diverse media; summarize points of agreement and disagreement; resolve contradictions when possible; and determine what additional information or research is needed.

Unit 4 **Multimedia Broadcast**	**B-roll** Because creating video is both showing and telling stories, students will learn how to capture footage of their subject which will accompany interviews to produce a complete story.
Big Ideas	● B-roll is secondary footage, or cutaway footage, used to provide context and create visual interest for your story. ● B-roll needs to balance context and visual interest without drawing focus from the content of the story.
Guiding & Essential Questions	● What images are helpful visual context for this story? ● Where can we capture contextual and background footage for this story?
Student Learning Goal(s)	● Students will capture b-roll footage that provides context and creates visual interest. ● Students will edit a video package with voice-over, interview, and video footage.
Vocabulary	Secondary footage, cutaway footage,
Discipline-Affiliated Standards (Missouri Learning Standards for Fine Arts: Media)	*MA.Cr.3.A.a.I: Consolidate production processes to demonstrate deliberate choices in organizing and integrating content and stylistic conventions in media arts productions, demonstrating understanding of associated principles, such as emphasis and tone.*
	MA.R.9.A.d.I: Evaluate media art works and production processes at decisive stages, using identified criteria, and considering context and artistic goals.

Unit 5 **Multimedia Broadcast**	**Sequencing** Because video stories are complex and composed of a variety of moving parts, students will learn how to put the pieces in an order which effectively shows and tells a story.
Big Ideas	● Each story has many angles. The production staff selects which angles to cover based on news value and available sources. ● The angle of a story suggests the method of coverage which determines the content and sequence.
Guiding & Essential Questions	● What are all the coverage options for this story? ● Which ones can we cover effectively? ● What is the right format for each angle?
Student Learning Goal(s)	● Students will take a general topic and create a story map for different angles of coverage. ● Students will analyze angles of coverage for appropriate storytelling methods. ● Students will plan coverage for multimedia methods. ● Students will create a story package containing at least two different types of multimedia storytelling methods.
Vocabulary	Angle, coverage, Person-on-the-street video, live stream event coverage, public service announcement, feature story, interactive feature
Discipline-Affiliated Standards (Missouri Learning Standards for Fine Arts: Media)	*MA: CR.3.A.a.I: Use identified generative methods to formulate multiple ideas, develop artistic goals, and problem solve in media arts creation processes.*

Unit 6 **Multimedia Broadcast**	**Editing** Because video packages aren't recorded sequentially, students will learn how to use digital resources to effectively edit b-roll, interviews and voiceovers, to produce complete broadcast packages.
Big Ideas	● Multimedia broadcast stories control all the elements of a recording including sequencing sound, video, still images, and computer graphics. ● Multimedia broadcast stories present information in a careful planned and coordinated sequence that layers all the media elements. ● Editors make choices about how the video, sound, graphics, and effects should be used together to highlight information and provide context.
Guiding & Essential Questions	● What assets do we have and what more do we need to tell this story? ● What is the best use of the assets that we have?
Student Learning Goal(s)	● Students will capture footage and then plan, create, edit, and publish a personal profile and a location highlight.
Vocabulary	Asset, timeline, sequence, track, import, capture, batch capture, single track editing, multi-track editing, compositing, time indicator/marker, scrub, in point, out point,cut, j-cut, L-cut, B-Roll, effect, transition, dissolve, fade, wipe, render, export
Discipline-Affiliated Standards (Missouri Learning Standards for Fine Arts: Media)	*MA.Cr.3.A. a. Consolidate production processes to demonstrate deliberate choices in organizing and integrating content and stylistic conventions in media arts productions, demonstrating understanding of associated principles, such as emphasis and tone.*
	MA.R.9.A.d.I: Evaluate media art works and production processes at decisive stages, using identified criteria, and considering context and artistic goals.

Unit 7 **Multimedia Broadcast**	**Production / Presentation** After sequencing, filming, and editing pieces, students will decide the appropriate platform for presentation and edit content appropriately.
Big Ideas	● Broadcast news presenters use an informal conversational style that uses short conversational sentences that use the present tense. ● Multimedia packages use pacing and transitions to set context and maintain interest. ● Every news story uses storytelling techniques like tension, characters, and a storyline to provide accurate information in interesting ways. ● Voice-over narration is usually reserved for providing context and clear specific information. When opinions are expressed the author of the opinions should appear on screen. ● Natural sound and recorded quotes are used to create interest, provide context, and communicate accurate first hand information. ● Attention to detail in every aspect of the broadcast communicates professionalism. High quality work draws viewers into the story. Poorly framed shots, unsteady camera work, glitches, and jump cuts distract viewers from the content.
Guiding & Essential Questions	● How do we layer the content we have to tell the most compelling and interesting story? ● Do we have the content we need to create a media package that communicates professionalism and keeps the focus on the story?
Student Learning Goal(s)	● Using provided professional source material, students will edit together a complete media package.
Vocabulary	Broadcast style, conversational tone, present tense, pacing, transitions, storyline, voice-over, natural sound, sound bite, framing, glitch, jump-cut
Discipline-Affiliated Standards (Missouri Learning Standards for Fine Arts: Media)	*MA.Cr.3.A. a. Consolidate production processes to demonstrate deliberate choices in organizing and integrating content and stylistic conventions in media arts productions, demonstrating understanding of associated principles, such as emphasis and tone.*
	MA.R.9.A.d.I: Evaluate media art works and production processes at decisive stages, using identified criteria, and considering context and artistic goals.

Unit 8 **Multimedia Broadcast**	**Content Production** During second semester, students work in groups to generate ideas, map stories, plan coverage, capture content, write scripts, create storyboards, edit, and produce multimedia packages.
Big Ideas	● Broadcast news presenters use an informal conversational style that uses short conversational sentences that use the present tense. ● Multimedia packages use pacing and transitions to set context and maintain interest. ● Every news story uses storytelling techniques like tension, characters, and a storyline to provide accurate information in interesting ways. ● Voice-over narration is usually reserved for providing context and clear specific information. When opinions are expressed the author of the opinions should appear on screen. ● Natural sound and recorded quotes are used to create interest, provide context, and communicate accurate first hand information. ● Attention to detail in every aspect of the broadcast communicates professionalism. High quality work draws viewers into the story. Poorly framed shots, unsteady camera work, glitches, and jump cuts distract viewers from the content.
Guiding & Essential Questions	● How do we layer the content we have to tell the most compelling and interesting story? ● Do we have the content we need to create a media package that communicates professionalism and keeps the focus on the story?
Student Learning Goal(s)	● Students work in teams to pitch stories, plan coverage, gather content, write, produce, edit, and publish multimedia content by the appropriate deadlines.
Vocabulary	Broadcast style, conversational tone, present tense, pacing, transitions, storyline, voice-over, natural sound, sound bite, framing, glitch, jump-cut
Discipline-Affiliated Standards (Missouri Learning Standards for Fine Arts: Media)	*MA.Cr.3.A. a. Consolidate production processes to demonstrate deliberate choices in organizing and integrating content and stylistic conventions in media arts productions, demonstrating understanding of associated principles, such as emphasis and tone.*
	MA.R.9.A.d.I: Evaluate media art works and production processes at decisive stages, using identified criteria, and considering context and artistic goals.

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Course: Magazine Journalistic Writing II

Course Description:
Magazine Journalistic Writing II (EL201A/EL201B)
1 Elective Credit*
Grade: 10, 11, 12
Prerequisite: None
Year Long Course

Restriction: Students must apply for a position in this class; they are selected by the editors and adviser. Although it is not mandatory, it is suggested that students take Journalism I or Photojournalism.

This class is a learner lab in which students create The Kirkwood Pioneer under the guidance of an adviser. Students learn design and photographic composition skills. Emphasis is placed on such writing skills as clarity, sentence variety, syntax and journalistic style rules. Students are expected to edit copy and design. Students will work with each other to develop layouts and create and gather all elements necessary for spreads: photographs, captions, graphics, copy and ethics consistent with responsible journalism. All students will also be required to sell advertising. At least 15 after-school hours a month are required of students.

*Students enrolled for a second year may take the course for Practical Arts credit.

Scope and Sequence

Magazine Journalistic Writing II (Pioneer)	Q1	Journalism Ethics	Parts of an Article	Interviewing	Spot News Article - Sports
	Q2	Feature Profile	Editorial	Movie / Music / Arts Review	Design
	S2	Article Writing, Design, Layout, and Publication			

Unit 1 **Magazine Journalistic Writing II**	**Journalistic Ethics and News Value** Because ethics is fundamental to everything journalists do, students will examine various ethical scenarios and learn to apply the Society of Professional Journalists' Code of Ethics.
Big Ideas	● Public enlightenment is the forerunner of justice and the foundation of democracy. ● Ethical journalism strives to ensure the free exchange of information that is accurate, fair and thorough. ● An ethical journalist acts with integrity. *(Society of Professional Journalists, Code of Ethics, Published September 2014)* ● Journalists use eight news values to determine the newsworthiness of an idea. ● The news values help journalists answer the questions of "who cares?" and "why do they care?"
Guiding & Essential Questions	● How can journalists seek the truth and report it while under the constraints of time and format? ● How do journalists treat sources, subjects, colleagues and members of the public as human beings deserving of respect while maintaining a commitment to accuracy? ● How do journals maintain their independence while building relationships and serving a community? ● How do journalists maintain a civic dialog with the public about journalistic practices, coverage and content?
Student Learning Goal(s)	● Create and analyze scenarios illustrating the principles of the Society for Professional Journalists Code of Ethics.
Vocabulary	News Values: Currency, Timeliness, Proximity, Prominence, Conflict, Consequence, Novelty, Human Interest. Accuracy, clarity, fairness, content, coverage, integrity, impartiality, credibility, civic discourse.
Discipline-Affiliated Standards (Missouri Learning Standards for English Language Arts 9-12)	*11-12.RI.3.C: Reading Informational Text: 3 Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher): Historical Context: Evaluate how an author's work reflects his or her historical/cultural perspective.*
	11-12.W.1.A: Writing: 1 Approaching the Task as a Researcher: Research: Conduct research to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; gather multiple relevant, credible sources, print and digital; integrate information using a standard citation system.

	11-12.RI.2.D: Reading Informational Text: 2 Analyze Craft and Structure (Approaching Texts as a Writer): Argument/Evidence: Evaluate an author's argument and reasoning for effectiveness, validity, logic, credibility and relevance of the evidence.

Unit 2 **Magazine Journalistic Writing II**	**Parts of an Article** Students will analyze news articles in order to apply organizational patterns and journalistic style to their own news stories.
Big Ideas	● News writing gives the reader factual information that will affect them or interests them in some way. ● News provides readers with all of the five W's and H, usually in the lead or near the top of the story. ● Leads should begin most often with the what, why or who (if interesting or well-known), NOT with when or where, which are usually the least interesting elements. ● All news writing structures condense information efficiently, letting readers understand the basics of what happened quickly and easily.
Guiding & Essential Questions	● What is the most important and compelling information in this story? ● How do I hook my reader and help them understand the basics of what happened quickly and easily?
Student Learning Goal(s)	● Students will identify and interpret a basic news format based on the inverted pyramid. ● Students will create a news story in the basic format based on facts they are presented.
Vocabulary	5 W's + H (Who, what, where, when, why, and how), lead, direct quote, transition, kicker, inverted pyramid, LQTQ, hourglass.
Discipline-Affiliated Standards (Missouri Learning Standards for ELA)	*11-12.W.3.A.a: Writing: 3 Approaching the Task as a Reader: Revise and Edit: 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 enhance the reader's understanding of and experience with the text by making choices regarding organization and content.*

Unit 3 **Magazine Journalistic Writing II**	**Interviewing** Because interviewing skills are essential to gathering information, students will learn skills for holding effective conversations, including researching issues and stakeholders, preparing questions, listening and asking follow-up questions, and verifying facts.
Big Ideas	● Journalists research their subjects and plan their interview questions before conducting an interview. ● Journalists prefer live in-person interviews because they are more comfortable for the subject, and allow for non-verbal communication and follow-up questions. ● Journalists set their subjects at ease by asking open-ended questions that can be answered with informal anecdotes. ● Journalists listen carefully to their subjects and ask follow-up questions that demonstrate empathy and interest.
Guiding & Essential Questions	● What do we already know that helps us ask good questions? ● What kinds of questions will elicit the most useful information? ● How do we set our subjects and ease and prompt them to share relevant information?
Student Learning Goal(s)	● Students will develop a list of prepared questions that cover the who, what, when, where, why, and how of the story. ● Students will conduct an interview using a combination of prepared questions with follow-up questions, establishing a conversational tone. ● Students will use follow up questioning and fact-checking during and following the completion of interviews.
Vocabulary	Empathy, active listening, open-ended questions, non-verbal cues, conversational tone, anecdotal information, follow-up questions.
Discipline-Affiliated Standards (Missouri Learning Standards for ELA)	*11-12.SL.1.B: Speaking and Listening: 1 Collaborating: Questioning : Delineate a speaker's argument and claims evaluating the speaker's point of view, reasoning, stance, and evidence in order to propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.*
	11-12.SL.1.C: Speaking and Listening: 1 Collaborating: Viewpoints of others: Respond thoughtfully to diverse perspectives including those presented in diverse media: synthesize claims made on all sides of

	an issue, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

Unit 4 **Magazine Journalistic Writing II**	**Spot News Article - Sports Stories** Students will analyze sports briefs and recaps in order to apply organizational patterns and journalistic style to their own sports articles.
Big Ideas	● Spot news stories and sports recap stories function a lot like leads. ● Spot news stories tell the 5 W's succinctly and clearly, in as few words as possible. They are written in inverted pyramid style. They may or may not require quotes, but it's best to always have a quote available.
Guiding & Essential Questions	● What kind of story is best for a spot news story?
Student Learning Goal(s)	● Students will gather information through interviewing appropriate sources and conducting research on the Internet as necessary. ● Students will use facts and quotes they have gathered to write a short news story.
Vocabulary	News brief, spot news, sports recap.
Discipline-Affiliated Standards (Missouri Learning Standards for ELA)	*11-12.W.3.A.a: Writing: 3 Approaching the Task as a Reader: Revise and Edit: 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 enhance the reader's understanding of and experience with the text by making choices regarding organization and content.*
	11-12.W.3.A.b: Writing: 3 Approaching the Task as a Reader: Revise and Edit: 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 functions in different contexts and enhance the reader's understanding of the text.

Unit 5 **Magazine Journalistic Writing II**	**Feature Profile** Students will analyze feature articles in order to apply organizational patterns and journalistic style to their own articles and profiles.
Big Ideas	● News is typically a serious, somber topic in inverted pyramid format while features are lighter, friendlier and more casual. ● Features are written in ways that hook the reader into the story. ● Feature stories can help to broaden, emphasize and amplify the news. ● Features can tell multiple stories in a variety of ways that appeal to readers and engage them in ways traditional news stories may not. ● Features focus more on the personal, and sometimes they are less timely than traditional news stories. ● Features can reveal trends, discuss relationships and provide entertainment, advice, ideas and emotions.
Guiding & Essential Questions	● Whose story is not being told – what point of view is being omitted? ● Who is affected and how? ● What unique stories are being overshadowed by bigger ones? ● What does the past have to do with it? (Historical anniversaries, unusual anniversaries) ● What was the timeline? What led this to be news? ● What is the reaction to the news? ● Who is the person behind the scenes (not the newsmaker, but someone behind that person)? ● How can a national or global event be localized for your readers? ● Are similar actions in different locations constituting a trend? ● Can the writer get readers closer to the news by taking them to a place?
Student Learning Goal(s)	● Each student will be able to explain the differences between news stories and features. ● Each student will be able to explain the categories into which features usually fall. ● Students will be able to explain where to find story ideas for quick turnaround. ● Students will develop and pitch story ideas based on current events in the news. ● Students will write and revise a feature story in a shortened time frame.
Vocabulary	Hard news, soft news, personality profile, human interest, behind the scenes, analysis, trend story, flashback / historical, how-to / explanatory, consumer guide.
Discipline-Affiliated Standards (Missouri Learning Standards	*11-12.W.3.A.d: Writing: 3 Approaching the Task as a Reader: Revise and Edit: Review, revise, and edit writing with consideration for the task, purpose, and audience. D: Use a variety of appropriate transitions*

for ELA)	*to clarify relationships and connect ideas, claims and signal time shifts*
	11-12.W.3.A.e: Writing: 3 Approaching the Task as a Reader: Revise and Edit: 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 in response to ongoing feedback, including new arguments or information
	11-12.W.2.A: Writing: 2 Approaching the Task as a Writer: Development: 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.
	11-12.W.3.A.a: Writing: 3 Approaching the Task as a Reader: Revise and Edit: 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 enhance the reader's understanding of and experience with the text by making choices regarding organization and content.

Unit 6 **Magazine Journalistic Writing II**	**Editorial and Opinion** Students will analyze opinion pieces in order to apply organizational patterns, arguments and evidence, and journalistic style to their own editorials and columns.
Big Ideas	● An editorial is an opinion story written from the point of view of the publication to express the collective staff opinion on a particular topic or issue. ● The publication takes a leadership position on issues affecting the community. ● An editorial explains the reasons behind the publication's stance. ● Editorials use "we" referring to the publication, never "I" and are typically unsigned (no photo or byline). ● Columns are also opinions that express the opinion of the individual writer, not the entire staff. ● Columns are written from the first person, using "I" when relevant and identify the author in a byline, often include a photo portrait of the columnist) and may include personal examples from the writer's life. ● Editorials and opinion columns are evidence based reasoned opinions that require research and a careful explanation of facts and examples.
Guiding & Essential Questions	● How can the editorial staff decide which issues to address? ● Who might be affected by this editorial? ● How will this opinion influence the way our community sees our publication? ● How can we minimize harm and do the most the good?
Student Learning Goal(s)	● Students will analyze ethical concerns surrounding editorials. ● Students will work in groups to assess their own editorial topics and determine what effect they may have. ● Students will evaluate and edit each other's work, offering suggestions for revision. ● Students will revise their own work.
Vocabulary	Argument, criticism, commendation, explanation, call to action, position, claim, grounds, warrant
Discipline-Affiliated Standards (Missouri Learning Standards for ELA)	*11-12.W.2.A: Writing: 2 Approaching the Task as a Writer: Development: 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.*

	11-12.W.3.A.a: Writing: 3 Approaching the Task as a Reader: Revise and Edit: 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 enhance the reader's understanding of and experience with the text by making choices regarding organization and content.

Unit 7 **Magazine Journalistic Writing II**	**Review** Students will analyze reviews in order to apply organizational patterns, arguments and evidence, and journalistic style to their own reviews.
Big Ideas	● A review doesn't need to convince readers the opinion is the best one as much as it needs to give readers enough information to make their own decision. ● Just like opinion columns, reviews are evidence based reasoned opinions. Most of the evidence in a review will consist of description and comparison. ● Readers value unbiased journalistic reporting. They also want the opinion writer's real opinion, not one biased by outside interests. ● When it is difficult to write an unbiased review of an event or business, it may be better to write a feature article about the endeavor.
Guiding & Essential Questions	● How do we write about events and business important to our community in ways that are honest and helpful? ● How can we provide enough information in a review to be helpful to the readers without spoiling the event? ● How do we maintain the highest standards of independence and transparency, while producing an advertising supported paper?
Student Learning Goal(s)	● Students will read reviews and label the parts of a review. ● Students will use description and comparison as evidence in writing. ● Students will consider common ethical situations from multiple points of view.
Vocabulary	Opinion, description, comparison, transparency, independence
Discipline-Affiliated Standards (Missouri Learning Standards for ELA)	*11-12.W.3.A.a: Writing: 3 Approaching the Task as a Reader: Revise and Edit: 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 enhance the reader's understanding of and experience with the text by making choices regarding organization and content.*

Unit 8 **Magazine Journalistic Writing II**	**Publication Design** Students will learn the principles of effective design in order to apply these principles to their own digital layouts.

Big Ideas	● Designers use color, spacing, art, and typography to create interest and visual appeal. ● While interest and visual appeal are important design concerns, clarity, communication, and storytelling are more important.
Guiding & Essential Questions	● What do we want to communicate with our design? ● How does this layout serve the overall look and feel of our publication?
Student Learning Goal(s)	● Students will learn and practice how to work within a grid using appropriate spacing and modular design strategies in Adobe InDesign. ● Students will create layouts using different column grids using Adobe InDesign. ● Students will learn and practice how to place, size, crop, edit and apply a stroke to photos using Adobe InDesign. ● Students will learn and practice how to place, size and format headlines and body copy using Adobe InDesign. ● Students will learn and practice how to use the various tools and functions of Adobe InDesign that are critical to layout presentation.
Vocabulary	Typography, color use, column grids, modules and packages, illustrations and photographs, serif, sans serif, aligned, centered, justified, leading, tracking, kerning.
Discipline-Affiliated Standards (Missouri Learning Standards for Fine Arts: Media)	*MA:C.3.A.a.I Consolidate production processes to demonstrate deliberate choices in organizing and integrating content and stylistic conventions in media arts productions, demonstrating understanding of associated principles, such as emphasis and tone.*
	MA:Pr.5.A.c.I Demonstrate adaptation and innovation through the combination of tools, techniques and content, in standard and innovative ways, to communicate intent in the production of media artworks

Unit 9 **Magazine Journalistic Writing II**	**Article Writing, Design, Layout, and Publication** During second semester, students will work in teams to generate story ideas, plan coverage, collect content, draft, draft, revise, edit, layout, and publish sections for the Kirkwood Pioneer.
Big Ideas	● The yearbook is a lasting record of the events in the life of our school. Representation, accuracy, and good judgment are important to producing a professional, fun, and valuable publication. ● Visual appeal, compelling content, and news value make our publication important to our community. ● Every news story uses storytelling techniques like tension, characters, and a storyline to provide accurate information in interesting ways. ● Attention to detail in every aspect of the publication communicates professionalism. High quality work draws viewers into the story. We attend to accuracy, design, and accessibility to keep our readers focused on the content.
Guiding & Essential Questions	● What is the news value of this story? ● How will we gather complete and accurate information? ● Am I missing an important point of view? ● How would I feel if the story or photo were about me or my family? ● How do we tell this story in a compelling and visually appealing way?
Student Learning Goal(s)	● Students work in teams to pitch stories, plan coverage, gather content, write, produce, edit, and publish yearbook content by the appropriate deadlines.
Vocabulary	Typography, color use, column grids, modules and packages, illustrations and photographs, serif, sans serif, aligned, centered, justified, leading, tracking, kerning.
Discipline-Affiliated Standards (Missouri Learning Standards for English Language Arts 9-12)	*MA:C.3.A.a.I Consolidate production processes to demonstrate deliberate choices in organizing and integrating content and stylistic conventions in media arts productions, demonstrating understanding of associated principles, such as emphasis and tone.*
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Course: Newspaper Journalistic Writing II

Course Description:
Newspaper Journalistic Writing II (EL202A/EL202B)
1 Elective Credit*
Grade: 10, 11, 12
Prerequisite: None
Year Long Course

Restrictions: Students must apply for a position in this class; they are selected by the editors and the adviser. Although not mandatory, it is suggested that students take Journalism I, Multimedia Broadcast I, and/or Photojournalism.

Students taking this course will be responsible for producing The Kirkwood Call, the school news magazine and TheKirkwoodCall.com website. Students will produce issues of The Kirkwood Call during the school year, and they will also produce a football program for the Turkey Day game when the game is at home. Students will work in teams to produce elements for the newspaper and website in the area of news, editorials, sports and features, photography, art, graphic design and advertising. Each member will be responsible for some aspect of production. All students will also be required to sell advertising. Students can expect to spend approximately 15 hours a month outside of class independently and/or during publication deadlines.

*Students enrolled for a second year may take the course for Practical Arts credit.

Scope and Sequence

Newspaper Journalistic Writing II (The Call)	Q1	Journalism Ethics	Parts of an Article	Interviewing	Spot News Article - Sports
	Q2	Feature Profile	Editorial	Movie / Music / Arts Review	Design
	S2	Article Writing, Design, Layout, and Publication			

Unit 1 **Newspaper Journalistic Writing II**	**Journalistic Ethics and News Value** Because ethics is fundamental to everything journalists do, students will examine various ethical scenarios and learn to apply the Society of Professional Journalists' Code of Ethics.
Big Ideas	● Public enlightenment is the forerunner of justice and the foundation of democracy. ● Ethical journalism strives to ensure the free exchange of information that is accurate, fair and thorough. ● An ethical journalist acts with integrity. *(Society of Professional Journalists, Code of Ethics, Published September 2014)* ● Journalists use eight news values to determine the newsworthiness of an idea. ● The news values help journalists answer the questions of "who cares?" and "why do they care?"
Guiding & Essential Questions	● How can journalists seek the truth and report it while under the constraints of time and format? ● How do journalists treat sources, subjects, colleagues and members of the public as human beings deserving of respect while maintaining a commitment to accuracy? ● How do journals maintain their independence while building relationships and serving a community? ● How do journalists maintain a civic dialog with the public about journalistic practices, coverage and content?
Student Learning Goal(s)	● Create and analyze scenarios illustrating the principles of the Society for Professional Journalists Code of Ethics.
Vocabulary	News Values: Currency, Timeliness, Proximity, Prominence, Conflict, Consequence, Novelty, Human Interest. Accuracy, clarity, fairness, content, coverage, integrity, impartiality, credibility, civic discourse.
Discipline-Affiliated Standards (Missouri Learning Standards for English Language Arts 9-12)	*11-12.RI.3.C: Reading Informational Text: 3 Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher): Historical Context: Evaluate how an author's work reflects his or her historical/cultural perspective.*
	11-12.W.1.A: Writing: 1 Approaching the Task as a Researcher: Research: Conduct research to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; gather multiple relevant, credible sources, print and digital; integrate information using a standard citation system.

	11-12.RI.2.D: Reading Informational Text: 2 Analyze Craft and Structure (Approaching Texts as a Writer): Argument/Evidence: Evaluate an author's argument and reasoning for effectiveness, validity, logic, credibility and relevance of the evidence.

Unit 2 **Newspaper Journalistic Writing II**	**Parts of an Article** Students will analyze news articles in order to apply organizational patterns and journalistic style to their own news stories.
Big Ideas	● News writing gives the reader factual information that will affect them or interests them in some way. ● News provides readers with all of the five W's and H, usually in the lead or near the top of the story. ● Leads should begin most often with the what, why or who (if interesting or well-known), NOT with when or where, which are usually the least interesting elements. ● All news writing structures condense information efficiently, letting readers understand the basics of what happened quickly and easily.
Guiding & Essential Questions	● What is the most important and compelling information in this story? ● How do I hook my reader and help them understand the basics of what happened quickly and easily?
Student Learning Goal(s)	● Students will identify and interpret a basic news format based on the inverted pyramid. ● Students will create a news story in the basic format based on facts they are presented.
Vocabulary	5 W's + H (Who, what, where, when, why, and how), lead, direct quote, transition, kicker, inverted pyramid, LQTQ, hourglass.
Discipline-Affiliated Standards (Missouri Learning Standards for English Language Arts 9-12)	*11-12.W.3.A.a: Writing: 3 Approaching the Task as a Reader: Revise and Edit: 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 enhance the reader's understanding of and experience with the text by making choices regarding organization and content.*

Unit 3 **Newspaper Journalistic Writing II**	**Interviewing** Because interviewing skills are essential to gathering information, students will learn skills for holding effective conversations, including researching issues and stakeholders, preparing questions, listening and asking follow-up questions, and verifying facts.
Big Ideas	● Journalists research their subjects and plan their interview questions before conducting an interview. ● Journalists prefer live in-person interviews because they are more comfortable for the subject, and allow for non-verbal communication and follow-up questions. ● Journalists set their subjects at ease by asking open-ended questions that can be answered with informal anecdotes. ● Journalists listen carefully to their subjects and ask follow-up questions that demonstrate empathy and interest.
Guiding & Essential Questions	● What do we already know that helps us ask good questions? ● What kinds of questions will elicit the most useful information? ● How do we set our subjects and ease and prompt them to share relevant information?
Student Learning Goal(s)	● Students will develop a list of prepared questions that cover the who, what, when, where, why, and how of the story. ● Students will conduct an interview using a combination of prepared questions with follow-up questions, establishing a conversational tone. ● Students will use follow up questioning and fact-checking during and following the completion of interviews.
Vocabulary	Empathy, active listening, open-ended questions, non-verbal cues, conversational tone, anecdotal information, follow-up questions.
Discipline-Affiliated Standards (Source #1)	*11-12.SL.1.B: Speaking and Listening: 1 Collaborating: Questioning : Delineate a speaker's argument and claims evaluating the speaker's point of view, reasoning, stance, and evidence in order to propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.*
	11-12.SL.1.C: Speaking and Listening: 1 Collaborating: Viewpoints of others: Respond thoughtfully to diverse perspectives including those presented in diverse media: synthesize claims made on all sides of

	an issue, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

Unit 4 **Newspaper Journalistic Writing II**	**Spot News Article - Sports Stories** Students will analyze sports briefs and recaps in order to apply organizational patterns and journalistic style to their own sports articles.
Big Ideas	● Spot news stories and sports recap stories function a lot like leads. ● Spot news stories tell the 5 W's succinctly and clearly, in as few words as possible. They are written in inverted pyramid style. They may or may not require quotes, but it's best to always have a quote available.
Guiding & Essential Questions	● What kind of story is best for a spot news story?
Student Learning Goal(s)	● Students will gather information through interviewing appropriate sources and conducting research on the Internet as necessary. ● Students will use facts and quotes they have gathered to write a short news story.
Vocabulary	News brief, spot news, sports recap.
Discipline-Affiliated Standards (Source #1)	*9-10.W.3.A.a: Writing: 3 Approaching the Task as a Reader: Revise and Edit: 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.*
	9-10.W.3.A.b: Writing: 3 Approaching the Task as a Reader: Revise and Edit: 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

Unit 5 **Newspaper Journalistic Writing II**	**Feature Profile** Students will analyze feature articles in order to apply organizational patterns and journalistic style to their own articles and profiles.
Big Ideas	● News is typically a serious, somber topic in inverted pyramid format while features are lighter, friendlier and more casual. ● Features are written in ways that hook the reader into the story. ● Feature stories can help to broaden, emphasize and amplify the news. ● Features can tell multiple stories in a variety of ways that appeal to readers and engage them in ways traditional news stories may not. ● Features focus more on the personal, and sometimes they are less timely than traditional news stories. ● Features can reveal trends, discuss relationships and provide entertainment, advice, ideas and emotions.
Guiding & Essential Questions	● Whose story is not being told – what point of view is being omitted? ● Who is affected and how? ● What unique stories are being overshadowed by bigger ones? ● What does the past have to do with it? (Historical anniversaries, unusual anniversaries) ● What was the timeline? What led this to be news? ● What is the reaction to the news? ● Who is the person behind the scenes (not the newsmaker, but someone behind that person)? ● How can a national or global event be localized for your readers? ● Are similar actions in different locations constituting a trend? ● Can the writer get readers closer to the news by taking them to a place?
Student Learning Goal(s)	● Each student will be able to explain the differences between news stories and features. ● Each student will be able to explain the categories into which features usually fall. ● Students will be able to explain where to find story ideas for quick turnaround. ● Students will develop and pitch story ideas based on current events in the news. ● Students will write and revise a feature story in a shortened time frame.
Vocabulary	Hard news, soft news, personality profile, human interest, behind the scenes, analysis, trend story, flashback / historical, how-to / explanatory, consumer guide.
Discipline-Affiliated Standards (Missouri Learning Standards	*11-12.W.3.A.d: Writing: 3 Approaching the Task as a Reader: Revise and Edit: Review, revise, and edit writing with consideration for the task, purpose, and audience. D: Use a variety of appropriate transitions*

for ELA)	*to clarify relationships and connect ideas, claims and signal time shifts*
	11-12.W.3.A.e: Writing: 3 Approaching the Task as a Reader: Revise and Edit: 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 in response to ongoing feedback, including new arguments or information
	11-12.W.2.A: Writing: 2 Approaching the Task as a Writer: Development: 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.
	11-12.W.3.A.a: Writing: 3 Approaching the Task as a Reader: Revise and Edit: 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 enhance the reader's understanding of and experience with the text by making choices regarding organization and content.

Unit 6 **Newspaper Journalistic Writing II**	**Editorial and Opinion** Students will analyze opinion pieces in order to apply organizational patterns, arguments and evidence, and journalistic style to their own editorials and columns.
Big Ideas	● An editorial is an opinion story written from the point of view of the publication to express the collective staff opinion on a particular topic or issue. ● The publication takes a leadership position on issues affecting the community. ● An editorial explains the reasons behind the publication's stance. ● Editorials use "we" referring to the publication, never "I" and are typically unsigned (no photo or byline). ● Columns are also opinions that express the opinion of the individual writer, not the entire staff. ● Columns are written from the first person, using "I" when relevant and identify the author in a byline, often include a photo portrait of the columnist) and may include personal examples from the writer's life. ● Editorials and opinion columns are evidence based reasoned opinions that require research and a careful explanation of facts and examples.
Guiding & Essential Questions	● How can the editorial staff decide which issues to address? ● Who might be affected by this editorial? ● How will this opinion influence the way our community sees our publication? ● How can we minimize harm and do the most the good?
Student Learning Goal(s)	● Students will analyze ethical concerns surrounding editorials. ● Students will work in groups to assess their own editorial topics and determine what effect they may have. ● Students will evaluate and edit each other's work, offering suggestions for revision. ● Students will revise their own work.
Vocabulary	Argument, criticism, commendation, explanation, call to action, position, claim, grounds, warrant
Discipline-Affiliated Standards (Source #1)	*11-12.W.2.A: Writing: 2 Approaching the Task as a Writer: Development: 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.*

	11-12.W.3.A.a: Writing: 3 Approaching the Task as a Reader: Revise and Edit: 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 enhance the reader's understanding of and experience with the text by making choices regarding organization and content.

Unit 7 **Newspaper Journalistic Writing II**	**Review** Students will analyze reviews in order to apply organizational patterns, arguments and evidence, and journalistic style to their own reviews.
Big Ideas	● A review doesn't need to convince readers the opinion is the best one as much as it needs to give readers enough information to make their own decision. ● Just like opinion columns, reviews are evidence based reasoned opinions. Most of the evidence in a review will consist of description and comparison. ● Readers value unbiased journalistic reporting. They also want the opinion writer's real opinion, not one biased by outside interests. ● When it is difficult to write an unbiased review of an event or business, it may be better to write a feature article about the endeavor.
Guiding & Essential Questions	● How do we write about events and business important to our community in ways that are honest and helpful? ● How can we provide enough information in a review to be helpful to the readers without spoiling the event? ● How do we maintain the highest standards of independence and transparency, while producing an advertising supported paper?
Student Learning Goal(s)	● Students will read reviews and label the parts of a review. ● Students will use description and comparison as evidence in writing. ● Students will consider common ethical situations from multiple points of view.
Vocabulary	Opinion, description, comparison, transparency, independence
Discipline-Affiliated Standards (Missouri Learning Standards for ELA)	*11-12.W.3.A.a: Writing: 3 Approaching the Task as a Reader: Revise and Edit: 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 enhance the reader's understanding of and experience with the text by making choices regarding organization and content.*

Unit 8 **Newspaper Journalistic Writing II**	**Publication Design** Students will learn the principles of effective design in order to apply these principles to their own digital layouts.
Big Ideas	● Designers use color, spacing, art, and typography to create interest and visual appeal. ● While interest and visual appeal are important design concerns, clarity, communication, and storytelling are more important.
Guiding & Essential Questions	● What do we want to communicate with our design? ● How does this layout serve the overall look and feel of our publication?
Student Learning Goal(s)	● Students will learn and practice how to work within a grid using appropriate spacing and modular design strategies in Adobe InDesign. ● Students will create layouts using different column grids using Adobe InDesign. ● Students will learn and practice how to place, size, crop, edit and apply a stroke to photos using Adobe InDesign. ● Students will learn and practice how to place, size and format headlines and body copy using Adobe InDesign. ● Students will learn and practice how to use the various tools and functions of Adobe InDesign that are critical to layout presentation.
Vocabulary	Typography, color use, column grids, modules and packages, illustrations and photographs, serif, sans serif, aligned, centered, justified, leading, tracking, kerning.
Discipline-Affiliated Standards (Missouri Learning Standards for Fine Arts: Media)	*MA:C.3.A.a.I Consolidate production processes to demonstrate deliberate choices in organizing and integrating content and stylistic conventions in media arts productions, demonstrating understanding of associated principles, such as emphasis and tone.*
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Unit 9 **Newspaper Journalistic Writing II**	**Article Writing, Design, Layout, and Publication** During second semester, students will work in teams to generate story ideas, plan coverage, collect content, draft, draft, revise, edit, layout, and publish stories for the Kirkwood Call.
Big Ideas	● The school newspaper is a reflection of our community. Representation, accuracy, and good judgment are important to producing a professional, fun, and valuable publication. ● Visual appeal, compelling content, and news value make our publication important to our community. ● Every news story uses storytelling techniques like tension, characters, and a storyline to provide accurate information in interesting ways. ● Attention to detail in every aspect of the publication communicates professionalism. High quality work draws viewers into the story. We attend to accuracy, design, and accessibility to keep our readers focused on the content.
Guiding & Essential Questions	● What is the news value of this story? ● How will we gather complete and accurate information? ● Am I missing an important point of view? ● How would I feel if the story or photo were about me or my family? ● How do we tell this story in a compelling and visually appealing way?
Student Learning Goal(s)	● Students work in teams to pitch stories, plan coverage, gather content, write, produce, edit, and publish yearbook content by the appropriate deadlines.
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