

**WARREN COUNTY SCHOOL DISTRICT**

PLANNED INSTRUCTION

**COURSE DESCRIPTION**

**Course Title:** Journalism I

**Course Number:** 00060

**Course Prerequisites:** Successful completion of the grade 9 English Language Arts curricula is a course prerequisite. It is also recommended that students who take Journalism courses have been successful in their language arts courses, in order to ensure success in the writing element of journalism.

**Course Description:** This course is designed for both the student with journalism ambitions and also the student who simply wishes to improve his or her communication abilities and writing style. A school newspaper, published periodically, is an outgrowth of the class. Students taking this course are, as a result, members of the school newspaper staff. Time is spent studying the history of print, journalistic writing styles, and layout design, as well as the relationship journalism has with the world today.

**Suggested Grade Level:** Grades 10-12

**Length of Course:** Two Semesters

**Units of Credit:** 1

**PDE Certification and Staffing Policies and Guidelines (CSPG) Required Teacher Certifications:**

CSPG 42 (English 7-12)

To find the CSPG information, go to [CSPG](#)

**Certification verified by the WCSD Human Resources Department:** Yes No

**WCSD STUDENT DATA SYSTEM INFORMATION**

**Course Level:** Academic

**Mark Types:** Check all that apply.

F – Final Average MP – Marking Period EXM – Final Exam

**GPA Type:**  GPAEL-GPA Elementary  GPAML-GPA for Middle Level  NHS-National Honor Society

UGPA-Non-Weighted Grade Point Average  GPA-Weighted Grade Point Average

**State Course Code:** 11101 Journalism

To find the State Course Code, go to [State Course Code](#), download the Excel file for SCED, click on SCED 6.0 tab, and chose the correct code that corresponds with the course.

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**TEXTBOOKS AND SUPPLEMENTAL MATERIALS**

**Board Approved Textbooks, Software, and Materials:**

**Title:** Journalism Today  
**Publisher:** Glencoe  
**ISBN #:** 978-0078616167  
**Copyright Date:** 2005  
**WCSD Board Approval Date:** 6/29/2020

**Supplemental Materials:** [Click or tap here to enter text.](#)

Required
<p><b>Software</b> (all software to be chosen by WCSD technology department, in conjunction with journalism teacher, to coordinate with hardware and classroom needs):</p> <ul style="list-style-type: none"><li>- Adobe Creative Cloud (Photoshop, Illustrator, InDesign, Premiere Pro)</li><li>- Audacity Software</li><li>- Additional needed editing software, as determined by the teacher, technology department, and administration</li></ul> <p><b>Note: Number of software licenses must align with number of students in course to ensure that all students have access and curricular needs can be met.</b></p>
<p><b>Hardware</b> (all hardware to be chosen by WCSD technology department, in conjunction with journalism teacher, to coordinate with software and classroom needs):</p> <ul style="list-style-type: none"><li>- Microphone – two microphones</li><li>- Video camera – one video camera, battery, charger</li><li>- Digital camera – one digital camera, battery, charger</li><li>- Flash drives – two 4-8 GB flash drives</li><li>- SD card – two 64 GB SD cards</li><li>- Tripod – two tripods, compatible with the program’s video and digital cameras</li></ul> <p>These items need to be available in each building where the course is being taught.</p>
<p><b>Written Component</b></p> <p>Students will write as staff members of the school newspaper.</p>

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**Curriculum Document**

**WCSD Board Approval:**

**Date Finalized:** 6/5/2020  
**Date Approved:** 6/29/2020  
**Implementation Year:** 2020-2021

**SPECIAL EDUCATION, 504, and GIFTED REQUIREMENTS**

The teacher shall make appropriate modifications to instruction and assessment based on a student’s Individual Education Plan (IEP), Chapter 15 Section 504 Plan (504), and/or Gifted Individual Education Plan (GIEP).

**SCOPE AND SEQUENCE OF CONTENT, CONCEPTS, AND SKILLS**

<b>Performance Indicator</b>	<b>PA Core Standard and/or Eligible Content</b>	<b>Month Taught and Assessed for Mastery</b>
Introduction to Journalism – The Function of News: <ul style="list-style-type: none"><li>- History of Journalism</li><li>- Discovering and Evaluating News</li><li>- Structuring the News Story</li><li>- Using the Language of News Writing</li><li>- Preparing for News Coverage</li><li>- Interviewing</li><li>- Recognizing the School as a News Community</li></ul>	See Below	September November
Introduction to Journalism - The Function of News: Determine and analyze the relationship between two or more central ideas of a text, including the development and interaction of the central ideas; provide an objective summary of the text.	1.2.11-12.A	September November
Introduction to Journalism - The Function of News: Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author’s implicit and explicit assumptions and beliefs.	1.2.11-12.B	September November
Introduction to Journalism - The Function of News: Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of the text.	1.2.11-12.C	September November
Introduction to Journalism - The Function of News: Evaluate how an author’s point of view or purpose shapes the content and style of a text.	1.2.11-12.D	September November

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Introduction to Journalism - The Function of News: Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.	1.2.11-12.E	September November
Introduction to Journalism - The Function of News: Evaluate how words and phrases shape meaning and tone in texts.	1.2.11-12.F	September November
Introduction to Journalism - The Function of News: Integrate and evaluate multiple sources of information presented in different media or formats (e.g. visually, quantitatively) as well as in words in order to address a question or solve a problem.	1.2.11-12.G	September November
Introduction to Journalism - The Function of News: Analyze seminal texts based upon reasoning, premises, purposes, and arguments.	1.2.11-12.H	September November
Introduction to Journalism - The Function of News: Analyze foundational U.S. and world documents of historical, political, and literary significance for their themes, purposes, and rhetorical features.	1.2.11-12.I	September November
Introduction to Journalism - The Function of News: Acquire and use accurately general academic and domain specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	1.2.11-12.J	September November
Introduction to Journalism - The Function of News: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.	1.2.11-12.K	September November
Introduction to Journalism - The Function of News: Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.	1.2.11-12.L	September November
Introduction to Journalism - The Function of News: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.	1.4.11-12.A	September November
Introduction to Journalism - The Function of News: Write with a sharp, distinct focus identifying topic, task, and audience.	1.4.11-12.B	September November
Introduction to Journalism - The Function of News: Develop and analyze the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension	1.4.11-12.C	September November

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<p>Introduction to Journalism - The Function of News: Organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a whole; use appropriate and varied transitions and syntax to link the major sections of the text; provide a concluding statement or section that supports the information presented; include formatting when useful to aiding comprehension.</p>	1.4.11-12.D	October November
<p>Introduction to Journalism - The Function of News: Write with an awareness of the stylistic aspects of composition.</p> <ul style="list-style-type: none"> <li>• Use precise language, domain specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</li> <li>• Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing</li> </ul>	1.4.11-12.E	September November
<p>Introduction to Journalism - The Function of News: Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling</p>	1.4.11-12.F	September November
<p>Introduction to Journalism - The Function of News: Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p>	1.4.11-12.L	September November
<p>Introduction to Journalism - The Function of News: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	1.4.11-12.X	September November
<p>Introduction to Journalism - The Function of News: Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p>	1.5.11-12.A	September November
<p>Introduction to Journalism - The Function of News: Evaluate how the speaker's perspective, reasoning, and use of evidence and rhetoric affect the credibility of an argument through the author's stance, premises, links among ideas, word choice, points of emphasis, and tone.</p>	1.5.11-12.B	September November
<p>Introduction to Journalism - The Function of News: Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitative, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p>	1.5.11-12.C	September November

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<p>Specialized News Writing:</p> <ul style="list-style-type: none"> <li>- Feature</li> <li>- Editorial</li> <li>- Specialized Column</li> <li>- Sports Writing</li> <li>- Caption Writing</li> <li>- Headline Writing</li> </ul>	See Below	November January
<p>Specialized News Writing: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.</p>	1.4.11-12.A	November January
<p>Specialized News Writing: Write with a sharp, distinct focus identifying topic, task, and audience.</p>	1.4.11-12.B	November January
<p>Specialized News Writing: Develop and analyze the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension</p>	1.4.11-12.C	November January
<p>Specialized News Writing: Organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a whole; use appropriate and varied transitions and syntax to link the major sections of the text; provide a concluding statement or section that supports the information presented; include formatting when useful to aiding comprehension.</p>	1.4.11-12.D	November January
<p>Specialized News Writing: Write with an awareness of the stylistic aspects of composition.</p> <ul style="list-style-type: none"> <li>• Use precise language, domain specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</li> <li>• Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing</li> </ul>	1.4.11-12.E	November January
<p>Specialized News Writing: Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling</p>	1.4.11-12.F	November January
<p>Specialized News Writing: Write arguments to support claims in an analysis of substantive topics.</p>	1.4.11-12.G	November January
<p>Specialized News Writing: Write with a sharp, distinct focus identifying topic, task, and audience.</p> <ul style="list-style-type: none"> <li>• Introduce the precise, knowledgeable claim.</li> </ul>	1.4.11-12.H	November January

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<p>Specialized News Writing: Distinguish the claim(s) from alternate or opposing claims; develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases.</p>	1.4.11-12.I	November January
<p>Specialized News Writing: Create organization that logically sequences claim(s), counterclaims, reasons, and evidence; use words, phrases, and clauses as well as varied syntax to link the major sections of the text to create cohesion and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims; provide a concluding statement or section that follows from and supports the argument presented.</p>	1.4.11-12.J	November January
<p>Specialized News Writing: Write with an awareness of the stylistic aspects of composition.</p> <ul style="list-style-type: none"> <li>• Use precise language, domain specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</li> <li>• Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.</li> </ul>	1.4.11-12.K	November January
<p>Specialized News Writing: Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p>	1.4.11-12.L	November January
<p>Specialized News Writing: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	1.4.11-12.X	November January
<p>News Production:</p> <ul style="list-style-type: none"> <li>- Editing</li> <li>- Page Make-up</li> <li>- Graphic Design</li> <li>- Website Design (if applicable)</li> <li>- Photography and Photo Editing</li> <li>- Journalism Freedom and Responsibility</li> <li>- Application of Technology</li> </ul>	1.3.11-12.D	January April
<p>News Production: Evaluate how words and phrases shape meaning and tone in texts.</p>	1.2.11-12.F	January April
<p>News Production: Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.</p>	1.2.11-12.G	January April

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<p><b>News Production:</b> Analyze foundational U.S. and world documents of historical, political, and literary significance for their themes, purposes, and rhetorical features.</p>	1.2.11-12.I	January April
<p><b>News Production:</b> Write with an awareness of the stylistic aspects of composition.  <ul style="list-style-type: none"> <li>• Use precise language, domain specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</li> <li>• Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing</li> </ul> </p>	1.4.11-12.E	January April
<p><b>News Production:</b> Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling</p>	1.4.11-12.F	January April
<p><b>News Production:</b> Write arguments to support claims in an analysis of substantive topics.</p>	1.4.11-12.G	January April
<p><b>News Production:</b> Distinguish the claim(s) from alternate or opposing claims; develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases.</p>	1.4.11-12.I	January April
<p><b>News Production:</b> Write with an awareness of the stylistic aspects of composition.  <ul style="list-style-type: none"> <li>• Use precise language, domain specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</li> <li>• Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.</li> </ul> </p>	1.4.11-12.K	January April
<p><b>News Production:</b> Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p>	1.4.11-12.L	January April
<p><b>News Production:</b> Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments and information.</p>	1.4.11-12.U	January April
<p><b>News Production:</b> Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p>	1.4.11-12.W	January April

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News Production: Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence.	1.5.11-12.F	January April
Marketing and Advertising: - Advertising Techniques and Strategies - Advertising Student News Publications/Broadcasts - Fundraising - Circulating Student News Publications	See Below	April May
Marketing and Advertising: Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments and information.	1.4.11-12.U	April May
Marketing and Advertising: Present information, findings, and supporting evidence, conveying a clear and distinct perspective; organization, development, substance, and style are appropriate to purpose, audience, and task.	1.5.11-12.D	April May
Marketing and Advertising: Adapt speech to a variety of contexts and tasks.	1.5.11-12.E	April May
Marketing and Advertising: Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence.	1.5.11-12.F	April May
Marketing and Advertising: Demonstrate command of the conventions of standard English when speaking based on Grades 11–12 level and content.	1.5.11-12.G	April May

**ASSESSMENTS**

**PSSA Academic Standards, Assessment Anchors, and Eligible Content:** The teacher must be knowledgeable of the PDE Academic Standards, Assessment Anchors, and Eligible Content and incorporate them regularly into planned instruction.

**Formative Assessments:** The teacher will utilize a variety of assessment methods to conduct in-process evaluations of student learning.

- Effective formative assessments for this course include:**
- Pre-Assessments of prior knowledge
  - Bell ringers/Problems of the Day
  - Discussions
  - Teacher observation/Questioning
  - Graphic organizers
  - Summarizing
  - Notetaking
  - Oral presentations
  - Outlining
  - Journaling
  - Student presentations/projects
  - Open-ended responses

**Summative Assessments:** The teacher will utilize a variety of assessment methods to evaluate student learning at the end of an instructional task, lesson, and/or unit.

- Effective summative assessments for this course include:**
- News Articles
  - Open-Ended Responses
  - Projects
  - Quizzes/tests
  - Student presentations
  - Portfolios