COURSE DESCRIPTION

Course Title: Journalism III
Course Number: 00062
Course Prerequisites: Journalism I and Journalism II with a final grade of 70% or higher in each course. It is also recommended that students who take journalism courses have been successful in their language arts courses.

Course Description: This course is designed to continue developing and building upon the journalism writing and broadcast video/radio production skills introduced in Journalism I and II. The students will continue to work with digital publishing software for organizing, designing layout, and publishing the school newspaper. Video and audio editing software will be used to produce broadcast news in the forms of both TV/digital broadcasts and radio/podcast broadcasts. 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 and broadcast news team.

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) or CSPG 36 Communications (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 choose the correct code that corresponds with the course.

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:	06/29/2020

Supplemental Materials: All hardware and software to be chosen by WCSD technology department , in conjunction with journalism teacher, to coordinate with hardware and classroom needs.

Software:

Adobe Creative Cloud (Photoshop, Illustrator, InDesign, Premier Pro)

Audacity Software

Additionally needed editing software, as determined by the teacher, technology department, and administration

NOTE: Number of software licenses must align with the number of students in the course to ensure that all students have access and the curricular needs can be met.

Hardware:

Microphones

Video Camera, Battery, Charger

Digital Camera, Battery, Charger

64 GB Flash Drives (5)

64 GB SD Cards   (4)

Two tripods compatible with the program's video and digital cameras

NOTE: These items need to be available in each building where the course is being taught.

Curriculum Document

WCSD Board Approval:

Date Finalized:	5/23/2022
Date Approved:	6/13/2022
Implementation Year:	2022-2023

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 AND CONCEPTS

Marking Period 1

Review of the News Function
    Preparing for Coverage
    Interviewing
    Recognizing the School as a News Community
    Structuring the News Story

Mastery of Newspaper Media
    Inverted Pyramid
    Lead Paragraphs
    Specialized News Writing
    Editing
    Publication and Production
    Newspaper Staff Roles

Marking Period 2

Mastery of Electronic Media—Television and Digital Broadcasting
    History of TV and Digital Broadcasting
    Digital Terminology and Technology
    Makings of a Newscast
    Rights, Responsibilities and Ethics
    Basic Equipment Concepts and Care
    Writing for Broadcast Journalism
    Audience Awareness and Visual Design
    Production Planning Process
    Implementing Learned Material Into Published Video Broadcasts
    Editing and Producing Digital Broadcasts
    TV and Digital Broadcasting Roles

Marking Period 3

Mastery of Electronic Media-Radio/Podcasting
     Radio/Podcasting Terminology and Technology
     Makings of Radio/Podcast Newscast
     News Writing for Radio/Podcast
     Basic Equipment Concepts and Care
     Conducting Interviews
     Reading and Presenting the News
     Music Programming
     Production Planning Process
     Making Commercials
     Editing and Producing Radio/Podcast Broadcasts
     Roles in a Radio Station

Mastery of Marketing and Advertising
     Advertising Techniques and Strategies
     Advertising Student News Publications/Broadcasts
     Fundraising
     Circulating Student News Publications

Marking Period 4

Mastery of News Production
     Editing
     Page Make-up
     Graphic Design
     Website Design
     Photography and Photo Editing
     Journalistic Freedom and Responsibility
     Application of Technology

Final Project
     Print Newspaper Project using Adobe InDesign
             OR
     Multimedia Journalism Project using Adobe Photoshop, Final Cut Pro or
     Adobe Premiere

Standards/Eligible Content and Skills

Performance Indicator	PA Core Standard and/or Eligible Content	Marking Period Taught
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.	CC.1.2.11–12.A	MP1
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.	CC.1.2.11–12.B	MP1
Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of the text.	CC.1.2.11–12.C	MP1
Evaluate how an author's point of view or purpose shapes the content and style of a text.	CC.1.2.11–12.D	MP1
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.	CC.1.2.11–12.E	MP1
Evaluate how words and phrases shape meaning and tone in texts.	CC.1.2.11–12.F	MP1
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.	CC.1.2.11–12.G	MP1
Analyze seminal texts based upon reasoning, premises, purposes, and arguments.	CC.1.2.11–12.H	MP1
Analyze foundational U.S. and world documents of historical, political, and literary significance for their themes, purposes, and rhetorical features.	CC.1.2.11–12.I	MP1
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.	CC.1.2.11–12.J	MP1
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.	CC.1.2.11–12.K	MP1
Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.	CC.1.2.11–12.L	MP1
Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.	CC.1.4.11–12.A	MP1
Write with a sharp, distinct focus identifying topic, task, and audience.	CC.1.4.11–12.B	MP1

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Performance Indicator	PA Core Standard and/or Eligible Content	Marking Period Taught
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.	CC.1.4.11–12.C	MP1
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.	CC.1.4.11–12.D	MP1
Write with an awareness of the stylistic aspects of composition. • Use precise language, domain specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. • Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing	CC.1.4.11–12.E	MP1
Informative Writing: Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	CC.1.4.11–12.F	MP1
Argumentative Writing: Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	CC.1.4.11-22.L	MP1
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.	CC.1.4.11–12.U	MP1
Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	CC.1.4.11–12.V	MP1
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.	CC.1.4.11–12.W	MP1
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.	CC.1.4.11–12.X	MP1

Performance Indicator	PA Core Standard and/or Eligible Content	Marking Period Taught
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.	CC.1.5.11–12.A	MP1
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.	CC.1.5.11–12.B	MP1
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.	CC.1.5.11–12.C	MP1
Present information, findings, and supporting evidence, conveying a clear and distinct perspective; organization, development, substance, and style are appropriate to purpose, audience, and task.	CC.1.5.11–12.D	MP1
Adapt speech to a variety of contexts and tasks.	CC.1.5.11–12.E	MP1
Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence.	CC.1.5.11–12.F	MP1
Demonstrate command of the conventions of standard English when speaking based on Grades 11–12 level and content.	CC.1.5.11–12.G	MP1
Evaluate how words and phrases shape meaning and tone in texts.	CC.1.2.11-12.F	MP2
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.	CC.1.2.11-12.G	MP2
Analyze foundational U.S. and world documents of historical, political, and literary significance for their themes, purposes, and rhetorical features.	CC.1.2.11-12.I	MP2
Write with an awareness of the stylistic aspects of composition. • Use precise language, domain specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. • Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.	CC.1.4.11-12.E	MP2
Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	CC.1.4.11-12.F	MP2
Write arguments to support claims in an analysis of substantive topics.	CC.1.4.11-12.G	MP2

Performance Indicator	PA Core Standard and/or Eligible Content	Marking Period Taught
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.	CC.1.4.11-12.I	MP2
Write with an awareness of the stylistic aspects of composition. • Use precise language, domain specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. • Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.	CC.1.4.11-12.K	MP2
Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	CC.1.4.11-12.L	MP2
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.	CC.1.4.11-12.U	MP2
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.	CC.1.4.11-12.W	MP2
Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence.	CC.1.5.11-12.F	MP2
Evaluate how words and phrases shape meaning and tone in texts.	CC.1.2.11-12.F	MP3
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.	CC.1.2.11-12.G	MP3
Analyze foundational U.S. and world documents of historical, political, and literary significance for their themes, purposes, and rhetorical features.	CC.1.2.11-12.I	MP3
Write with an awareness of the stylistic aspects of composition. • Use precise language, domain specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. • Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.	CC.1.4.11-12.E	MP3

Performance Indicator	PA Core Standard and/or Eligible Content	Marking Period Taught
Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	CC.1.4.11-12.F	MP3
Write arguments to support claims in an analysis of substantive topics.	CC.1.4.11-12.G	MP3
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.	CC.1.4.11-12.I	MP3
Write with an awareness of the stylistic aspects of composition. • Use precise language, domain specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. • Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.	CC.1.4.11-12.K	MP3
Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	CC.1.4.11-12.L	MP3
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.	CC.1.4.11-12.U	MP3
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.	CC.1.4.11-12.W	MP3
Present information, findings, and supporting evidence, conveying a clear and distinct perspective; organization, development, substance, and style are appropriate to purpose, audience, and task.	CC.1.5.11-12.D	MP3
Adapt speech to a variety of contexts and tasks.	CC.1.5.11-12.E	MP3
Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence.	CC.1.5.11-12.F	MP3
Demonstrate command of the conventions of standard English when speaking based on Grades 11–12 level and content.	CC.1.5.11-12.G	MP3
Evaluate how words and phrases shape meaning and tone in texts.	CC.1.2.11-12.F	MP4
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.	CC.1.2.11-12.G	MP4

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Performance Indicator	PA Core Standard and/or Eligible Content	Marking Period Taught
Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing	CC.1.4.11-12.E2	MP4
Argumentative: Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	CC.1.4.11-12.L	MP4
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.	CC.1.4.11-12.U	MP4
Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	CC.1.4.11-12.V	MP4
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.	CC.1.4.11-12.W	MP4
Present information, findings, and supporting evidence, conveying a clear and distinct perspective; organization, development, substance, and style are appropriate to purpose, audience, and task	CC.1.5.11-12.D	MP4
Adapt speech to a variety of contexts and tasks.	CC.1.5.11-12.E	MP4
Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence.	CC.1.5.11-12.F	MP4
Demonstrate command of the conventions of standard English when speaking based on Grades 11–12 level and content.	CC.1.5.11-12.G	MP4

ASSESSMENTS

PDE 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 but are not limited to:

Pre-Assessments of Prior Knowledge
Bell ringers/Problem of the Day
Discussions
Teacher Observation/Questioning
Graphic Organizers
Summarizing
Notetaking
Oral Presentations
Outlining
Journaling
Student Presentations/Projects
Constructed 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 but are not limited to:

Essays
Constructed Responses
Projects
Quizzes/Tests
Student Presentations
Portfolios
Marking Period Assessments
Final Exam/Project