

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 prerequisite. It is recommended that students who take Journalism have been successful in their language arts course 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 the student who simply wishes to improve his/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) 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.

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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: 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

Introduction to Journalism: The News Function

- History of Journalism
- Rights, Responsibilities and Ethics
- Discovering and Evaluating News
- Structuring the News Story
- Using the Language of News Writing
- Preparing for News Coverage
- Interviewing
- Recognizing the School as a News Community

Introduction to Newspaper Media

- Inverted Pyramid
- Lead Paragraphs

Marking Period 2

Introduction to Newspaper Media

- Types of News Articles
- Editing
- School Newspaper Responsibilities

Introduction to Specialized News Writing

- Feature
- Editorial
- Specialized Column
- Sports Writing
- Caption Writing
- Headline Writing

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Marking Period 3

Introduction to Electronic Media—Radio and Podcasting

- History of Radio and Podcasting
- Introduction to Radio/Podcasting Terminology and Technology
- Makings of Radio/Podcast Newscast
- News Writing for Radio/Podcast
- Basic Equipment Concepts and Care
- Music Programing
- Making Commercials
- Roles in a Radio Station

Introduction to Marketing and Advertising

- Advertising Techniques and Strategies
- Advertising Student News Publications/Broadcasts
- Fundraising
- Circulating Student News Publications

Marking Period 4

Introduction to 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

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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
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.2	MP1
Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	CC.1.4.11–12.F	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
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

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Performance Indicator	PA Core Standard and/or Eligible Content	Marking Period Taught
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
Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.	CC.1.4.11-12.A	MP2
Write with a sharp, distinct focus identifying topic, task, and audience.	CC.1.4.11-12.B	MP2
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	MP2
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	MP2
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.2	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
Write with a sharp, distinct focus identifying topic, task, and audience. Introduce the precise, knowledgeable claim.	CC.1.4.11-12.H	MP2
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

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Performance Indicator	PA Core Standard and/or Eligible Content	Marking Period Taught
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.	CC.1.4.11-12.J	MP2
Write with an awareness of the stylistic aspects of composition. <ul style="list-style-type: none"> 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
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	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
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	MP2
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	MP3
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	MP3

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Performance Indicator	PA Core Standard and/or Eligible Content	Marking Period Taught
Evaluate how an author's point of view or purpose shapes the content and style of a text.	CC.1.2.11-12.D	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
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	MP3
Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.	CC.1.2.11-12.L	MP3
Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.	CC.1.4.11-12.A	MP3
Write with a sharp, distinct focus identifying topic, task, and audience.	CC.1.4.11-12.B	MP3
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	MP3
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.2	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
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	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

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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	MP3
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	MP3
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	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 an author's point of view or purpose shapes the content and style of a text.	CC.1.2.11-12.D	MP4
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
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	MP4
Informative: Write with an awareness of the stylistic aspects of composition. <ul style="list-style-type: none"> • 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	MP4
Informative: Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	CC.1.4.11-12.F	MP4
Write arguments to support claims in an analysis of substantive topics.	CC.1.4.11-12.G	MP4

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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	MP4
Argumentative: Write with an awareness of the stylistic aspects of composition. <ul style="list-style-type: none"> 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	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
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

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