**COURSE DESCRIPTION**

**Course Title:** Journalism II

**Course Number:** 00061

**Course Prerequisites:** Journalism I with a final grade of 70% or higher. It is also recommended that students who take journalism courses have been successful in their language arts courses.

**Course Description:** This course is designed for the student with journalism ambitions and an interest in exploring broadcast journalism, concentrating on television and radio production. Time is spent studying the history of broadcast journalism, terminology, news broadcast script writing, equipment knowledge and operation, voiceovers and graphics, broadcast journalism careers, and production of quality video and radio news 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](https://www.education.pa.gov/Educators/Certification/Staffing%20Guidelines/Pages/default.aspx)

**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](https://nces.ed.gov/forum/sced.asp), 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

**Competency in Newspaper Media**

Inverted Pyramid

Lead Paragraphs

Types of News Articles

Editing

Publication and Production

Newspaper Staff Roles

**Marking Period 2**

**Competency in Electronic Media—Television and Digital Broadcasting**

History of TV and Digital Broadcasting

Introduction to 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**

**Competency in 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

**Competency in Marketing and Advertising**

Advertising Techniques and Strategies

Advertising Student News Publications/Broadcasts

Fundraising

Circulating Student News Publications

**Marking Period 4**

**Competency in 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** |
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| 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 |
| 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.E2 | 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 |
| 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 |
| 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 |
| 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 |
| 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