

Warren County School District

PLANNED INSTRUCTION

COURSE DESCRIPTION

Course Title: Journalism I

Course Number: 00060

Course Description and Prerequisites:

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. Time is spent studying the history of print, journalistic writing styles, layout design, as well as the relationship journalism has with the world today.

Prerequisites: Successful completion of the Middle Level Curricula

Suggested Grade Level: 9-12

Length of Course: ____ One Semester ☒ Two Semesters

Units of Credit: One

PDE Certification and Staffing Policies and Guidelines (CSPG) Required Teacher Certification(s): English 7-12 or Communication 7-12

Certification verified by WCSD Human Resources Department:

☒ Yes ____ No

Board Approved Textbooks, Software, Materials:

Title: Journalism Today

Publisher: Glencoe

ISBN #: 978-0078616167

Copyright Date: 2005

Title: Journalism Today Student Workbook

Publisher: Glencoe

ISBN#: 978-0078665738

Copyright Date: 2005

Title: Journalism Today (teacher manual)

Publisher: Glencoe

ISBN# 9780078616174

Copyright Date: 2005

Title: Journalism Today Teacher Workbook

Publisher: Glencoe

ISBN# 9780078665721

Copyright Date: 2005

Title: Journalism Today Teacher Resource Binder

Publisher: Glencoe

ISBN# 9780078651250

Copyright Date: 2005

Materials:

FinePix S1000fd 10 MP

Fuji - FinePix Digital Camera

Item # 893423

Mfg Part # 15822776

Title: QuarkXpress 8 **and**

Provider: Quark

ASIN# B001AMRH94

Model # 124321

Copyright Date: 2008

Title: Adobe Photoshop CS3

Provider: Adobe

ASIN# B000NDIBYG

Model # 23102480

Copyright Date: 2007

Or

Title: Adobe Creative Suite 3.3 Design Premium

Provider: Adobe

ASIN# B0018QYA4W

Model # 29500554

Copyright Date: 2008

Date of WCSD Board Approval:

BOARD APPROVAL:

Date Written: _____

Date Approved: _____

Implementation Year: _____

Suggested Supplemental Materials: (List or insert **None**)

None

Course Standards

PA Academic Standards: (List by Number and Description)

Reading, Writing, Speaking and Listening Standards:

☐ 1.1. Learning to Read Independently

☐ 1.2. Reading Critically in All Content Areas

☐ 1.3. Reading, Analyzing and Interpreting Literature

- ☐ 1.4. Types of Writing
- ☐ 1.5. Quality of Writing
- ☐ 1.6. Speaking and Listening
- ☐ 1.7. Characteristics and Function of the English Language
- ☐ 1.8. Research

WCSD Academic Standards: None

Industry or Other Standards: None

WCSD EXPECTATIONS

WCSD K-12 Expectations for instruction in writing, reading, mathematics and, technology have been developed and revised annually. The teacher will integrate all WCSD Expectations into this planned instruction

SPECIAL EDUCATION AND GIFTED REQUIREMENTS

The teacher shall make appropriate modifications to instruction and assessment based on a student's Individual Education Plan (I.E.P.) or Gifted Individual Education Plan (G.I.E.P.).

SPECIFIC EDUCATIONAL OBJECTIVES/CORRESPONDING STANDARDS AND ELIGIBLE CONTENT WHERE APPLICABLE

1.1. Learning to Read Independently, 1.2. Reading Critically in All Content Areas, 1.3. Reading, Analyzing and Interpreting Literature

	Performance Indicator	Assessments
R.11.A.2 (Non-fiction)	Understand Non-fiction Appropriate to grade level	Reading text Class discussion Tests/ quizzes Writing assignments
R.11.A.1.1 R.11.A.1.1.1 R.11.A.1.1.2 R.11.A.2 R.A.11.2.1 R.A.11.2.1.1 R.A.11.2.1.2	Vocabulary – meaning, multiple-meaning, word recognition skills in both fiction and non-fiction. Understand content specific vocabulary	Reading text Class discussion Tests/ quizzes Writing assignments
R.A.11.11.1.3 R.A.11.1.3.1 R.A.11.1.3.2 R.A.11.2.3 R.A.11.2.3.1 R.A.11.2.3.2	Make inferences, draw conclusions, and make generalizations Make inferences and/or draw conclusions based on information from text. Cite evidence from text to support generalizations	Reading text Class discussion Tests/ quizzes Writing assignments

R.A.11.1.4 R.A.11.1.4.1	Identify and explain main ideas and relevant details.	Reading text Class discussion
R.A.11.2.4 R.A.11.2.4.1	Identify and explain stated or implied main ideas and relevant supporting details from text	Tests/ quizzes Writing assignments
RA.11.1.5 RA.11.1.5.1	Summarize a non-fictional text as a whole	Reading text Class discussion
R.A.11.2.5 R. A.11.2.5.1	Summarize the major points, processes, and /or events of a non-fictional text as a whole.	Tests/ quizzes Writing assignments

R.B.11.1 R.B.11.1.1	Understand components within and between texts Interpret, compare, describe, analyze, and evaluate components of literary non-fiction.	Reading text Class discussion Tests/ quizzes Writing assignments
R.B.11.2.2 R.B.11.2.2.1 R.B.11.2.2.2	Interpret, compare, describe, and analyze the point of view of the narrator in non-fictional text. Interpret, compare, describe, and/or analyze point of view of the narrator as first person or third person point of view. Interpret, compare, describe, and/or analyze the effectiveness of the point of view used by the author	Reading text Class discussion Tests/ quizzes Writing assignments
R.B.11.3 R.B.11.3.1 R.B.11.3.1.1	Understand concepts and organization of non-fictional text. Interpret, compare, describe, and analyze the characteristics and uses of facts and opinions in non-fictional text. Interpret, compare, describe, and/or analyze the use of facts and opinions to make a point or construct an argument in non-fictional text.	Reading text Class discussion Tests/ quizzes Writing assignments
R.B.11.3.2 R.B.11.3.2.1	Distinguish between essential and nonessential information within or between texts. Interpret, compare, describe, and/or analyze bias and propaganda techniques in non-fictional texts.	Reading text Class discussion Tests/ quizzes Writing assignments
R.B.11.3.3 R.B.11.3.3.1 R.B.11.3.3.2 R.B.11.3.3.3 R.B.11.3.3.4	Identify, compare, explain, interpret, describe, and analyze how text organization clarifies meaning of non-fictional text, including sequence, question/answer, comparison/contrast, cause/effect or problem/solution. Identify content that would fit in a specific section of text, and interpret graphics and charts and/or make	Reading text Class discussion Tests/ quizzes Writing assignments

	connections between text and the content of graphics and charts. Identify, compare, explain, interpret, describe, and/or analyze the sequence of steps in a list of directions.	
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1.5.Writing:

	Performance Indicator	Assessment
1.5.A.	Write with a distinct focus	Pre-writing Editing News articles Classroom assignments Printed newspaper edition Article deadlines
	Identify topic, task and audience	
	Establish a single point of view	
1.5.B	Write using well-developed content appropriate for the topic	
	Gather, determine validity and reliability of and organize information.	
	Employ the most effective format for purpose and audience.	
	Write paragraphs that have details and information specific to the topic and relevant to the focus.	
1.5.C	Write well-controlled or subtle organization.	
	Sustain a logical order within sentences and between paragraphs using meaningful transitions	
	Establish topic and purpose within the introduction	
	Reiterate the topic and purpose in the conclusion	
1.5.D	Write with an understanding of the stylistic aspects of the composition	
	Use different types and lengths of sentences	
	Use tone and voice through the use of precise language	

1.5.E	Revise writing after rethinking the logic of organization and rechecking central idea, content, paragraph development, level of detail, style, tone and word choice.	
	Spell common, frequently used words correctly	
	Use capital letters correctly	
	Punctuate correctly (periods, exclamation points, question marks, commas, quotation marks, apostrophes, colons, semicolons, parentheses).	
	Use nouns, pronouns, verbs, adjectives, adverbs, conjunctions, prepositions, and interjections properly	
	Use complete sentences (simple, compound, complex, declarative, interrogative, exclamatory, and imperative.	
	Revise	

1.6. Speaking and Listening

	Performance Indicator	Assessment
1.6.A	<p>Listen to others.</p> <ul style="list-style-type: none"> • Ask clarifying questions. • Synthesize information, ideas and opinions to determine relevancy. • Take notes. <p>Listen to selections of literature (non-fiction).</p> <ul style="list-style-type: none"> • Relate them to previous knowledge. • Predict solutions to identified problems. • Summarize and reflect on what has been heard. • Identify and define new words and concepts. <p>Analyze and synthesize the selections relating them to other selections heard</p>	<p>Presentation</p> <p>Interview report</p> <p>Notes</p> <p>News Article</p> <p>Evaluation</p> <p>Rubrics</p>

	or read.	
1.6.E.	<p>Participate in small and large group discussions and presentations.</p> <ul style="list-style-type: none"> • Initiate everyday conversation. • Select and present an oral reading on an assigned topic. • Conduct interviews. • Participate in a formal interview • Organize and participate in informal debate around a specific topic. <ul style="list-style-type: none"> • Use evaluation guides to evaluate group discussion (e.g., of peers, on television). 	
1.6.F.	<p>Use media for learning purposes.</p> <ul style="list-style-type: none"> • Use various forms of media to elicit information, to make a student presentation and to complete class assignments and projects. • Evaluate the role of media in focusing attention and forming opinions. • Create a multi-media (e.g., film, music, computer-graphic) presentation for display or transmission that demonstrates an understanding of a specific topic or issue or teaches others about it. 	

ASSESSMENTS

PSSA Assessment Anchors Addressed: The teacher must be knowledgeable of the PDE Assessment Anchors and/or Eligible Content and incorporate them into this planned instruction. Current assessment anchors can be found at pde@state.pa.us.

Formative Assessments:

- Pre-Assessments of prior knowledge (e.g., entrance cards or KWL chart)
- Discussions
- Teacher observation
- Graphic organizers (e.g., Venn diagrams, word mapping, webbing, KWL chart, etc.)
- Summarizing
- Retelling
- Note-taking
- Problem-based learning modules
- Authentic assessment
- Outlining
- Journaling
- Student presentations
- Open-ended written response
- Quizzes/tests

Summative Assessments:

- Newspaper Articles
- Oral Presentations
- Portfolio
- Projects
- Quizzes/tests
- Essays

Portfolio Assessment: ___ Yes X No

District-wide Final Examination Required: X Yes ___ No

Course Challenge Assessment (Describe):
Not Applicable

REQUIRED COURSE SEQUENCE AND TIMELINE

(Content must be tied to objectives)

Content Sequence	Dates
I. The News Function – 6 weeks	
A. Discovering and evaluating news	
B. Structuring the news story	
C. Using the language of news writing	
D. Preparing for coverage	
E. Interviewing	
F. Recognizing the school as a news community	

- A. Feature
- B. Editorial
- C. Specialized column
- D. Sports writing
- E. Caption writing
- F. Headline writing

- A. Editing
- B. Page make-up
- C. Photos
- D. Proofreading
- E. Journalistic freedom and responsibility
- F. Application of technology

A. Advertising
B. Fundraising
C. Circulation

WCSD STUDENT DATA SYSTEM INFORMATION

1. Is there a required final examination? **X** Yes ____ No
2. Does this course issue a mark/grade for the report card?
 X Yes ____ No
3. Does this course issue a Pass/Fail mark? ____ Yes **X** No
4. Is the course mark/grade part of the GPA calculation?
 X Yes ____ No
5. Is the course eligible for Honor Roll calculation? **X** Yes ____ No
6. What is the academic weight of the course?
 ____ No weight/Non credit **X** Standard weight
 Enhanced weight (Describe)