

# Warren County School District

## PLANNED INSTRUCTION

### COURSE DESCRIPTION

**Course Title: Journalism II**

**Course Number: 00061**

**Course Description and Prerequisites:**

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, script writing for news broadcasts, equipment knowledge and operation, voiceovers and graphics, broadcast journalism careers, and production of quality video and radio news broadcasts.

**Prerequisites:** A prerequisite is the student must successfully pass Journalism I with a 70% or higher.

**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:**

Textbooks

**Title: Teaching TV Production in a Digital World: Integrating Media Literacy Teacher Edition Second Edition (Library and Information Problem-Solving Skills Series)**  
(teacher's edition)

Publisher: Libraries Unlimited

ISBN #: 978-1591581994

Copyright Date: 2004

Textbooks continued

**Title: Teaching TV Production in a Digital World: Integrating Media Literacy Student Workbook Second Edition** (student edition)

Publisher: Libraries Unlimited

ISBN#: 978-1591482045

Copyright Date: 2004

**Title: Radio Production, Fifth Edition**

Publisher: Focal Press

ISBN#: 978-0240519722

Copyright Date: 2005

*Materials:*

**Title: Microphone**

2 microphones to be chosen by Warren County School District Technology Department to coordinate with software and classroom needs

**Title: 720P HD Camcorder with 3x Optical with Auto-Focus**

Manufacturer: AIPTEK - DV Digital Camcorders

Item # 815675

Mfg Part # GO-HD

*Software:*

**Title: Adobe Premiere Elements 4.0 Adobe - Premiere Elements**

Item # 854189

Mfg Part # 25530423

**Title: Audacity software**

Provided by WCSD

**Title: Flash drives**

2 per school each with 4-8 GB to be chosen by Warren County School District Technology Department to coordinate with software and classroom needs

**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
<b>R.11.A.2 (Non-fiction)</b>	<b>Understand Non-fiction Appropriate to grade level</b>	<b>Reading text Class discussion Tests/quizzes Writing assignments</b>
<b>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</b>	<b>Vocabulary – meaning, multiple-meaning, word recognition skills in both fiction and non-fiction.    Understand content specific vocabulary</b>	<b>Reading text Class discussion Tests/quizzes Writing assignments</b>

R.A.11.2.1.2		
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	<b>Make inferences, draw conclusions, and make generalizations</b> <b>Make inferences and/or draw conclusions based on information from text.</b> <b>Cite evidence from text to support generalizations</b>	<b>Reading text</b> <b>Class discussion</b> <b>Tests/quizzes</b> <b>Writing assignments</b>
R.A.11.1.4 R.A.11.1.4.1  R.A.11.2.4 R.A.11.2.4.1	<b>Identify and explain main ideas and relevant details.</b> <b>Identify and explain stated or implied main ideas and relevant supporting details from text</b>	<b>Reading text</b> <b>Class discussion</b> <b>Tests/quizzes</b> <b>Writing assignments</b>
RA.11.1.5 RA.11.1.5.1  R.A.11.2.5 R. A.11.2.5.1	<b>Summarize a non-fictional text as a whole</b> <b>Summarize the major points, processes, and /or events of a non-fictional text as a whole.</b>	<b>Reading text</b> <b>Class discussion</b> <b>Tests/quizzes</b> <b>Writing assignments</b>

R.B.11.1 R.B.11.1.1	<b>Understand components within and between texts</b> <b>Interpret, compare, describe, analyze, and evaluate components of literary nonfiction.</b>	<b>Reading text</b> <b>Class discussion</b> <b>Tests/quizzes</b> <b>Writing assignments</b>
R.B.11.2.2 R.B.11.2.2.1 R.B.11.2.2.2	<b>Interpret, compare, describe, and analyze the point of view of the narrator in non-fictional text.</b> <b>Interpret, compare, describe, and/or analyze point of view of the narrator as first person or third person point of view.</b> <b>Interpret, compare, describe, and/or analyze the effectiveness of the point of view used by the author</b>	<b>Reading text</b> <b>Class discussion</b> <b>Tests/quizzes</b> <b>Writing assignments</b>
R.B.11.3 R.B.11.3.1 R.B.11.3.1.1	<b>Understand concepts and organization of non-fictional text.</b> <b>Interpret, compare, describe, and analyze the characteristics and uses of facts and opinions in non-fictional text.</b> <b>Interpret, compare, describe, and/or analyze the use of facts and opinions to make a point or construct an argument in non-fictional text.</b>	<b>Reading text</b> <b>Class discussion</b> <b>Tests/quizzes</b> <b>Writing assignments</b>
R.B.11.3.2 R.B.11.3.2.1	<b>Distinguish between essential and nonessential information within or between texts.</b> <b>Interpret, compare, describe, and/or analyze bias and propaganda techniques in non-fictional texts.</b>	<b>Reading text</b> <b>Class discussion</b> <b>Tests/quizzes</b> <b>Writing assignments</b>

<b>R.B.11.3.3</b> <b>R.B.11.3.3.1</b> <b>R.B.11.3.3.2</b> <b>R.B.11.3.3.3</b> <b>R.B.11.3.3.4</b>	<b>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.</b> <b>Identify content that would fit in a specific section of text, and Interpret graphics and charts and/or make connections between text and the content of graphics and charts.</b> <b>Identify, compare, explain, interpret, describe, and/or analyze the sequence of steps in a list of directions.</b>	<b>Reading text</b> <b>Class discussion</b> <b>Tests/quizzes</b> <b>Writing assignments</b>
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### 1.5.Writing:

	<b>Performance Indicator</b>	<b>Assessment</b>
<b>1.5.A.</b>	<b>Write with a distinct focus</b>	<b>Pre-writing</b> <b>Editing</b> <b>News articles/script</b> <b>Classroom assignments</b> <b>Article/script deadlines</b>
	<b>Identify topic, task and audience</b>	
	<b>Establish a single point of view</b>	
<b>1.5.B</b>	<b>Write using well-developed content appropriate for the topic</b>	
	<b>Gather, determine validity and reliability of and organize information.</b>	
	<b>Employ the most effective format for purpose and audience.</b>	
	<b>Write paragraphs that have details and information specific to the topic and relevant to the focus.</b>	
<b>1.5.C</b>	<b>Write well-controlled or subtle organization.</b>	
	<b>Sustain a logical order within sentences and between paragraphs using meaningful transitions</b>	
	<b>Establish topic and purpose within the introduction</b>	

	<b>Reiterate the topic and purpose in the conclusion</b>	
<b>1.5.D</b>	<b>Write with an understanding of the stylistic aspects of the composition</b>	
	<b>Use different types and lengths of sentences</b>	
	<b>Use tone and voice through the use of precise language</b>	
<b>1.5.E</b>	<b>Revise writing after rethinking the logic of organization and rechecking central idea, content, paragraph development, level of detail, style, tone and word choice.</b>	
	<b>Spell common, frequently used words correctly</b>	
	<b>Use capital letters correctly</b>	
	<b>Punctuate correctly (periods, exclamation points, question marks, commas, quotation marks, apostrophes, colons, semicolons, parentheses).</b>	
	<b>Use nouns, pronouns, verbs, adjectives, adverbs, conjunctions, prepositions, and interjections properly</b>	
	<b>Use complete sentences (simple, compound, complex, declarative, interrogative, exclamatory, and imperative.</b>	
	<b>Revise</b>	

## 1.6. Speaking and Listening

	<b>Performance Indicator</b>	<b>Assessment</b>
<b>1.6.A</b>	<b>Listen to others.</b> <ul style="list-style-type: none"> <li>• Ask clarifying questions.</li> <li>• Synthesize information, ideas and opinions to determine relevancy.</li> <li>• Take notes.</li> </ul> <b>Listen to selections of literature (non-fiction).</b> <ul style="list-style-type: none"> <li>• Relate them to previous knowledge.</li> </ul>	<b>Presentation</b> <b>Interview report</b> <b>Notes</b> <b>Video/audio reports/projects</b> <b>Evaluation rubrics</b>

	<ul style="list-style-type: none"> <li>• Predict solutions to identified problems.</li> <li>• Summarize and reflect on what has been heard.</li> <li>• Identify and define new words and concepts.</li> </ul> <p>Analyze and synthesize the selections relating them to other selections heard or read.</p>	
1.6.E.	<p>Participate in small and large group discussions and presentations.</p> <ul style="list-style-type: none"> <li>• Initiate everyday conversation.</li> <li>• Select and present an oral reading on an assigned topic.</li> <li>• Conduct interviews.</li> <li>• Organize and participate in informal debate around a specific topic.</li> </ul> <ul style="list-style-type: none"> <li>• Use evaluation guides to evaluate group discussion (e.g., of peers, on television).</li> </ul>	
1.6.F.	<p>Use media for learning purposes.</p> <ul style="list-style-type: none"> <li>• Use various forms of media to elicit information, to make a student presentation and to complete class assignments and projects.</li> <li>• Evaluate the role of media in focusing attention and forming opinions.</li> <li>• 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.</li> </ul>	

## 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](mailto: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:**

- Radio & Television Broadcasts
- 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
<hr/>	
I. Electronic Media– Television—14 weeks integrated throughout the school year	
A. History of Television Broadcasting	
B. Introduction on Television Terminology and Technology	
C. Makings of a Newscast	
D. Rights, Responsibilities, and Ethics	
E. Basic Equipment Concepts and Care	
F. Writing for Broadcast Journalism	
G. Audience Awareness and Visual Design	



H. Production Planning Process

I. Implementing Learned Material into Live Video Broadcasts

II. Electronic Media—Radio—14 weeks integrated throughout the school year.

A. Introduction to Radio History and Advantages

B. Writing for the Radio Audience

C. News Writing for Radio

D. Conducting Interviews

E. Reading and Presenting the News

F. Music Programming

G. Making Commercials

H. Roles in a Radio Station

III. Newspaper Media—4 weeks integrated throughout the school year

A. Inverted pyramid

B. Lead paragraphs

C. Newspaper Article Types: Feature, Editorial, Specialized column, Sports writing, Caption writing, & Headline writing

D. Editing

IV. Business – 4 weeks

A. Advertising

B. Fundraising

C. Circulation

**WRITING TEAM:** Amy Eaton, Michelle McLaughlin, Joann Bauer

### **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)\_\_\_\_\_