Warren County School District

PLANNED INSTRUCTION

COURSE DESCRIPTION

Course Title: Journalism III

Course Number:

Course Description:

This course is designed to continue developing the writing and video / radio production skills in Journalism I and II. The student will continue to work with desktop publishing software for organizing, layout, and publishing the school newspaper.

Prerequisites: Successful completion of Journalism II.

Suggested Grade Level: 9-12

Length of Course: ____One Semester **X** 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:
    X 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

Title: 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

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#: 978-0242519722
Copyright Date: 2005

Materials:

Title: Microphone
To be chosen by Warren County School District Technology Department to coordinate with software and classroom needs

FinePix S1000fd 10 MP
Fuji - FinePix Digital Camera
Item # 893423 Mfg Part # 15822776

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 4.0Adobe - Premiere Elements
Item # 854189 Mfg Part # 25530423

Title: Audacity software
Provided by WCSD

Title: QuarkXpress 8	**and**	**Title: Adobe Photoshop CS3**
Provider: Quark		Provider: Adobe
ASIN# B001AMRH94		ASIN# B000NDIBYG
Model # 124321		Model # 23102480
Copyright Date: 2008		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 R.A.11.2.4 R.A.11.2.4.1	**Identify and explain main ideas and relevant details. Identify and explain stated or implied main ideas and relevant supporting details from text**	**Reading text Class discussion Tests/ quizzes Writing assignments**
RA.11.1.5 RA.11.1.5.1 R.A.11.2.5 R. A.11.2.5.1	**Summarize a non-fictional text as a whole Summarize the major points, processes, and /or events of a non-fictional text as a whole.**	**Reading text Class discussion 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	**Interpret, compare, describe, and analyze the point of view of the narrator**	**Reading text Class discussion**

R.B.11.2.2.2	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	**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 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.**	**Reading text** **Class discussion** **Tests/ quizzes** **Writing assignments**

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	Listen to others. • **Ask clarifying questions.** • **Synthesize information, ideas and opinions to determine relevancy.** • **Take notes.** Listen to selections of literature (non-fiction). • **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.** Analyze and synthesize the selections relating them to other selections heard or read.	**Presentation** **Interview report** **Notes** **News Article** **Evaluation** **Rubrics**
1.6.E.	Participate in small and large group discussions and presentations. • **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.** • **Use evaluation guides to evaluate group discussion (e.g., of peers, on television).**	
1.6.F.	Use media for learning purposes. • **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
- Newspaper Editions
- Oral Presentations
- Portfolio
- Projects
- Quizzes/tests
- Essays
- Radio & Video Productions

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. Responsibilities (in conjunction with Journalism I and II students)—26 weeks
    A. Type and assist in the layout of the school newspaper for production
    B. Gather news and write articles
    C. Conduct interviews
    D. Prepare art work
    E. Take photos
    F. Editorial management leadership
    G. Circulation of newspaper

II. Designated positions of staff members (based upon class size)—10 weeks
    A. Editor(s)
    B. Assistant editor(s)
    C. Copy editor
    D. Business manager
    E. Advertising manager
    F. Feature editor
    G. Sports editor
    H. Entertainment editor
    I. Photo editor
    J. Production equipment manager
    K. Video/radio production editor

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)_____