

## WARREN COUNTY SCHOOL DISTRICT

### PLANNED INSTRUCTION

#### **COURSE DESCRIPTION**

**Course Title:** Journalism III

**Course Number:** 00062

**Course Prerequisites:** As a prerequisite of the course, a student must complete journalism I and II with a final grade of 70% or higher in each course. It is also recommended that students who take journalism courses have been successful in their language arts courses (to ensure success in the writing element of journalism).

**Course Description:** This course is designed to continue developing and build upon the journalism writing and broadcast video/radio production skills introduced in Journalism I and II. The students will continue to work with digital publishing software for organizing, designing layout, and publishing the school newspaper. Video and audio editing software will be used to produce broadcast news in the forms of both TV/digital broadcasts and radio/podcast 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 036 (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 chose 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:** 6/29/2020

**Supplemental Materials:** [Click or tap here to enter text.](#)

Required
<p><b>Software</b> (all software to be chosen by WCSD technology department, in conjunction with journalism teacher, to coordinate with hardware and classroom needs):</p> <ul style="list-style-type: none"><li>- Adobe Creative Cloud (Photoshop, Illustrator, InDesign, Premiere Pro)</li><li>- Audacity Software</li><li>- Additional needed editing software, as determined by the teacher, technology department, and administration</li></ul> <p><b>Note: Number of software licenses must align with number of students in course to ensure that all students have access and curricular needs can be met.</b></p>
<p><b>Hardware</b> (all hardware to be chosen by WCSD technology department, in conjunction with journalism teacher, to coordinate with software and classroom needs):</p> <ul style="list-style-type: none"><li>- Microphone – two microphones</li><li>- Video camera – one video camera, battery, charger</li><li>- Digital camera – one digital camera, battery, charger</li><li>- Flash drives – two 4-8 GB flash drives</li><li>- SD card – two 64 GB SD cards</li><li>- Tripod – two tripods, compatible with the program’s video and digital cameras</li></ul> <p>These items need to be available in each building where the course is being taught.</p>
<p><b>Written Component</b></p> <ul style="list-style-type: none"><li>• Students will write as staff members of the school newspaper.</li><li>• Students will write scripts for news broadcasts.</li></ul>

**WARREN COUNTY SCHOOL DISTRICT****PLANNED INSTRUCTION****Curriculum Document****WCSD Board Approval:**

**Date Finalized:** 6/5/2020  
**Date Approved:** 6/29/2020  
**Implementation Year:** 2020-2021

**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, CONCEPTS, AND SKILLS**

<b>Performance Indicator</b>	<b>PA Core Standard and/or Eligible Content</b>	<b>Month Taught and Assessed for Mastery</b>
Newspaper Media Show mastery of: <ul style="list-style-type: none"><li>- Inverted Pyramid</li><li>- Lead Paragraphs</li><li>- Specialized News Writing (feature, editorial, specialized columns, sports writing, caption writing, headline writing, etc.)</li><li>- Editing</li><li>- Publication and Production</li><li>- Newspaper Staff Roles</li></ul>	See Below	September April
Newspaper Media: 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.	1.2.11-12.A	September April
Newspaper Media: 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.	1.2.11-12.B	September April
Newspaper Media: Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of the text.	1.2.11-12.C	September April
Newspaper Media: Evaluate how an author's point of view or purpose shapes the content and style of a text.	1.2.11-12.D	September April

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Newspaper Media: 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.	1.2.11-12.E	September April
Newspaper Media: Evaluate how words and phrases shape meaning and tone in texts.	1.2.11-12.F	September April
Newspaper Media: 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.	1.2.11-12.G	September April
Newspaper Media: Analyze seminal texts based upon reasoning, premises, purposes, and arguments.	1.2.11-12.H	September April
Newspaper Media: Analyze foundational U.S. and world documents of historical, political, and literary significance for their themes, purposes, and rhetorical features.	1.2.11-12.I	September April
Newspaper Media: 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.	1.2.11-12.J	September April
Newspaper Media: 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.	1.2.11-12.K	September April
Newspaper Media: Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.	1.2.11-12.L	September April
Newspaper Media: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.	1.4.11-12.A	September April
Newspaper Media: Write with a sharp, distinct focus identifying topic, task, and audience.	1.4.11-12.B	September April
Newspaper Media: 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	1.4.11-12.C	September April

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Newspaper Media: 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.	1.4.11-12.D	September April
Newspaper Media: 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	1.4.11-12.E	September April
Newspaper Media: Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling	1.4.11-12.F	September April
Newspaper Media: Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	1.4.11-12.L	September April
Newspaper Media: 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.	1.4.11-12.X	September April
Newspaper Media: 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.	1.5.11-12.A	September April
Newspaper Media: 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.	1.5.11-12.B	September April
Newspaper Media: 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.	1.5.11-12.C	September April

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<p>Electronic Media – Television and Digital Broadcasting</p> <p>Show mastery of:</p> <ul style="list-style-type: none"> <li>- History of TV and Digital Broadcasting</li> <li>- Introduction to TV Terminology and Technology</li> <li>- Makings of a Newscast</li> <li>- Rights, Responsibilities, Ethics</li> <li>- Basic Equipment Concepts and Care</li> <li>- Writing for Broadcast Journalism</li> <li>- Audience Awareness and Visual Design</li> <li>- Production Planning Process</li> <li>- Implementing Learned Material into Published Video Broadcasts</li> <li>- Editing and Producing Digital Broadcasts</li> <li>- TV and Digital Broadcasting Roles</li> </ul>	See Below	November May
<p>Electronic Media – Television and Digital Broadcasting:</p> <p>Evaluate how words and phrases shape meaning and tone in texts.</p>	1.2.11-12.F	November May
<p>Electronic Media – Television and Digital Broadcasting:</p> <p>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.</p>	1.2.11-12.G	November May
<p>Electronic Media – Television and Digital Broadcasting:</p> <p>Analyze foundational U.S. and world documents of historical, political, and literary significance for their themes, purposes, and rhetorical features.</p>	1.2.11-12.I	November May
<p>Electronic Media – Television and Digital Broadcasting:</p> <p>Write with an awareness of the stylistic aspects of composition.</p> <ul style="list-style-type: none"> <li>• Use precise language, domain specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</li> <li>• Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing</li> </ul>	1.4.11-12.E	November May
<p>Electronic Media – Television and Digital Broadcasting:</p> <p>Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling</p>	1.4.11-12.F	November May
<p>Electronic Media – Television and Digital Broadcasting:</p> <p>Write arguments to support claims in an analysis of substantive topics.</p>	1.4.11-12.G	November May
<p>Electronic Media – Television and Digital Broadcasting:</p> <p>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.</p>	1.4.11-12.I	November May

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Electronic Media – Television and Digital Broadcasting: 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.	1.4.11-12.K	November May
Electronic Media – Television and Digital Broadcasting: Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	1.4.11-12.L	November May
Electronic Media – Television and Digital Broadcasting: 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.	1.4.11-12.U	November May
Electronic Media – Television and Digital Broadcasting: 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.	1.4.11-12.W	November May
Electronic Media – Television and Digital Broadcasting: Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence.	1.5.11-12.F	November May
Electronic Media – Radio/Podcasting Show Mastery of: <ul style="list-style-type: none"> <li>- History of Radio and Podcasting</li> <li>- Introduction to Radio/Podcasting Terminology and Technology</li> <li>- Makings of a Radio/Podcast Newscast</li> <li>- News Writing for Radio/Podcasting</li> <li>- Basic Equipment Concepts and Care</li> <li>- Conducting Interviews</li> <li>- Reading and Presenting the News</li> <li>- Music Programming</li> <li>- Production Planning Process</li> <li>- Making Commercials</li> <li>- Editing and Producing Radio/Podcast Broadcasts</li> <li>- Roles in Radio Station</li> <li>-</li> </ul>	See Below	December May
Electronic Media – Radio/Podcasting: Evaluate how words and phrases shape meaning and tone in texts.	1.2.11-12.F	December May

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Electronic Media – Radio/Podcasting: 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.	1.2.11-12.G	December May
Electronic Media – Radio/Podcasting: Analyze foundational U.S. and world documents of historical, political, and literary significance for their themes, purposes, and rhetorical features.	1.2.11-12.I	December May
Electronic Media – Radio/Podcasting: 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	1.4.11-12.E	December May
Electronic Media – Radio/Podcasting: Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling	1.4.11-12.F	December May
Electronic Media – Radio/Podcasting: Write arguments to support claims in an analysis of substantive topics.	1.4.11-12.G	December May
Electronic Media – Radio/Podcasting: 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.	1.4.11-12.I	December May
Electronic Media – Radio/Podcasting: 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.	1.4.11-12.K	December May
Electronic Media – Radio/Podcasting: Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	1.4.11-12.L	December May
Electronic Media – Radio/Podcasting: 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.	1.4.11-12.U	December May



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Electronic Media – Radio/Podcasting: 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.	1.4.11-12.W	December May
Electronic Media – Radio/Podcasting: Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence.	1.5.11-12.F	December May
Marketing and Advertising Show Mastery of: - Advertising Techniques and Strategies - Advertising Student News Publications/Broadcasts - Fundraising - Circulating Student News Publications	See Below	April May
Marketing and Advertising: 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.	1.4.11-12.U	April May
Marketing and Advertising: Present information, findings, and supporting evidence, conveying a clear and distinct perspective; organization, development, substance, and style are appropriate to purpose, audience, and task.	1.5.11-12.D	April May
Marketing and Advertising: Adapt speech to a variety of contexts and tasks.	1.5.11-12.E	April May
Marketing and Advertising: Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence.	1.5.11-12.F	April May
Marketing and Advertising: Demonstrate command of the conventions of standard English when speaking based on Grades 11–12 level and content.	1.5.11-12.G	April May

## **ASSESSMENTS**

**PSSA 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:** • Pre-Assessments of prior knowledge • Bell ringers/Problems of the Day • Discussions • Teacher observation/Questioning • Graphic organizers • Summarizing • Notetaking • Oral presentations • Outlining • Journaling • Student presentations/projects • Open-ended 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:** News Articles • Open-Ended Responses • Projects • Quizzes/tests • Student presentations • Portfolios • News Broadcasts and Podcasts