

Mifflin County School District Planned Instruction

Title of Planned Instruction: Journalism I

Subject Area: Reading, Writing, Speaking, and Listening

Grade Level: 11-12

Prerequisites: Currently taking English 11 or English 12 (must have completed English 9-10)

Course Description: This course will focus on the specific skill of writing journalistically. The purpose of this course is to prepare students to write for publications such as a newspaper, magazine, or yearbook. Students will write articles revised to publication quality.

Required Time: One-half year

Course Credit: .5

Major Text(s) and Resources:

Journalism Matters, Glencoe, 2001

- Chapter 2 Ethics
- Chapter 5 Interviewing
- Chapter 7 Quotations

Journalism Today, Glencoe, 2000

Names of District Subject Area Curriculum Writing Committee:

Natalie S. Love
Tona Y. Williams

Date of Board Approval: April 27, 2006

Strand: 1.4 Types of Writing
 Grade/Course: Journalism

Grade Level Objectives	Performance Indicators	Assessments
A. Write creatively.	<ul style="list-style-type: none"> ➤ Choose lead. ➤ Evaluate story's newsworthiness. ➤ Select and develop sources. ➤ Research the topic. ➤ Edit work and revise. ➤ Interview a subject. ➤ Develop interview skills. ➤ Write headlines. ➤ Select visual companion pieces. ➤ Determine audience. ➤ Write to space. ➤ Handle quotations. ➤ Determine story structure. ➤ Read newspapers and magazines for examples and styles. 	<ul style="list-style-type: none"> ➤ Quiz ➤ Test ➤ Journal ➤ Product (Write a column or feature story) ➤ Teacher observation ➤ Class discussion

B. Write informational pieces.	<ul style="list-style-type: none"> ➤ Choose lead. ➤ Evaluate story's newsworthiness. ➤ Select and develop sources. ➤ Research the topic. ➤ Edit work and revise. ➤ Interview a subject. ➤ Develop interview skills. ➤ Write headlines. ➤ Select visual companion pieces. ➤ Determine audience. ➤ Write to space. ➤ Handle quotations. ➤ Determine story structure. ➤ Read newspapers and magazines for examples and styles. 	<ul style="list-style-type: none"> ➤ Quiz ➤ Test ➤ Journal ➤ Product (Write news and sports, and feature stories) ➤ Teacher observation ➤ Class discussion
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C. Write persuasively.	<ul style="list-style-type: none"> ➤ Choose lead. ➤ Evaluate story's newsworthiness. ➤ Select and develop sources. ➤ Research the topic. ➤ Edit work and revise. ➤ Interview a subject. ➤ Develop interview skills. ➤ Write headlines. ➤ Select visual companion pieces. ➤ Determine audience. ➤ Write to space. ➤ Handle quotations. ➤ Determine story structure. ➤ Read newspapers and magazines for examples and styles. 	<ul style="list-style-type: none"> ➤ Quiz ➤ Test ➤ Journal ➤ Product (Write an editorial or commentary) ➤ Teacher observation ➤ Class discussion
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Strand: 1.5 Quality of Writing
Grade/Course: Journalism

Grade Level Objectives	Performance Indicators	Assessments
A. Write with a sharp, distinct focus.	<ul style="list-style-type: none"> ➤ Identify topic, task, and audience. ➤ Establish and maintain a single point of view. 	<ul style="list-style-type: none"> ➤ Writing sample ➤ Teacher-made rubric ➤ Peer assessment

B. Write using well-developed content appropriate for the topic.	<ul style="list-style-type: none"> ➤ Gather, verify, and organize information. ➤ Employ the most effective format for purpose and audience. ➤ Write fully developed paragraphs that have details and information specific to the topic and relevant to the focus. 	<ul style="list-style-type: none"> ➤ Writing sample ➤ Teacher-made rubric ➤ Peer assessment
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C. Write with effective and logical organization that supports unity and clarity.	<ul style="list-style-type: none"> ➤ Include an effective introduction and conclusion. ➤ Sustain a logical order. ➤ Employ effective transitions. 	<ul style="list-style-type: none"> ➤ Writing sample ➤ Teacher-made rubric ➤ Peer assessment
D. Write with effective style.	<ul style="list-style-type: none"> ➤ Use a variety of sentence structures. ➤ Use precise language. ➤ Maintain consistent voice and tone. 	<ul style="list-style-type: none"> ➤ Writing sample ➤ Teacher-made rubric ➤ Peer assessment
E. Revise to improve writing.	<p>Improve the following:</p> <ul style="list-style-type: none"> ➤ Style ➤ Word choice ➤ Sentence variety ➤ Paragraph development ➤ Clarity of meaning ➤ Organization in the context of purpose, audience, and genre 	<ul style="list-style-type: none"> ➤ Teacher-made rubric ➤ Peer assessment
F. Edit writing using the conventions of language.	<ul style="list-style-type: none"> ➤ Spell words correctly. ➤ Use proper grammar and standard usage. ➤ Vary sentence structure. ➤ Use appropriate mechanics. 	<ul style="list-style-type: none"> ➤ Writing sample ➤ Teacher-made rubric ➤ Peer assessment
G. Present and/or defend written work when appropriate.	<ul style="list-style-type: none"> ➤ Publish work. 	<ul style="list-style-type: none"> ➤ Rubric ➤ Checklist ➤ Product

Strand: 1.6 Speaking and Listening
Grade/Course: Journalism

Grade Level Objectives	Performance Indicators	Assessments
A. Listen to others.	<ul style="list-style-type: none"> ➤ Conduct interviews. ➤ Ask appropriate questions. ➤ Set tenor and tone of story reflecting nature of interview. 	<ul style="list-style-type: none"> ➤ Product ➤ Teacher observation ➤ Class discussion

D. Contribute to discussions.	Conduct budget meeting (discussing and assigning of stories to be done).	<ul style="list-style-type: none"> ➤ Product ➤ Teacher observation ➤ Class discussion
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E. Participate in discussions and presentations.	Conduct budget meeting (discussing and assigning of stories to be done).	<ul style="list-style-type: none"> ➤ Product ➤ Teacher observation ➤ Class discussion
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F. Use media for learning purposes.	Read newspapers and magazines, both hard copy and online.	<ul style="list-style-type: none"> ➤ Product ➤ Teacher observation ➤ Class discussion
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Strand: 1.7 Characteristics and Functions of the English Language
Grade/Course: Journalism

Grade Level Objectives	Performance Indicators	Assessments
B. Recognize language variations and their effect on societal groups.	Choose language appropriate to audience.	Product

Strand: 1.8 Research
Grade/Course: Journalism

Grade Level Objectives	Performance Indicators	Assessments
A. Recognize an appropriate topic for research.	<ul style="list-style-type: none"> ➤ Conduct fact checking for stories and sources. ➤ Evaluate a source's reliability. ➤ Interpret data. ➤ Use information to help formulate appropriate interview questions. ➤ Gather background information. ➤ Support argument being made or point presented. 	<ul style="list-style-type: none"> ➤ Product ➤ Teacher observation ➤ Class discussion ➤ Quiz ➤ Journal

<p>B. Locate information using appropriate sources and strategies.</p>	<ul style="list-style-type: none"> ➤ Conduct fact checking for stories and sources. ➤ Evaluate a source's reliability. ➤ Interpret data. ➤ Use information to help formulate appropriate interview questions. ➤ Gather background information. ➤ Support argument being made or point presented. 	<ul style="list-style-type: none"> ➤ Product ➤ Teacher observation ➤ Class discussion ➤ Quiz ➤ Journal
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District Recommended Instructional Approach For the Course To Drive Teacher's Instructional Activities
<ul style="list-style-type: none"> • Whole/small group instruction • Flexible groups • Cooperative groups • Peer revising and editing • Writing workshop • Teacher and peer conferencing • Games/projects • Creative activities • Class discussion • Modeling process • Direction instruction • Self-reflection • Oral presentations • Thematic units • Individual instruction • Contract grading • Role playing • Independent study • Research • Graphic organizers • Read alouds • Independent reading • Guest speakers • Guided reading • Student-guided lessons • Review • Debate

- Interviews

Units of study for Journalism I

Unit 1: History and Roles

- Journalism in a democracy
- Ethics
- Related court cases

Unit 2: Newsgathering

- Determining news
- Developing sources
- Interviewing

Unit 3: Writing/Delivery

- Leads
- Writing process
- News writing
- Headline writing
- Handling quotes

Unit 4: Specialized writing

- Features
- Columns
- Sports

Unit 5: Photography

- Ethics
- Selecting photos to illustrate stories
- Photo essays
- Packaging/Layout