

Unit 1: The responsibility of Journalism				
<b>Standards</b>	Reading – Literary/Informational	Writing	Speaking & Listening	Language/Conventions
	Read closely to cite, analyze and infer appropriate to task, purpose and audience.	Produce clear and coherent writing appropriate to task, purpose and audience.	Present and respond to information appropriate to task, purpose and audience.	Demonstrate command of grammar, usage and language appropriate to task, purpose and audience.
<b>Instructional Focus Standards</b>	2 – Determine central ideas 7 – Analyze mediums	5 – Writing process 10 – Range of writing	1 – Prepare and participate	3 – Language functions
<b>Essential Questions:</b>	Why should media be fair, accurate, and unbiased?	What kinds of information are important enough to capture in print and digital media?	How does increased civic literacy impact society?	
<b>Enduring Understandings:</b>	Media has the responsibility to be fair, accurate and unbiased because information and ideas educate targeted audiences.	Skilled writers identify information important enough to capture in print, and make that information accessible, understandable, and thought provoking to a targeted audience.	Print media promotes civic literacy.	
<b>Assessments:</b>	<b>Formative</b>		<b>Summative</b>	
	Manipulate pictures and graphics Internet research Design Software Layout design Demonstration of ethics		Evaluation of current event print pieces Analysis of 1 <sup>st</sup> Amendment Portfolio of page designs – Publications II	

<b>Learning Objectives</b>	I can identify themes. I use and recognize the difference between objectivity and subjectivity. I can write for different audiences and purposes. I can demonstrate organizational and time management skills. I understand and demonstrate knowledge of publication terminology. I demonstrate my understanding of media literacy and the responsibility of publications.
<b>Academic Vocabulary</b>	Media Literacy Civic Duty Print Media Types Digital Media Types Ethics Layout
<b>Recommended Text Selections</b>	Newspapers Yearbooks District Databases Newsela

<b>Unit 2: Reporting and Designing</b>				
<b>Standards</b>	Reading – Literary/Informational	Writing	Speaking & Listening	Language/Conventions
	Read closely to cite, analyze and infer appropriate to task, purpose and audience.	Produce clear and coherent writing appropriate to task, purpose and audience.	Present and respond to information appropriate to task, purpose and audience.	Demonstrate command of grammar, usage and language appropriate to task, purpose and audience.
<b>Instructional Focus Standards</b>	9 –Analyses sources	4 – Clear and coherent writing 7 – Short/sustained research 8 - Gather sources 9 –Draw evidence	1 – Prepare and participate	1 – Command grammar and usage 3 – Language functions
<b>Essential Questions:</b>	How do skilled writers connect to their audience?		How do skilled writers make information accessible, understandable, and thought provoking?	Why are interpersonal skills, ethics, and responsibility essential elements in journalism careers?
<b>Enduring Understandings:</b>	Writers take the time to learn about the people and the world around them through observations and research.		Writers use text and print features to capture and guide their readers.	Journalism has the power to influence others through words and images.
<b>Assessments:</b>	<b>Formative</b>		<b>Summative</b>	
	Word Processing Skills Stories / Pieces Source Integration / Validity News elements Revision / Editing Practice Interviewing		Portfolio of Journalistic work: Feature Piece Feature Analysis Page Layouts – Publications II	

<p><b>Learning Objectives</b></p>	<p>I can use precise and concise language.                      I can vary sentence structures.                      I can apply the basic elements of journalist writing with an emphasis on language, style, and structure.                      I can draft and revise written work for self and peers.                      I can create appropriate questions to elicit information.                      I can locate, organize, and use information from various sources to answer questions.                      I can conduct interviews and translate information for a story.                      I can analyze and evaluate information acquired from various media sources.                      I can learn tools and navigation of Adobe Photoshop.                      I can learn tools and navigation for page design technology applications.                      I can demonstrate growth design utilizing literary and photography elements.                      I can demonstrate knowledge of journalistic design by developing layouts that are reflective of current trends.                      I can critique photographs.                      I can debate the qualities of photographs.                      I understand how various interpretations can be used to understand and evaluate photographs.</p>	
<p><b>Academic Vocabulary</b></p>	<p>Interview styles and types                      Literary elements                      Photography elements                      Contents                      Copy                      Depth coverage                      Folio                      Anecdote                      Outline                      Layout</p>	<p>Theme                      Spread                      Spin-off                      Index                      Graphics                      Headline                      Angles                      Sources                      Byline                      Editorial</p>
<p><b>Recommended Text Selections</b></p>	<p>Digital and Print materials                      District Databases                      Interviews</p>	

<b>Unit 3: Publishing</b>				
<b>Standards</b>	Reading – Literary/Informational	Writing	Speaking & Listening	Language/Conventions
	Read closely to cite, analyze and infer appropriate to task, purpose and audience.	Produce clear and coherent writing appropriate to task, purpose and audience.	Present and respond to information appropriate to task, purpose and audience.	Demonstrate command of grammar, usage and language appropriate to task, purpose and audience.
<b>Instructional Focus Standards</b>	9 –Analyses sources	4 – Clear and coherent writing 6 – Technology to Produce 7 – Short/sustained research	1 – Prepare and participate	1 – Command grammar and usage 3 – Language functions
<b>Essential Questions:</b>	How can media be a catalyst for critical thinking and problem solving?	How can the basic principles involved in creating and combining photography, art, graphics, headlines, and captions in layout and design create a publication?	What are the journalistic standards to maintain a publication?	What makes a good publication layout and how do you build it?
<b>Enduring Understandings:</b>	Media impacts what people see and believe.	Creating and combining photography, art, graphics, headlines, captions in layout and design are essential to produce a quality product.	Journalist must be true to their sources, revise and edit work, and careful planning with a team.	A good publication reflects feedback from the target audience, careful evaluation and constructive criticism to help identify areas for improvement.
<b>Assessments:</b>	<b>Formative</b>		<b>Summative</b>	
	Conferencing Deadlines Drafts and revisions Team meetings		Newspaper Production Analysis Yearbook Production Analysis Yearbook to Press – Publications II Portfolio of work	

<p><b>Learning Objectives</b></p>	<p>I can demonstrate knowledge of basic business concepts and apply them to the management and distribution of the publications.                  I can develop interpersonal skills and work together as a team.                  I can demonstrate organizational and time management skills by meeting deadlines completely, correctly, and on time.                  I can edit and publish written work.                  I can edit photos for publication.                  I can apply the basic elements of journalistic writing to publish.                  I can use technology to publish.                  I can apply acquire information, concepts, and ideas to communicate in a variety of formats.                  I can create marketing plans for publications.                  I can use the internet to share publications.</p>										
<p><b>Academic Vocabulary</b></p>	<table border="0"> <tr> <td>Deadline</td> <td>Overhaul</td> </tr> <tr> <td>Produce</td> <td>Composition</td> </tr> <tr> <td>Closing</td> <td>Copy editing</td> </tr> <tr> <td>Print</td> <td>Review</td> </tr> <tr> <td>Press Release</td> <td>Paparazzi</td> </tr> </table>	Deadline	Overhaul	Produce	Composition	Closing	Copy editing	Print	Review	Press Release	Paparazzi
Deadline	Overhaul										
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<p><b>Recommended Text Selections</b></p>	<p>SNO                  LucidPress</p>										