



Journalism 3

Curriculum Committee Members

Kevin Murray, Central High School

Jami Vault, English Language Arts Coach

Patricia Ulrich, English Language Arts Coordinator

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TABLE OF CONTENTS

Scholastic Journalism 3

Hazelwood School District Mission Statement.....	3
Hazelwood School District Vision Statement	3
Hazelwood School District Goals.....	3
Curriculum Overview	4
Course Overview.....	5
Scholastic Journalism 3– Unit 1.....	10
Scholastic Journalism 3– Unit 2.....	59
Scholastic Journalism 3– Unit 3.....	71
Scholastic Journalism 3– Unit 4.....	95
Appendices.....	137

Hazelwood School District

Mission Statement

We are a collaborative learning community guided by a relentless focus to ensure each student achieves maximum growth.

Vision Statement

HSD will foster lifelong learners, productive citizens and responsible leaders for an ever-evolving society.

Board of Education on January 5, 2010

Goals

Goal # 1: Hazelwood students will meet or exceed state standards in all curricular areas, with emphasis in reading, writing, mathematics, science and social studies.

Goal # 2: Hazelwood staff will acquire and apply the skills necessary for improving student achievement.

Goal #3: Hazelwood School District, the community and all families will support the learning of all children.

Curriculum Overview

The Journalism Curriculum was last written in April of 2006. The curriculum is based upon the philosophy that students learn communication skills through actively engaging in the integrated processes of reading, writing, speaking, listening and presenting their ideas to others

The HSD Journalism courses are designed to assist students in understanding communication structures and facilitates students developing a comfort level which enables them to think critically and express their ideas in a written format to others in scholastic, personal and professional settings. Journalism coursework will also assist learners in understanding print communication expectations and standards through studying court cases and the First Amendment. Students in Journalism 1, 2 or 3 will experience opportunities to express their ideas in different print mediums.

In Scholastic Journalism 3, Students will refine and enhance their journalistic skills and their understanding of journalistic ethics and standards, research self-selected topics, and plan, organize, and prepare a projects for publication. Students will continue to learn to communicate in a variety of forms for a variety of audiences and purposes. Students will plan, draft, and complete written and/or visual communications on a regular basis, carefully examining their copy for clarity, engaging language, and the correct use of the conventions and mechanics of written English. Students are expected to become analytical consumers of media and technology to enhance their communication skills. Writing, technology, and visual and electronic media are used as tools for learning as students create, clarify, critique, write, and produce effective communications.

As the HSD educational community strives to educate our students to become active participants, and leaders, in the 21st century global community the speech coursework engage students in cognitive, social development and critical thinking tasks enabling them to communicate, interpret and problem-solve with others.

The committee members aligned the curriculum with the 2010 Missouri Learning Standards published by DESE. The curriculum meets all of the state and district requirements for 21st century skills, cultural relevance, skill-building, and student-centeredness.

The curriculum department will provide Initial training to familiarize teachers with the curriculum expectations as well as ongoing training during PLC meetings to assist with upcoming skills.

COURSE TITLE: SCHOLASTIC JOURNALISM 3

GRADE LEVELS: 11-12

Course Description:

The Scholastic Journalism 3 course is designed to promote the development of essential written communication and publication skills for High School students. Students will develop their ability to express and defend their ideas in various written format for public consumption. Secondary students will develop their ability to clearly articulate their ideas to a variety of audiences. Students will develop foundational life-long reading, writing, speaking, listening, and thinking strategies to help them make meaning of the world around them.

Course Rationale:

The Scholastic Journalism 3 curriculum is considered important for the academic, social, and cognitive development of students who are expected to become critical media consumers in our global society. As part of the English Language Arts curriculum, Journalism students will acquire the necessary skills to think analytically about information presented to them in a variety of media formats, both in print and electronic media.

Course Scope and Sequence

<p><u>Unit 1: Introduction to Yearbook</u></p> <p>20 sessions 90 Minutes Daily</p>	<p><u>Unit 2: Advertising and Promotion</u></p> <p>20 sessions 90 Minutes Daily</p>
<p><u>Unit 3: Journalistic Writing</u></p> <p>20 sessions 90 Minutes Daily</p>	<p><u>Unit 4: Editing and Building on Journalist Writing Skills</u></p> <p>20 sessions 90 Minutes Daily</p>

Unit Objectives

Unit 1

1. Students will identify and analyze the role of the yearbook and other media publications in the school environment, culture, and history.
2. Students will understand, practice, and learn skills for effective leadership and collaboration at all levels of an organization.
3. Students will understand, practice, and learn skills for applying ethical and legal consideration to planning, storytelling, and production.
4. Students understand, learn, and practice skills for planning and placing content in the yearbook.

Unit 2

1. Students will understand how advertisements impact the production of the school yearbook.
2. Students will understand student buying power and how it impacts local businesses.
3. Students will identify the types of businesses that would most benefit from advertising in the yearbook.
4. Students will create surveys to gather data.
5. Students will analyze survey results and use the data to make informed decisions about potential advertisers.
6. Students will create and sell advertisements.

Unit 3

1. Students will understand the importance of taking care when writing headlines.
2. Students will learn the necessities of caption writing and write captions.
3. Students will use descriptive language to enhance their writing.
4. Students will write, edit, and revise feature articles for yearbook.

Unit 4

1. Students will recognize the importance of editing for style and accuracy in establishing credibility in a publication.
2. Students will recognize the value of editor and writer working together during the entire process of writing a story.
3. Students will use the recursive process to produce well-written documents for specific purposes and audiences.
4. Students will support their own analysis, reflection, and research by using evidence from texts, critical thinking, and logical reasoning

Essential Terminology/Vocabulary

Unit 1

Archival, compare-contrast, analysis, autocratic leadership style, democratic leadership style, laissez-faire leadership style, leadership qualities, and teambuilding, First Amendment, libel, copyright, defamation, establishment clause, civil liberties, free exercise clause, conscientious objector, freedom of speech, pure speech, censorship, symbolic speech, speech-plus, sedition, clear and present danger, slander, freedom of the press, freedom of religion, fair use, fairness doctrine, public domain, freedom of religion, prior restraint, injunction, Sunshine Law, freedom of assembly, Shield Law, Theme, marketing, marketing plan, layout, design elements, mock-up, endsheets, opening/closing, divider, folios, font, headline, spine, and spread,

Unit 2

discretionary Income, advertisers, consumer, target audience, consumer, advertiser, target audience

Unit 3

Headline, attention grabbing, caption, photo credits, photograph, descriptive language, synonym, adverb, adjective, brainstorm, feature topic,

Unit 4

The Associated Press (AP), case sensitive, content, conventions, style, editing, copy, clauses, phrases, ellipses, lead, summary lead, paraphrase, proof, revision, run, sub-head, tie in, teaser, articles (words), intensifiers, prepositions, worthless words, passive voice, active voice, profile story, angle, newsworthiness, validity, objectivity, dominant source, fact checking, interviewing techniques, closed questions, open-ended questions, Angle, inquiry, synthesize, Feature Writing, in-depth stories

Approved Course Materials and Resources:

Resources:

- School yearbooks from previous decades as well as the present
- [Yearbook Analysis Handout](#)
- [Yearbook Analysis Essay](#)
- [Leadership Style Instruction sheets A, B, or C](#)
- [Leadership Style Discussion Questions](#)
- [Chart of Leadership Styles](#)
- [Journalism Staff Application](#)
- [First Amendment Presentation Rubric](#)
- [Court Case Presentation Rubric](#)
- Libel and Privacy Law: <http://www.rcfp.org/handbook/viewpage.cgi>
- [Copy Quiz](#) (online)
- Teaching Copyright FAQ's
 - <https://www.teachingcopyright.org/handout/copyright-faq>
 - http://www.teachingcopyright.org/download/handout/tc_fair_use_faq.pdf
 - <https://www.teachingcopyright.org/handout/public-domain-faq>
- ["Illegal Art"](#)
- [Stop the Falseness](#)
- [A Fairy Use Tale](#)
- Various codes of ethics: <http://asne.org/content.asp?pl=19&sl=236&contentid=236>
- ["Guiding Principles for Journalists"](#)
- [Yearbook Design Rubric](#)
- [Article Rubric](#)
- [Yearbook Theme Project](#)
- [Yearbook Theme Project Rubric](#)
- Sample advertisement
- List of previous advertisers and ads

- Advertising Design Rubric
- Columbia Journalism Review's "The Lower Case" - http://www.cjr.org/the_lower_case/
- *Five Simple Ideas for... Headline Writing* (handout)
- Headline Rubric
- Pictures taken from events for the current school year.
- Caption Rubric
- Descriptive Writing Rubric
- Yearbook Article Rubric
- Recent issues of magazines and local papers
- Self-Reflection Rubric
- Associated Press Stylebook
- Photos of grammar mistakes on signs, advertisements, etc.
- Article Rubric
- Peer Review and Editing Guide
- Analyzing and Evaluating Profile Stories Chart
- Planning Your Profile Story
- Examples of in-depth stories
- Stories from various magazines, newspapers, internet sources, etc.
- Journalism Article with Illustrations Rubric
- **The American Man at Age Ten by Susan Orlean**
- ***Mrs. Kelly's Monster* by Jon Franklin** (<http://jonfranklin.com/stories-2/mrs-kellys-monster/>)
- ***Sheltering Sky* by Joanna Connors**
(http://blog.cleveland.com/metro/2009/12/kent_state_professor_trudy_ste.html)
- ***Megacity* by George Packer** (http://www.newyorker.com/archive/2006/11/13/061113fa_fact_packer)
- Feature Story Rubric