



Scholastic Journalism 2

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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.

Scholastic Journalism II will expand on the principles and practices of journalism covered in Scholastic Journalism I. Students will engage in the process of researching stories, analyzing and creating content, and publishing original work. Students will get a feel for how journalism and the media function in society through hands-on experiences in interviewing, researching, and writing journalistically. Students enrolled in this course are expected to plan, draft, and complete written compositions on a regular basis, carefully examining their papers for clarity, engaging language, and the correct use of the conventions and mechanics of written English. Writing, technology, 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 II

GRADE LEVELS: 10-12

Course Description:

The Scholastic Journalism II 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 II 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: Setting the Tone</u></p> <p>10 sessions 90 Minutes Daily</p>	<p><u>Unit 2: Writing SKills</u></p> <p>15 sessions 90 Minutes Daily</p>
<p><u>Unit 3: Exploring Various Media Sources</u></p> <p>15 sessions 90 Minutes Daily</p>	

Unit Objectives

Unit 1

1. Students will research and evaluate high school newspapers both in print and online.
2. Students will understand the roles of high school newspapers and apply for staff positions.
3. Students will learn how to set and meet deadlines.
4. Students will learn the key components of the design and layout of a school newspaper.

Unit 2

1. Students will learn how to write an article using an opinion-free observations.
2. Students will write news stories that are precise and without bias.
3. Students will understand the importance of quotes and how they impact an article.
4. Students will use fact patterns to write a story from a lead quote.
5. Students will conduct research to understand what comes before the story.
6. Students will understand the difference between hard news and feature writing.

Unit 3

1. Students will be able to determine the effectiveness, appropriateness and aesthetic value of photographs in various media outlets.
2. Students will be able to determine the effectiveness, appropriateness and aesthetic value of photographs in various media outlets.
3. Students will be able to use social networking sites to report the news.

Essential Terminology/Vocabulary

Unit 1

Newspaper content, design, Managing editor, opinion editor, editorial editor, sports editor, copy editor, photo/graphics editor, reporter, advertising manager, beat, newsworthy, design, layout, balance, dominant story and photo, type-faces, samples of styles, justification, screens, modular design and samples

Unit 2

Descriptive writing, objectives, lead, elaborative detail, critique, lead quote, Fairy Tales, vague, precise, quote, analysis, importance, hard news, feature news

Unit 3

Cutline, caption, Terms of Use, disturbance/framing, proximity, point of view, lighting, focus, and placement of subjects, rule of thirds, and triangles blogger, photograph, portfolio, hash tag, social media, report, retweet, social media following

Approved Course Materials and Resources:

Resources:

- Online High School Newspapers - <http://snosites.com/our-customers/high-schools/#Missouri>
- [Newspaper Report Card](#)
- "Roles of High School Newspapers" handout
- [News Story Rubric \(handout\)](#)
- [Feature Story Rubric](#)
- Examples of various newspaper layouts in print and online
- Page Design Evaluation
- [Newspaper Layout Project Rubric](#)
- News article: http://www.nytimes.com/2005/09/08/us/nationalspecial/macabre-reminder-the-corpse-on-union-street.html?_r=0
- Sample lead and news stories for students to use as examples or non-examples
- [Researched Article Rubric](#)
- Teacher sample of "de-edited writing"
- Various Fairy Tales
- [Unbiased Article Rubric](#)
- ["Southern Texas Feels Hurricane's Fury and Surveys the Aftermath"](#)
- [Hard News Article Rubric](#)
- News article: http://www.nytimes.com/2005/09/08/us/nationalspecial/macabre-reminder-the-corpse-on-union-street.html?_r=0
- Photo Practice Portfolio Score Sheet
- News articles that include photo and cutline (enough for each person in the class)
- PhotoShop
- Cameras
- Photojournalism Portfolio Rubric
- Sample websites and Twitter accounts with hashtag to track conversations.
- *A Dr. Seuss Inspired Guide to Twitter*
- [Jimmy Fallon You Tube Video](#)
- Storify.com
- [Live Tweet/ Hashtag Rubric](#)
- [Tweet Follow-up Rubric](#)
- Computer and example blogs for student review
- [Student Blogs Rubric](#)