

## **Curriculum Map: Journalism II and III**

### **Meadville Area Senior High School**

#### **English Department**

**Course Description:** Like Journalism I, the main purpose of this course will be to produce the school newspaper using the fundamentals of journalistic writing. Students will conduct interviews and write news, sports, features, opinion articles, take pictures, and edit the work of their peers. Students in this course will be advancing the journalism skills that they developed in Journalism I, though they will also be asked to provide feedback to their peers in Journalism I. Prerequisite: must have had a “B” or better in Journalism I.

**Unit Title:** Reviewing the Conventions of News Writing

**Suggested time frame:** 2-4 Weeks

**Standards:**

CC.1.2.11-12: Reading Informational Text: Students read, understand, and respond to informational text – with emphasis on comprehension, vocabulary acquisition, making connections among ideas and between texts with focus on textual evidence.

1.5.8 E: Revise writing after rethinking logic of organization and rechecking central idea, content, paragraph development, and level of detail.

1.3.8 E: Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to the style of the piece.

1.5.11 E: Revise writing to improve style, word choice, sentence variety, and subtlety of meaning.

**Essential Questions:**

How does word choice dictate a writer's tone?

What factors contribute to an objective tone?

How does a writer establish a journalistic style of writing?

Why is it important to recognize one's bias when reporting news stories?

What are the proper conventions of formatting a news article?

What expectations do readers have of news articles?

<b>Competency</b>	<b>Vocabulary</b>	<b>Strategy</b>	<b>Resource</b>
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<p>Nonfiction –</p> <ul style="list-style-type: none"> <li>• Comprehend, interpret and analyze author's purpose, author's effectiveness, text organization and text structure before, during, and after reading;</li> <li>• demonstrate fluency;</li> <li>• distinguish among facts, opinions, evidence, inference, and essential and non-essential information;</li> <li>• examine author's bias</li> <li>• make inferences and draw conclusions;</li> <li>• analyze connections between literature and historical periods.</li> </ul>	<p>Tone, sentence structure, formal and informal diction, fact, opinion, bias, editorial, feature, lead, inverted pyramid, heading, mast, caption, attribution, byline, sidebar, direct quotation, paraphrasing.</p>	<p>Independent reading, summative and formative assessments, evaluation projects, group discussion.</p>	<p>Various news outlets, both online and in text, from sources like the <i>New York Times</i>, <i>The New Yorker</i>, <i>The Washington Post</i>, <i>The Meadville Tribune</i>, and <i>The Erie Times</i>.</p>
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**Unit Title:** Fundamentals of Microsoft Publisher

**Suggested time frame:** 2-3 weeks

**Standards:** CC.1.4.11-12 U: 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.

**Essential Questions:**

What is the most effective way to organize text and visuals in a Publisher document?  
What are the command keys necessary to arrange and format text and visuals on a Publisher document?  
How do the principles of balance and contrast apply to the production of an easy-to-read and visually appealing news article on a Publisher document?

<b>Competency</b>	<b>Vocabulary</b>	<b>Strategy</b>	<b>Resource</b>
<ul style="list-style-type: none"><li>Accurately integrate and incorporate text and visuals into a complete Microsoft Publisher document that adheres to the principles of unity, contrast, dominance, and balance.</li></ul>	Copy and paste, crop, insert, text box, format, grayscale, margins, line, fill, contrast, balance, unity, dominance, font style, line spacing, columns, template.	Worksheets, writing sample news articles based on current news broadcasts and interviews, manipulating provided online visuals within the confines of Publisher documents filled with text, peer editing, manipulating sample news articles on Publisher using the Promethean Board. Journalism II and III students will be paired with students in Journalism I when working in partnered situations.	-Microsoft Publisher -College Newspaper Matters (Online resource) -Facts on File database -Various news stories and interviews from online news outlets

**Unit Title:** Producing the School Newspaper

**Suggested time frame:** 22-28 weeks

**Standards:**

1.2.8 A: Read and understand essential content of informational texts and documents in all academic areas.

1.6.5.F: Use media for learning purposes

1.4.11 B: Write complex informational pieces

CC.1.4.1.X: Write routinely over extended time frames

**Essential Questions:**

<b>Competency</b>	<b>Vocabulary</b>	<b>Strategy</b>	<b>Resource</b>
<ul style="list-style-type: none"><li>• Produce a minimum of two complete news stories. Students will accurately apply the conventions of whatever article type they have chosen (i.e. editorial, column, feature, etc.). Students will produce three drafts of their articles.</li><li>• Accurately format news articles that adhere to a stylus guide.</li></ul>	Columns, byline, gutter, caption, contrast, balance, headline, focus, journalistic style, editing, drafts.	Independent/collaborative student work on articles. Drafts will be submitted to the instructor and student editor, and staff writers will make revisions based on the instructor's feedback.	Microsoft Publisher AP Style Guide OWL @ Purdue Online

- Incorporate appropriate visual elements in a written text (pictures, sketches, etc.)

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