

SPRING GROVE AREA SCHOOL DISTRICT

PLANNED INSTRUCTION

Course Title:	Journalism II	Length of Course:	Two Semesters
Grade Level(s):	11 & 12	Periods Per Cycle:	6
Units of Credit:	1	Length of Period:	43 minutes
Required:	Elective: X	Total Instructional Time:	129 hours

Course Description:

This course is recommended for students interested in the field of journalism. Students will continue to enhance their knowledge and skills in the area of newspaper production. Students will take on leadership roles as needed to produce the student newspaper, *The Rocket Star*, and the school literary magazine, *The Contrail*. Students will also be facilitators of training for students in Journalism 1. Prerequisite: Successful completion of Journalism 1, with no lower than a B average for the year.

Materials/Resources:

Journalism Today (6th ed.) National Textbook Company.
Journalism Today Workbook (6th ed.) National Textbook Company.
Computers loaded with PageMaker 6.5
Digital camera
Daily professional newspapers

Adopted: 1/16/02

Revised: 10/04; 11/20/06; 8/16/2010

Teacher: Core Journalism II Grade 12

Year: 2009-2010

Course: Journalism II

S E P T E M B E R	Newspaper Production: October edition - Repeat this unit monthly with each monthly edition, from the October edition through the May edition.						
	Essential Questions	Content	Skills	Assessments	Lessons	Vocabulary	Standards
	What are the essential stories that must be covered in this month's edition?	Brainstorm ideas for new stories. Start and "mine" the futures book.	TSWBAT develop stories from concept to publication.			prospectus angle beats	1.2.11.B ~ Use and understand a variety of media and evaluate the quality of material produced. 1.4.11.B ~ Write complex informational pieces (e.g., research papers, analyses, evaluations, essays).
	What future stories must be planned now?	Choose and/or assign beats and articles.	TSWBAT use and implement technology to create and enhance layout.			sidebar cutline	1.4.11.C ~ Write persuasive pieces.
	How is a newspaper created, from concept to publication?	Meet with section editors and advisor/teacher to discuss story angle and prospectus.	TSWBAT use primary and secondary sources.			layout	1.5.11.A ~ Write with a sharp, distinct focus. 1.5.11.B ~ Write using well-developed content appropriate for the topic.
	Where and how do we find story ideas?	Write preliminary interview questions.	TSWBAT evaluate their own work and peers' work for content, style, effectiveness, accuracy, and conventions.				1.5.11.C ~ Write with controlled and/or subtle organization.
	How is information gathered for stories?	Complete background research.					1.5.11.D ~ Write with a command of the stylistic aspects of composition.
	What is a good layout for a story? a section? an edition?	Conduct interviews, record quotes, and write notes.					1.5.11.E ~ Revise writing to improve style, word choice, sentence variety and subtlety of meaning after rethinking how questions of purpose, audience and genre have been addressed.
	How should an article be revised for publication?	Take, download, and edit pictures.					1.5.11.F ~ Edit writing using the conventions of language.
	When is an article/a package ready for	Write cutlines (captions).					1.5.11.G ~ Present and/or defend written work for publication when appropriate

<p>publication?</p> <p>What can be done to improve next month's edition?</p>	<p>Write rough drafts.</p> <p>Meet with section editors and advisor/teacher to discuss edits, revisions, and story angle.</p> <p>Check facts.</p> <p>Complete layout.</p> <p>Package stories and sections.</p> <p>Prepare stories for press.</p> <p>Distribute newspapers.</p> <p>Obtain feedback from readers.</p> <p>Evaluate completed edition and feedback, and plan changes for next month's edition.</p>					<p>1.6.11.A ~ Listen to others.</p> <p>1.6.11.D ~ Contribute to discussions.</p> <p>1.6.11.E ~ Participate in small and large group discussions and presentations.</p> <p>1.6.11.F ~ Use media for learning purposes.</p> <p>1.8.11.A ~ Select and refine a topic for research.</p> <p>1.8.11.B ~ Locate information using appropriate sources and strategies.</p> <p>1.8.11.C ~ Organize, summarize and present the main ideas from research.</p> <p>R11.A.1.2 ~ Apply word recognition skills. (Reference: 1.1.11.C)</p> <p>R11.B.3.3 ~ Evaluate text organization and content to determine the author's purpose according to the author's thesis and logic, headings, graphics and charts to derive meaning. (Reference 1.2.11.A)</p>
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Review: Law & Ethics

Essential Questions	Content	Skills	Assessments	Lessons	Vocabulary	Standards
<p>What are students' rights and responsibilities as</p>	<p>Read and discuss PA Code 12.9, the First Amendment, and scholastic press</p>	<p>TSWBAT understand and apply laws related to scholastic</p>			<p>prior review</p> <p>consent</p>	<p>1.1.11.F ~ Understand the meaning of and apply key vocabulary across the various subject areas.</p> <p>1.2.11.B ~ Use and understand a variety of</p>

<p>journalists?</p> <p>What freedoms are ensured by Pennsylvania Code 12.9, the First Amendment, and related scholastic press court cases (Hazelwood and Tinker)?</p> <p>What is libel and how can it be avoided?</p> <p>What are the laws regarding invasion of privacy?</p> <p>What are the laws regarding use of copyrighted material?</p> <p>What ethical principles should be considered and followed while acting as a student journalist?</p>	<p>court cases, specifically Tinker and Hazelwood.</p> <p>Read and discuss laws regarding libelous material, p. 39-44 in <i>Journalism Today</i> and the SPLC handouts.</p> <p>Read and discuss use of copyrighted material and invasion of privacy laws using SPLC handouts and guidelines.</p> <p>Analyze ethical dilemmas and determine outcomes.</p>	<p>journalism.</p> <p>TSWBAT identify and avoid libel, copyright infringement, and invasion of privacy.</p> <p>TSWBAT use ethical principles to guide their journalistic decisions.</p>			<p>privilege</p> <p>defamation</p> <p>libel</p> <p>obscenity</p> <p>PIHFF checklist:</p> <p>publication identification</p> <p>harm</p> <p>falsity</p> <p>fault</p> <p>copyright</p> <p>fair use</p> <p>parody</p> <p>ethics</p>	<p>media and evaluate the quality of material produced.</p>
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Review: Interviewing and Attribution

Essential Questions	Content	Skills	Assessments	Lessons	Vocabulary	Standards
<p>How is a formal interview conducted?</p> <p>What kinds of</p>	<p>Conduct a professional interview.</p> <p>Ask open-ended</p>	<p>TSWBAT conduct a professional interview and take accurate notes.</p>			<p>open-ended question</p> <p>follow-up</p>	<p>1.6.11.A ~ Listen to others.</p> <p>1.6.11.C ~ Speak using skills appropriate to formal speech situations.</p>

<p>questions will lead to strong quotes?</p> <p>What are the parts of an interview?</p> <p>How is attribution given to interviewees?</p> <p>What are the differences among direct quotes, partial quotes, paraphrases, and summaries? When is each appropriate to use?</p>	<p>questions and follow-up questions</p> <p>Take accurate notes and quotes.</p> <p>Use active listening skills.</p> <p>Be polite and attentive.</p> <p>Be prepared for the interview.</p> <p>Give credit to interview sources using full names, an identifier, and "said."</p> <p>Use direct quotes, partial quotes, paraphrases, and summaries appropriately.</p>	<p>TSWBAT cite sources using accepted attribution.</p>			<p>question</p> <p>active listening</p> <p>attribution</p> <p>direct quote</p> <p>partial quote</p> <p>paraphrase</p> <p>summarize</p>	<p>1.8.11.B ~ Locate information using appropriate sources and strategies.</p>
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Copyediting: AP style - Begin this unit in September and continue, as needed, through May.

Essential Questions	Content	Skills	Assessments	Lessons	Vocabulary	Standards
<p>What is AP style, why is it used, and how is it important to The Rocket Star?</p> <p>How are titles, abbreviations,</p>	<p>Review "Intro to Journalism" (p. 63) and the AP style manual.</p> <p>Use the AP style manual to self-</p>	<p>TSWBAT apply AP style to their own and peers' writing to identify and correct errors in punctuation, capitalization, spelling, and</p>			<p>AP style</p> <p>copyedit</p>	<p>1.5.11.E ~ Revise writing to improve style, word choice, sentence variety and subtlety of meaning after rethinking how questions of purpose, audience and genre have been addressed.</p> <p>1.5.11.F ~ Edit writing using the conventions of language.</p>

<p>numbers, and names written in AP style?</p> <p>How can use of AP style improve consistency in grammar, spelling, punctuation, and usage in The Rocket Star?</p> <p>How does AP style differ from standard English?</p>	<p>and peer-edit.</p> <p>Use AP style to guide punctuation, capitalization, spelling, and grammar.</p> <p>Create a Rocket Star style guide with frequently used entries.</p>	<p>grammar.</p> <p>TSWBAT compile a Rocket Star style guide.</p>				
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Intro to Design: Consistency - Begin this unit in September and continue through October. (See specific months for content.)

Essential Questions	Content	Skills	Assessments	Lessons	Vocabulary	Standards
<p>What makes a good logo? a good flag? What kind of logo and flag will the Rocket Star use?</p> <p>How should special sections and stories be set apart?</p> <p>How should columns be set apart?</p> <p>When should column logos, sigs, and bugs be used?</p>	<p>Design and choose a logo and a flag for the Rocket Star.</p> <p>Design and choose a sig for special stories.</p> <p>Design and choose a column logo (or photo sig) for all regular columns.</p> <p>Read and discuss Ch. 5 "Nuts & Bolts" (p. 143-160) in <i>The Newspaper Designer's</i></p>	<p>TSWBAT design and choose a flag and logo for the Rocket Star.</p> <p>TSWBAT design and choose a sig for special stories.</p> <p>TSWBAT design and choose a column logo (or photo sig) for all regular columns.</p> <p>TSWBAT explain the differences among column logos, sigs, and</p>			<p>flag</p> <p>logo</p> <p>header/standing head/section flags</p> <p>sigs/bugs/logos</p> <p>column logo/photo sig</p> <p>pull quote/lifout/breakout/quote block</p> <p>deck</p> <p>summary deck/nut graf</p>	<p>1.1.11.F ~ Understand the meaning of and apply key vocabulary across the various subject areas.</p> <p>1.2.11.B ~ Use and understand a variety of media and evaluate the quality of material produced.</p> <p>1.5.11.G ~ Present and/or defend written work for publication when appropriate</p> <p>1.6.11.F ~ Use media for learning purposes.</p>

What is a pullout quote? How should pullout quotes be used in the Rocket Star?	<i>Handbook.</i> Design and use pullout quotes in stories.	bugs. TSWBAT design and use pullout quotes in stories.			byline tag line	
What is a deck? When should a deck be used with a headline?	Use decks with important stories and hammer headlines.	TSWBAT follow the guidelines for using pullout quotes.				
What are the basic guidelines for deck usage?	Use summary decks to transition into stories.	TSWBAT use decks appropriately.				
What is a summary deck? How is it different from a regular deck?	Design and consistently use one byline style for all articles. (Use tag lines for columns, sidebars, and briefs.)	TSWBAT summarize key story elements in a summary deck (nut graf).				
How should bylines be designed?		TSWBAT use bylines and tag lines consistently and appropriately.				
What is the difference between a byline and a tagline? When should each be used?						

OCTOBER	Intro to Design: Consistency - This unit is continued from September.					
	Essential Questions	Content	Skills	Assessments	Lessons	Vocabulary
What is a credit line and where should it be placed?	Use credit lines on all photos. Differentiate between credit	TSWBAT place credit lines appropriately on all photos.			teasers credit line	1.1.11.F ~ Understand the meaning of and apply key vocabulary across the various subject areas. 1.5.11.G ~ Present and/or defend written

What is the difference between a credit line and a source line?	lines and source lines. Use standard spacing on all pages.	TSWBAT use standard spacing between all elements on a page.			source line	work for publication when appropriate
What is the standard spacing between elements on a page?	Use rules and boxes consistently.	TSWBAT use rules and boxes consistently.			rules	1.6.11.F ~ Use media for learning purposes.
What are rules and boxes? When and how should they be used?	Use refer lines, paragraphs, and boxes in stories. Use teasers on the front page and index.	TSWBAT use refers to enhance stories.			boxes	
What is a refer and when can it be used?	Use subheads, initial caps, and dingbats to break up and organize text.	TSWBAT design effective teasers using art/graphics and text.			refer line	
What is a teaser? When and how is it used?	Use jump lines and continuation lines on all multi-page stories.	TSWBAT break up text appropriately using subheads, initial caps, and dingbats.			refer paragraph	
When and how can subheads, initial caps, and dingbats be used?		TSWBAT use jump lines and continuation lines consistently.			refer box	
What are jump lines and continuation lines? What is the difference between the two?					subhead	
					initial cap	
					dingbat	
					jump line	
					continuation line	
					orphan/widow	

Review: Leads and Headlines - Review all content from Journalism I regarding leads and headlines. Also add the new content listed below.

Essential Questions	Content	Skills	Assessments	Lessons	Vocabulary	Standards
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<p>What is the difference between a news (summary) lead and a feature lead?</p> <p>Which types of leads should be used in which situations?</p> <p>What types of leads should be avoided?</p> <p>What kind of a feature lead can be used to create a hook for readers?</p> <p>What are the functions of a headline?</p> <p>What constitutes strong headline design?</p> <p>What headline design and typography are used in the Rocket Star?</p> <p>What are the different types of headlines?</p>	<p>Read and discuss <i>The Manual</i>, p. 42-44, "Leads" and p. 58-62, "Feature Leads."</p> <p>Read exemplar news, sports, and feature stories, and analyze leads.</p> <p>Write a creative, unique feature lead for a November edition story.</p> <p>Read and discuss <i>The Manual</i>, p. 104-105, "Headline Writer's Toolbox," and <i>The Newspaper Designer's Handbook</i>, p. 27-29, "Headlines"</p> <p>Apply reading and discussion to the Rocket Star's headlines.</p> <p>Identify the purpose for various headlines and revise for clarity, accuracy, tone, and information.</p>	<p>TSWBAT identify, write, and use various types of leads.</p> <p>TSWBAT analyze and evaluate leads for style, purpose, and effectiveness.</p> <p>TSWBAT identify, evaluate, and revise headlines for effectiveness and style.</p>			<p>summary lead</p> <p>grammatical lead</p> <p>literary allusion lead</p> <p>historical allusion lead</p> <p>contrast lead</p> <p>pun lead</p> <p>description lead (person, event, or site)</p> <p>capsule or punch lead</p> <p>one word lead</p> <p>miscellaneous freak lead/startling statement lead</p> <p>parody lead</p> <p>direct address lead</p> <p>staccato lead</p> <p>anecdotal lead</p> <p>sequence or narrative lead</p> <p>then and now</p>	<p>1.1.11.F ~ Understand the meaning of and apply key vocabulary across the various subject areas.</p> <p>1.2.11.A ~ Read and understand essential content of informational texts and documents in all academic areas.</p> <p>1.3.11.C ~ Analyze the effectiveness, in terms of literary quality, of the author's use of literary devices.</p> <p>1.3.11.E ~ Analyze how a scriptwriter's use of words creates tone and mood, and how choice of words advances the theme or purpose of the work.</p> <p>1.5.11.C ~ Write with controlled and/or subtle organization.</p> <p>1.5.11.D ~ Write with a command of the stylistic aspects of composition.</p> <p>1.6.11.D ~ Contribute to discussions.</p> <p>1.6.11.E ~ Participate in small and large group discussions and presentations.</p>
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					lead quote lead question lead banner headline multi-line headline multi-deck headline kicker hammer slammer tripod raw wrap headline sidesaddle head	
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Photography and Captions - Review all content from Journalism I plus complete the below content.

Essential Questions	Content	Skills	Assessments	Lessons	Vocabulary	Standards
What are the elements of an effective photograph? What are the elements of a strong photo	Read and discuss Ch. 4 "Photos and Art" (p. 110-138) and p. 32-35, "Photos and Cutlines" in <i>The Newspaper Designer's</i>	TSWBAT follow and use rules of photography to capture photos, including simplicity, fill the frame, avoid awkward cuts, rule of thirds,			crop grayscale line art JPEG	1.1.11.F ~ Understand the meaning of and apply key vocabulary across the various subject areas. 1.6.11.F ~ Use media for learning purposes. 9.1.11.B ~ Recognize, know, use and demonstrate a variety of appropriate arts

<p>story?</p> <p>What are the basic guidelines for photo usage in layout?</p> <p>How can a bad photo be salvaged?</p> <p>How can photos be cropped and sized for maximum impact while retaining the photo's original integrity?</p> <p>When and how can studio shots and photo illustrations be used?</p> <p>Where and how can feature art be found?</p> <p>What is the purpose of a caption?</p> <p>What are the different types of captions?</p> <p>What information should be included in a</p>	<p><i>Handbook.</i></p> <p>Use guidelines for good photography when taking pictures (See p. 110, 32-33)</p> <p>Use cropping and editing techniques to fix poor quality photos. (p. 116-117)</p> <p>Resize photos retaining file integrity.</p> <p>Crop photos to emphasize importance and reduce clutter.</p> <p>Write effective captions and cutlines for photos and art.</p> <p>Scan, save, grayscale, and crop a scanned image. (p. 122-123)</p> <p>Attend an event and document it through photography.</p> <p>Create a photo spread to cover an event, profile a personality, or tell a story.</p> <p>Differentiate</p>	<p>patterns, curves, and leading lines, and various angles and viewpoints.</p> <p>TSWBAT crop, resize, and edit photos.</p> <p>TSWBAT use the scanner to manipulate, edit, and place an image.</p> <p>TSWBAT design a photo spread using appropriate techniques and guidelines.</p> <p>TSWBAT organize and create a studio shot and a photo illustration to enhance a layout.</p> <p>TSWBAT plan, design, and use art before and during the newspaper production process to enhance article and package design.</p>			<p>photo spread/photo story</p> <p>studio shot</p> <p>photo illustration</p> <p>illustration</p> <p>caricature</p> <p>flavor drawing</p> <p>clip art</p>	<p>elements and principles to produce, review and revise original works in the arts.</p> <p>9.1.11.E ~ Delineate a unifying theme through the production of a work of art that reflects skills in media processes and techniques.</p>
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caption? How can captions add value to a photo? How can scanned images be used in the Rocket Star?	between and use studio shots, photo illustrations, art, and photos. (p. 132-135) Ethically use studio shots, photo illustrations, art, and photos. Determine sources of art. Use PhotoShop, Microsoft Picture Manager, and/or InDesign to edit photos and art.					
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Newspaper Production: November edition - Repeat this unit monthly with each monthly edition, from the October edition through the May edition.

Essential Questions	Content	Skills	Assessments	Lessons	Vocabulary	Standards
What are the essential stories that must be covered in this month's edition? What future stories must be planned now? How is a newspaper created, from concept to publication? Where and how do we find story	Brainstorm ideas for new stories. Start and "mine" the futures book. Choose and/or assign beats and articles. Meet with section editors and advisor/teacher to discuss story angle and prospectus. Write preliminary	TSWBAT develop stories from concept to publication. TSWBAT use and implement technology to create and enhance layout. TSWBAT use primary and secondary			prospectus angle beats sidebar cutline layout	1.2.11.B ~ Use and understand a variety of media and evaluate the quality of material produced. 1.4.11.B ~ Write complex informational pieces (e.g., research papers, analyses, evaluations, essays). 1.4.11.C ~ Write persuasive pieces. 1.5.11.A ~ Write with a sharp, distinct focus. 1.5.11.B ~ Write using well-developed content appropriate for the topic. 1.5.11.C ~ Write with controlled and/or

<p>ideas?</p> <p>How is information gathered for stories?</p> <p>What is a good layout for a story? a section? an edition?</p> <p>How should an article be revised for publication? When is an article/a package ready for publication?</p> <p>What can be done to improve next month's edition?</p>	<p>interview questions.</p> <p>Complete background research.</p> <p>Conduct interviews, record quotes, and write notes.</p> <p>Take, download, and edit pictures.</p> <p>Write cutlines (captions).</p> <p>Write rough drafts.</p> <p>Meet with section editors and advisor/teacher to discuss edits, revisions, and story angle.</p> <p>Check facts.</p> <p>Complete layout.</p> <p>Package stories and sections.</p> <p>Prepare stories for press.</p> <p>Distribute newspapers.</p> <p>Obtain feedback from readers.</p> <p>Evaluate completed edition</p>	<p>sources.</p> <p>TSWBAT evaluate their own work and peers' work for content, style, effectiveness, accuracy, and conventions.</p>				<p>subtle organization.</p> <p>1.5.11.D ~ Write with a command of the stylistic aspects of composition.</p> <p>1.5.11.E ~ Revise writing to improve style, word choice, sentence variety and subtlety of meaning after rethinking how questions of purpose, audience and genre have been addressed.</p> <p>1.5.11.F ~ Edit writing using the conventions of language.</p> <p>1.5.11.G ~ Present and/or defend written work for publication when appropriate</p> <p>1.6.11.A ~ Listen to others.</p> <p>1.6.11.D ~ Contribute to discussions.</p> <p>1.6.11.E ~ Participate in small and large group discussions and presentations.</p> <p>1.6.11.F ~ Use media for learning purposes.</p> <p>1.8.11.A ~ Select and refine a topic for research.</p> <p>1.8.11.B ~ Locate information using appropriate sources and strategies.</p> <p>1.8.11.C ~ Organize, summarize and present the main ideas from research.</p> <p>R11.A.1.2 ~ Apply word recognition skills. (Reference: 1.1.11.C)</p> <p>R11.B.3.3 ~ Evaluate text organization and content to determine the author's purpose according to the author's thesis and logic, headings, graphics and charts to derive</p>
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	and feedback, and plan changes for next month's edition.					meaning. (Reference 1.2.11.A)
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Copyediting: AP style - Begin this unit in September and continue, as needed, through May.

Essential Questions	Content	Skills	Assessments	Lessons	Vocabulary	Standards
<p>What is AP style, why is it used, and how is it important to The Rocket Star?</p> <p>How are titles, abbreviations, numbers, and names written in AP style?</p> <p>How can use of AP style improve consistency in grammar, spelling, punctuation, and usage in The Rocket Star?</p> <p>How does AP style differ from standard English?</p>	<p>Review "Intro to Journalism" (p. 63) and the AP style manual.</p> <p>Use the AP style manual to self- and peer-edit.</p> <p>Use AP style to guide punctuation, capitalization, spelling, and grammar.</p> <p>Create a Rocket Star style guide with frequently used entries.</p>	<p>TSWBAT apply AP style to their own and peers' writing to identify and correct errors in punctuation, capitalization, spelling, and grammar.</p> <p>TSWBAT compile a Rocket Star style guide.</p>			<p>AP style</p> <p>copyedit</p>	<p>1.5.11.E ~ Revise writing to improve style, word choice, sentence variety and subtlety of meaning after rethinking how questions of purpose, audience and genre have been addressed.</p> <p>1.5.11.F ~ Edit writing using the conventions of language.</p>

NOVEMBER

Review: News writing - Review all content from Journalism I.

Essential Questions	Content	Skills	Assessments	Lessons	Vocabulary	Standards
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B E R	What is the format of a news article?	Read news articles and handouts.	TSWBAT identify the inverted pyramid in news writing.			inverted pyramid	1.5.11.A ~ Write with a sharp, distinct focus.
	How should a news article be written?	Analyze and evaluate news stories.	TSWBAT identify, analyze, and write a brief.			transitions	1.5.11.B ~ Write using well-developed content appropriate for the topic.
	What is the difference between a news article and a brief?	Discuss news story format. Read briefs.	TSWBAT identify primary and secondary sources of information and interviews for news stories.			brief	1.5.11.C ~ Write with controlled and/or subtle organization.
	What is a reliable source?	Compare/contrast briefs and news articles.	TSWBAT attribute information and quotes correctly in news stories.			primary source	1.5.11.D ~ Write with a command of the stylistic aspects of composition.
	How is credit given to sources in news articles?	Write a brief.	TSWBAT conduct original polls, including a random opinion poll and a representative sampling poll.			secondary source	1.5.11.E ~ Revise writing to improve style, word choice, sentence variety and subtlety of meaning after rethinking how questions of purpose, audience and genre have been addressed.
	How can an accurate poll be conducted?	Expand a brief into a story in inverted pyramid style.	TSWBAT write and revise a news article using inverted pyramid style.			representative sampling	1.5.11.F ~ Edit writing using the conventions of language.
	What is a representative sampling?	Discuss sources and who qualifies as an "authority" on topics.				random opinion poll	1.5.11.G ~ Present and/or defend written work for publication when appropriate
	What is a random opinion poll?	Read stories and identify sources used.					1.6.11.A ~ Listen to others.
	What are the benefits, drawbacks, and uses of the different types of polls?	Discuss how credit is given to sources, and practice writing attributions. Discuss statistics and how to conduct a poll, types of questions that can and should be asked, and how to obtain					1.6.11.D ~ Contribute to discussions.
							1.6.11.E ~ Participate in small and large group discussions and presentations.
						1.8.11.A ~ Select and refine a topic for research.	
						1.8.11.B ~ Locate information using appropriate sources and strategies.	
						1.8.11.C ~ Organize, summarize and present the main ideas from research.	

	<p>a representative sampling.</p> <p>Read and discuss Ch. 7 and Ch. 21 in <i>The High School Editor's Handbook</i>, "Writing Formula Stories" (p. 60-66) and "Surveys, Polls, and Samples" (p. 152-154)</p>					
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Review: Feature writing

Essential Questions	Content	Skills	Assessments	Lessons	Vocabulary	Standards
<p>What is a feature story?</p> <p>What is the difference between a feature story and a news story?</p> <p>What are the different types of feature leads?</p>	<p>Read and discuss handouts and <i>Journalism Today</i> p. 266-276 "Writing Feature Stories."</p> <p>Read, analyze, and categorize exemplar feature stories.</p> <p>Compare/contrast news and feature stories.</p> <p>Examine and analyze the effectiveness of feature leads.</p> <p>Write feature stories using</p>	<p>TSWBAT identify, categorize, and analyze feature stories.</p> <p>TSWBAT identify, evaluate, and create original feature leads.</p> <p>TSWBAT write and revise a feature article.</p>			<p>feature story</p> <p>feature lead</p> <p>personality profile</p> <p>public service feature</p> <p>news feature</p> <p>evergreen</p>	<p>1.5.11.A ~ Write with a sharp, distinct focus.</p> <p>1.5.11.B ~ Write using well-developed content appropriate for the topic.</p> <p>1.5.11.C ~ Write with controlled and/or subtle organization.</p> <p>1.5.11.D ~ Write with a command of the stylistic aspects of composition.</p> <p>1.5.11.E ~ Revise writing to improve style, word choice, sentence variety and subtlety of meaning after rethinking how questions of purpose, audience and genre have been addressed.</p> <p>1.5.11.F ~ Edit writing using the conventions of language.</p> <p>1.5.11.G ~ Present and/or defend written work for publication when appropriate</p>

	feature leads. Read and discuss "Feature Writer's Style Toolbox" and "Special Feature Writer's Style Toolbox" (p. 58-63) in <i>The Manual</i> .					1.6.11.A ~ Listen to others. 1.6.11.D ~ Contribute to discussions. 1.6.11.E ~ Participate in small and large group discussions and presentations. 1.6.11.F ~ Use media for learning purposes. 1.8.11.A ~ Select and refine a topic for research. 1.8.11.B ~ Locate information using appropriate sources and strategies. 1.8.11.C ~ Organize, summarize and present the main ideas from research.
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Intro to Design: The Fundamentals

Essential Questions	Content	Skills	Assessments	Lessons	Vocabulary	Standards
<p>What are the different elements on each page called?</p> <p>What are the different type fonts and families, and when should they be used?</p> <p>How can type be modified to enhance its readability?</p>	<p>Read and discuss Ch. 1, "The Fundamentals" (p. 18-26) in <i>The Newspaper Designer's Handbook</i>.</p> <p>Identify components of printed newspaper pages.</p> <p>Identify and use</p>	<p>TSWBAT identify all components on a page using correct terminology.</p> <p>TSWBAT use various typefaces appropriately.</p> <p>TSWBAT design article layouts for increased readability.</p>			<p>reverse type</p> <p>headline</p> <p>refer</p> <p>mug shot</p> <p>byline</p> <p>initial cap</p> <p>standing head</p>	<p>1.1.11.F ~ Understand the meaning of and apply key vocabulary across the various subject areas.</p> <p>1.6.11.F ~ Use media for learning purposes.</p>

	<p>serif, sans serif, cursive, and novelty type.</p> <p>Use point size, leading, tracking/kerning, and scaling to modify type.</p>				<p>index</p> <p>teasers</p> <p>flag</p> <p>infographic</p> <p>deck</p> <p>display head</p> <p>jump line</p> <p>logo</p> <p>cutline/caption</p> <p>folio</p> <p>liftout/pull quote</p> <p>subhead</p> <p>gutter</p> <p>sig</p> <p>photo credit</p> <p>text</p> <p>sidebar</p> <p>cutoff rule</p> <p>cutout/silhouette</p> <p>serif</p>	
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					sans serif cursive type novelty type point size leading tracking/kerning set width/scaling	
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Intro to Design: Drawing a Dummy

Essential Questions	Content	Skills	Assessments	Lessons	Vocabulary	Standards
What is a dummy? When and how should a dummy be used? How is a dummy layout drawn and what are the various components?	Read and discuss "The Fundamentals: Drawing a Dummy" (p. 36-41) in <i>The Newspaper Designer's Handbook</i> . Manipulate text, headlines, photos, sidebars, and cutlines to create a dummy.	TSWBAT create a dummy layout.			dummy (dummy layout)	1.1.11.F ~ Understand the meaning of and apply key vocabulary across the various subject areas. 1.6.11.F ~ Use media for learning purposes.

Intro to Design: Story Design

Essential Questions	Content	Skills	Assessments	Lessons	Vocabulary	Standards
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<p>What are the elements of good story design?</p> <p>How can stories with and without art be designed?</p> <p>What is the difference in design between the two types of stories?</p> <p>What is an appropriate text shape?</p> <p>What are the elements of a strong dominant photo?</p>	<p>Read and discuss Ch. 2 "Story Design" (p. 47-70) in <i>The Newspaper Designer's Handbook</i>.</p> <p>Design story layout with and without art, using an appropriate text shape and a dominant photo, when available.</p>	<p>TSWBAT identify components of strong story design.</p> <p>TSWBAT design creative, effective, reader-friendly story layouts.</p>			<p>raw wrap headline</p> <p>sidesaddle headline</p> <p>dominant photo</p>	<p>1.1.11.F ~ Understand the meaning of and apply key vocabulary across the various subject areas.</p> <p>1.6.11.F ~ Use media for learning purposes.</p>
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Newspaper Production: December edition - Repeat this unit monthly with each monthly edition, from the October edition through the May edition.

Essential Questions	Content	Skills	Assessments	Lessons	Vocabulary	Standards
<p>What are the essential stories that must be covered in this month's edition?</p> <p>What future stories must be planned now?</p> <p>How is a newspaper created, from</p>	<p>Brainstorm ideas for new stories.</p> <p>Start and "mine" the futures book.</p> <p>Choose and/or assign beats and articles.</p> <p>Meet with section editors and advisor/teacher to</p>	<p>TSWBAT develop stories from concept to publication.</p> <p>TSWBAT use and implement technology to create and enhance layout.</p>			<p>prospectus</p> <p>angle</p> <p>beats</p> <p>sidebar</p> <p>cutline</p> <p>layout</p>	<p>1.2.11.B ~ Use and understand a variety of media and evaluate the quality of material produced.</p> <p>1.4.11.B ~ Write complex informational pieces (e.g., research papers, analyses, evaluations, essays).</p> <p>1.4.11.C ~ Write persuasive pieces.</p> <p>1.5.11.A ~ Write with a sharp, distinct focus.</p>

<p>concept to publication?</p> <p>Where and how do we find story ideas?</p> <p>How is information gathered for stories?</p> <p>What is a good layout for a story? a section? an edition?</p> <p>How should an article be revised for publication?</p> <p>When is an article/a package ready for publication?</p> <p>What can be done to improve next month's edition?</p>	<p>discuss story angle and prospectus.</p> <p>Write preliminary interview questions.</p> <p>Complete background research.</p> <p>Conduct interviews, record quotes, and write notes.</p> <p>Take, download, and edit pictures.</p> <p>Write cutlines (captions).</p> <p>Write rough drafts.</p> <p>Meet with section editors and advisor/teacher to discuss edits, revisions, and story angle.</p> <p>Check facts.</p> <p>Complete layout.</p> <p>Package stories and sections.</p> <p>Prepare stories for press.</p> <p>Distribute newspapers.</p>	<p>TSWBAT use primary and secondary sources.</p> <p>TSWBAT evaluate their own work and peers' work for content, style, effectiveness, accuracy, and conventions.</p>				<p>1.5.11.B ~ Write using well-developed content appropriate for the topic.</p> <p>1.5.11.C ~ Write with controlled and/or subtle organization.</p> <p>1.5.11.D ~ Write with a command of the stylistic aspects of composition.</p> <p>1.5.11.E ~ Revise writing to improve style, word choice, sentence variety and subtlety of meaning after rethinking how questions of purpose, audience and genre have been addressed.</p> <p>1.5.11.F ~ Edit writing using the conventions of language.</p> <p>1.5.11.G ~ Present and/or defend written work for publication when appropriate</p> <p>1.6.11.A ~ Listen to others.</p> <p>1.6.11.D ~ Contribute to discussions.</p> <p>1.6.11.E ~ Participate in small and large group discussions and presentations.</p> <p>1.6.11.F ~ Use media for learning purposes.</p> <p>1.8.11.A ~ Select and refine a topic for research.</p> <p>1.8.11.B ~ Locate information using appropriate sources and strategies.</p> <p>1.8.11.C ~ Organize, summarize and present the main ideas from research.</p> <p>R11.A.1.2 ~ Apply word recognition skills. (Reference: 1.1.11.C)</p>
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	Obtain feedback from readers. Evaluate completed edition and feedback, and plan changes for next month's edition.					R11.B.3.3 ~ Evaluate text organization and content to determine the author's purpose according to the author's thesis and logic, headings, graphics and charts to derive meaning. (Reference 1.2.11.A)
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Copyediting: AP style - Begin this unit in September and continue, as needed, through May.

Essential Questions	Content	Skills	Assessments	Lessons	Vocabulary	Standards
<p>What is AP style, why is it used, and how is it important to The Rocket Star?</p> <p>How are titles, abbreviations, numbers, and names written in AP style?</p> <p>How can use of AP style improve consistency in grammar, spelling, punctuation, and usage in The Rocket Star?</p> <p>How does AP style differ from standard English?</p>	<p>Review "Intro to Journalism" (p. 63) and the AP style manual.</p> <p>Use the AP style manual to self- and peer-edit.</p> <p>Use AP style to guide punctuation, capitalization, spelling, and grammar.</p> <p>Create a Rocket Star style guide with frequently used entries.</p>	<p>TSWBAT apply AP style to their own and peers' writing to identify and correct errors in punctuation, capitalization, spelling, and grammar.</p> <p>TSWBAT compile a Rocket Star style guide.</p>			<p>AP style</p> <p>copyedit</p>	<p>1.5.11.E ~ Revise writing to improve style, word choice, sentence variety and subtlety of meaning after rethinking how questions of purpose, audience and genre have been addressed.</p> <p>1.5.11.F ~ Edit writing using the conventions of language.</p>

Review: Sports writing - Review all aspects of sports writing covered in Journalism I.

Essential Questions	Content	Skills	Assessments	Lessons	Vocabulary	Standards
<p>What are the different types of sports articles?</p> <p>What types of leads are used in sports stories?</p> <p>What types of transitions can be used in sports stories?</p> <p>What is the structure of a sports story?</p>	<p>Read, analyze, and discuss exemplar sports articles</p> <p>Write, revise, and edit a sports story for The Rocket Star.</p> <p>Read Chapters 7, 8, and 9 in the <i>Covering Sports: A complete sportswriting workbook</i>.</p> <p>Read and discuss p. 47-51, "Alternative Lead Types"</p> <p>Read and discuss Ch. 6 (p. 55-58), "Transitions and Structure"</p>	<p>TSWBAT identify various types of sports articles and analyze them for structure, including leads and transitions.</p> <p>TSWBAT write, edit, and revise a sports article using an appropriate lead, strong transitions, and appropriate story format.</p>			<p>sports profile</p> <p>sports feature</p> <p>advance coverage/pregame story</p> <p>game story</p> <p>post-game story</p> <p>sports column</p> <p>Types of sports leads:</p> <p>narrative lead</p> <p>background lead</p> <p>staccato lead</p> <p>motif lead</p> <p>name lead</p> <p>first person lead</p> <p>compare/contrast lead</p> <p>Types of transitions:</p> <p>repeated words</p> <p>pronouns</p> <p>the condition</p> <p>statement</p> <p>Types of sports story structures:</p> <p>inverted pyramid</p> <p>diamond</p>	<p>1.2.11.A ~ Read and understand essential content of informational texts and documents in all academic areas.</p> <p>1.2.11.B ~ Use and understand a variety of media and evaluate the quality of material produced.</p> <p>1.5.11.A ~ Write with a sharp, distinct focus.</p> <p>1.5.11.B ~ Write using well-developed content appropriate for the topic.</p> <p>1.5.11.C ~ Write with controlled and/or subtle organization.</p> <p>1.5.11.D ~ Write with a command of the stylistic aspects of composition.</p> <p>1.5.11.E ~ Revise writing to improve style, word choice, sentence variety and subtlety of meaning after rethinking how questions of purpose, audience and genre have been addressed.</p> <p>1.5.11.F ~ Edit writing using the conventions of language.</p> <p>1.5.11.G ~ Present and/or defend written work for publication when appropriate</p> <p>1.8.11.A ~ Select and refine a topic for research.</p> <p>1.8.11.B ~ Locate information using appropriate sources and strategies.</p> <p>1.8.11.C ~ Organize, summarize and</p>

chronological present the main ideas from research.

Review: Sports photography - Review all aspects of sports photography covered in Journalism I.

Essential Questions	Content	Skills	Assessments	Lessons	Vocabulary	Standards
<p>How are clear action shots obtained?</p> <p>What are the components of a good sports photo?</p> <p>What types of photo editing are necessary to obtain the best photos?</p> <p>What are the ethical responsibilities of a sports photographer and sports photo editor?</p>	<p>Read and discuss <i>The Manual</i>, "Sports Photography" (p. 113-117)</p> <p>Attend a sporting event and take a variety of shots from different angles</p> <p>Use PhotoShop, InDesign, or Microsoft Office Picture Manager to crop and edit photographs</p>	<p>TSWBAT apply knowledge of the sport, roster, and event to photograph and take notes at a sporting event.</p> <p>TSWBAT communicate effectively with event staff, other photographers, players, coaches, and fans at a sporting event.</p> <p>TSWBAT act appropriately and be professional as a student sports photographer</p> <p>TSWBAT use various angles and viewpoints to take a variety of pictures</p> <p>TSW show good judgment in editing photos</p>			<p>closeup photo</p> <p>medium-range photo</p> <p>long-distance shots</p> <p>pre-focusing</p> <p>panning</p> <p>angle</p>	<p>9.1.11.A ~ Know and use the elements and principles of each art form to create works in the arts and humanities.</p> <p>9.1.11.B ~ Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.</p> <p>9.1.11.H ~ Incorporate the effective and safe use of materials, equipment and tools into the production of works in the arts at work and performance spaces.</p>

Intro to Design: Page Design

Essential Questions	Content	Skills	Assessments	Lessons	Vocabulary	Standards
<p>How should a page be designed? What are the components of page design?</p> <p>What is a grid?</p> <p>What is modular page design and how can it be used?</p> <p>How can stories be changed to fit design?</p> <p>What is a double-truck, and how can it be designed?</p>	<p>Read and discuss <i>The Newspaper Designer's Handbook</i>, p. 76-87, "Grids" and "Modular Page Design" and p. 96-101, "Making stories fit" and "Double trucks."</p> <p>Design pages with and without art, using modular page design.</p> <p>Manipulate stories and visual elements to fit the page design.</p> <p>Design a double truck for facing pages.</p> <p>Critique and discuss various double trucks and modular pages.</p>	<p>TSWBAT design a page on a grid.</p> <p>TSWBAT add or subtract elements to fit design.</p> <p>TSWBAT create a double truck.</p> <p>TSWBAT evaluate and discuss various double trucks and modular pages.</p>			<p>grid</p> <p>modular design</p> <p>double truck</p>	<p>1.2.11.B ~ Use and understand a variety of media and evaluate the quality of material produced.</p> <p>1.6.11.D ~ Contribute to discussions.</p> <p>1.6.11.E ~ Participate in small and large group discussions and presentations.</p> <p>1.6.11.F ~ Use media for learning purposes.</p> <p>9.1.11.A ~ Know and use the elements and principles of each art form to create works in the arts and humanities.</p>

Newspaper Production: January/February edition - Repeat this unit monthly with each monthly edition, from the October edition through the May edition.

Essential Questions	Content	Skills	Assessments	Lessons	Vocabulary	Standards
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What are the essential stories that must be covered in this month's edition?	Brainstorm ideas for new stories. Start and "mine" the futures book.	TSWBAT develop stories from concept to publication.			prospectus angle beats sidebar cutline layout	1.2.11.B ~ Use and understand a variety of media and evaluate the quality of material produced. 1.4.11.B ~ Write complex informational pieces (e.g., research papers, analyses, evaluations, essays). 1.4.11.C ~ Write persuasive pieces. 1.5.11.A ~ Write with a sharp, distinct focus. 1.5.11.B ~ Write using well-developed content appropriate for the topic. 1.5.11.C ~ Write with controlled and/or subtle organization. 1.5.11.D ~ Write with a command of the stylistic aspects of composition. 1.5.11.E ~ Revise writing to improve style, word choice, sentence variety and subtlety of meaning after rethinking how questions of purpose, audience and genre have been addressed. 1.5.11.F ~ Edit writing using the conventions of language. 1.5.11.G ~ Present and/or defend written work for publication when appropriate 1.6.11.A ~ Listen to others. 1.6.11.D ~ Contribute to discussions. 1.6.11.E ~ Participate in small and large group discussions and presentations. 1.6.11.F ~ Use media for learning purposes.
What future stories must be planned now?	Choose and/or assign beats and articles.	TSWBAT use and implement technology to create and enhance layout.				
How is a newspaper created, from concept to publication?	Meet with section editors and advisor/teacher to discuss story angle and prospectus.	TSWBAT use primary and secondary sources.				
Where and how do we find story ideas?	Write preliminary interview questions.	TSWBAT evaluate their own work and peers' work for content, style, effectiveness, accuracy, and conventions.				
How is information gathered for stories?	Complete background research.					
What is a good layout for a story? a section? an edition?	Conduct interviews, record quotes, and write notes.					
How should an article be revised for publication?	Take, download, and edit pictures.					
When is an article/a package ready for publication?	Write cutlines (captions). Write rough drafts.					
What can be done to improve next month's edition?	Meet with section editors and advisor/teacher to discuss edits, revisions, and story angle.					

	<p>Check facts.</p> <p>Complete layout.</p> <p>Package stories and sections.</p> <p>Prepare stories for press.</p> <p>Distribute newspapers.</p> <p>Obtain feedback from readers.</p> <p>Evaluate completed edition and feedback, and plan changes for next month's edition.</p>					<p>1.8.11.A ~ Select and refine a topic for research.</p> <p>1.8.11.B ~ Locate information using appropriate sources and strategies.</p> <p>1.8.11.C ~ Organize, summarize and present the main ideas from research.</p> <p>R11.A.1.2 ~ Apply word recognition skills. (Reference: 1.1.11.C)</p> <p>R11.B.3.3 ~ Evaluate text organization and content to determine the author's purpose according to the author's thesis and logic, headings, graphics and charts to derive meaning. (Reference 1.2.11.A)</p>
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Copyediting: AP style - Begin this unit in September and continue, as needed, through May.

Essential Questions	Content	Skills	Assessments	Lessons	Vocabulary	Standards
<p>What is AP style, why is it used, and how is it important to The Rocket Star?</p> <p>How are titles, abbreviations, numbers, and names written in AP style?</p> <p>How can use of AP style improve consistency in</p>	<p>Review "Intro to Journalism" (p. 63) and the AP style manual.</p> <p>Use the AP style manual to self- and peer-edit.</p> <p>Use AP style to guide punctuation, capitalization, spelling, and</p>	<p>TSWBAT apply AP style to their own and peers' writing to identify and correct errors in punctuation, capitalization, spelling, and grammar.</p> <p>TSWBAT compile a Rocket Star style guide.</p>			<p>AP style</p> <p>copyedit</p>	<p>1.5.11.E ~ Revise writing to improve style, word choice, sentence variety and subtlety of meaning after rethinking how questions of purpose, audience and genre have been addressed.</p> <p>1.5.11.F ~ Edit writing using the conventions of language.</p>

grammar, spelling, punctuation, and usage in The Rocket Star? How does AP style differ from standard English?	grammar. Create a Rocket Star style guide with frequently used entries.					
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JANUARY **Review: Opinion writing** - Review all content from Journalism I. Emphasize editorials and columns (individual opinion writing) versus point/counterpoint articles.

Essential Questions	Content	Skills	Assessments	Lessons	Vocabulary	Standards
<p>What is an opinion story?</p> <p>What are the differences among editorials, columns, letters to the editor, and point/counterpoint articles?</p> <p>What are the components of an effective argument?</p> <p>What are logical fallacies, and how can they be avoided?</p> <p>What kind of research is involved in opinion writing?</p> <p>What types of columns are</p>	<p>Read and discuss <i>Introduction to Journalism</i>, "Opinion Writing" (p. 28-35)</p> <p>Discuss the structure and purpose of editorials</p> <p>Plan, research, and write an editorial</p> <p>Identify and avoid logical fallacies in arguments</p> <p>Research a "hot topic"</p> <p>Attribute sources</p> <p>Read and discuss <i>Introduction to Journalism</i>, "Column writing" (p.</p>	<p>TSWBAT identify and explain key differences among editorials, columns, letters to the editor, and point/counterpoint articles.</p> <p>TSWBAT use effective arguments to write opinion articles</p> <p>TSWBAT use research to support arguments with facts, statistics, and examples</p> <p>TSWBAT identify various types of columns</p> <p>TSWBAT analyze and evaluate the</p>			<p>editorial</p> <p>column</p> <p>letter to the editor</p> <p>point/counterpoint</p> <p>editorial cartoon</p> <p>logical fallacies</p> <p>Types of columns:</p> <p>personal reflection</p> <p>campus commentary</p> <p>social commentary</p> <p>political commentary</p> <p>topical</p>	<p>1.4.11.C ~ Write persuasive pieces.</p> <p>1.5.11.A ~ Write with a sharp, distinct focus.</p> <p>1.5.11.B ~ Write using well-developed content appropriate for the topic.</p> <p>1.5.11.C ~ Write with controlled and/or subtle organization.</p> <p>1.5.11.D ~ Write with a command of the stylistic aspects of composition.</p> <p>1.5.11.E ~ Revise writing to improve style, word choice, sentence variety and subtlety of meaning after rethinking how questions of purpose, audience and genre have been addressed.</p> <p>1.5.11.F ~ Edit writing using the conventions of language.</p> <p>1.5.11.G ~ Present and/or defend written work for publication when appropriate</p>

there? What makes a good columnist?	36-40) Read, analyze, and discuss exemplar columns Write a column proposal Write a column	structure, style, tone, and topic of a column TSWBAT determine a topic for a column TSWBAT write and revise a column proposal and a column				1.6.11.A ~ Listen to others. 1.6.11.D ~ Contribute to discussions. 1.6.11.E ~ Participate in small and large group discussions and presentations. 1.6.11.F ~ Use media for learning purposes.
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Intro to Design: Graphics and Sidebars

Essential Questions	Content	Skills	Assessments	Lessons	Vocabulary	Standards
How can graphics and sidebars be used to enhance design? How can graphics packages be planned and executed?	Use visual elements to enhance readability. Design sidebars for quick reference. Plan and execute a graphics package. Read and discuss Ch. 6 - Graphics and Sidebars (p. 162-185) in <i>The Newspaper Designer's Handbook</i> .	TSWBAT incorporate various graphics and sidebars into design. TSWBAT design and create a graphics package. TSWBAT use graphics and sidebars to enhance visual elements in the Rocket Star.			bar chart pie chart table ratings timeline step-by-step guide diagram map fast-fact box bio box list	1.2.11.B ~ Use and understand a variety of media and evaluate the quality of material produced. 1.6.11.F ~ Use media for learning purposes.

					glossary checklist quiz Q-n-A public opinion poll quote collection fever chart graphics package	
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Newspaper Production: March edition - Repeat this unit monthly with each monthly edition, from the October edition through the May edition.

Essential Questions	Content	Skills	Assessments	Lessons	Vocabulary	Standards
<p>What are the essential stories that must be covered in this month's edition?</p> <p>What future stories must be planned now?</p> <p>How is a newspaper created, from concept to</p>	<p>Brainstorm ideas for new stories.</p> <p>Start and "mine" the futures book.</p> <p>Choose and/or assign beats and articles.</p> <p>Meet with section editors and advisor/teacher to discuss story angle and</p>	<p>TSWBAT develop stories from concept to publication.</p> <p>TSWBAT use and implement technology to create and enhance layout.</p> <p>TSWBAT use primary and</p>			<p>prospectus</p> <p>angle</p> <p>beats</p> <p>sidebar</p> <p>cutline</p> <p>layout</p>	<p>1.2.11.B ~ Use and understand a variety of media and evaluate the quality of material produced.</p> <p>1.4.11.B ~ Write complex informational pieces (e.g., research papers, analyses, evaluations, essays).</p> <p>1.4.11.C ~ Write persuasive pieces.</p> <p>1.5.11.A ~ Write with a sharp, distinct focus.</p> <p>1.5.11.B ~ Write using well-developed</p>

<p>publication?</p> <p>Where and how do we find story ideas?</p> <p>How is information gathered for stories?</p> <p>What is a good layout for a story? a section? an edition?</p> <p>How should an article be revised for publication? When is an article/a package ready for publication?</p> <p>What can be done to improve next month's edition?</p>	<p>prospectus.</p> <p>Write preliminary interview questions.</p> <p>Complete background research.</p> <p>Conduct interviews, record quotes, and write notes.</p> <p>Take, download, and edit pictures.</p> <p>Write cutlines (captions).</p> <p>Write rough drafts.</p> <p>Meet with section editors and advisor/teacher to discuss edits, revisions, and story angle.</p> <p>Check facts.</p> <p>Complete layout.</p> <p>Package stories and sections.</p> <p>Prepare stories for press.</p> <p>Distribute newspapers.</p> <p>Obtain feedback</p>	<p>secondary sources.</p> <p>TSWBAT evaluate their own work and peers' work for content, style, effectiveness, accuracy, and conventions.</p>				<p>content appropriate for the topic.</p> <p>1.5.11.C ~ Write with controlled and/or subtle organization.</p> <p>1.5.11.D ~ Write with a command of the stylistic aspects of composition.</p> <p>1.5.11.E ~ Revise writing to improve style, word choice, sentence variety and subtlety of meaning after rethinking how questions of purpose, audience and genre have been addressed.</p> <p>1.5.11.F ~ Edit writing using the conventions of language.</p> <p>1.5.11.G ~ Present and/or defend written work for publication when appropriate</p> <p>1.6.11.A ~ Listen to others.</p> <p>1.6.11.D ~ Contribute to discussions.</p> <p>1.6.11.E ~ Participate in small and large group discussions and presentations.</p> <p>1.6.11.F ~ Use media for learning purposes.</p> <p>1.8.11.A ~ Select and refine a topic for research.</p> <p>1.8.11.B ~ Locate information using appropriate sources and strategies.</p> <p>1.8.11.C ~ Organize, summarize and present the main ideas from research.</p> <p>R11.A.1.2 ~ Apply word recognition skills. (Reference: 1.1.11.C)</p> <p>R11.B.3.3 ~ Evaluate text organization and</p>
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	from readers. Evaluate completed edition and feedback, and plan changes for next month's edition.					content to determine the author's purpose according to the author's thesis and logic, headings, graphics and charts to derive meaning. (Reference 1.2.11.A)
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Copyediting: AP style - Begin this unit in September and continue, as needed, through May.

Essential Questions	Content	Skills	Assessments	Lessons	Vocabulary	Standards
<p>What is AP style, why is it used, and how is it important to The Rocket Star?</p> <p>How are titles, abbreviations, numbers, and names written in AP style?</p> <p>How can use of AP style improve consistency in grammar, spelling, punctuation, and usage in The Rocket Star?</p> <p>How does AP style differ from standard English?</p>	<p>Review "Intro to Journalism" (p. 63) and the AP style manual.</p> <p>Use the AP style manual to self- and peer-edit.</p> <p>Use AP style to guide punctuation, capitalization, spelling, and grammar.</p> <p>Create a Rocket Star style guide with frequently used entries.</p>	<p>TSWBAT apply AP style to their own and peers' writing to identify and correct errors in punctuation, capitalization, spelling, and grammar.</p> <p>TSWBAT compile a Rocket Star style guide.</p>			<p>AP style</p> <p>copyedit</p>	<p>1.5.11.E ~ Revise writing to improve style, word choice, sentence variety and subtlety of meaning after rethinking how questions of purpose, audience and genre have been addressed.</p> <p>1.5.11.F ~ Edit writing using the conventions of language.</p>

FE **Review: Entertainment writing** - Review all aspects of entertainment writing covered in Journalism I, and add additional types of reviews for Journalism II.

Essential Questions	Content	Skills	Assessments	Lessons	Vocabulary	Standards
<p>What is an entertainment review?</p> <p>What types of products can be reviewed?</p> <p>What is the structure of a review?</p> <p>When is it appropriate and permissible to use an internet photo?</p>	<p>Read and discuss <i>Introduction to Journalism</i>, "Reviews" (p. 50-53)</p> <p>Read and analyze exemplar reviews for structure, background information, observation, and opinion.</p> <p>View a movie or review a product, taking notes.</p> <p>Write, edit, and revise a review</p> <p>Review copyright law, including fair use</p>	<p>TSWBAT identify topics for review</p> <p>TSWBAT analyze and evaluate reviews</p> <p>TSWBAT use, view, listen to, or experience a product and write, edit, and revise an original review of that product</p> <p>TSWBAT identify pictures that meet the fair use guidelines under copyright law</p>			<p>review</p> <p>fair use</p>	<p>1.5.11.A ~ Write with a sharp, distinct focus.</p> <p>1.5.11.B ~ Write using well-developed content appropriate for the topic.</p> <p>1.5.11.C ~ Write with controlled and/or subtle organization.</p> <p>1.5.11.D ~ Write with a command of the stylistic aspects of composition.</p> <p>1.5.11.E ~ Revise writing to improve style, word choice, sentence variety and subtlety of meaning after rethinking how questions of purpose, audience and genre have been addressed.</p> <p>1.5.11.F ~ Edit writing using the conventions of language.</p> <p>1.5.11.G ~ Present and/or defend written work for publication when appropriate</p>

Intro to Design: Maestro teams

Essential Questions	Content	Skills	Assessments	Lessons	Vocabulary	Standards
<p>What is a maestro team?</p> <p>How can maestro teaming be used to enhance coverage and layout/design?</p>	<p>Develop and use maestro teams to create comprehensive packages.</p>	<p>TSWBAT develop and use maestro teams to enhance coverage and layout.</p> <p>TSWBAT design and create comprehensive</p>			<p>maestro team</p>	<p>1.2.11.B ~ Use and understand a variety of media and evaluate the quality of material produced.</p> <p>1.6.11.F ~ Use media for learning purposes.</p>

packages.

Newspaper Production: March edition - Repeat this unit monthly with each monthly edition, from the October edition through the May edition.

Essential Questions	Content	Skills	Assessments	Lessons	Vocabulary	Standards
<p>What are the essential stories that must be covered in this month's edition?</p> <p>What future stories must be planned now?</p> <p>How is a newspaper created, from concept to publication?</p> <p>Where and how do we find story ideas?</p> <p>How is information gathered for stories?</p> <p>What is a good layout for a story? a section? an edition?</p> <p>How should an article be revised for publication?</p> <p>When is an article/a package ready for</p>	<p>Brainstorm ideas for new stories.</p> <p>Start and "mine" the futures book.</p> <p>Choose and/or assign beats and articles.</p> <p>Meet with section editors and advisor/teacher to discuss story angle and prospectus.</p> <p>Write preliminary interview questions.</p> <p>Complete background research.</p> <p>Conduct interviews, record quotes, and write notes.</p> <p>Take, download, and edit pictures.</p> <p>Write cutlines (captions).</p>	<p>TSWBAT develop stories from concept to publication.</p> <p>TSWBAT use and implement technology to create and enhance layout.</p> <p>TSWBAT use primary and secondary sources.</p> <p>TSWBAT evaluate their own work and peers' work for content, style, effectiveness, accuracy, and conventions.</p>			<p>prospectus</p> <p>angle</p> <p>beats</p> <p>sidebar</p> <p>cutline</p> <p>layout</p>	<p>1.2.11.B ~ Use and understand a variety of media and evaluate the quality of material produced.</p> <p>1.4.11.B ~ Write complex informational pieces (e.g., research papers, analyses, evaluations, essays).</p> <p>1.4.11.C ~ Write persuasive pieces.</p> <p>1.5.11.A ~ Write with a sharp, distinct focus.</p> <p>1.5.11.B ~ Write using well-developed content appropriate for the topic.</p> <p>1.5.11.C ~ Write with controlled and/or subtle organization.</p> <p>1.5.11.D ~ Write with a command of the stylistic aspects of composition.</p> <p>1.5.11.E ~ Revise writing to improve style, word choice, sentence variety and subtlety of meaning after rethinking how questions of purpose, audience and genre have been addressed.</p> <p>1.5.11.F ~ Edit writing using the conventions of language.</p> <p>1.5.11.G ~ Present and/or defend written work for publication when appropriate</p> <p>1.6.11.A ~ Listen to others.</p>

<p>publication?</p> <p>What can be done to improve next month's edition?</p>	<p>Write rough drafts.</p> <p>Meet with section editors and advisor/teacher to discuss edits, revisions, and story angle.</p> <p>Check facts.</p> <p>Complete layout.</p> <p>Package stories and sections.</p> <p>Prepare stories for press.</p> <p>Distribute newspapers.</p> <p>Obtain feedback from readers.</p> <p>Evaluate completed edition and feedback, and plan changes for next month's edition.</p>					<p>1.6.11.D ~ Contribute to discussions.</p> <p>1.6.11.E ~ Participate in small and large group discussions and presentations.</p> <p>1.6.11.F ~ Use media for learning purposes.</p> <p>1.8.11.A ~ Select and refine a topic for research.</p> <p>1.8.11.B ~ Locate information using appropriate sources and strategies.</p> <p>1.8.11.C ~ Organize, summarize and present the main ideas from research.</p> <p>R11.A.1.2 ~ Apply word recognition skills. (Reference: 1.1.11.C)</p> <p>R11.B.3.3 ~ Evaluate text organization and content to determine the author's purpose according to the author's thesis and logic, headings, graphics and charts to derive meaning. (Reference 1.2.11.A)</p>
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Copyediting: AP style - Begin this unit in September and continue, as needed, through May.

Essential Questions	Content	Skills	Assessments	Lessons	Vocabulary	Standards
<p>What is AP style, why is it used, and how is it important to The</p>	<p>Review "Intro to Journalism" (p. 63) and the AP style manual.</p>	<p>TSWBAT apply AP style to their own and peers' writing to identify and correct errors</p>			<p>AP style</p> <p>copyedit</p>	<p>1.5.11.E ~ Revise writing to improve style, word choice, sentence variety and subtlety of meaning after rethinking how questions of purpose, audience and genre have been addressed.</p>

Rocket Star? How are titles, abbreviations, numbers, and names written in AP style? How can use of AP style improve consistency in grammar, spelling, punctuation, and usage in The Rocket Star? How does AP style differ from standard English?	Use the AP style manual to self-and peer-edit. Use AP style to guide punctuation, capitalization, spelling, and grammar. Create a Rocket Star style guide with frequently used entries.	in punctuation, capitalization, spelling, and grammar. TSWBAT compile a Rocket Star style guide.				1.5.11.F ~ Edit writing using the conventions of language.
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MARCH **Review: In-Depth writing and Packages** - Review all aspects of packaging covered in Journalism I and extend learning for use in the Rocket Star.

Essential Questions	Content	Skills	Assessments	Lessons	Vocabulary	Standards
What is in-depth coverage, and how is it different from a typical article? What are the parts of a package? How is a package structured? How is a package created in layout?	Read and discuss <i>Journalism Today</i> , Ch. 9, "Doing In-Depth Reporting" (p. 206-219) Brainstorm topics for coverage Choose and narrow a topic Plan parts of a package, including the following:	TSWBAT identify, analyze, and evaluate in-depth stories and packages TSWBAT design and execute a package, including news, opinion, and feature articles; polls; sidebars; photos; and other visual elements TSWBAT use			in-depth coverage investigative reporting maestro team/packageing sidebar photo story infographics	1.2.11.B ~ Use and understand a variety of media and evaluate the quality of material produced. 1.5.11.A ~ Write with a sharp, distinct focus. 1.5.11.B ~ Write using well-developed content appropriate for the topic. 1.5.11.C ~ Write with controlled and/or subtle organization. 1.5.11.D ~ Write with a command of the stylistic aspects of composition. 1.5.11.E ~ Revise writing to improve style.

	<p>news/investigative piece, opinion, feature and/or profile, sidebars, polls, photos, art, graphics, and other visual elements</p> <p>Design package layout using InDesign software</p>	InDesign to create a comprehensive layout of a package for the Rocket Star.			<p>polls</p> <p>layout</p>	<p>word choice, sentence variety and subtlety of meaning after rethinking how questions of purpose, audience and genre have been addressed.</p> <p>1.5.11.F ~ Edit writing using the conventions of language.</p> <p>1.5.11.G ~ Present and/or defend written work for publication when appropriate</p> <p>1.6.11.A ~ Listen to others.</p> <p>1.6.11.D ~ Contribute to discussions.</p> <p>1.6.11.E ~ Participate in small and large group discussions and presentations.</p> <p>1.6.11.F ~ Use media for learning purposes.</p> <p>1.8.11.A ~ Select and refine a topic for research.</p> <p>1.8.11.B ~ Locate information using appropriate sources and strategies.</p> <p>1.8.11.C ~ Organize, summarize and present the main ideas from research.</p>
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Intro to Design: Special Effects

Essential Questions	Content	Skills	Assessments	Lessons	Vocabulary	Standards
<p>What are special effects?</p> <p>How can special</p>	Redesign a boring, standard layout, breaking design rules to fit and fulfill a purpose.	TSWBAT evaluate and judge sample layouts (in print or on p. 202-205 of <i>The Newspaper Designer's</i>			<p>special effects</p> <p>wraparound</p> <p>skew</p>	<p>1.1.11.F ~ Understand the meaning of and apply key vocabulary across the various subject areas.</p> <p>1.2.11.B ~ Use and understand a variety of media and evaluate the quality of material produced.</p>

effects be used in the Rocket Star?		<i>Handbook.</i>)			photo cutout	1.6.11.D ~ Contribute to discussions.
How can design rules be bent and manipulated to create unique, creative layouts?	Use wraparounds and skews, photo cutouts, mortises and insets, screens and reverses, and display headlines to enhance layout.	TSWBAT design a creative, cutting edge layout, breaking design rules for an intended purpose.			mortises	1.6.11.F ~ Use media for learning purposes.
What constitutes a strong display headline?	Create multiple display headlines for a story, using the guidelines.	TSWBAT create an appropriate, appealing display headline using the guidelines found on p. 212-215 of <i>The Newspaper Designer's Handbook.</i>			insets	9.1.11.B ~ Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.
	Read, discuss, and apply Ch. 7 - Special Effects (p. 200-215) in <i>The Newspaper Designer's Handbook.</i>				screens	9.1.11.C ~ Integrate and apply advanced vocabulary to the arts forms
					reverses	
					display headlines	

Newspaper Production: April edition - Repeat this unit monthly with each monthly edition, from the October edition through the May edition.

Essential Questions	Content	Skills	Assessments	Lessons	Vocabulary	Standards
What are the essential stories that must be covered in this month's edition?	Brainstorm ideas for new stories. Start and "mine" the futures book.	TSWBAT develop stories from concept to publication.			prospectus	1.2.11.B ~ Use and understand a variety of media and evaluate the quality of material produced.
What future stories must be planned now?	Choose and/or assign beats and articles.	TSWBAT use and implement technology to create and enhance layout.			angle	1.4.11.B ~ Write complex informational pieces (e.g., research papers, analyses, evaluations, essays).
How is a newspaper created, from	Meet with section editors and advisor/teacher to				beats	1.4.11.C ~ Write persuasive pieces.
					sidebar	1.5.11.A ~ Write with a sharp, distinct focus.
					cutline	
					layout	

<p>concept to publication?</p> <p>Where and how do we find story ideas?</p> <p>How is information gathered for stories?</p> <p>What is a good layout for a story? a section? an edition?</p> <p>How should an article be revised for publication?</p> <p>When is an article/a package ready for publication?</p> <p>What can be done to improve next month's edition?</p>	<p>discuss story angle and prospectus.</p> <p>Write preliminary interview questions.</p> <p>Complete background research.</p> <p>Conduct interviews, record quotes, and write notes.</p> <p>Take, download, and edit pictures.</p> <p>Write cutlines (captions).</p> <p>Write rough drafts.</p> <p>Meet with section editors and advisor/teacher to discuss edits, revisions, and story angle.</p> <p>Check facts.</p> <p>Complete layout.</p> <p>Package stories and sections.</p> <p>Prepare stories for press.</p> <p>Distribute newspapers.</p>	<p>TSWBAT use primary and secondary sources.</p> <p>TSWBAT evaluate their own work and peers' work for content, style, effectiveness, accuracy, and conventions.</p>				<p>1.5.11.B ~ Write using well-developed content appropriate for the topic.</p> <p>1.5.11.C ~ Write with controlled and/or subtle organization.</p> <p>1.5.11.D ~ Write with a command of the stylistic aspects of composition.</p> <p>1.5.11.E ~ Revise writing to improve style, word choice, sentence variety and subtlety of meaning after rethinking how questions of purpose, audience and genre have been addressed.</p> <p>1.5.11.F ~ Edit writing using the conventions of language.</p> <p>1.5.11.G ~ Present and/or defend written work for publication when appropriate</p> <p>1.6.11.A ~ Listen to others.</p> <p>1.6.11.D ~ Contribute to discussions.</p> <p>1.6.11.E ~ Participate in small and large group discussions and presentations.</p> <p>1.6.11.F ~ Use media for learning purposes.</p> <p>1.8.11.A ~ Select and refine a topic for research.</p> <p>1.8.11.B ~ Locate information using appropriate sources and strategies.</p> <p>1.8.11.C ~ Organize, summarize and present the main ideas from research.</p> <p>R11.A.1.2 ~ Apply word recognition skills. (Reference: 1.1.11.C)</p>
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	Obtain feedback from readers. Evaluate completed edition and feedback, and plan changes for next month's edition.					R11.B.3.3 ~ Evaluate text organization and content to determine the author's purpose according to the author's thesis and logic, headings, graphics and charts to derive meaning. (Reference 1.2.11.A)
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Copyediting: AP style - Begin this unit in September and continue, as needed, through May.

Essential Questions	Content	Skills	Assessments	Lessons	Vocabulary	Standards
<p>What is AP style, why is it used, and how is it important to The Rocket Star?</p> <p>How are titles, abbreviations, numbers, and names written in AP style?</p> <p>How can use of AP style improve consistency in grammar, spelling, punctuation, and usage in The Rocket Star?</p> <p>How does AP style differ from standard English?</p>	<p>Review "Intro to Journalism" (p. 63) and the AP style manual.</p> <p>Use the AP style manual to self- and peer-edit.</p> <p>Use AP style to guide punctuation, capitalization, spelling, and grammar.</p> <p>Create a Rocket Star style guide with frequently used entries.</p>	<p>TSWBAT apply AP style to their own and peers' writing to identify and correct errors in punctuation, capitalization, spelling, and grammar.</p> <p>TSWBAT compile a Rocket Star style guide.</p>			<p>AP style</p> <p>copyedit</p>	<p>1.5.11.E ~ Revise writing to improve style, word choice, sentence variety and subtlety of meaning after rethinking how questions of purpose, audience and genre have been addressed.</p> <p>1.5.11.F ~ Edit writing using the conventions of language.</p>

Intro to Design: Redesign and Evaluation - Continue this unit into May.

Essential Questions	Content	Skills	Assessments	Lessons	Vocabulary	Standards
<p>How can the Rocket Star be redesigned to appeal to more readers?</p> <p>What elements of the Rocket Star are effective? ineffective?</p> <p>What are the nine steps to a newspaper redesign?</p>	<p>Read, discuss, and apply Ch. 8 - Redesigns (p. 226-240) in <i>The Newspaper Designer's Handbook</i>.</p> <p>Follow and use the "Nine Steps to a Redesign"</p> <p>Evaluate the quality of the Rocket Star design.</p> <p>Gather examples of other publications to use as exemplars.</p> <p>List elements that need to be changed.</p> <p>Build prototypes.</p> <p>Test the prototypes with the reading audience and gauge feedback.</p> <p>Promote the new design.</p> <p>Write a stylebook</p>	<p>TSWBAT use the "Nine Steps to a Redesign" to update and overhaul the look of the Rocket Star.</p>				<p>1.1.11.C ~ Use knowledge of root words as well as context clues and glossaries to understand specialized vocabulary in the content areas during reading. Use these words accurately in speaking and writing.</p> <p>1.1.11.F ~ Understand the meaning of and apply key vocabulary across the various subject areas.</p> <p>1.2.11.A ~ Read and understand essential content of informational texts and documents in all academic areas.</p> <p>1.2.11.B ~ Use and understand a variety of media and evaluate the quality of material produced.</p> <p>1.6.11.A ~ Listen to others.</p> <p>1.6.11.D ~ Contribute to discussions.</p> <p>1.6.11.E ~ Participate in small and large group discussions and presentations.</p> <p>1.6.11.F ~ Use media for learning purposes.</p>

	for future classes to use.					
	Launch the new design.					
	Follow through with using the new design rules, templates, and style in future publications.					

Newspaper Production: May edition - Repeat this unit monthly with each monthly edition, from the October edition through the May edition.

Essential Questions	Content	Skills	Assessments	Lessons	Vocabulary	Standards
What are the essential stories that must be covered in this month's edition?	Brainstorm ideas for new stories.	TSWBAT develop stories from concept to publication.			prospectus	1.2.11.B ~ Use and understand a variety of media and evaluate the quality of material produced.
What future stories must be planned now?	Start and "mine" the futures book.				angle	
How is a newspaper created, from concept to publication?	Choose and/or assign beats and articles.	TSWBAT use and implement technology to create and enhance layout.			beats	1.4.11.B ~ Write complex informational pieces (e.g., research papers, analyses, evaluations, essays).
Where and how do we find story ideas?	Meet with section editors and advisor/teacher to discuss story angle and prospectus.	TSWBAT use primary and secondary sources.			sidebar	1.4.11.C ~ Write persuasive pieces.
How is information gathered for stories?	Write preliminary interview questions.	TSWBAT evaluate their own work and peers' work for content, style, effectiveness, accuracy, and			outline	1.5.11.A ~ Write with a sharp, distinct focus.
	Complete background research.				layout	1.5.11.B ~ Write using well-developed content appropriate for the topic.
						1.5.11.C ~ Write with controlled and/or subtle organization.
						1.5.11.D ~ Write with a command of the stylistic aspects of composition.
						1.5.11.E ~ Revise writing to improve style, word choice, sentence variety and subtlety

<p>What is a good layout for a story? a section? an edition?</p> <p>How should an article be revised for publication?</p> <p>When is an article/a package ready for publication?</p> <p>What can be done to improve next month's edition?</p>	<p>Conduct interviews, record quotes, and write notes.</p> <p>Take, download, and edit pictures.</p> <p>Write cutlines (captions).</p> <p>Write rough drafts.</p> <p>Meet with section editors and advisor/teacher to discuss edits, revisions, and story angle.</p> <p>Check facts.</p> <p>Complete layout.</p> <p>Package stories and sections.</p> <p>Prepare stories for press.</p> <p>Distribute newspapers.</p> <p>Obtain feedback from readers.</p> <p>Evaluate completed edition and feedback, and plan changes for next month's edition.</p>	<p>conventions.</p>				<p>of meaning after rethinking how questions of purpose, audience and genre have been addressed.</p> <p>1.5.11.F ~ Edit writing using the conventions of language.</p> <p>1.5.11.G ~ Present and/or defend written work for publication when appropriate</p> <p>1.6.11.A ~ Listen to others.</p> <p>1.6.11.D ~ Contribute to discussions.</p> <p>1.6.11.E ~ Participate in small and large group discussions and presentations.</p> <p>1.6.11.F ~ Use media for learning purposes.</p> <p>1.8.11.A ~ Select and refine a topic for research.</p> <p>1.8.11.B ~ Locate information using appropriate sources and strategies.</p> <p>1.8.11.C ~ Organize, summarize and present the main ideas from research.</p> <p>R11.A.1.2 ~ Apply word recognition skills. (Reference: 1.1.11.C)</p> <p>R11.B.3.3 ~ Evaluate text organization and content to determine the author's purpose according to the author's thesis and logic, headings, graphics and charts to derive meaning. (Reference 1.2.11.A)</p>
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Copyediting: AP style - Begin this unit in September and continue, as needed, through May.

Essential Questions	Content	Skills	Assessments	Lessons	Vocabulary	Standards
<p>What is AP style, why is it used, and how is it important to The Rocket Star?</p> <p>How are titles, abbreviations, numbers, and names written in AP style?</p> <p>How can use of AP style improve consistency in grammar, spelling, punctuation, and usage in The Rocket Star?</p> <p>How does AP style differ from standard English?</p>	<p>Review "Intro to Journalism" (p. 63) and the AP style manual.</p> <p>Use the AP style manual to self- and peer-edit.</p> <p>Use AP style to guide punctuation, capitalization, spelling, and grammar.</p> <p>Create a Rocket Star style guide with frequently used entries.</p>	<p>TSWBAT apply AP style to their own and peers' writing to identify and correct errors in punctuation, capitalization, spelling, and grammar.</p> <p>TSWBAT compile a Rocket Star style guide.</p>			<p>AP style</p> <p>copyedit</p>	<p>1.5.11.E ~ Revise writing to improve style, word choice, sentence variety and subtlety of meaning after rethinking how questions of purpose, audience and genre have been addressed.</p> <p>1.5.11.F ~ Edit writing using the conventions of language.</p>

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Y**

Senior Edition (or a special edition)

Essential Questions	Content	Skills	Assessments	Lessons	Vocabulary	Standards
<p>What should be included in the senior edition (or special edition)?</p> <p>How is a newspaper special edition or</p>	<p>Brainstorm content and story ideas.</p> <p>Poll students to identify areas of interest and gain</p>	<p>TSWBAT develop articles from concept to publication.</p> <p>TSWBAT evaluate their own work and their</p>			<p>niche publication</p>	<p>1.2.11.B ~ Use and understand a variety of media and evaluate the quality of material produced.</p> <p>1.4.11.B ~ Write complex informational pieces (e.g., research papers, analyses, evaluations, essays).</p>

<p>a niche publication created?</p>	<p>information. Choose and plan articles and packages. Complete research (i.e. conduct interviews, polls, etc.) Take pictures and create graphics or art. Write rough drafts. Complete dummy layouts. Edit and revise rough drafts. Hold peer and teacher conferences. Complete layout. Edit and revise layout. Package and send publication for printing. Distribute special edition. Obtain feedback and make</p>	<p>peers' work. TSWBAT gauge interest from and tailor content to a specific audience. TSWBAT use and implement technology, design rules, and content knowledge to enhance layout and articles.</p>				<p>1.4.11.C ~ Write persuasive pieces. 1.5.11.A ~ Write with a sharp, distinct focus. 1.5.11.B ~ Write using well-developed content appropriate for the topic. 1.5.11.C ~ Write with controlled and/or subtle organization. 1.5.11.D ~ Write with a command of the stylistic aspects of composition. 1.5.11.E ~ Revise writing to improve style, word choice, sentence variety and subtlety of meaning after rethinking how questions of purpose, audience and genre have been addressed. 1.5.11.F ~ Edit writing using the conventions of language. 1.5.11.G ~ Present and/or defend written work for publication when appropriate 1.6.11.A ~ Listen to others. 1.6.11.D ~ Contribute to discussions. 1.6.11.E ~ Participate in small and large group discussions and presentations. 1.6.11.F ~ Use media for learning purposes. 1.8.11.A ~ Select and refine a topic for research. 1.8.11.B ~ Locate information using appropriate sources and strategies.</p>
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notations for next year.

1.8.11.C ~ Organize, summarize and present the main ideas from research.

Newspaper Production: Back-To-School - Begin planning the Back-To-School edition this month. Continue over the summer or in September.

Essential Questions	Content	Skills	Assessments	Lessons	Vocabulary	Standards
<p>What are the essential stories that must be covered in this month's edition?</p> <p>What future stories must be planned now?</p> <p>How is a newspaper created, from concept to publication?</p> <p>Where and how do we find story ideas?</p> <p>How is information gathered for stories?</p> <p>What is a good layout for a story? a section? an edition?</p> <p>How should an article be revised for publication? When is an article/a package</p>	<p>Brainstorm ideas for new stories.</p> <p>Start and "mine" the futures book.</p> <p>Choose and/or assign beats and articles.</p> <p>Meet with section editors and advisor/teacher to discuss story angle and prospectus.</p> <p>Write preliminary interview questions.</p> <p>Complete background research.</p> <p>Conduct interviews, record quotes, and write notes.</p> <p>Take, download, and edit pictures.</p> <p>Write cutlines</p>	<p>TSWBAT develop stories from concept to publication.</p> <p>TSWBAT use and implement technology to create and enhance layout.</p> <p>TSWBAT use primary and secondary sources.</p> <p>TSWBAT evaluate their own work and peers' work for content, style, effectiveness, accuracy, and conventions.</p>			<p>prospectus</p> <p>angle</p> <p>beats</p> <p>sidebar</p> <p>cutline</p> <p>layout</p>	<p>1.2.11.B ~ Use and understand a variety of media and evaluate the quality of material produced.</p> <p>1.4.11.B ~ Write complex informational pieces (e.g., research papers, analyses, evaluations, essays).</p> <p>1.4.11.C ~ Write persuasive pieces.</p> <p>1.5.11.A ~ Write with a sharp, distinct focus.</p> <p>1.5.11.B ~ Write using well-developed content appropriate for the topic.</p> <p>1.5.11.C ~ Write with controlled and/or subtle organization.</p> <p>1.5.11.D ~ Write with a command of the stylistic aspects of composition.</p> <p>1.5.11.E ~ Revise writing to improve style, word choice, sentence variety and subtlety of meaning after rethinking how questions of purpose, audience and genre have been addressed.</p> <p>1.5.11.F ~ Edit writing using the conventions of language.</p> <p>1.5.11.G ~ Present and/or defend written work for publication when appropriate</p>

ready for publication?	(captions).					1.6.11.A ~ Listen to others.
What can be done to improve next month's edition?	Write rough drafts.					1.6.11.D ~ Contribute to discussions.
	Meet with section editors and advisor/teacher to discuss edits, revisions, and story angle.					1.6.11.E ~ Participate in small and large group discussions and presentations.
	Check facts.					1.6.11.F ~ Use media for learning purposes.
	Complete layout.					1.8.11.A ~ Select and refine a topic for research.
	Package stories and sections.					1.8.11.B ~ Locate information using appropriate sources and strategies.
	Prepare stories for press.					1.8.11.C ~ Organize, summarize and present the main ideas from research.
	Distribute newspapers.					R11.A.1.2 ~ Apply word recognition skills. (Reference: 1.1.11.C)
	Obtain feedback from readers.					R11.B.3.3 ~ Evaluate text organization and content to determine the author's purpose according to the author's thesis and logic, headings, graphics and charts to derive meaning. (Reference 1.2.11.A)
	Evaluate completed edition and feedback, and plan changes for next month's edition.					

Copyediting: AP style - Begin this unit in September and continue, as needed, through May.

Essential Questions	Content	Skills	Assessments	Lessons	Vocabulary	Standards
What is AP style, why is it used, and how is it	Review "Intro to Journalism" (p. 63) and the AP	TSWBAT apply AP style to their own and peers'			AP style	1.5.11.E ~ Revise writing to improve style, word choice, sentence variety and subtlety of meaning after rethinking how questions

important to The Rocket Star?	style manual.	writing to identify and correct errors			copyedit	of purpose, audience and genre have been addressed.
How are titles, abbreviations, numbers, and names written in AP style?	Use the AP style manual to self- and peer-edit.	in punctuation, capitalization, spelling, and grammar.				1.5.11.F ~ Edit writing using the conventions of language.
How can use of AP style improve consistency in grammar, spelling, punctuation, and usage in The Rocket Star?	Use AP style to guide punctuation, capitalization, spelling, and grammar.	TSWBAT compile a Rocket Star style guide.				
How does AP style differ from standard English?	Create a Rocket Star style guide with frequently used entries.					