

SPRING GROVE AREA SCHOOL DISTRICT

PLANNED INSTRUCTION

Course Title:	Journalism III/Mass Media	Length of Course:	Two Semesters
Grade Level(s):	12	Periods Per Cycle:	6
Units of Credit:	1.00	Length of Period:	43 minutes
Required:	Elective:	Total Instructional Time:	129 hours

Course Description:

This course is recommended for students interested in the fields of journalism and mass media. Students will continue to enhance their knowledge and skills in the area of newspaper publication, as well as review basic journalism skills. Students will provide leadership in publishing the school newspaper, *The Rocket Star*, as well as any special editions published during the year. Students will also be introduced to broadcast journalism, online journalism, and podcasting/vodcasting. *Prerequisites: 1) successful completion of Journalism I and II with a B average; 2) completion of Publishing; and 3) a completed staff application.*

Materials/Resources:

Adopted: 8/16/2010

Revised:

Teacher: Core Journalism III

Year: 2009-2010

Course: Journalism III

SEPTEMBER	Newspaper Production and Leadership: October edit - 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	1.2.12.B ~ Use, understand, and evaluate a variety of media. 1.5.12.A ~ Write with a sharp, distinct focus.
	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 outline layout	1.5.12.B ~ Write using well-developed and appropriate content. 1.5.12.C ~ Write with effective and logical organization that supports unity and clarity. 1.5.12.D ~ Write with effective style.
	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.				1.5.12.E ~ Revise writing to improve: 1.5.12.F ~ Edit writing using:
	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.				1.5.12.G ~ Present and/or defend written work for publication when appropriate. 1.6.12.A ~ Listen to others.
	How is information gathered for stories?	Complete background research.					1.6.12.C ~ Speak using skills appropriate to formal speech situations. 1.6.12.D ~ Contribute to discussions.
	What is a good layout for a story? a section? an edition?	Conduct interviews, record quotes, and write notes.	TSWBAT identify areas for improvement in their own sections and others' sections.				1.6.12.E ~ Participate in discussions and presentations. 1.6.12.F ~ Use media for learning purposes.
	How should an article be revised for publication?	Take, download, and edit pictures.					
	When is an article/a package	Write cutlines					

ready for publication?	(captions).					
What can be done to improve next month's edition?	Write rough drafts.					1.8.12.A ~ Select, refine, and narrow a topic for research.
How can my section be improved this month?	Meet with section editors and advisor/teacher to discuss edits, revisions, and story angle.					1.8.12.B ~ Locate information using appropriate sources and strategies.
What topics have been covered and what topics should be covered in future editions?	Check facts.					1.8.12.C ~ Organize, summarize, and present the main ideas from the research.
How can I help my section writers to improve?	Complete layout.					1.8.12.D ~ Present and/or defend written work for publication when appropriate.
	Package stories and sections.					
	Prepare stories for press.					
	Distribute newspapers.					
	Obtain feedback from readers.					
	Evaluate completed edition and feedback, and plan changes for next month's edition.					
	Lead workshops for new or inexperienced writers.					

Copyediting - Formally discuss copyediting with editors in September. Continue helping students become comfortable with copyediting peers' work throughout the year.

Essential Questions	Content	Skills	Assessments	Lessons	Vocabulary	Standards
<p>What is copyediting?</p> <p>What are the symbols used for copyediting?</p> <p>How can I help improve article quality through copyediting?</p>	<p>Learn and use copyediting symbols to peer edit.</p> <p>Use a rubric or a checklist to peer edit.</p> <p>Conference with peers about articles.</p>	<p>TSWBAT identify and use copyediting symbols.</p> <p>TSWBAT evaluate peers' articles.</p> <p>TSWBAT discuss articles with peers and offer suggestions for making improvements.</p>			copyediting	<p>1.5.12.E ~ Revise writing to improve:</p> <p>1.5.12.F ~ Edit writing using:</p> <p>1.6.12.A ~ Listen to others.</p> <p>1.6.12.D ~ Contribute to discussions.</p> <p>1.6.12.E ~ Participate in discussions and presentations.</p>

Review: Law & Ethics

Essential Questions	Content	Skills	Assessments	Lessons	Vocabulary	Standards
<p>What are students' rights and responsibilities as 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</p>	<p>Read and discuss PA Code 12.9, the First Amendment, and scholastic press 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</p>	<p>TSWBAT understand and apply laws related to scholastic 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>TSWBAT present</p>			<p>prior review</p> <p>consent</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>1.1.12.A ~ Before reading locate and select various resources for a specific purpose.</p> <p>1.1.12.F ~ Understand the meaning of and apply key vocabulary.</p> <p>1.1.12.G ~ Understand and apply knowledge gained from text.</p> <p>1.2.12.B ~ Use, understand, and evaluate a variety of media.</p> <p>1.6.12.A ~ Listen to others.</p> <p>1.6.12.C ~ Speak using skills appropriate to formal speech situations.</p> <p>1.6.12.D ~ Contribute to discussions.</p>

<p>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>How can this information be presented accurately and effectively?</p> <p>How can we, as a staff, balance reporting vs. privacy?</p> <p>What must be done to avoid a lawsuit?</p>	<p>material and invasion of privacy laws using SPLC handouts and guidelines.</p> <p>Analyze ethical dilemmas and determine outcomes.</p> <p>Present information to peers.</p> <p>Lead workshops on law and ethics.</p>	<p>information creatively, accurately, and effectively.</p>			<p>fault</p> <p>copyright</p> <p>fair use</p> <p>parody</p> <p>ethics</p>	<p>1.6.12.E ~ Participate in discussions and presentations.</p> <p>1.6.12.F ~ Use media for learning purposes.</p>
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The Editor's Job and Managing the Staff

Essential Questions	Content	Skills	Assessments	Lessons	Vocabulary	Standards
<p>What is an editor's job?</p> <p>What duties are</p>	<p>Read and discuss <i>The Manual</i> (p. 77-84), "Editor's</p>	<p>TSWBAT lead all parts of newspaper production, including</p>			<p>editor-in-chief</p> <p>associate editor</p>	<p>1.6.12.A ~ Listen to others.</p> <p>1.6.12.C ~ Speak using skills appropriate to formal speech situations.</p>

<p>involved?</p> <p>What are the various leadership positions and the responsibilities of each position?</p>	<p>Toolbox"</p> <p>Recognize and strive to display the qualities of a good editor.</p> <p>Perform editorial tasks.</p> <p>Read and discuss <i>The Manual</i> (p. 85-88), "Managing the Staff"</p> <p>Recognize and implement each editor's position.</p> <p>Manage the staff and all journalism students' articles, photos, sidebars, etc.</p> <p>Communicate with other section editors, the editor-in-chief, photographers, and staff members to plan, report and cover topics.</p>	<p>brainstorming, editorial board meetings, layout, writing, and editing.</p>			<p>sports editor</p> <p>news editor</p> <p>features editor</p> <p>entertainment editor</p> <p>opinions editor</p> <p>layout director</p> <p>director of photography</p> <p>online editor-in-chief</p> <p>webmaster</p>	<p>1.6.12.D ~ Contribute to discussions.</p> <p>1.6.12.E ~ Participate in discussions and presentations.</p>
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Review: Interviewing and Attribution

Essential Questions	Content	Skills	Assessments	Lessons	Vocabulary	Standards
How is a formal interview	Conduct a professional	TSWBAT conduct a professional interview and take			open-ended	1.6.12.A ~ Listen to others.

conducted?	interview.	accurate notes.			question	1.6.12.C ~ Speak using skills appropriate to formal speech situations.
What kinds of questions will lead to strong quotes?	Ask open-ended questions and follow-up questions	TSWBAT cite sources using accepted attribution.			follow-up question	1.6.12.D ~ Contribute to discussions.
What are the parts of an interview?	Take accurate notes and quotes.	TSWBAT evaluate and check sources for accuracy, validity, and integrity.			active listening	1.6.12.E ~ Participate in discussions and presentations.
How is attribution given to interviewees?	Use active listening skills.				attribution	1.6.12.F ~ Use media for learning purposes.
What are the differences among direct quotes, partial quotes, paraphrases, and summaries?	Be polite and attentive.	TSWBAT demonstrate appropriate, professional interviewing skills.			direct quote	
When is each appropriate to use?	Be prepared for the interview.				partial quote	
How can we, as a staff, ensure professional interviews?	Give credit to interview sources using full names, an identifier, and "said."				paraphrase	
How can we obtain the best interviews and sources of information for articles?	Use direct quotes, partial quotes, paraphrases, and summaries appropriately.				summarize	
	Check sources.					
	Follow up and interview sources used in peers' articles.					
	Mentor younger journalists.					

	Model effective interviewing techniques.					
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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>Create mini-lessons and workshops for peers.</p> <p>Apply AP style rules to Rocket Star articles by peer editing and copyediting.</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>TSWBAT lead mini-lessons, workshops, and reviews of AP style for peers.</p>			<p>AP style</p> <p>copyedit</p>	<p>1.5.12.E ~ Revise writing to improve:</p> <p>1.5.12.F ~ Edit writing using:</p>

Newspaper Production and Leadership: November edit - 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	1.2.12.B ~ Use, understand, and evaluate a variety of media. 1.5.12.A ~ Write with a sharp, distinct focus.
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 layout	1.5.12.B ~ Write using well-developed and appropriate content. 1.5.12.C ~ Write with effective and logical organization that supports unity and clarity. 1.5.12.D ~ Write with effective style.
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.				1.5.12.E ~ Revise writing to improve: 1.5.12.F ~ Edit writing using: 1.5.12.G ~ Present and/or defend written work for publication when appropriate.
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.				1.6.12.A ~ Listen to others. 1.6.12.C ~ Speak using skills appropriate to formal speech situations. 1.6.12.D ~ Contribute to discussions.
How is information gathered for stories?	Complete background research.	TSWBAT identify areas for improvement in their own sections and others' sections.				1.6.12.E ~ Participate in discussions and presentations. 1.6.12.F ~ Use media for learning purposes.
What is a good layout for a story? a section? an edition?	Conduct interviews, record quotes, and write notes.					1.8.12.A ~ Select, refine, and narrow a topic for research.
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	Meet with section					1.8.12.B ~ Locate information using

<p>month's edition?</p> <p>How can my section be improved this month?</p> <p>What topics have been covered and what topics should be covered in future editions?</p> <p>How can I help my section writers to improve?</p>	<p>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>Lead workshops for new or inexperienced writers.</p>					<p>appropriate sources and strategies.</p> <p>1.8.12.C ~ Organize, summarize, and present the main ideas from the research.</p> <p>1.8.12.D ~ Present and/or defend written work for publication when appropriate.</p>
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Online AND traditional editions: Planning, Assign

Essential Questions	Content	Skills	Assessments	Lessons	Vocabulary	Standards
<p>What is the publication process, and what are the various</p>	<p>Recognize parts of the production process.</p>	<p>TSWBAT work together to produce the</p>				<p>1.2.12.B ~ Use, understand, and evaluate a variety of media.</p> <p>1.2.12.C ~ Produce accurate work in at</p>

roles in that process?	Participate in and lead production	Rocket Star.				least one literary genre that follows the conventions of the genre.
What is my part in managing the publication process?	Assign stories, photos, graphics, art, and layouts. Edit copy.	TSWBAT approve article ideas, dummies, drafts, photos, graphics, completed articles, and layout.				1.5.12.E ~ Revise writing to improve: 1.5.12.F ~ Edit writing using:
How is the online edition different from the traditional, paper edition of the Rocket Star?	Place articles, photos, graphics, and art. Distribute newspapers.	TSWBAT analyze post-production copies of the Rocket Star (and the online version) and focus future workshops on areas for improvement.				1.5.12.G ~ Present and/or defend written work for publication when appropriate. 1.6.12.A ~ Listen to others.
What are the different components of an online newspaper?	Review and analyze newspapers (online and paper) post-production. Distinguish the online edition from the paper edition of the Rocket Star. Plan additional features, articles, photos, and extras for the online edition.	TSWBAT distinguish the online version from the paper edition of the Rocket Star. TSWBAT plan additional features, articles, photos, etc. for the online edition.				1.6.12.C ~ Speak using skills appropriate to formal speech situations. 1.6.12.D ~ Contribute to discussions. 1.6.12.E ~ Participate in discussions and presentations. 1.6.12.F ~ Use media for learning purposes.

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 important to The	Review "Intro to Journalism" (p. 63) and the AP	TSWBAT apply AP style to their own and peers' writing to identify			AP style copyedit	1.5.12.E ~ Revise writing to improve: 1.5.12.F ~ Edit writing using:

Rocket Star?	style manual.	and correct errors in punctuation, capitalization, spelling, and grammar.				
How are titles, abbreviations, numbers, and names written in AP style?	Use the AP style manual to self-and peer-edit.					
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. Create a Rocket Star style guide with frequently used entries.	TSWBAT compile a Rocket Star style guide. TSWBAT lead mini-lessons, workshops, and reviews of AP style for peers.				
How does AP style differ from standard English?	Create mini-lessons and workshops for peers. Apply AP style rules to Rocket Star articles by peer editing and copyediting.					

Online Edition: Basic Site Setup and Web Design

Essential Questions	Content	Skills	Assessments	Lessons	Vocabulary	Standards
What kind of presence should the Rocket Star have online? Who is the target audience for the website?	Read and discuss Ch. 9 "Web Design" in <i>The Newspaper Designer's Handbook</i> (p. 244-263). Design the Rocket Star	TSWBAT plan and implement a basic Rocket Star Online website. TSWBAT prepare stories, photos, graphics, and art			navigation buttons links	1.2.12.B ~ Use, understand, and evaluate a variety of media. 1.5.12.G ~ Present and/or defend written work for publication when appropriate. 1.6.12.F ~ Use media for learning purposes.

How will we encourage site traffic?	online.	for the web.				
How is a basic website set up?	Determine who will be the target audience and how they will learn about the website.	TSWBAT create and maintain a website.				
What makes a good website?	Set up a basic website.	TSWBAT view and evaluate other online newspapers.				
How can print pages be transformed into web pages?	Transform print pages into web pages.	TSWBAT set goals for the Rocket Star Online.				
How do we create an easy-to-navigate website?	Provide navigation buttons, an index, and links to help navigate the site.	TSWBAT design pages that will work on most computers.				
How do we keep web content fresh?	Update web content regularly.	TSWBAT organize web pages effectively.				
What is the process of setting up an online newspaper?	Simplify online text, keep images small, and monitor and poll users for faster download times.					
Is there a model we want to follow?	Avoid clutter in online pages					
How should pages be designed for different download times?	Use vertical flow					
How should pages be organized?	Include fixed page elements for ease of use.					
	Avoid overcrowding content on web pages.					
	Use color					

	<p>consistently and strategically for increased effect.</p> <p>Compress images when possible.</p> <p>Use the following model to set up the website:</p> <ol style="list-style-type: none"> 1. Tour other online newspapers and evaluate them. 2. Discuss goals and ambitions for the online paper. 3. Plan the site. 4. Evaluate computer resources. 5. Design page prototypes. 6. Test the pages. 					
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Copyediting - Formally discuss copyediting with editors in September. Continue helping students become comfortable with copyediting peers' work throughout the year.

Essential Questions	Content	Skills	Assessments	Lessons	Vocabulary	Standards
<p>What is copyediting?</p> <p>What are the symbols used for copyediting?</p> <p>How can I help improve article quality through copyediting?</p>	<p>Learn and use copyediting symbols to peer edit.</p> <p>Use a rubric or a checklist to peer edit.</p> <p>Conference with peers about articles.</p>	<p>TSWBAT identify and use copyediting symbols.</p> <p>TSWBAT evaluate peers' articles.</p> <p>TSWBAT discuss articles with peers and offer suggestions for</p>			copyediting	<p>1.5.12.E ~ Revise writing to improve:</p> <p>1.5.12.F ~ Edit writing using:</p> <p>1.6.12.A ~ Listen to others.</p> <p>1.6.12.D ~ Contribute to discussions.</p> <p>1.6.12.E ~ Participate in discussions and presentations.</p>

		making improvements.				
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Online Edition: Law & Ethics; school policy

Essential Questions	Content	Skills	Assessments	Lessons	Vocabulary	Standards
<p>What are the laws regarding online content for libel, copyright, and invasion of privacy?</p> <p>How are the laws different for print and online publications?</p> <p>What is the school's policy regarding online content?</p> <p>Even if the Rocket Star is legally permitted to publish it online, is it ethically sound to do so?</p>	<p>Read and discuss handouts and court cases involving libel, copyright, and invasion of privacy as they pertain to online journalism.</p> <p>Compare and discuss print and online publication law.</p> <p>Read and discuss school policy regarding online content.</p> <p>Discuss ethical situations.</p>	<p>TSWBAT understand and apply the scholastic journalism laws and court cases to online content.</p> <p>TSWBAT follow laws regarding libel, copyright, and privacy.</p> <p>TSWBAT use ethical principles to guide website decision-making.</p>				<p>1.1.12.D ~ Utilize effective comprehension strategies to extract essential ideas from text.</p> <p>1.1.12.F ~ Understand the meaning of and apply key vocabulary.</p> <p>1.1.12.G ~ Understand and apply knowledge gained from text.</p> <p>1.2.12.A ~ Read and understand informational texts and documents.</p> <p>1.6.12.A ~ Listen to others.</p> <p>1.6.12.D ~ Contribute to discussions.</p> <p>1.6.12.E ~ Participate in discussions and presentations.</p>

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

Essential Questions	Content	Skills	Assessments	Lessons	Vocabulary	Standards
<p>What is the difference between a news (summary) lead</p>	<p>Read and discuss <i>The Manual</i>, p. 42-44, "Leads" and p. 58-62,</p>	<p>TSWBAT identify, write, and use various types</p>			<p>summary lead</p> <p>grammatical lead</p>	<p>1.5.12.A ~ Write with a sharp, distinct focus.</p> <p>1.5.12.B ~ Write using well-developed and</p>

and a feature lead?	"Feature Leads."	of leads.			literary allusion lead	appropriate content.
Which types of leads should be used in which situations?	Read exemplar news, sports, and feature stories, and analyze leads.	TSWBAT analyze and evaluate leads for style, purpose, and effectiveness.			historical allusion lead	1.5.12.C ~ Write with effective and logical organization that supports unity and clarity.
What types of leads should be avoided?	Write a creative, unique feature lead for a November edition story.	TSWBAT identify, evaluate, and revise headlines for effectiveness and style.			contrast lead	1.5.12.D ~ Write with effective style.
What kind of a feature lead can be used to create a hook for readers?	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"	TSWBAT reflect on, evaluate, and judge their own and others' headlines and leads.			pun lead	1.5.12.E ~ Revise writing to improve:
What are the functions of a headline?	Apply reading and discussion to the Rocket Star's headlines.	TSWBAT areas for improvement and focus workshops on those areas.			description lead (person, event, or site)	1.5.12.F ~ Edit writing using:
What constitutes strong headline design?	Identify the purpose for various headlines and revise for clarity, accuracy, tone, and information.	TSWBAT collaborate with peers to improve lead and headline quality.			capsule or punch lead	1.5.12.G ~ Present and/or defend written work for publication when appropriate.
What headline design and typography are used in the Rocket Star?	Present information to peers.				one word lead	1.6.12.A ~ Listen to others.
What are the different types of headlines?	Lead workshops.				miscellaneous freak lead/startling statement lead	1.6.12.C ~ Speak using skills appropriate to formal speech situations.
How can I present this information effectively?	Conference with students.				parody lead	1.6.12.D ~ Contribute to discussions.
					direct address lead	1.6.12.E ~ Participate in discussions and presentations.
					staccato lead	1.6.12.F ~ Use media for learning purposes.
					anecdotal lead	
					sequence or narrative lead	
					then and now lead	
					quote lead	

	Correct and edit weak headlines and leads.				question lead banner headline multi-line headline multi-deck headline kicker hammer slammer tripod raw wrap headline sidesaddle head	
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Review: Photography and Captions - Review all content from Journalism I and II plus complete the below content.

Essential Questions	Content	Skills	Assessments	Lessons	Vocabulary	Standards
<p>What are the elements of an effective photograph?</p> <p>What are the elements of a strong photo story?</p> <p>What are the basic guidelines for photo usage in</p>	<p>Read and discuss Ch. 4 "Photos and Art" (p. 110-138) and p. 32-35, "Photos and Cutlines" in <i>The Newspaper Designer's Handbook</i>.</p> <p>Use guidelines for good photography when taking</p>	<p>TSWBAT follow and use rules of photography to capture photos, including simplicity, fill the frame, avoid awkward cuts, rule of thirds, patterns, curves, and leading lines, and various angles and</p>			<p>crop</p> <p>grayscale</p> <p>line art</p> <p>JPEG</p> <p>photo spread/photo story</p>	<p>1.2.12.B ~ Use, understand, and evaluate a variety of media.</p> <p>9.1.12.A ~ Know and use the elements and principles of each art form to create works in the arts and humanities.</p> <p>9.1.12.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>9.1.12.C ~ Integrate and apply advanced</p>

layout?	pictures (See p. 110, 32-33)	viewpoints.			studio shot	vocabulary to the arts forms
How can a bad photo be salvaged?	Use cropping and editing techniques to fix poor quality photos. (p. 116-117)	TSWBAT crop, resize, and edit photos.			photo illustration	9.1.12.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.
How can photos be cropped and sized for maximum impact while retaining the photo's original integrity?	Resize photos retaining file integrity.	TSWBAT use the scanner to manipulate, edit, and place an image.			illustration	
When and how can studio shots and photo illustrations be used?	Crop photos to emphasize importance and reduce clutter.	TSWBAT design a photo spread using appropriate techniques and guidelines.			caricature	
Where and how can feature art be found?	Write effective captions and cutlines for photos and art.	TSWBAT organize and create a studio shot and a photo illustration to enhance a layout.			flavor drawing	
What is the purpose of a caption?	Scan, save, grayscale, and crop a scanned image. (p. 122-123)	TSWBAT plan, design, and use art before and during the newspaper production process to enhance article and package design.			clip art	
What are the different types of captions?	Attend an event and document it through photography.	TSWBAT identify areas for improvement in captions and photos.				
What information should be included in a caption?	Create a photo spread to cover an event, profile a personality, or tell a story.	TSWBAT collaborate with peers to improve photo and caption				
How can captions	Differentiate between and use studio shots, photo illustrations, art, and photos.					

<p>add value to a photo?</p> <p>How can scanned images be used in the Rocket Star?</p> <p>How can I present this information effectively?</p> <p>How can captions be edited for accuracy and increased creativity?</p>	<p>(p. 132-135)</p> <p>Ethically use studio shots, photo illustrations, art, and photos.</p>	<p>quality.</p>				
	<p>Determine sources of art.</p>					
	<p>Use PhotoShop, Microsoft Picture Manager, and/or InDesign to edit photos and art.</p>					
	<p>Present information.</p> <p>Lead workshops for peers.</p> <p>Conference with students about their photography and captions.</p> <p>Correct and edit weak captions and photography.</p> <p>Edit photos effectively and ethically.</p>					

NOVEMBER **Newspaper Production and Leadership: December edit** - 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	Brainstorm ideas	TSWBAT develop stories from concept to			prospectus	1.2.12.B ~ Use, understand, and evaluate a variety of media.

R	covered in this month's edition?	for new stories.	publication.			angle	1.5.12.A ~ Write with a sharp, distinct focus.
	What future stories must be planned now?	Start and "mine" the futures book.				beats	
	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.			sidebar	1.5.12.B ~ Write using well-developed and appropriate content.
	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.			outline	1.5.12.C ~ Write with effective and logical organization that supports unity and clarity.
	How is information gathered for stories?	Write preliminary interview questions.	TSWBAT evaluate their own work and peers' work for content, style, effectiveness, accuracy, and conventions.			layout	1.5.12.D ~ Write with effective style.
	What is a good layout for a story? a section? an edition?	Complete background research.					1.5.12.E ~ Revise writing to improve:
	How should an article be revised for publication? When is an article/a package ready for publication?	Conduct interviews, record quotes, and write notes.	TSWBAT identify areas for improvement in their own sections and others' sections.				1.5.12.F ~ Edit writing using:
	What can be done to improve next month's edition?	Take, download, and edit pictures.					1.5.12.G ~ Present and/or defend written work for publication when appropriate.
	How can my section be improved this month?	Write cutlines (captions).					1.6.12.A ~ Listen to others.
	What topics have been covered and	Write rough drafts.					1.6.12.C ~ Speak using skills appropriate to formal speech situations.
		Meet with section editors and advisor/teacher to discuss edits, revisions, and story angle.					1.6.12.D ~ Contribute to discussions.
							1.6.12.E ~ Participate in discussions and presentations.
							1.6.12.F ~ Use media for learning purposes.
						1.8.12.A ~ Select, refine, and narrow a topic for research.	
						1.8.12.B ~ Locate information using appropriate sources and strategies.	
						1.8.12.C ~ Organize, summarize, and present the main ideas from the research.	
						1.8.12.D ~ Present and/or defend written work for publication when appropriate.	

<p>what topics should be covered in future editions?</p>	<p>Check facts.</p> <p>Complete layout.</p>					
<p>How can I help my section writers to improve?</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>Lead workshops for new or inexperienced writers.</p>					

Online Edition: Home Page Design

Essential Questions	Content	Skills	Assessments	Lessons	Vocabulary	Standards
<p>What should the Rocket Star Online's homepage look like?</p> <p>What are the components of a homepage?</p>	<p>Read and discuss Ch. 9 "Web Design" (p. 246-247) in <i>The Newspaper Designer's Handbook</i>.</p> <p>Determine home</p>	<p>TSWBAT design a homepage that includes necessary information and links.</p>			<p>navigation bar</p> <p>service menu</p> <p>grids</p> <p>guidelines</p>	<p>1.2.12.B ~ Use, understand, and evaluate a variety of media.</p> <p>1.6.12.F ~ Use media for learning purposes.</p>

How should we design the homepage for the Rocket Star Online?	<p>page needs.</p> <p>Create a grid/dummy for home page layout.</p> <p>Include news content, web extras, a navigation bar, and a service menu (plus others) on the home page.</p>					
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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</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>Create mini-lessons 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>TSWBAT lead mini-lessons, workshops, and reviews of AP style for peers.</p>			<p>AP style</p> <p>copyedit</p>	<p>1.5.12.E ~ Revise writing to improve:</p> <p>1.5.12.F ~ Edit writing using:</p>

standard English?	workshops for peers. Apply AP style rules to Rocket Star articles by peer editing and copyediting.					
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Online Edition: Story Page Design

Essential Questions	Content	Skills	Assessments	Lessons	Vocabulary	Standards
<p>What should the Rocket Star Online's story pages look like?</p> <p>What are the components of a story page?</p> <p>How do we design story pages and keep them consistent?</p>	<p>Read and discuss Ch. 9 "Web Design" (p. 248-249) in <i>The Newspaper Designer's Handbook</i>.</p> <p>Develop a standard format for story pages.</p> <p>Create a grid/dummy for story layout.</p> <p>Include standard format for headers, navigation bars, headlines, text, bylines, time/date, photo links, text links, and comments.</p>	<p>TSWBAT design a standard format for story pages.</p>			<p>header</p>	<p>1.2.12.B ~ Use, understand, and evaluate a variety of media.</p> <p>1.6.12.F ~ Use media for learning purposes.</p>

Copyediting - Formally discuss copyediting with editors in September. Continue helping students become comfortable with copyediting peers' work

throughout the year.

Essential Questions	Content	Skills	Assessments	Lessons	Vocabulary	Standards
<p>What is copyediting?</p> <p>What are the symbols used for copyediting?</p> <p>How can I help improve article quality through copyediting?</p>	<p>Learn and use copyediting symbols to peer edit.</p> <p>Use a rubric or a checklist to peer edit.</p> <p>Conference with peers about articles.</p>	<p>TSWBAT identify and use copyediting symbols.</p> <p>TSWBAT evaluate peers' articles.</p> <p>TSWBAT discuss articles with peers and offer suggestions for making improvements.</p>			copyediting	<p>1.5.12.E ~ Revise writing to improve:</p> <p>1.5.12.F ~ Edit writing using:</p> <p>1.6.12.A ~ Listen to others.</p> <p>1.6.12.D ~ Contribute to discussions.</p> <p>1.6.12.E ~ Participate in discussions and presentations.</p>

Review: News writing - Review all content from Journalism I and II. Add content listed below.

Essential Questions	Content	Skills	Assessments	Lessons	Vocabulary	Standards
<p>What is the format of a news article?</p> <p>How should a news article be written?</p> <p>What is the difference between a news article and a brief?</p> <p>What is a reliable source?</p> <p>How is credit given to sources</p>	<p>Read news articles and handouts.</p> <p>Analyze and evaluate news stories.</p> <p>Discuss news story format.</p> <p>Read briefs.</p> <p>Compare/contrast briefs and news articles.</p>	<p>TSWBAT identify the inverted pyramid in news writing.</p> <p>TSWBAT identify, analyze, and write a brief.</p> <p>TSWBAT identify primary and secondary sources of information and interviews for news stories.</p> <p>TSWBAT attribute</p>			<p>inverted pyramid</p> <p>transitions</p> <p>brief</p> <p>primary source</p> <p>secondary source</p> <p>representative sampling</p> <p>random opinion</p>	<p>1.5.12.A ~ Write with a sharp, distinct focus.</p> <p>1.5.12.B ~ Write using well-developed and appropriate content.</p> <p>1.5.12.C ~ Write with effective and logical organization that supports unity and clarity.</p> <p>1.5.12.D ~ Write with effective style.</p> <p>1.5.12.E ~ Revise writing to improve:</p> <p>1.5.12.F ~ Edit writing using:</p> <p>1.5.12.G ~ Present and/or defend written work for publication when appropriate.</p>

<p>in news articles?</p> <p>How can an accurate poll be conducted?</p> <p>What is a representative sampling?</p> <p>What is a random opinion poll?</p> <p>What are the benefits, drawbacks, and uses of the different types of polls?</p> <p>How can I present this information effectively?</p> <p>What is the difference between news and feature writing?</p> <p>How can the news section be covered more thoroughly?</p>	<p>Write a brief.</p> <p>Expand a brief into a story in inverted pyramid style.</p> <p>Discuss sources and who qualifies as an "authority" on topics.</p> <p>Read stories and identify sources used.</p> <p>Discuss how credit is given to sources, and practice writing attributions.</p> <p>Discuss statistics and how to conduct a poll, types of questions that can and should be asked, and how to obtain a representative sampling.</p> <p>Present information.</p> <p>Lead workshops.</p> <p>Conference with students regarding news articles.</p> <p>Correct and edit leads and news stories.</p>	<p>information and quotes correctly in news stories.</p> <p>TSWBAT conduct original polls, including a random opinion poll and a representative sampling poll.</p> <p>TSWBAT write and revise a news article using inverted pyramid style.</p> <p>TSWBAT reflect on, judge, and evaluate their own and peers' news articles and news section work.</p> <p>TSWBAT identify areas for improvement.</p> <p>TSWBAT collaborate with peers to improve leads, news stories, and news coverage.</p>			<p>poll</p>	<p>1.6.12.A ~ Listen to others.</p> <p>1.6.12.C ~ Speak using skills appropriate to formal speech situations.</p> <p>1.6.12.D ~ Contribute to discussions.</p> <p>1.6.12.E ~ Participate in discussions and presentations.</p> <p>1.6.12.F ~ Use media for learning purposes.</p>
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	Analyze the news section.					
	Create a plan for better news coverage and improvements.					

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>How can I present this information effectively?</p> <p>How can the features section be covered more thoroughly?</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 feature leads.</p> <p>Present information.</p> <p>Lead workshops.</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>TSWBAT reflect on, evaluate, and judge their own and peers' work.</p> <p>TSWBAT identify areas for improvement in the features section.</p> <p>TSWBAT collaborate with peers to improve leads, feature stories, and</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>1.5.12.A ~ Write with a sharp, distinct focus.</p> <p>1.5.12.B ~ Write using well-developed and appropriate content.</p> <p>1.5.12.C ~ Write with effective and logical organization that supports unity and clarity.</p> <p>1.5.12.D ~ Write with effective style.</p> <p>1.5.12.E ~ Revise writing to improve:</p> <p>1.5.12.F ~ Edit writing using:</p> <p>1.5.12.G ~ Present and/or defend written work for publication when appropriate.</p> <p>1.6.12.A ~ Listen to others.</p> <p>1.6.12.C ~ Speak using skills appropriate to formal speech situations.</p> <p>1.6.12.D ~ Contribute to discussions.</p> <p>1.6.12.E ~ Participate in discussions and presentations.</p> <p>1.6.12.F ~ Use media for learning</p>

	<p>Conference with students.</p> <p>Correct and edit feature leads and feature stories.</p> <p>Analyze the features section.</p> <p>Create a plan for better features coverage and improvements to the features section.</p>	feature coverage.				purposes.
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DECEMBER Newspaper Production and Leadership: January/February - Repeat this unit monthly with each monthly edition, from the October edition through the May edition.

DECEMBER	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</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>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</p>			<p>prospectus</p> <p>angle</p> <p>beats</p> <p>sidebar</p> <p>outline</p> <p>layout</p>	<p>1.2.12.B ~ Use, understand, and evaluate a variety of media.</p> <p>1.5.12.A ~ Write with a sharp, distinct focus.</p> <p>1.5.12.B ~ Write using well-developed and appropriate content.</p> <p>1.5.12.C ~ Write with effective and logical organization that supports unity and clarity.</p> <p>1.5.12.D ~ Write with effective style.</p> <p>1.5.12.E ~ Revise writing to improve:</p> <p>1.5.12.F ~ Edit writing using:</p> <p>1.5.12.G ~ Present and/or defend written</p>

<p>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>How can my section be improved this month?</p> <p>What topics have been covered and what topics should be covered in future editions?</p> <p>How can I help my section writers to improve?</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 and feedback, and plan changes for next month's</p>	<p>work and peers' work for content, style, effectiveness, accuracy, and conventions.</p> <p>TSWBAT identify areas for improvement in their own sections and others' sections.</p>				<p>work for publication when appropriate.</p> <p>1.6.12.A ~ Listen to others.</p> <p>1.6.12.C ~ Speak using skills appropriate to formal speech situations.</p> <p>1.6.12.D ~ Contribute to discussions.</p> <p>1.6.12.E ~ Participate in discussions and presentations.</p> <p>1.6.12.F ~ Use media for learning purposes.</p> <p>1.8.12.A ~ Select, refine, and narrow a topic for research.</p> <p>1.8.12.B ~ Locate information using appropriate sources and strategies.</p> <p>1.8.12.C ~ Organize, summarize, and present the main ideas from the research.</p> <p>1.8.12.D ~ Present and/or defend written work for publication when appropriate.</p>
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	<p>edition.</p> <p>Lead workshops for new or inexperienced writers.</p>					
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Online Edition: Special Project Design

Essential Questions	Content	Skills	Assessments	Lessons	Vocabulary	Standards
How do special project designs differ from home page and story page designs?	<p>Read and discuss p. 250-251 in <i>The Newspaper Designer's Handbook</i>, "Special Project Design."</p> <p>Plan an enterprise story / in-depth package</p> <p>Design the enterprise story / in-depth package.</p> <p>Use multimedia in the enterprise story / in-depth package.</p>	<p>TSWBAT plan, write, and design an enterprise story.</p> <p>TSWBAT use multimedia to enhance an enterprise story, where applicable.</p>			enterprise story	<p>1.2.12.B ~ Use, understand, and evaluate a variety of media.</p> <p>1.5.12.A ~ Write with a sharp, distinct focus.</p> <p>1.5.12.B ~ Write using well-developed and appropriate content.</p> <p>1.5.12.C ~ Write with effective and logical organization that supports unity and clarity.</p> <p>1.5.12.D ~ Write with effective style.</p> <p>1.5.12.E ~ Revise writing to improve:</p> <p>1.5.12.F ~ Edit writing using:</p> <p>1.5.12.G ~ Present and/or defend written work for publication when appropriate.</p>

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,	Review "Intro to Journalism" (p.	TSWBAT apply AP style to their			AP style	1.5.12.E ~ Revise writing to improve:

<p>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>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>Create mini-lessons and workshops for peers.</p> <p>Apply AP style rules to Rocket Star articles by peer editing and copyediting.</p>	<p>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>TSWBAT lead mini-lessons, workshops, and reviews of AP style for peers.</p>			copyedit	1.5.12.F ~ Edit writing using:
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Online Edition: Adding Online Extras

Essential Questions	Content	Skills	Assessments	Lessons	Vocabulary	Standards
<p>What kinds of "online extras" can be added to pages to enhance the reader's/viewer's experience and promote greater</p>	<p>Read and discuss p. 252-253 in <i>The Newspaper Designer's Handbook</i>, "Adding Online Extras."</p> <p>Explore possible</p>	<p>TSWBAT add online extras to stories, packages, and pages.</p>				<p>1.2.12.B ~ Use, understand, and evaluate a variety of media.</p> <p>1.6.12.F ~ Use media for learning purposes.</p>

understanding?	links, multimedia options, and interactive options for use with online packages.					
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Copyediting - Formally discuss copyediting with editors in September. Continue helping students become comfortable with copyediting peers' work throughout the year.

Essential Questions	Content	Skills	Assessments	Lessons	Vocabulary	Standards
<p>What is copyediting?</p> <p>What are the symbols used for copyediting?</p> <p>How can I help improve article quality through copyediting?</p>	<p>Learn and use copyediting symbols to peer edit.</p> <p>Use a rubric or a checklist to peer edit.</p> <p>Conference with peers about articles.</p>	<p>TSWBAT identify and use copyediting symbols.</p> <p>TSWBAT evaluate peers' articles.</p> <p>TSWBAT discuss articles with peers and offer suggestions for making improvements.</p>			copyediting	<p>1.5.12.E ~ Revise writing to improve:</p> <p>1.5.12.F ~ Edit writing using:</p> <p>1.6.12.A ~ Listen to others.</p> <p>1.6.12.D ~ Contribute to discussions.</p> <p>1.6.12.E ~ Participate in discussions and presentations.</p>

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>Read and discuss <i>The Manual</i>, "Sports Photography" (p. 113-117)</p> <p>Attend a sporting event and take a variety of shots</p>	<p>TSWBAT apply knowledge of the sport, roster, and event to photograph and take notes at a sporting event.</p> <p>TSWBAT</p>			<p>closeup photo</p> <p>medium-range photo</p> <p>long-distance shots</p>	<p>9.1.12.A ~ Know and use the elements and principles of each art form to create works in the arts and humanities.</p> <p>9.1.12.E ~ Delineate a unifying theme through the production of a work of art that reflects skills in media processes and techniques.</p>

<p>What types of photo editing are necessary to obtain the best photos?</p>	<p>from different angles</p>	<p>communicate effectively with event staff, other photographers, players, coaches, and fans at a sporting event.</p>			<p>pre-focusing panning angle</p>	
<p>What are the ethical responsibilities of a sports photographer and sports photo editor?</p>	<p>Use PhotoShop, InDesign, or Microsoft Office Picture Manager to crop and edit photographs</p>	<p>TSWBAT act appropriately and be professional as a student sports photographer</p>				
<p>How can the Rocket Star obtain the best sports photos?</p>	<p>Conference with students</p>	<p>TSWBAT use various angles and viewpoints to take a variety of pictures</p>				
	<p>Recruit photographers.</p>	<p>TSW show good judgment in editing photos</p>				
	<p>Analyze coverage and sports section.</p>	<p>TSWBAT reflect on, evaluate, and judge their own and peers' work.</p>				
		<p>TSWBAT identify areas for improvement.</p>				
		<p>TSWBAT collaborate with peers to improve sports photography.</p>				

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

<p>Essential Questions</p>	<p>Content</p>	<p>Skills</p>	<p>Assessments</p>	<p>Lessons</p>	<p>Vocabulary</p>	<p>Standards</p>
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<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>How can this information be presented effectively?</p> <p>What must other students know about sports writing and photography?</p> <p>What can we do as a staff to improve coverage in the sports section?</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>Present information to peers.</p> <p>Lead workshops for peers.</p> <p>Conference with students about sports articles.</p> <p>Poll the student body about sports coverage and articles.</p> <p>Assign sports beats.</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>TSWBAT reflect on, evaluate, and judge their own and peers' work.</p> <p>TSWBAT identify areas of strength and weakness.</p> <p>TSWBAT collaborate with peers to improve coverage.</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>chronological</p>	<p>1.2.12.B ~ Use, understand, and evaluate a variety of media.</p> <p>1.5.12.A ~ Write with a sharp, distinct focus.</p> <p>1.5.12.B ~ Write using well-developed and appropriate content.</p> <p>1.5.12.C ~ Write with effective and logical organization that supports unity and clarity.</p> <p>1.5.12.D ~ Write with effective style.</p> <p>1.5.12.E ~ Revise writing to improve:</p> <p>1.5.12.F ~ Edit writing using:</p> <p>1.5.12.G ~ Present and/or defend written work for publication when appropriate.</p> <p>1.6.12.A ~ Listen to others.</p> <p>1.6.12.C ~ Speak using skills appropriate to formal speech situations.</p> <p>1.6.12.D ~ Contribute to discussions.</p> <p>1.6.12.E ~ Participate in discussions and presentations.</p> <p>1.6.12.F ~ Use media for learning purposes.</p>
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	Analyze section for strengths and weaknesses.					
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JANUARY **Newspaper Production and Leadership: March editi** - Repeat this unit monthly with each monthly edition, from the October edition through the May edition. **Continue working on the March edition into February.

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	1.2.12.B ~ Use, understand, and evaluate a variety of media. 1.5.12.A ~ Write with a sharp, distinct focus.
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 layout	1.5.12.B ~ Write using well-developed and appropriate content. 1.5.12.C ~ Write with effective and logical organization that supports unity and clarity. 1.5.12.D ~ Write with effective style. 1.5.12.E ~ Revise writing to improve: 1.5.12.F ~ Edit writing using:
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.				1.5.12.G ~ Present and/or defend written work for publication when appropriate. 1.6.12.A ~ Listen to others.
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.				1.6.12.C ~ Speak using skills appropriate to formal speech situations. 1.6.12.D ~ Contribute to discussions.
How is information gathered for stories?	Complete background research.	TSWBAT identify areas for improvement in their own sections and others'				1.6.12.E ~ Participate in discussions and presentations.
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	Write cutlines					

<p>article/a package ready for publication?</p> <p>What can be done to improve next month's edition?</p> <p>How can my section be improved this month?</p> <p>What topics have been covered and what topics should be covered in future editions?</p> <p>How can I help my section writers to improve?</p>	<p>(captions). Write rough drafts. Meet with section editors and advisor/teacher to discuss edits, revisions, and story angle. Check facts. Complete layout. Package stories and sections. Prepare stories for press. Distribute newspapers. Obtain feedback from readers. Evaluate completed edition and feedback, and plan changes for next month's edition. Lead workshops for new or inexperienced writers.</p>	<p>sections.</p>				<p>1.6.12.F ~ Use media for learning purposes.</p> <p>1.8.12.A ~ Select, refine, and narrow a topic for research.</p> <p>1.8.12.B ~ Locate information using appropriate sources and strategies.</p> <p>1.8.12.C ~ Organize, summarize, and present the main ideas from the research.</p> <p>1.8.12.D ~ Present and/or defend written work for publication when appropriate.</p>
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Online Edition: Publication - Repeat this unit monthly (except February) from January through May.

Essential

Content

Skills

Assessments

Lessons

Vocabulary

Standards

Questions						
<p>What elements of the Rocket Star should be included in the Rocket Star online? modified? deleted?</p> <p>What additional elements can be added to the Rocket Star online to enhance the readers'/viewers' experience?</p>	<p>Analyze the Rocket Star coverage</p> <p>Determine content for the Rocket Star online.</p> <p>Modify content for the Rocket Star online.</p> <p>Add pictures, sidebars, and/or multimedia to uploaded content.</p>	<p>TSWBAT develop stories from concept to publication and modify stories for the Rocket Star online.</p> <p>TSWBAT use and implement technology to enhance layout.</p>				<p>1.2.12.B ~ Use, understand, and evaluate a variety of media.</p> <p>1.5.12.A ~ Write with a sharp, distinct focus.</p> <p>1.5.12.B ~ Write using well-developed and appropriate content.</p> <p>1.5.12.C ~ Write with effective and logical organization that supports unity and clarity.</p> <p>1.5.12.D ~ Write with effective style.</p> <p>1.5.12.E ~ Revise writing to improve:</p> <p>1.5.12.F ~ Edit writing using:</p> <p>1.5.12.G ~ Present and/or defend written work for publication when appropriate.</p> <p>1.6.12.F ~ Use media for learning purposes.</p>

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</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</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</p>			<p>AP style</p> <p>copyedit</p>	<p>1.5.12.E ~ Revise writing to improve:</p> <p>1.5.12.F ~ Edit writing using:</p>

<p>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>punctuation, capitalization, spelling, and grammar.</p> <p>Create a Rocket Star style guide with frequently used entries.</p> <p>Create mini-lessons and workshops for peers.</p> <p>Apply AP style rules to Rocket Star articles by peer editing and copyediting.</p>	<p>a Rocket Star style guide.</p> <p>TSWBAT lead mini-lessons, workshops, and reviews of AP style for peers.</p>				
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Online Edition: Podcasting and Vodcasting - Continue this unit into February.

Essential Questions	Content	Skills	Assessments	Lessons	Vocabulary	Standards
<p>What is a podcast? a vodcast?</p> <p>How can podcasts and vodcasts be used to enhance coverage?</p> <p>How can podcasts and/or vodcasts be used on the Rocket Star online?</p>	<p>Plan and develop a podcast or vodcast to enhance coverage.</p>	<p>TSWBAT plan, create, and edit a podcast or vodcast taht can be used with a story package as an "online extra."</p>			<p>podcast</p> <p>vodcast</p>	<p>1.2.12.B ~ Use, understand, and evaluate a variety of media.</p> <p>1.6.12.F ~ Use media for learning purposes.</p>

Copyediting - Formally discuss copyediting with editors in September. Continue helping students become comfortable with copyediting peers' work throughout the year.

Essential Questions	Content	Skills	Assessments	Lessons	Vocabulary	Standards
<p>What is copyediting?</p> <p>What are the symbols used for copyediting?</p> <p>How can I help improve article quality through copyediting?</p>	<p>Learn and use copyediting symbols to peer edit.</p> <p>Use a rubric or a checklist to peer edit.</p> <p>Conference with peers about articles.</p>	<p>TSWBAT identify and use copyediting symbols.</p> <p>TSWBAT evaluate peers' articles.</p> <p>TSWBAT discuss articles with peers and offer suggestions for making improvements.</p>			copyediting	<p>1.5.12.E ~ Revise writing to improve:</p> <p>1.5.12.F ~ Edit writing using:</p> <p>1.6.12.A ~ Listen to others.</p> <p>1.6.12.D ~ Contribute to discussions.</p> <p>1.6.12.E ~ Participate in discussions and presentations.</p>

Broadcast: Scriptwriting - Continue this unit into February and teach it simultaneously with Podcasting and Vodcasting.

Essential Questions	Content	Skills	Assessments	Lessons	Vocabulary	Standards
<p>What are the various program formats that can be used?</p> <p>Which format fits my purpose best?</p> <p>How is a program planned and executed?</p> <p>How is a program edited?</p>	<p>Read and discuss Ch. 7, "Scriptwriting" (p.147-168) in <i>Television Production</i>.</p> <p>Discuss the various formats for shows.</p> <p>Choose the format that best meets the journalist's</p>	<p>TSWBAT plan, execute, and edit a program.</p>			<p>documentary</p> <p>drama</p> <p>lecture</p> <p>demonstration</p> <p>panel discussion</p> <p>interview</p> <p>magazine</p>	<p>1.2.12.B ~ Use, understand, and evaluate a variety of media.</p> <p>1.5.12.A ~ Write with a sharp, distinct focus.</p> <p>1.5.12.B ~ Write using well-developed and appropriate content.</p> <p>1.5.12.C ~ Write with effective and logical organization that supports unity and clarity.</p> <p>1.5.12.D ~ Write with effective style.</p> <p>1.5.12.E ~ Revise writing to improve:</p>

	needs. Plan the program Create a storyboard. Write a program proposal Write a script. Practice the interview. Tape the interview. Edit the taped interview.				music video Public Service Announcement (PSA) storyboard program proposal	1.5.12.F ~ Edit writing using: 1.5.12.G ~ Present and/or defend written work for publication when appropriate. 1.6.12.A ~ Listen to others. 1.6.12.C ~ Speak using skills appropriate to formal speech situations. 1.6.12.D ~ Contribute to discussions. 1.6.12.E ~ Participate in discussions and presentations. 1.6.12.F ~ Use media for learning purposes.
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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
What is an opinion story? What are the differences among editorials, columns, letters to the editor, and point/counterpoint articles? What are the components of an effective argument? What are logical	Read and discuss <i>Introduction to Journalism</i> , "Opinion Writing" (p. 28-35) Discuss the structure and purpose of editorials Plan, research, and write an editorial Identify and avoid logical fallacies in	TSWBAT identify and explain key differences among editorials, columns, letters to the editor, and point/counterpoint articles. TSWBAT use effective arguments to write opinion articles TSWBAT use research to			editorial column letter to the editor point/counterpoint editorial cartoon logical fallacies Types of columns:	1.4.12.B ~ Write complex informational pieces using: 1.4.12.C ~ Write persuasive pieces that: 1.5.12.A ~ Write with a sharp, distinct focus. 1.5.12.B ~ Write using well-developed and appropriate content. 1.5.12.C ~ Write with effective and logical organization that supports unity and clarity. 1.5.12.D ~ Write with effective style.

<p>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 there?</p> <p>What makes a good columnist?</p> <p>How can we present this information more effectively?</p> <p>What must all Journalism I and II students know about opinion writing?</p> <p>How can the opinions section be improved?</p> <p>How can we balance fair coverage with allowing students' voices to be heard?</p> <p>What columns should we run?</p> <p>How can voice be developed in columnists without sacrificing AP style.</p>	<p>arguments</p> <p>Research a "hot topic"</p> <p>Attribute sources</p> <p>Read and discuss <i>Introduction to Journalism</i>, "Column writing" (p. 36-40)</p> <p>Read, analyze, and discuss exemplar columns</p> <p>Write a column proposal</p> <p>Write a column</p> <p>Present information to peers.</p> <p>Lead workshops.</p> <p>Conference with students.</p> <p>Correct and edit opinion stories.</p> <p>Analyze the opinions section for strengths and weaknesses.</p> <p>Create a plan for better coverage.</p>	<p>support arguments with facts, statistics, and examples</p> <p>TSWBAT identify various types of columns</p> <p>TSWBAT analyze and evaluate the structure, style, tone, and topic of a column</p> <p>TSWBAT determine a topic for a column</p> <p>TSWBAT write and revise a column proposal and a column</p> <p>TSWBAT reflect on, evaluate, and judge their own and peers' work.</p> <p>TSWBAT identify areas for improvement.</p> <p>TSWBAT collaborate with peers to improve the opinions sections.</p> <p>TSWBAT identify column topics and fulfill needs for coverage.</p> <p>TSWBAT develop a distinct writing</p>			<p>personal reflection</p> <p>campus commentary</p> <p>social commentary</p> <p>political commentary</p> <p>topical</p>	<p>1.5.12.E ~ Revise writing to improve:</p> <p>1.5.12.F ~ Edit writing using:</p> <p>1.5.12.G ~ Present and/or defend written work for publication when appropriate.</p> <p>1.6.12.A ~ Listen to others.</p> <p>1.6.12.C ~ Speak using skills appropriate to formal speech situations.</p> <p>1.6.12.D ~ Contribute to discussions.</p> <p>1.6.12.E ~ Participate in discussions and presentations.</p> <p>1.6.12.F ~ Use media for learning purposes.</p>
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grammar, and integrity?		voice and style.				
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Broadcast: Video Camera Operations - Continue this unit into February, and teach it simultaneously with the Podcasting and Vodcasting unit.

Essential Questions	Content	Skills	Assessments	Lessons	Vocabulary	Standards
How do I operate a video camera? How do I obtain clear shots?	Read and discuss Ch. 4, "Video Camera Operations" (p. 79-102) in <i>Television Production</i> . Compose and shoot a picture.	TSWBAT compose and shoot a picture.			pre-focus rule of thirds head room nose room shot	1.2.12.B ~ Use, understand, and evaluate a variety of media. 1.6.12.F ~ Use media for learning purposes.

FEBRUARY **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 important to The Rocket Star? How are titles, abbreviations, numbers, and names written in AP style? How can use of AP style improve consistency in grammar, spelling,	Review "Intro to Journalism" (p. 63) and the AP style manual. Use the AP style manual to self- and peer-edit. Use AP style to guide punctuation, capitalization, spelling, and grammar. Create a Rocket	TSWBAT apply AP style to their own and peers' writing to identify and correct errors in punctuation, capitalization, spelling, and grammar. TSWBAT compile a Rocket Star style guide. TSWBAT lead mini-lessons, workshops, and			AP style copyedit	1.5.12.E ~ Revise writing to improve: 1.5.12.F ~ Edit writing using:

punctuation, and usage in The Rocket Star?	Star style guide with frequently used entries.	reviews of AP style for peers.				
How does AP style differ from standard English?	Create mini-lessons and workshops for peers. Apply AP style rules to Rocket Star articles by peer editing and copyediting.					

Copyediting - Formally discuss copyediting with editors in September. Continue helping students become comfortable with copyediting peers' work throughout the year.

Essential Questions	Content	Skills	Assessments	Lessons	Vocabulary	Standards
<p>What is copyediting?</p> <p>What are the symbols used for copyediting?</p> <p>How can I help improve article quality through copyediting?</p>	<p>Learn and use copyediting symbols to peer edit.</p> <p>Use a rubric or a checklist to peer edit.</p> <p>Conference with peers about articles.</p>	<p>TSWBAT identify and use copyediting symbols.</p> <p>TSWBAT evaluate peers' articles.</p> <p>TSWBAT discuss articles with peers and offer suggestions for making improvements.</p>			copyediting	<p>1.5.12.E ~ Revise writing to improve:</p> <p>1.5.12.F ~ Edit writing using:</p> <p>1.6.12.A ~ Listen to others.</p> <p>1.6.12.D ~ Contribute to discussions.</p> <p>1.6.12.E ~ Participate in discussions and presentations.</p>

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

Essential	Content	Skills	Assessments	Lessons	Vocabulary	Standards
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Questions						
<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>How can I present this information effectively?</p> <p>What must students know about entertainment writing?</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>Present information.</p> <p>Lead workshops.</p> <p>Conference with students.</p> <p>Peer edit entertainment stories.</p> <p>Analyze the entertainment section.</p> <p>Create a plan for better coverage.</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>TSWBAT reflect on, evaluate, and judge their own and peers' work.</p> <p>TSWBAT identify areas for improvement.</p> <p>TSWBAT collaborate with peers to improve the entertainment section.</p>			<p>review</p> <p>fair use</p>	<p>1.2.12.B ~ Use, understand, and evaluate a variety of media.</p> <p>1.5.12.A ~ Write with a sharp, distinct focus.</p> <p>1.5.12.B ~ Write using well-developed and appropriate content.</p> <p>1.5.12.C ~ Write with effective and logical organization that supports unity and clarity.</p> <p>1.5.12.D ~ Write with effective style.</p> <p>1.5.12.E ~ Revise writing to improve:</p> <p>1.5.12.F ~ Edit writing using:</p> <p>1.5.12.G ~ Present and/or defend written work for publication when appropriate.</p> <p>1.6.12.A ~ Listen to others.</p> <p>1.6.12.C ~ Speak using skills appropriate to formal speech situations.</p> <p>1.6.12.D ~ Contribute to discussions.</p> <p>1.6.12.E ~ Participate in discussions and presentations.</p> <p>1.6.12.F ~ Use media for learning purposes.</p>

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Newspaper Production and Leadership: April editi - 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	1.2.12.B ~ Use, understand, and evaluate a variety of media. 1.5.12.A ~ Write with a sharp, distinct focus.
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 layout	1.5.12.B ~ Write using well-developed and appropriate content. 1.5.12.C ~ Write with effective and logical organization that supports unity and clarity. 1.5.12.D ~ Write with effective style. 1.5.12.E ~ Revise writing to improve: 1.5.12.F ~ Edit writing using:
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.				1.5.12.G ~ Present and/or defend written work for publication when appropriate. 1.6.12.A ~ Listen to others. 1.6.12.C ~ Speak using skills appropriate to formal speech situations. 1.6.12.D ~ Contribute to discussions. 1.6.12.E ~ Participate in discussions and presentations. 1.6.12.F ~ Use media for learning purposes.
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.	TSWBAT identify areas for improvement in their own sections and others' sections.				
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					1.8.12.A ~ Select, refine, and narrow a

What can be done to improve next month's edition?	drafts.					topic for research.
How can my section be improved this month?	Meet with section editors and advisor/teacher to discuss edits, revisions, and story angle.					1.8.12.B ~ Locate information using appropriate sources and strategies.
What topics have been covered and what topics should be covered in future editions?	Check facts. Complete layout. Package stories and sections.					1.8.12.C ~ Organize, summarize, and present the main ideas from the research.
How can I help my section writers to improve?	Prepare stories for press. Distribute newspapers. Obtain feedback from readers. Evaluate completed edition and feedback, and plan changes for next month's edition. Lead workshops for new or inexperienced writers.					1.8.12.D ~ Present and/or defend written work for publication when appropriate.

Online Edition: Planning Online Packages

Essential Questions	Content	Skills	Assessments	Lessons	Vocabulary	Standards
What is an online	Read and discuss	TSWBAT develop				1.2.12.B ~ Use, understand, and evaluate a

package? How is it different from an enterprise story?	p. 254-258, "Planning Online Packages" in <i>The Newspaper Designer's Handbook</i> .	packages from concept to publication.				variety of media.
How should an online package be designed?	Select target audience.	TSWBAT use and implement technology to enhance content.				1.5.12.A ~ Write with a sharp, distinct focus.
	Discuss potential story ideas and packages.					1.5.12.B ~ Write using well-developed and appropriate content.
	Consider multimedia extras through the lens of a reader.					1.5.12.C ~ Write with effective and logical organization that supports unity and clarity.
	Plan the package.					1.5.12.D ~ Write with effective style.
	Assign and produce stories, photos, sidebars, and web extras.					1.5.12.E ~ Revise writing to improve:
	Edit and revise work.					1.5.12.F ~ Edit writing using:
	Publish an online package.					1.5.12.G ~ Present and/or defend written work for publication when appropriate.
						1.6.12.F ~ Use media for learning purposes.

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 important to The Rocket Star?	Review "Intro to Journalism" (p. 63) and the AP style manual. Use the AP style	TSWBAT apply AP style to their own and peers' writing to identify and correct errors in punctuation,			AP style copyedit	1.5.12.E ~ Revise writing to improve: 1.5.12.F ~ Edit writing using:

How are titles, abbreviations, numbers, and names written in AP style?	manual to self-and peer-edit. Use AP style to guide punctuation, capitalization, spelling, and grammar.	capitalization, spelling, and grammar. TSWBAT compile a Rocket Star style guide.				
How can use of AP style improve consistency in grammar, spelling, punctuation, and usage in The Rocket Star?	Create a Rocket Star style guide with frequently used entries.	TSWBAT lead mini-lessons, workshops, and reviews of AP style for peers.				
How does AP style differ from standard English?	Create mini-lessons and workshops for peers. Apply AP style rules to Rocket Star articles by peer editing and copyediting.					

Broadcast: Lighting

Essential Questions	Content	Skills	Assessments	Lessons	Vocabulary	Standards
What are the different types of lighting? How can lighting intensity be controlled?	Read and discuss Ch. 9, "Lighting," (p. 187-213) in <i>Television Production</i> Identify various types of lighting. Control lighting for better video	TSWBAT use various lighting techniques when shooting footage.			hard light soft light spotlight fresnel flood light	1.2.12.B ~ Use, understand, and evaluate a variety of media. 1.6.12.F ~ Use media for learning purposes.

	quality.				scoop light barndoors flag light hit floor stand diffusion device scrim bounce lighting dimmer three-point lighting key light fill light back light	
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Copyediting - Formally discuss copyediting with editors in September. Continue helping students become comfortable with copyediting peers' work throughout the year.

Essential Questions	Content	Skills	Assessments	Lessons	Vocabulary	Standards
What is copyediting? What are the symbols used for copyediting? How can I help	Learn and use copyediting symbols to peer edit. Use a rubric or a checklist to peer	TSWBAT identify and use copyediting symbols. TSWBAT evaluate peers'			copyediting	1.5.12.E ~ Revise writing to improve: 1.5.12.F ~ Edit writing using: 1.6.12.A ~ Listen to others. 1.6.12.D ~ Contribute to discussions.

improve article quality through copyediting?	edit. Conference with peers about articles.	articles. TSWBAT discuss articles with peers and offer suggestions for making improvements.				1.6.12.E ~ Participate in discussions and presentations.
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Broadcast: Audio

Essential Questions	Content	Skills	Assessments	Lessons	Vocabulary	Standards
<p>What is the function of audio for tv productions?</p> <p>What are the different types of microphones available?</p>	<p>Read and discuss Ch. 6, "Audio Basics" (p. 123-145) in <i>Television Production</i>.</p> <p>Identify functions of audio for tv productions.</p> <p>Identify and use various types of microphones.</p>	<p>TSWBAT use the appropriate audio (i.e. microphone) for a tv production.</p>			<p>voice track</p> <p>on-camera narrator</p> <p>voiceover (VO)</p> <p>background sound</p> <p>nat sound / room tone</p> <p>microphone</p> <p>diaphragm</p> <p>dynamic microphone</p> <p>condenser microphone</p> <p>ribbon microphone</p> <p>boundary</p>	<p>1.1.12.E ~ Utilize the acquired reading vocabulary by determining the meaning of and use accurately, new words encountered in reading materials. Use a reference when appropriate.</p> <p>1.1.12.F ~ Understand the meaning of and apply key vocabulary.</p> <p>1.1.12.G ~ Understand and apply knowledge gained from text.</p> <p>1.2.12.A ~ Read and understand informational texts and documents.</p> <p>1.2.12.B ~ Use, understand, and evaluate a variety of media.</p>

					microphone wireless mic omnidirectional microphone directional mic feedback boom hand held mic mic mouse lavalier (lav) mic lapel mic mixer connector	
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Online Edition: Publication - Repeat this unit monthly (except February) from January through May.

Essential Questions	Content	Skills	Assessments	Lessons	Vocabulary	Standards
What elements of the Rocket Star should be included in the Rocket Star online?	Analyze the Rocket Star coverage Determine content for the	TSWBAT develop stories from concept to publication and modify stories for the Rocket Star				1.2.12.B ~ Use, understand, and evaluate a variety of media. 1.5.12.A ~ Write with a sharp, distinct focus.

modified? deleted?	Rocket Star online.	online.				1.5.12.B ~ Write using well-developed and appropriate content.
What additional elements can be added to the Rocket Star online to enhance the readers'/viewers' experience?	Modify content for the Rocket Star online. Add pictures, sidebars, and/or multimedia to uploaded content.	TSWBAT use and implement technology to enhance layout.				1.5.12.C ~ Write with effective and logical organization that supports unity and clarity. 1.5.12.D ~ Write with effective style. 1.5.12.E ~ Revise writing to improve: 1.5.12.F ~ Edit writing using: 1.5.12.G ~ Present and/or defend written work for publication when appropriate. 1.6.12.F ~ Use media for learning purposes.

APRIL **Newspaper Production and Leadership: May editi** - 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	1.2.12.B ~ Use, understand, and evaluate a variety of media. 1.5.12.A ~ Write with a sharp, distinct focus.
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 outline layout	1.5.12.B ~ Write using well-developed and appropriate content. 1.5.12.C ~ Write with effective and logical organization that supports unity and clarity. 1.5.12.D ~ Write with effective style. 1.5.12.E ~ Revise writing to improve:
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.				1.5.12.F ~ Edit writing using:
Where and how do we find story	Write preliminary					

<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>How can my section be improved this month?</p> <p>What topics have been covered and what topics should be covered in future editions?</p> <p>How can I help my section writers to improve?</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>TSWBAT evaluate their own work and peers' work for content, style, effectiveness, accuracy, and conventions.</p> <p>TSWBAT identify areas for improvement in their own sections and others' sections.</p>				<p>1.5.12.G ~ Present and/or defend written work for publication when appropriate.</p> <p>1.6.12.A ~ Listen to others.</p> <p>1.6.12.C ~ Speak using skills appropriate to formal speech situations.</p> <p>1.6.12.D ~ Contribute to discussions.</p> <p>1.6.12.E ~ Participate in discussions and presentations.</p> <p>1.6.12.F ~ Use media for learning purposes.</p> <p>1.8.12.A ~ Select, refine, and narrow a topic for research.</p> <p>1.8.12.B ~ Locate information using appropriate sources and strategies.</p> <p>1.8.12.C ~ Organize, summarize, and present the main ideas from the research.</p> <p>1.8.12.D ~ Present and/or defend written work for publication when appropriate.</p>
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	and feedback, and plan changes for next month's edition. Lead workshops for new or inexperienced writers.					
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Broadcast: Video Editing Basics - Complete this unit if there is time.

Essential Questions	Content	Skills	Assessments	Lessons	Vocabulary	Standards
<p>What are the steps to editing a video?</p> <p>What is the difference between a linear and non-linear editing system?</p>	<p>Read and discuss Ch. 19, "Video Editing," (p. 355-378) in <i>Television Production</i>.</p> <p>Identify the steps to edit video in both linear and non-linear editing systems.</p> <p>Shoot and edit a video</p>	<p>TSWBAT edit a video using a nonlinear editing computer software program.</p>			<p>Editing</p> <p>linear editing system</p> <p>source VCR</p> <p>nonlinear editing system (NLE)</p> <p>edit decision list (EDL)</p> <p>matched cut</p> <p>matched dissolve</p> <p>edit transition</p> <p>edit through black / kiss black</p> <p>pace / cut rate</p> <p>dub</p>	<p>1.1.12.F ~ Understand the meaning of and apply key vocabulary.</p> <p>1.1.12.G ~ Understand and apply knowledge gained from text.</p> <p>1.2.12.B ~ Use, understand, and evaluate a variety of media.</p>

					control track editing	
					time coding	
					edit points	
					backspaces	
					pre-roll	
					edit trim	
					mode	
					technique	

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</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</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>TSWBAT lead mini-lessons, workshops, and reviews of AP style for peers.</p>			<p>AP style</p> <p>copyedit</p>	<p>1.5.12.E ~ Revise writing to improve:</p> <p>1.5.12.F ~ Edit writing using:</p>

Rocket Star?	used entries.					
How does AP style differ from standard English?	Create mini-lessons and workshops for peers. Apply AP style rules to Rocket Star articles by peer editing and copyediting.					

Broadcast: Makeup and Costuming for Broadcast - Complete this unit if there is time.

Essential Questions	Content	Skills	Assessments	Lessons	Vocabulary	Standards
<p>Why is makeup necessary on camera?</p> <p>What are some considerations to make when choosing costumes for a production?</p> <p>What is professional attire?</p>	<p>Read and discuss Ch. 15, "Makeup Application and Costume Considerations" (p. 295-312) in <i>Television Production</i>.</p> <p>Explain why makeup is necessary on television.</p> <p>Differentiate between character makeup and straight makeup</p> <p>List and use materials and products for each layer of makeup application.</p>	<p>TSWBAT use appropriate makeup and costumes while on camera.</p>			<p>Stage makeup</p> <p>television makeup</p> <p>character makeup</p> <p>prosthetic</p> <p>spirit gum</p> <p>straight makeup</p> <p>creme makeup</p> <p>pancake makeup</p>	<p>1.1.12.D ~ Utilize effective comprehension strategies to extract essential ideas from text.</p> <p>1.1.12.E ~ Utilize the acquired reading vocabulary by determining the meaning of and use accurately, new words encountered in reading materials. Use a reference when appropriate.</p> <p>1.1.12.F ~ Understand the meaning of and apply key vocabulary.</p>

	Select and use makeup and costumes for a production.				base / foundation blending shadow highlight	
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Copyediting - Formally discuss copyediting with editors in September. Continue helping students become comfortable with copyediting peers' work throughout the year.

Essential Questions	Content	Skills	Assessments	Lessons	Vocabulary	Standards
<p>What is copyediting?</p> <p>What are the symbols used for copyediting?</p> <p>How can I help improve article quality through copyediting?</p>	<p>Learn and use copyediting symbols to peer edit.</p> <p>Use a rubric or a checklist to peer edit.</p> <p>Conference with peers about articles.</p>	<p>TSWBAT identify and use copyediting symbols.</p> <p>TSWBAT evaluate peers' articles.</p> <p>TSWBAT discuss articles with peers and offer suggestions for making improvements.</p>			copyediting	<p>1.5.12.E ~ Revise writing to improve:</p> <p>1.5.12.F ~ Edit writing using:</p> <p>1.6.12.A ~ Listen to others.</p> <p>1.6.12.D ~ Contribute to discussions.</p> <p>1.6.12.E ~ Participate in discussions and presentations.</p>

Online Edition: Publication - Repeat this unit monthly (except February) from January through May.

Essential Questions	Content	Skills	Assessments	Lessons	Vocabulary	Standards
<p>What elements of the Rocket Star should be included in the Rocket Star online?</p>	<p>Analyze the Rocket Star coverage</p> <p>Determine content for the</p>	<p>TSWBAT develop stories from concept to publication and modify stories for the Rocket Star</p>				<p>1.2.12.B ~ Use, understand, and evaluate a variety of media.</p> <p>1.5.12.A ~ Write with a sharp, distinct focus.</p>

modified? deleted?	Rocket Star online.	online. TSWBAT use and implement technology to enhance layout.				<p>1.5.12.B ~ Write using well-developed and appropriate content.</p> <p>1.5.12.C ~ Write with effective and logical organization that supports unity and clarity.</p> <p>1.5.12.D ~ Write with effective style.</p> <p>1.5.12.E ~ Revise writing to improve:</p> <p>1.5.12.F ~ Edit writing using:</p> <p>1.5.12.G ~ Present and/or defend written work for publication when appropriate.</p> <p>1.6.12.F ~ Use media for learning purposes.</p>
What additional elements can be added to the Rocket Star online to enhance the readers'/viewers' experience?	Modify content for the Rocket Star online. Add pictures, sidebars, and/or multimedia to uploaded content.					

MAY 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 a niche publication created?</p> <p>How can the senior edition be improved this year?</p> <p>How will this</p>	<p>Brainstorm content and story ideas.</p> <p>Poll students to identify areas of interest and gain information.</p> <p>Choose and plan articles and packages.</p> <p>Complete research (i.e. conduct interviews, polls,</p>	<p>TSWBAT develop articles from concept to publication.</p> <p>TSWBAT evaluate their own work and their peers' work.</p> <p>TSWBAT gauge interest from and tailor content to a specific audience.</p> <p>TSWBAT use and implement technology,</p>			<p>niche publication</p>	<p>1.5.12.A ~ Write with a sharp, distinct focus.</p> <p>1.5.12.B ~ Write using well-developed and appropriate content.</p> <p>1.5.12.C ~ Write with effective and logical organization that supports unity and clarity.</p> <p>1.5.12.D ~ Write with effective style.</p> <p>1.5.12.E ~ Revise writing to improve:</p> <p>1.5.12.F ~ Edit writing using:</p> <p>1.5.12.G ~ Present and/or defend written work for publication when appropriate.</p>

<p>senior edition represent the senior class?</p>	<p>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 notations for next year. Review past senior editions.</p>	<p>design rules, and content knowledge to enhance layout and articles. TSWBAT reflect on, judge, and evaluate past students' work.</p>				<p>1.6.12.A ~ Listen to others. 1.6.12.C ~ Speak using skills appropriate to formal speech situations. 1.6.12.D ~ Contribute to discussions. 1.6.12.E ~ Participate in discussions and presentations. 1.6.12.F ~ Use media for learning purposes. 1.8.12.A ~ Select, refine, and narrow a topic for research. 1.8.12.B ~ Locate information using appropriate sources and strategies. 1.8.12.C ~ Organize, summarize, and present the main ideas from the research. 1.8.12.D ~ Present and/or defend written work for publication when appropriate.</p>
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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>Create mini-lessons and workshops for peers.</p> <p>Apply AP style rules to Rocket Star articles by peer editing and copyediting.</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>TSWBAT lead mini-lessons, workshops, and reviews of AP style for peers.</p>			<p>AP style</p> <p>copyedit</p>	<p>1.5.12.E ~ Revise writing to improve:</p> <p>1.5.12.F ~ Edit writing using:</p>

Copyediting - Formally discuss copyediting with editors in September. Continue helping students become comfortable with copyediting peers' work throughout the year.

Essential Questions	Content	Skills	Assessments	Lessons	Vocabulary	Standards
What is copyediting?	Learn and use copyediting symbols to peer	TSWBAT identify and use copyediting			copyediting	<p>1.5.12.E ~ Revise writing to improve:</p> <p>1.5.12.F ~ Edit writing using:</p>

<p>What are the symbols used for copyediting?</p> <p>How can I help improve article quality through copyediting?</p>	<p>edit.</p> <p>Use a rubric or a checklist to peer edit.</p> <p>Conference with peers about articles.</p>	<p>symbols.</p> <p>TSWBAT evaluate peers' articles.</p> <p>TSWBAT discuss articles with peers and offer suggestions for making improvements.</p>				<p>1.6.12.A ~ Listen to others.</p> <p>1.6.12.D ~ Contribute to discussions.</p> <p>1.6.12.E ~ Participate in discussions and presentations.</p>
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Online Edition: Publication - Repeat this unit monthly (except February) from January through May.

Essential Questions	Content	Skills	Assessments	Lessons	Vocabulary	Standards
<p>What elements of the Rocket Star should be included in the Rocket Star online? modified? deleted?</p> <p>What additional elements can be added to the Rocket Star online to enhance the readers'/viewers' experience?</p>	<p>Analyze the Rocket Star coverage</p> <p>Determine content for the Rocket Star online.</p> <p>Modify content for the Rocket Star online.</p> <p>Add pictures, sidebars, and/or multimedia to uploaded content.</p>	<p>TSWBAT develop stories from concept to publication and modify stories for the Rocket Star online.</p> <p>TSWBAT use and implement technology to enhance layout.</p>				<p>1.2.12.B ~ Use, understand, and evaluate a variety of media.</p> <p>1.5.12.A ~ Write with a sharp, distinct focus.</p> <p>1.5.12.B ~ Write using well-developed and appropriate content.</p> <p>1.5.12.C ~ Write with effective and logical organization that supports unity and clarity.</p> <p>1.5.12.D ~ Write with effective style.</p> <p>1.5.12.E ~ Revise writing to improve:</p> <p>1.5.12.F ~ Edit writing using:</p> <p>1.5.12.G ~ Present and/or defend written work for publication when appropriate.</p> <p>1.6.12.F ~ Use media for learning purposes.</p>

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