

Advanced Journalism Newspaper 2 Overview 2022-2023

This document is designed provide parents/guardians/community an overview of the curriculum taught in the FBISD classroom. This document supports families in understanding the learning goals for the course, and how students will demonstrate what they know and are able to do. The overview offers suggestions or possibilities to reinforce learning at home.

Included at the end of this document, you will find:

- A [glossary](#) of curriculum components
- The content area [instructional model](#)
- [Parent resources](#) for this content area

To advance to a particular grading period, click on a link below.

- [Grading Period 1](#)
- [Grading Period 2](#)
- [Grading Period 3](#)
- [Grading Period 4](#)

(a) Introduction.

(1) Students enrolled in Advanced Journalism: Yearbook I, II, III/Newspaper I, II, III/Literary Magazine communicate in a variety of forms such as print, digital, or online media for a variety of audiences and purposes. High school students are expected to plan, draft, and complete written and/or visual communications on a regular basis, carefully examining their copy for clarity, engaging language, and the correct use of the conventions and mechanics of written English. In Advanced Journalism: Yearbook I, II, III/Newspaper I, II, III/Literary Magazine, students are expected to become analytical consumers of media and technology to enhance their communication skills. In addition, students will apply journalistic ethics and standards. Published works of professional journalists, technology, and visual and electronic media are used as tools for learning as students create, clarify, critique, write, and produce effective communications. Students enrolled in Advanced Journalism: Yearbook I, II, III/Newspaper I, II, III/Literary Magazine will refine and enhance their journalistic skills, research self-selected topics, and plan, organize, and prepare a project(s) in one or more forms of media.

(2) For high school students whose first language is not English, the students' native language serves as a foundation for English language acquisition and language learning.

(3) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.

(4) The essential knowledge and skills as well as the student expectations for Advanced Journalism: Yearbook I, II, III/Newspaper I, II, III/Literary Magazine, elective courses, are described in subsection (b) of this section.

(b) Knowledge and skills.

(1) The student understands individual and staff responsibilities of coverage appropriate for the publication's audience. The student is expected to:

- (A) understand the role and responsibilities of each staff member and the purpose of the publication;
- (B) use the skills necessary to plan and produce a publication;
- (C) read both professional publications and other student-produced publications to generate story and design ideas for the local publication;
- (D) conduct research using a variety of sources such as interviews with primary sources, databases, or published reports; and
- (E) conceive coverage ideas for packaged presentations of material, including, but not limited to, copy, infographics, sidebars, photos, art, and multimedia components.

(2) The student understands media law and journalistic ethics and standards and the responsibility to cover subjects of interest and importance to the audience. The student is expected to:

- (A) find a variety of credible sources to provide balanced coverage;
- (B) compose the story accurately keeping his/her own opinion out of non-editorial coverage;
- (C) provide editorial coverage to inform and encourage the reader to make intelligent decisions;
- (D) critique the publication to find its strengths and weaknesses to improve products based on those critiques;

- (E) seek non-staff opinion on the publication to determine its impact on future publications;
 - (F) understand the consequences of plagiarism; and
 - (G) understand and apply copyright law, the fair use exemption, and the ownership of intellectual property.
- (3) The student understands all aspects of a publication and the means by which that publication is created. The student is expected to:
- (A) identify elements used to create publications;
 - (B) create and execute a financial plan for supporting publications such as sales and advertising; and
 - (C) consider finances in making decisions, including number of pages and cost-incurring extras such as color, paper quality, and number of copies for print publications.
- (4) The student produces publications. The student is expected to:
- (A) determine which events and issues are newsworthy for the audience;
 - (B) select the most appropriate journalistic format to present content;
 - (C) apply skills in reporting and writing to produce publications;
 - (D) design pages for publications;
 - (E) plan and produce photographs for publications;
 - (F) incorporate graphics into publications;
 - (G) write and design headlines for publications;
 - (H) research and write captions for publications;
 - (I) produce publications using available technology; and
 - (J) evaluate stories and coverage for balance and readability.

(5) The student demonstrates leadership and teamwork abilities. The student is expected to:

- (A) determine roles for which different team members will assume responsibility;
- (B) work cooperatively and collaboratively through a variety of staff assignments;
- (C) determine coverage and concepts for publications;
- (D) develop a deadline schedule and a regular means of monitoring progress;
- (E) listen actively and critically and then respond appropriately to team members;
- (F) submit work for editing and critiquing and make appropriate revisions; and
- (G) edit and critique work of others.

Grading Period 1

Unit 1: Articles and Photographs

Unit Overview:

In this unit, students will use the skills learned in Newspaper 1 to produce articles, photos, captions, headlines and graphics for the publication while working more independently. Students will write a news story and a feature article, incorporating an interview into each one. Students also will create an infographic or photo(s) and caption(s) to enhance their articles and connect with and appeal to the audience.

**In addition to working more independently, Newspaper 2 students are expected to mentor/coach the Newspaper 1 students by sharing their skills and experience and through team-building activities.*

At home connections:

- Study different publications for their uses of photos, captions, and graphics.
- Study the writing styles of different journalists in their news and feature articles.

Concepts within Unit #1	Success Criteria for this concept
Concept #1: Article Writing 4C: apply skills in reporting and writing to produce publications. 4E: plan and produce photographs for publications. 4b: select the most appropriate journalistic format to present content	<ul style="list-style-type: none"> • Develop your own ideas for a news and a feature article based on knowledge of the audience. • Pitch these ideas to the editors and staff. • Research and conduct interviews to obtain information for news and feature articles. • Write, edit and revise these articles to ready them for publication. • Mentor/coach Newspaper 1 students through the information gathering and writing process for a news and feature article. This could include brainstorming interview questions or proofing copy.
Concept #2: Photographs and Graphics 4E: plan and produce photographs for publications 4f: incorporate graphics into publications	<ul style="list-style-type: none"> • Routinely use the composition principles when taking photos. • Use a DSLR camera to take photos to use with your article. • Choose and edit a photo to accompany an article. • Decide which graphics suit the article and create the graphic. • Mentor/coach Newspaper 1 students in use of a camera and in creating graphics. This could include going on a photo shoot with them or helping select suitable photos or graphics.
Concept #3: Captions and Headlines 4h: research and write captions for publications 4g: write and design headlines for publications	<ul style="list-style-type: none"> • Work with editors for guidelines to write a caption for the photo that accompanies your news or feature article. • Work with editors for guidelines to write the headline for your news or feature article. • Mentor/coach Newspaper 1 students as they learn to create captions and headlines. This could include sharing personal past samples or having N1 students shadow N2 as they work on their own.

Grading Period 2

Unit 2: Ethical Journalism and Editorials

Unit Overview: In this unit, students will develop ideas for editorials that are appropriate for the audience. They will locate the background information they need, then write, edit and revise an editorial for publication. Students will review the journalism code of ethics and how it applies to their responsibilities as a journalist as well as reviewing Media Law (Freedom of the Press, censorship, libel, invasion of privacy, copyright, access to records and meetings and reporter's privilege). Students will apply these ethics when determining reporting and publishing decisions with fellow staff members.

**In addition to working more independently, Newspaper 2 students are expected to mentor/coach the Newspaper 1 students by sharing their skills and experience and through team-building activities.*

At home connections:

- Practice media literacy when watching or reading news by questioning the validity of the sources from which the reporters got the information.
- Examine print or video editorials. Are they clearly marked that they are opinions? Is there a specific section solely for editorials? Are there times in non-editorials when the reporter strays into editorializing?

Concepts within Unit # 2	Success Criteria for this concept
<p>Concept #1: Editorials</p> <p>4C: apply skills in reporting and writing to produce publications</p>	<ul style="list-style-type: none"> • Develop ideas for editorials for the publication that are appropriate for the audience. • Locate reliable background information for the editorial. • Write, edit and revise the editorial for publication. • Mentor/coach Newspaper 1 students through the information gathering and writing process of an editorial. This could include sharing past personal exemplars, proofing copy or providing feedback.
<p>Concept #2: Media Standards</p> <p>2G: understand and apply copyright law, the fair use exemption, and the ownership of intellectual property</p> <p>2F: understand the consequences of plagiarism</p>	<ul style="list-style-type: none"> • Understand and practice media ethics at all times when gathering information; writing articles, headlines and captions; taking photos and creating graphics. • Apply media ethics when working with staff members to make publishing and reporting decisions for the publication. • Mentor/coach Newspaper 1 students in learning Media Law and understanding the need to follow media ethics. This could include sharing past examples of decisions that had to be made.

Grading Period 3	
Unit 3: Creating Publications	
<p>Unit Overview:</p> <p>In this unit students will use their real-world skills to create and produce a newspaper. They will collaborate with staff members to choose and create graphic design elements for the paper. They will prepare an article and a package for publication. The second concept focuses on the practicalities of producing a newspaper – from content decisions to layout designs to selecting a publisher or web outlet – in other words, a production cycle. Throughout the unit, they will be responsible for their job role duties and in keeping themselves and others on track for deadline.</p> <p><i>*In addition to working more independently, Newspaper 2 students are expected to mentor/coach the Newspaper 1 students by sharing their skills and experience and through team-building activities.</i></p> <p>At home connections:</p> <ul style="list-style-type: none"> Practice media literacy when watching or reading news by questioning the validity of the sources from which the reporters got the information. Examine print or video editorials. Are they clearly marked that they are opinions? Is there a specific section solely for editorials? Are there times in non-editorials when the reporter strays into editorializing? 	
Concepts within Unit # 3	Success Criteria for this concept
<p>Concept #1: Graphic Design</p> <p>4D: design pages for publications 4I: produce publications using available technology</p>	<ul style="list-style-type: none"> Contribute to selecting design elements for the school paper. Use the available layout software to create graphic design elements. Mentor/coach Newspaper 1 students in graphic design. This could include software tutoring or shadowing by N1 students.
<p>Concept #2: Producing Newspapers</p> <p>1D: conduct research using a variety of sources such as interviews with primary sources, databases, or published reports 1E: conceive coverage ideas for packaged presentations of material, including, but not limited to, copy, infographics, sidebars, photos, art, and multimedia components 5C: determine coverage and concepts for publications 5B: work cooperatively and collaboratively through a variety of staff assignments</p>	<ul style="list-style-type: none"> Make decisions with staff regarding content and coverage. Use journalism skills to produce an article and a package of material to go with it. Edit and revise your own and other copy for the issue. Mentor/coach Newspaper 1 students through the production cycle. This could include providing ongoing feedback during the writing cycle.
<p>Concept #3: Roles and Deadlines</p> <p>5A: determine roles for which different team members will assume responsibility 5B: work cooperatively and collaboratively through a variety of staff assignments 5D: develop a deadline schedule and a regular means of monitoring progress</p>	<ul style="list-style-type: none"> Collaborate with staff members regarding: <ol style="list-style-type: none"> student roles and the responsibilities of each deadline system and how to monitor progress. Monitor/coach Newspaper 1 students on student roles and responsibilities and meeting deadlines. This could include frequent check-ins on progress or meeting their responsibilities.

Grading Period 4

Unit 4

Editing and Revising

Unit Overview:

In this unit, students will understand the importance of editing and revising copy for the publication. Students will review basic conventions and mechanics of written English and newspaper style (such as AP). They will edit and revise their own copy before submitting it to an editor. And once their own copy has been edited, they will use the feedback and revise the copy. In the final concept of the year, students will learn the importance of financial decisions for the newspaper. They will work as a staff to develop an ad sales policy, find potential ad buyers and then sell ads.

**In addition to working more independently, Newspaper 2 students are expected to mentor/coach the Newspaper 1 students by sharing their skills and experience and through team-building activities.*

At home connections:

- Read a newspaper and study the journalistic language used in articles.
- Sharpen your editing skills by looking for errors when reading or watching news segments.

Concepts within Unit # 4	Success Criteria for this concept
<p>Concept #1: Editing and Revising Publication Copy</p> <p>5F: submit work for editing and critiquing and make appropriate revisions</p> <p>5G: edit and critique work of others</p>	<ul style="list-style-type: none"> • Edit your copy for errors in word choice, conventions, AP/Journalistic Style etc. • Peer Edit (provide feedback) copy before final publication. • Use editing symbols or the staff system to indicate areas where copy needs editing/revision. • Mentor/Coach Newspaper 1 students through the editing and revising stage using their experience. This could include peer editing their copy before it's submitted to the editor.
<p>Concept #2: Financial</p> <p>3B: create and execute a financial plan for supporting publications such as sales and advertising</p>	<ul style="list-style-type: none"> • With the staff, create an ad sales policy including ad sizes and prices and an ad information form. • Identify potential ad buyers – in school and in the community. • Approach potential buyers and ask them about purchasing an ad. • Mentor/Coach Newspaper 1 students through ad sales by sharing experiences. This could include going with the student for first sales attempts.

Glossary of Curriculum Components

Overview— The content in this document provides an overview of the pacing and concepts covered in a subject for the year.

TEKS – Texas Essential Knowledge and Skills (TEKS) are the state standards for what students should know and be able to do.

Unit Overview – The unit overview provides a brief description of the concepts covered in each unit.

Concept – A subtopic of the main topic of the unit.

Success Criteria—a description of what it looks like to be successful in this concept.

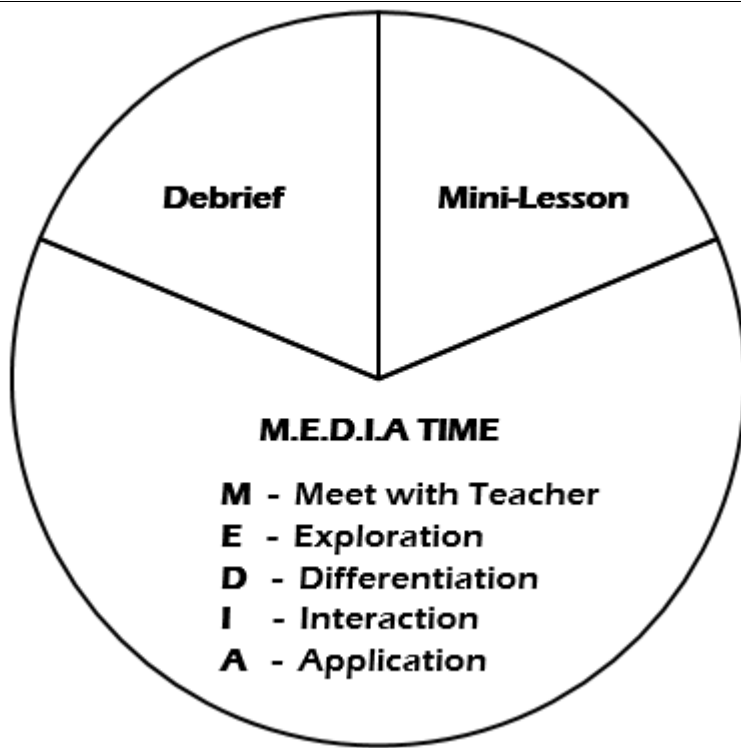
Competency—Standards-Based Grading communicates students’ understanding of the Texas Essentials Knowledge and Skills (TEKS). Using the TEKS, teachers developed grade-level competencies to communicate student progress in the Standards-Based gradebook. The competencies are the same for each grade-level content area (i.e. 1st grade math) across the district. Teachers report students’ progress on the competencies using learning progressions.

Parent Resources

The following resources provide parents with ideas to support students’ understanding. For sites that are password protected, your child will receive log-in information through their campus.

Resource	How it supports parent and students
https://edu.gcfglobal.org/en/digital-media-literacy/	Online tutorials for Digital Media
https://studentreportinglabs.org/archived-tutorials/	Video Tutorials
https://www.wevideo.com/academy	WeVideo Editing Tutorials
https://www.youtube.com/adobecarea	Adobe Tutorials
https://www.commonsense.org/education/digital-citizenship	Digital Citizenship
https://www.adfontesmedia.com/	Rating News Media
https://creativecommons.org/	Copyright Free materials to use

Instructional Model



Lesson Components	Timeframe	Description
<i>Mini-Lesson</i>	5 - 10 MINS	<p>Mini Lesson: explicit instruction that includes the learning intentions, success criteria, opening activity of the lesson, and sets the tone for the day's learning. This can range from an in-depth introduction to a unit or a quick whole group coaching session where the teacher explains a skill that will be used in the MEDIA time. An example would be demonstrating to the class how to add sound to a project.</p> <p>The opening lesson for the new concept in the unit should include some form of technology modeled to engage the students. Visuals and video are encouraged. During this warmup students should acknowledge the <i>Learning Intention</i> and <i>Success Criteria</i> for the concept. The mini-lesson may include a simple technology skill that scaffolds with the main concept.</p>
<i>M.E.D.I.A Time</i>	25 - 30 MINS	<p>MEDIA Time: fluid student work time that encompasses the tenets below (usually small group or individual)</p> <p>Meet with Teacher- conference or pullout time to examine project rubric requirements, and progress monitoring <i>Guided Participation</i></p> <p>Exploration- student work time with the tools using project guidelines <i>Learning Situatedness</i></p> <p>Differentiation- student choice, intervention, or enrichment instruction (usually paired with meet with teacher) <i>Guided Participation</i></p>

		<p>Interaction- students working in a community of practice online and in person, (examples are peer discussion or assessment)<i>Legitimate peripheral participation, Membership of a community of practice</i></p> <p>Application- authentic formative and summative assessment of learning<i>Learning Situatedness</i></p> <p>Students explore, interact, and apply knowledge and skills during MEDIA time. During this time, a student centered environment looks like the following:</p> <ul style="list-style-type: none"> Students engaged in technology Hands-on learning and manipulations of hardware/software Creativity is evident Collaboration with peers and the teacher Student led production Autonomous students capable of time management <p>M= Meet with the teacher E=Exploration D=Differentiation I=Interaction A=Application</p>
Debrief	5 - 10 MINS	<p>Debrief: closure of learning for the day which varies in depth according to the unit trajectory (an example would be an exit ticket or review of a group's project)</p> <p>Closure to each day can involve a recursive, real world application connection asking the students, "Where do you see this in your world?". Whether an exit ticket or a closing thought to lead into the next day's activity, the debrief should be differentiated so as to reach each student.</p> <p>***some projects may involve a five-minute cleanup warning to responsibly put up equipment and handle housekeeping duties.</p>