

## Advanced Journalism Newspaper 3 Overview 2022-2023

This document is designed to 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](#)
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- [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, the Newspaper 3 students will work independently on their contributions to the publication and provide guidance for News 1 and 2 students. While staff members are producing articles, photos, captions, headlines and graphics for publication, News 3 students will actively monitor progress, help problem-solve, and provide tutoring. News 1 and 2 students should feel comfortable seeking their advice. Depending on the staff structure, they may serve as group leaders.

*\*Newspaper 3 students are considered leaders of the staff who will monitor progress and advise News 1 and 2 students.*

**At home connections:**

- Seek out different publications (online or print) and see how they use photos, captions, and graphics.\*
  - Find samples of news and feature articles by current professional journalists and study their writing styles.\*
- \*Samples could be used as models when working with News 1 and 2.*

Concepts within Unit #1	Success Criteria for this concept
Concept #1: Article Writing <b>4c:</b> apply skills in reporting and writing to produce publications <b>4e:</b> plan and produce photographs for publications	<ul style="list-style-type: none"> <li>• Develop your own ideas for a news and a feature article; gather information/interview; write, edit and revise the articles independently.</li> </ul>

<p><b>4b:</b> select the most appropriate journalistic format to present content</p>	<ul style="list-style-type: none"> <li>• Lead News 1 and 2 students through the process of writing articles for publication. This could include answering questions, providing feedback, checking in on status daily, and monitoring progress.</li> </ul>
<p>Concept #2: Photographs and Graphics  <b>4e:</b> plan and produce photographs for publications.  <b>4f:</b> incorporate graphics into publications</p>	<ul style="list-style-type: none"> <li>• Assign photo shoots and graphics to News 1 and 2 students.</li> <li>• Provide feedback to News 1 and 2 students throughout the process.</li> <li>• Lead the News 1 and 2 students in selecting photos and creating graphics for use in your publication. This could include working one-to-one or modeling the process you use to select your photos.</li> </ul>
<p>Concept #3: Captions and Headlines  <b>4h:</b> research and write captions for publications  <b>4g:</b> write and design headlines for publications</p>	<ul style="list-style-type: none"> <li>• Write the captions and headlines for your articles for publication.</li> <li>• Lead the News 1 and 2 students as they learn to create captions and headlines. This could include brainstorming with them, providing specific feedback on drafts, or tutoring one-to-one.</li> </ul>

## Grading Period 2

### Unit 2: Ethical Journalism and Editorials

**Unit Overview:**

In this unit, Newspaper 3 students will work independently on their own editorials and provide guidance to News 1 and 2 student as they develop ideas, gather information, and write, edit and revise. These students will share with News 1 and 2 students the importance of the journalism code of ethics and Media Law (Freedom of the Press, censorship, libel, invasion of privacy, copyright, access to records and meetings and reporter's privilege). They will model media ethics and law when working with staff on publishing and coverage decisions.

*\*Newspaper 3 students are considered leaders of the staff who will monitor progress and advise News 1 and 2 students.*

**At home connections:**

- Examine print or video editorials, looking for examples to share with News 1 and 2 students. 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?
- Watch a variety of news media and listen for sources cited. Where are they getting their information? Discuss the validity of the sources.

Concepts within Unit # 2	Success Criteria for this concept
Concept #1: Editorials  <b>4C:</b> apply skills in reporting and writing to produce publications	<ul style="list-style-type: none"> <li>• Develop ideas, locate reliable background information, and write, edit and revise an editorial for publication.</li> <li>• Lead the News 1 and 2 students through the editorial writing process. This could include tutoring on proofing copy/providing feedback or tutoring one-to-one.</li> </ul>
Concept #2: Media Standards  <b>2G:</b> understand and apply copyright law, the fair use exemption, and the ownership of intellectual property <b>2F:</b> understand the consequences of plagiarism	<ul style="list-style-type: none"> <li>• Practice media ethics <b>at all times</b>, serving as a role model for News 1 and 2 students.</li> <li>• Lead News 1 and 2 by considering all media standards (law and ethics) when making publishing and reporting decisions for the publication.</li> </ul>

<b>Grading Period 3</b>	
<b>Unit 3: Creating Publications</b>	
<p><b>Unit Overview:</b></p> <p>In this unit, students will use their real-world skills to create and produce a newspaper. Newspaper 3 students will lead staff members in choosing and creating graphic design elements for the paper, in preparing their articles and packages for publication, and in all facets of the production cycle. Throughout the unit, they will be responsible for their job role duties and keep themselves and the News 1 and 2 students on track for deadline.  <i>*Newspaper 3 students are considered leaders of the staff who will monitor progress and advise News 1 and 2 students.</i></p> <p><b>At home connections:</b></p> <ul style="list-style-type: none"> <li>• Use available software to create a family or club newsletter.*</li> <li>• Look for a variety of digital media publications. Study their use of graphics, captions and headlines; the design and layout; and their articles.*</li> </ul> <p>*These could be used as models when working with News 1 and 2 students.</p>	
<b>Concepts within Unit # 3</b>	<b>Success Criteria for this concept</b>
<p>Concept #1: Graphic Design</p> <p><b>4d:</b> design pages for publications  <b>4i:</b> produce publications using available technology</p>	<ul style="list-style-type: none"> <li>• Lead the staff in selecting and creating design elements for the school paper.</li> <li>• Lead Newspaper 1 and 2 students as they learn digital media layout and design, and as they work through the production cycle.</li> </ul>
<p>Concept #2: Producing Newspapers</p> <p><b>1d:</b> conduct research using a variety of sources such as interviews with primary sources, databases, or published reports  <b>1e:</b> conceive coverage ideas for packaged presentations of material, including, but not limited to, copy, infographics, sidebars, photos, art, and multimedia components  <b>5c:</b> determine coverage and concepts for publications  <b>5b:</b> work cooperatively and collaboratively through a variety of staff assignments</p>	<ul style="list-style-type: none"> <li>• Lead the staff in making decisions regarding content and coverage.</li> <li>• Produce an article and a package of materials that is ready for publication.</li> <li>• Edit/revise copy of the News 1 and 2 students.</li> <li>• Lead News 1 and 2 students through the production cycle. This could include checking in daily or giving ongoing feedback during writing cycle.</li> </ul>
<p>Concept #3: Roles and Deadlines</p> <p><b>5a:</b> determine roles for which different team members will assume responsibility  <b>5b:</b> work cooperatively and collaboratively through a variety of staff assignments  <b>5d:</b> develop a deadline schedule and a regular means of monitoring progress</p>	<ul style="list-style-type: none"> <li>• Lead the staff in deciding on student roles (and the responsibilities of each) and a deadline system (and how to monitor progress).</li> <li>• Lead News 1 and 2 students as they take on different roles and responsibilities and as they work to meet deadlines. This could include frequent check-ins on their progress with their article/package or how they are meeting their responsibilities.</li> </ul>

## Grading Period 4

### Unit 4

#### Editing and Revising

##### Unit Overview:

In this unit, Newspaper 3 students will convey the importance of editing and revising copy for the publication. They will model how they edit and revise their own articles and review basic conventions and mechanics of written English and newspaper style (such as AP). They will edit, provide feedback and assist the News 1 and 2 students in revising their own copy. They will lead other staff members in understanding how their financial decisions impact the newspaper and in creating an ad sales policy, finding potential ad buyers and selling ads.

*\*Newspaper 3 students are considered leaders of the staff who will monitor progress and advise News 1 and 2 students.*

##### 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><b>5f:</b> submit work for editing and critiquing and make appropriate revisions</p> <p><b>5g:</b> edit and critique work of others</p>	<ul style="list-style-type: none"> <li>• Edit, peer edit and use editing symbols to proofread the copy of staff members looking for errors in word choice, conventions, AP/Journalistic Style etc.</li> <li>• Lead Newspaper 1 and 2 students through the editing and revising process. This could include peer editing their copy and working with them to revise.</li> </ul>
<p>Financial</p> <p><b>3b:</b> create and execute a financial plan for supporting publications such as sales and advertising</p>	<ul style="list-style-type: none"> <li>• Lead the staff in creating an ad sales policy (prices, sizes etc), in identifying potential ad buyers in the school and community, and in selling ads.</li> <li>• Lead the News 1 and 2 students through ad sales by sharing experiences. This could include going with the student for first sales attempts.</li> </ul>



**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.

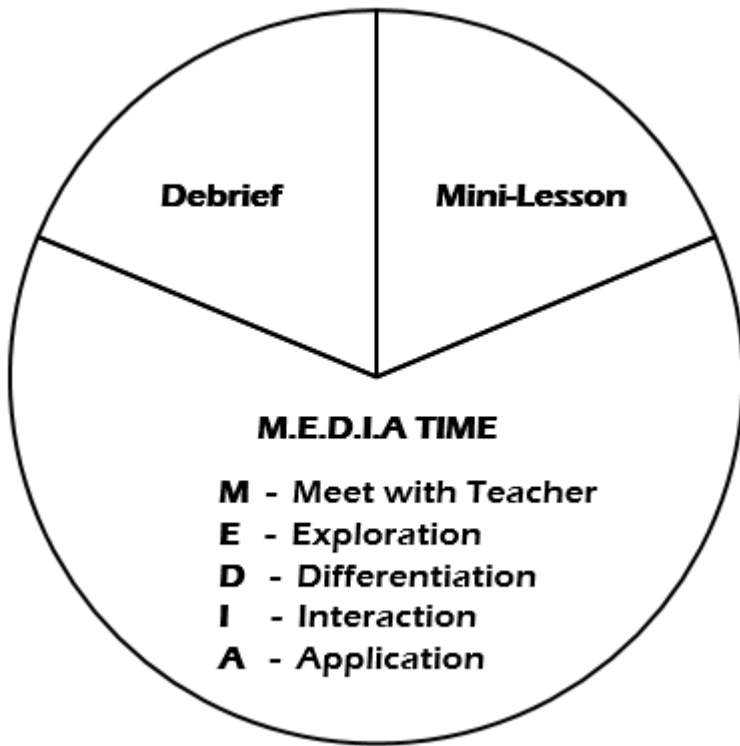
**Competency**—Standards-Based Grading communicates students’ understanding of the Texas Essentials Knowledge and Skills (TEKS). Using the TEKS, teachers developed grade-level competencies to communicate student progress in the Standards-Based gradebook. The competencies are the same for each grade-level 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
<a href="https://edu.gcfglobal.org/en/digital-media-literacy/">https://edu.gcfglobal.org/en/digital-media-literacy/</a>	Online tutorials for Digital Media
<a href="https://studentreportinglabs.org/archived-tutorials/">https://studentreportinglabs.org/archived-tutorials/</a>	Video Tutorials
<a href="https://www.wevideo.com/academy">https://www.wevideo.com/academy</a>	WeVideo Editing Tutorials
<a href="https://www.youtube.com/adobecarea">https://www.youtube.com/adobecarea</a>	Adobe Tutorials
<a href="https://www.commonsense.org/education/digital-citizenship">https://www.commonsense.org/education/digital-citizenship</a>	Digital Citizenship
<a href="https://www.adfontesmedia.com/">https://www.adfontesmedia.com/</a>	Rating News Media
<a href="https://creativecommons.org/">https://creativecommons.org/</a>	Copyright Free materials to use

**Instructional Model**



Lesson Components	Timeframe	Description
<i>Mini-Lesson</i>	5 - 10 MINS	<p><b>Mini Lesson:</b> 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><b>MEDIA Time:</b> fluid student work time that encompasses the tenets below (usually small group or individual)</p> <p><b>Meet with Teacher-</b> conference or pullout time to examine project rubric requirements, and progress monitoring <i>Guided Participation</i></p> <p><b>Exploration-</b> student work time with the tools using project guidelines <i>Learning Situatedness</i></p> <p><b>Differentiation-</b> student choice, intervention, or enrichment instruction (usually paired with meet with teacher) <i>Guided Participation</i></p>

		<p><b>Interaction</b>- 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><b>Application</b>- 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:        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> <p>M= Meet with the teacher        E=Exploration        D=Differentiation        I=Interaction        A=Application</p>
Debrief	5 - 10 MINS	<p><b>Debrief:</b> 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>