

Advanced Journalism Newspaper I 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](#)
- [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 foundational unit, students will practice and learn the skills needed to publish a newspaper: articles, photos, captions, headlines and graphics. Whatever the platform (print or online), all newspapers use these components, and all journalism students need to learn how to create them and what part they play in a quality publication. Students will begin with the basis of all journalist training – how to write a news story. Students then will use these writing skills to learn the unique approach needed to write a feature article. Students also need time to learn how to conduct an interview and time to practice their interview skills. The next step is to consider ways to connect with and appeal to the audience via photos, other types of graphics, captions and headlines. Skills practiced in this unit will continue to be refined throughout the year as students increasingly work more independently on the components of a newspaper.

At home connections:

- Study articles from different news sources and discover the who, what, when, where, and why
- Recognize how photos, graphics, headlines and captions connect with the reader.

Concepts within Unit #1	Success Criteria for this concept
Concept #1: Article Writing 4C: Apply skills in reporting and writing to produce publication	<ul style="list-style-type: none"> • Gather the information needed for news and feature articles, including the 5Ws • Write a news and a feature article using the proper format for each. • Edit and revise articles to ready them for publication.

<p>4E Plan and produce photographs for publications.</p> <p>4B Select the most appropriate journalistic format to present content</p>	<ul style="list-style-type: none"> • Decide what news article and feature to write based on knowledge of the audience • Develop an idea for an article and determine whether it is News or Feature
<p>Concept #2: Photographs and Graphics</p> <p>4E: Plan and produce photographs for publications.</p> <p>4f: Incorporate graphics into publications</p>	<ul style="list-style-type: none"> • Take photos that show use of each of the composition principles • Take, upload and edit pictures with a DSLR camera to use with one of your articles • Choose one of the photos to accompany your news or feature article • Create a variety of basic graphics such as polls, infographics and charts
<p>Concept #3: Captions and Headlines</p> <p>4H Research and write captions for publications</p> <p>4G Write and design headlines for publications</p>	<ul style="list-style-type: none"> • Write a caption for the photo that accompanies your news or feature article • Write a headline for your news or feature article

Grading Period 2

Unit 2: Ethical Journalism and Editorials

Unit Overview: In this unit, students will analyze the structure and the purpose of editorials. They will identify different types of editorials and write an editorial for publication. To understand how editorials fit into a journalistic publication, students will explore the journalism code of ethics and how it applies to their responsibilities as a journalist. They will then explore the foundations of media law (Freedom of the Press, censorship, libel, invasion of privacy, copyright, access to records and meetings and reporter's privilege) and use them to determine reporting and publishing decisions.

At home connections:

- Watch news media and listen for sources cited. Ask yourself where the reporter is getting information. Discuss the validity of the sources.
- In print or video publications, look for how editorials are presented. Are they clearly marked that they are opinions? Is there a specific section for them?

Concepts within Unit # 2	Success Criteria for this concept
Editorials	<ul style="list-style-type: none"> • Analyze editorials and label parts of the editorials. • Write an editorial using the proper format. • Edit and revise editorials to prepare them for publication.
Media Standards	<ul style="list-style-type: none"> • Construct a visual that defines media laws including examples of those laws • Write explanations for provided ethical scenarios • Develop own ethical scenarios • Analyze Articles and indicate where the standards of the Code of Ethics are used or where there is a lack of standards

Grading Period 3	
Unit 3: Creating Publications	
<p>Unit Overview: In this unit students will focus on the real-world skills needed to create and produce a newspaper – online or print format. Students will collaborate with staff members in choosing and creating graphic design elements for the paper. They will prepare an article and a package for publication. And they will meet with fellow staff members routinely work with the staff routinely learn design standards and then practice creating their own layouts. The second concept introduces students to 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. The unit wraps up with a look at the different roles available to students in a high school newsroom and the importance of meeting deadlines.</p> <p>At home connections:</p> <ul style="list-style-type: none"> • Discuss the importance of deadlines for a newspaper. • Practice layouts by creating a family newspaper. 	
Concepts within Unit # 3	Success Criteria for this concept
Graphic Design	<ul style="list-style-type: none"> • Choose design elements for the school newspaper • Explain how to use the available layout software for the selected graphic design elements.
Producing Newspapers	<ul style="list-style-type: none"> • Use journalism skills to produce an article and a package of material to go with it. • Contribute at staff meetings and make decisions with classmates regarding content and coverage. • Edit and revise content for the issue.
Roles and Deadlines	<ul style="list-style-type: none"> • Contribute to a staff manual's section on roles and responsibilities. • Meet regularly with staff members. • Contribute to a staff manual's section on deadlines and monitoring progress.

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. They will be introduced to newspaper style (such as AP). They will spend time examining their own copy for grammar and journalistic style. Once their own copy has been edited, they will use the suggestions 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.

At home connections:

Read a newspaper looking for journalistic style in writing and looking for possible errors to practice editing skills.

Concepts within Unit # 4	Success Criteria for this concept
Editing and Revising Publication Copy	<ul style="list-style-type: none"> Analyze copy for word usage, word choice, sentence variation, wordiness, passive vs active voice, punctuation and mechanics and edit/revise for publication. Self-Edit/Peer Edit (critique) publication copy before final publication. Use editing symbols to indicate areas where copy needs editing/revision.
Financial	<ul style="list-style-type: none"> Create buyer profiles Make an Ad information sheet Contribute ideas to staff ad sales policy.

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.

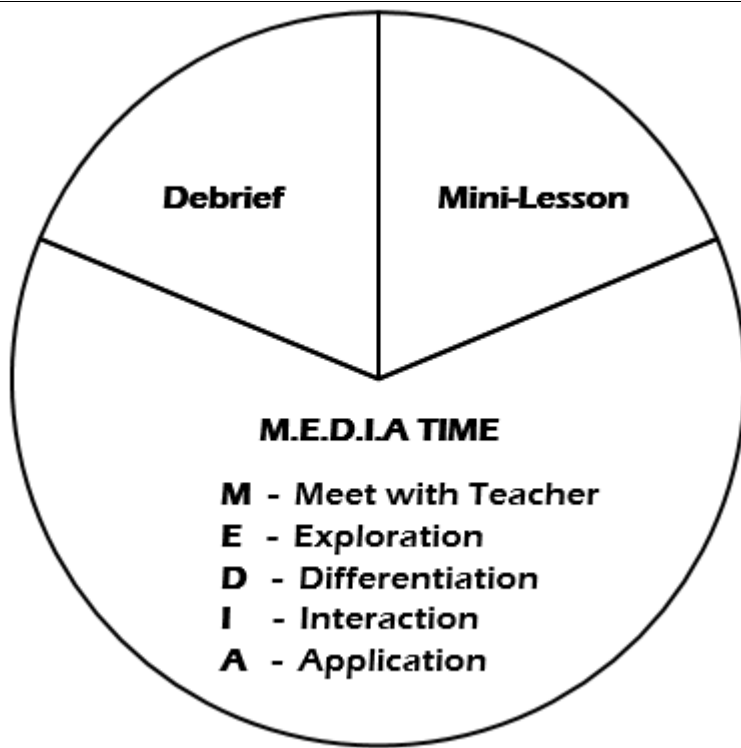
Competency—Standards-Based Grading communicates students’ understanding of the Texas Essentials Knowledge and Skills (TEKS). Using the TEKS, teachers developed grade-level competencies to communicate student progress in the Standards-Based gradebook. The competencies are the same for each grade-level 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>