

<p><b>Journalism 2 - Writing for publication</b>  <b>1 Semester</b>  <b>Grade 9-12</b>  <b>Enduring understandings</b></p>	<p><b>Unit Title: Writing, design and photography for journalistic publications.</b>  <b>Essential Questions</b></p>
<ul style="list-style-type: none"> <li>•Accuracy, balance and audience awareness are essential to good journalism.</li> <li>•The responsibility of practicing good journalism is essential to society.</li> <li>•Final publication is reflective of the complete writing process.</li> </ul>	<ul style="list-style-type: none"> <li>○ What is role of the student newspaper in the school and local community?</li> <li>○ What are the challenges to producing unbiased reporting?</li> <li>○ How do design elements effect the reader's experience with a publication?</li> <li>○ How can a photograph tell a story?</li> </ul>

Pacing	Knowledge/Performance Standards	Performance Task Assessment	Literary Devices/Terms Grammar Terms	Resources
<p><i>Estimated:</i></p> <p><i>Weekly:</i></p> <p><i>Writing, Editing, layout photograph y and preparation for publication</i></p>	<p><b>Reading Focus:</b></p> <ul style="list-style-type: none"> <li>• Current local, national and global events</li> <li>• Essays and commentaries on historical, current and future journalism practices</li> </ul> <p><b>Writing Focus:</b></p> <ul style="list-style-type: none"> <li>• <i>Writing for publication in various styles to include, but not limited to, news, feature, sports, review writing, editorial writing, profile and commentary</i></li> <li>• <i>Editing, proofreading and preparing for publication</i></li> </ul> <p><b>Grammar Focus:</b></p> <p><i>Use and practice using Associated Press Style</i></p> <p><b>The students will understand:</b></p> <ul style="list-style-type: none"> <li>•The First Amendment, its protection and limitations</li> <li>•The definition and consequences of libel and slander</li> <li>•The Anchorage School Board policies on student publications</li> <li>•The organizational aspects of producing a paper and/or online publication</li> <li>•Associated Press Style</li> <li>•The State of Alaska constitutional language on Free Speech and Press</li> <li>•The elements of good journalistic writing</li> </ul>	<p><b>Formative:</b></p> <p>Create a clip file: Follow a current event through several news publishers. Analyze the similarities and differences.</p> <p>Maintain a personal publication portfolio. Include rough drafts, critiques and awards.</p> <p>Maintain a digital filing system for photo images.</p> <p>Maintain story idea files via portfolios or digital files</p> <p>Follow group editing procedures using AP Style</p> <p>Follow professional publication flow via editors and copy editors</p> <p>Lessons on AP style</p> <p>Oral and written assignments discussing ethical challenges and trends</p> <p>Create, evaluate and/or maintain an editorial policy for the school print/online publications</p> <p>Create, evaluate and/or maintain a staff stylebook relevant to the school</p> <p>Create, evaluate and/or maintain a staff handbook to include style, job descriptions</p>	<p><b>Journalistic Writing terminology</b></p> <p>attribution back-up quote beat reporter byline caption chronological style cliché conflict consequence copy direct quotation editorial embargo "est" questions feature story featureize filter question five W's and the H formal interview hard news headline human interest story in-depth reporting inverted pyramid jargon kicker lead libel localization mini-torial news feature news-brief format nugget</p>	<p>Triangulate resources by picking at least one core text and other supplementary texts of other genres or time periods.</p> <p><b>Core Materials: (Triangulated)</b>  <i>Associated Press Stylebook</i>, Associated Press  <i>AP Stylebook for Alaska</i>, The Associated Press  <i>Journalism Today</i>, Ferguson, Patten, Wilson □  <i>The Radical Write</i> Bobby Hawthorne □ □  <i>Associated Press Guide to Photojournalism</i> (Associated Press)</p> <p><b>Supplementary Materials:</b>  <b>Fiction/Non-Fiction</b>  <i>Elements of Journalism</i>  Bill Kovach &amp; Tom Rosensteil  <i>The Authentic Voice: The Best Reporting of Race and Ethnicity</i>  Ed. Arlene Notoro Morgan, Alice I. Pifer, and Keith Woods  <i>America's Best Newspaper Writing: A Collection of ASNE Prizewinners</i>  <i>The Newspaper Designer's Handbook</i>  <i>Sports Photography</i> by Peter Skinner</p> <p><i>Anchorage Daily News</i>  <i>Alaska Star</i>  <i>The High School Editor's Handbook</i>  Laakaniemi and Price  <i>Understanding and Creating Editorial Cartoons</i> JEA  <i>Adobe Photoshop CS Classroom in a Book</i>  <i>Adobe InDesign CS Classroom in a Book</i></p> <p><b>Software</b></p> <p>Adobe CS 3 (or latest version) to include</p>

<p><b>Journalism 2 - Writing for publication</b>  <b>1 Semester</b>  <b>Grade 9-12</b>  <b>Enduring understandings</b></p>	<p><b>Unit Title: Writing, design and photography for journalistic publications.</b>  <b>Essential Questions</b></p>
<ul style="list-style-type: none"> <li>•Accuracy, balance and audience awareness are essential to good journalism.</li> <li>•The responsibility of practicing good journalism is essential to society.</li> <li>•Final publication is reflective of the complete writing process.</li> </ul>	<ul style="list-style-type: none"> <li>○ What is role of the student newspaper in the school and local community?</li> <li>○ What are the challenges to producing unbiased reporting?</li> <li>○ How do design elements effect the reader's experience with a publication?</li> <li>○ How can a photograph tell a story?</li> </ul>

	<ul style="list-style-type: none"> <li>•Society of Professional Journalists' Code of Ethic</li> <li>•Determining and publishing towards a specific audience</li> <li>•The importance of accuracy, brevity and balance</li> <li>•Writing standards for headlines, captions and design</li> <li>•Practice and utilize industry standard software and design</li> <li>• The professional nature of journalistic writing and publication</li> <li>• The elements of good photojournalism</li> <li>• The role of advertising in publications</li> <li>• how to convey the values and practical application of the First Amendment to the U.S. Constitution</li> </ul> <p><b>Grade Level Expectations (Standards):</b>  <b>Reading:</b>  [10] 4.1.1 Incorporating the thesis statement, which identifies the focus or controlling idea for the entire composition, into an introductory paragraph (the introductory paragraph may include a lead or hook, such as an anecdote, startling statistic or quotation)*  [10] 4.1.2 Writing in paragraphs that include relevant details and evidence that support the main idea of the paragraph and thesis statement, grouping ideas logically within the paragraph, placing paragraph breaks logically*  [10] 4.1.3 Organizing ideas using appropriate structure</p>	<p>and resources.</p> <p>Create and maintain a publication budget</p> <p>Create and maintain an advertising media kit</p> <p><b>Summative:</b></p> <p>Objective tests on current news events</p> <p>Objective test on AP Style guidelines</p> <p>Portfolio of all articles with self-assessment</p> <p>Produce a regular print and/or online publication for the student body.</p> <p>Practice Career standards in publication leadership and organization</p> <p>Apply and practice the values and rights of the First Amendment</p>	<p>nut graph  objectivity  off the record/open-ended  question  paraphrase  partial quote  personality profile  point-counterpoint  postgame story  pregame story  primary source  prominence  proximity  Q and A  question lead  quote lead  random sample  redundancy  sexist language  sidebar  slander  soft news  stepped head  stock question  streamer  stylebook  subjective writing  summary lead  target audience  tease  testimonial  tiebacks  timeliness  transition  verbatim transcript  wicket</p> <p><b>Ethics and responsibility</b>  ethics  bias  credibility</p>	<p>Adobe Photoshop, InDesign and Illustrator  Microsoft Word</p> <p><b>Teacher Resource Materials:</b>  <i>The Newspaper Designer's Handbook</i>  <i>School Newspaper Adviser's Survival Guide</i> Osborn</p> <p><u>Novels:</u></p> <p><i>Woodward and Bernstein</i>  <i>Life in the Shadow of Watergate</i>  by Alicia C. Shepard  <i>Looking for Trouble</i>  by Leslie Cockburn  <i>All The President's Men</i>, Bernstein and Woodward  <i>Personal History</i>, Katherine Graham  <i>Watchdogs of Democracy</i>, Helen Thomas</p>
--	--	---	---	--

<p><b>Journalism 2 - Writing for publication</b>  <b>1 Semester</b>  <b>Grade 9-12</b>  <b>Enduring understandings</b></p>	<p><b>Unit Title: Writing, design and photography for journalistic publications.</b>  <b>Essential Questions</b></p>
<ul style="list-style-type: none"> <li>•Accuracy, balance and audience awareness are essential to good journalism.</li> <li>•The responsibility of practicing good journalism is essential to society.</li> <li>• Final publication is reflective of the complete writing process.</li> </ul>	<ul style="list-style-type: none"> <li>○ What is role of the student newspaper in the school and local community?</li> <li>○ What are the challenges to producing unbiased reporting?</li> <li>○ How do design elements effect the reader's experience with a publication?</li> <li>○ How can a photograph tell a story?</li> </ul>

	<p>to maintain the unity of the composition (e.g., chronology order, order of importance, comparison and contrast, cause and effect, classification and definition) using a variety of transitional words and phrases*</p> <p>[10] 4.1.4 Writing a conclusion that ties it to the introduction</p> <p>[10] 4.3.1 Varying beginnings, lengths, and patterns of sentences to improve flow and to enhance meaning and style of writing *</p> <p>[10] 4.3.2 Applying rules of spelling (e.g., homophones, irregular plurals, and contractions)*</p> <p>[10] 4.3.3 Applying rules of punctuation (i.e., comma, quotation marks, apostrophes, semicolons, colons, dashes, hyphens, and parentheses)*</p> <p>[10] 4.3.4 Applying rules of capitalization (e.g., titles and proper nouns)*</p> <p>[10] 4.3.5 Applying rules of usage (i.e., verb tense, subject/verb agreement, possessives, pronouns, and sentence structure)*</p> <p>[10] 4.6.1 Correcting misspellings using available software programs, including choosing the correct spelling option among several choices* (L)</p> <p>[10] 4.6.2 Using thesaurus to locate and choose effective synonyms for common words or to avoid redundancy* (L)</p> <p>[10] 4.6.3 Selecting and using formatting features to produce final draft (e.g., centering title, choosing appropriate font size and style, indentation, pagination, and line spacing)* (L)</p> <p>[10] 4.6.4 Selecting correct choice when using grammar-checking software (e.g., accepts suggested</p>		<p>objectivity  libel  slander  invasion of privacy  objectivity  plagiarism  fabrication  prior restraint  fair comment  in loco parentis  attribution  sources  FOIA (Freedom of Information Act)  Editorial policy  Freedom of the press  Copyright Laws  Wire Services</p> <p><b>Design</b></p> <p>grid  gutter  eyeline  dummy  point  justified  modular format  minicolumn  double-truck  bleed  dominant element  leading  font  pica  ragged  dummy  tombstoning  CYMK  Digital color processing  Spot color</p>	
--	---	--	---	--

<p><b>Journalism 2 - Writing for publication</b>  <b>1 Semester</b>  <b>Grade 9-12</b>  <b>Enduring understandings</b></p>	<p><b>Unit Title: Writing, design and photography for journalistic publications.</b>  <b>Essential Questions</b></p>
<ul style="list-style-type: none"> <li>•Accuracy, balance and audience awareness are essential to good journalism.</li> <li>•The responsibility of practicing good journalism is essential to society.</li> <li>•Final publication is reflective of the complete writing process.</li> </ul>	<ul style="list-style-type: none"> <li>○ What is role of the student newspaper in the school and local community?</li> <li>○ What are the challenges to producing unbiased reporting?</li> <li>○ How do design elements effect the reader's experience with a publication?</li> <li>○ How can a photograph tell a story?</li> </ul>

	<p>change or disregards inappropriate suggested change)* (L)</p> <p>[10] 4.7.1 Identifying bias/propaganda by citing textual evidence*(L)</p> <p>[10] 4.7.2 Identifying author's purpose (e.g., to narrate, inform, entertain, explain, persuade) by citing textual evidence*</p>		<p>Full process color  Nameplate  Masthead</p> <p><b>Photography</b></p> <p>“wild art”  rule of thirds  cropping  sizing  photo essay  lens  aperture  exposure  f-stop  depth of field  shutter speed  ISO  Flash-synch speed  Back lighting  Darkroom  Filter  Enlarger  Shutter speed  Panning  Close up  Establishing shot  Medium shot  Candid  Portrait  Stock photos</p>	
--	---	--	---	--