

El Monte Union High School District

Course Outline

District:EMUHSD

High School: Arroyo

Title: Intermediate Journalism P

Transitional* _____ (Eng. Dept. Only)

Sheltered (SDAIE)* _____ Bilingual* _____

AP** _____ Honors** _____

Department: English _____ x _____

CTE/VOC ED :

Industry Sector: _____

Pathways: _____

Check One

Introductory: _____

Concentrator: _____

Capstone: _____

Grade Level (s): 10-12

Semester _____ Year X

Year of State Framework Adoption 1998

This course meets
graduation requirements:

- ☐ English
- ☐ Fine Arts
- ☐ Foreign Language
- ☐ Health & Safety
- ☐ Math
- ☐ Physical Education
- ☐ Science
- ☐ Social Science
- ☒ Elective

Department/Cluster Approval Date

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

*Instructional materials appropriate for English Language Learners are required.

**For AP/Honors course attach a page describing how this course is above and beyond a regular course. Also, explain why this course is the equivalent of a college level class.

1. Prerequisite(s):

- Grade of “B” or better in Journalism 1P
- Instructor approval.

2. Short description of course which may also be used in the registration manual:

Intermediate Journalism is a laboratory course in which students write, edit and prepare the online student newspaper. Students will develop research and reporting skills, as well as being responsible for editing, proofreading, and photography.. Students learn and practice the basics of design and layout; analyze and evaluate images based on a set of given values; learn communication, management, and evaluation skills for individuals and small teams; use state-of-the-art word processing and design software; and demonstrate knowledge and understanding of ethical responsibilities and communications law. This course will sharpen students' thinking and expression, widen their experience with people and communication, provide an environment for self-directed learning, and give them confidence in their ability to see their creative ideas to completion. Students must be highly motivated, self-disciplined individuals who are capable of working independently in a productive, creative manner.

3. Describe how this course integrates the schools SLO (former ESLRs- Expected School-wide Learning Results):

Critical Thinkers

The writing process in the course demands that students write from an informed perspective, which requires them to conduct interviews on campus. They learn how to do this using model texts (both from professional publications and student newspapers and yearbooks) and through practice. Like in a professional working environment, students learn through practice.

The process of creating the student newspaper also requires independent, critical thinking and imagination. Students use mentor texts as models and learn how to adapt ideas

Quality Producer

Success in the course relies on student technology use. Students must quickly master several computer programs, including design and photo editing software, as well as learn how to use DSLR cameras. Mastery of these technologies will serve students beyond high school and give them the experience necessary to adapt to any unfamiliar technology they may encounter.

Academic Achiever

As the writing demand in the course is equivalent to that of an upper-level English course, students develop writing skills in a variety of nonfiction formats. As in other language arts classes, students engage in rigorous reflection, peer editing, and revision. Their work is expected to meet professional standards for accuracy, clarity, and proofreading. This course further develops the skills and standards that are covered in the regular English classroom.

Learning about writing and designing from renown professional sources teaches students to see themselves as part of a global community of creatives. They learn about the ethics of student journalism, standards which can be applied beyond high school as well.

The three week deadline schedule in the course teaches students to be flexible, self-reliant, and adaptable. They are required to manage their own time, problem solve, and be proactive in their own learning. Deadlines keep students on their toes and teach them to make contingency plans to deal with possible problems, ranging

from large (“What will I do if I can’t get the photo I need for the girls basketball layout?”) to small (“I have to make sure I charge the camera battery tonight so I can take pictures during the lunch rally tomorrow”). The ability to problem solve is essential to being resilient and ready for anything.

4. Describe the additional efforts/teaching techniques/methodology to be used to meet the needs of English Language Learners:

The type of writing that is done in this course is different from what most students, including those who are not English Language Learners, have been exposed to in the regular English curriculum. Thus, they learn new modes of writing through the analysis of model texts and the use of sentence starters and paragraph frames. These model texts include professional newspapers and magazines as well as publications from other schools.

Scaffolding is used as students practice new design and writing techniques. Scaffolding taps into the student’s ability to build on prior knowledge and internalize new information. English Language Learners especially benefit from this form of scaffolding because they are able to construct knowledge alongside their non-ELL peers.

6. Describe how this course will integrate academic and vocational concepts, possibly through connecting activities. Describe how this course will address work-based learning/school to career concepts:

This course will give students necessary experience to advance in writing, deadlines, working under pressure and with different kinds of people. Students taking this course will be prepared to go on to Journalism in college, as well as many other fields. This course serves multiple purposes on campus for the community at large, and for the individual students. The primary purpose is to generate professional writing projects and portfolios using state of the art software and technology and research skills. In order to create these professional projects, students write extensively for a variety of purposes, and read and analyze nonfiction and fictional materials. Critical thinking skills are employed through analysis of various nonfiction texts, as well as analysis of longer narrative works in order to develop their own interpretations and meanings of these works. Students are expected to conduct several research interviews, which assists in refining their listening and speaking skills. The stories and references must be factually accurate and grammatically correct since much of the student-produced course work will be published. Students conduct research and spend countless hours to ensure accuracy. At the conclusion of the course students will have developed a critical lens, refined their analytical writing skills, mastered the art of interviewing, and demonstrated their knowledge of technology use, all of which are necessities in today’s world.

7. Materials of Instruction (Note: Materials of instruction for English Language Learners are required and should be listed below.)

A. Textbook(s) and Core Reading(s):

- *Journalism: Publishing Across Media*, Goodheart-Wilcox Publisher, 2016

- Christian, Darrell, Jacobsen, Sally & Minthorn, David (Ed.). *AP Stylebook and Briefing on Media Law*. Associated Press, Spiral Bound Edition 2011
- Student Press Law Center (Ed.). *Law of the Student Press*. Student Press Law Center. 2nd Edition 1994

B. Supplemental Materials and Resources:

- *Los Angeles Times*
- *New York Times*
- *Washington Post*
- *San Gabriel Valley Tribune*
- *Best of the High School Press*, National Scholastic Press Association. 2002-present
- Bott, Don. *Introduction to Journalism*. Fourth, Stagg High School, 2006.
- Bragg, Rick. *Somebody Told Me*. Vintage Books, 2001.
- Bustrum, Dwight, et al. *Practical Ideas for Teaching Journalism*. Southern California Journalism Education Association, 2001.
- Ewell, Janet, et al. *Journalism*. Goodheart-Willcox Publisher, 2015.
- Fink, Conrad C. *Writing Opinion for Impact*. Wiley, 2004.
- Garfield, Simon. *Just My Type*. Penguin, 2011.
- Harrower, Tim. *Inside Reporting*. McGraw-Hill Companies, Incorporated, 2007.
- Hawthorne, Bobby. *Game On: Reporting and Writing Sports for High School Media*. 2017.
- Hawthorne, Bobby. *Journalism Teacher's Writing Manual*.
- Hawthorne, Bobby. *The Coverage of Interscholastic Sports*. Interscholastic League Press Conference, 2001.
- Hawthorne, Bobby. *The Radical Write, 4th Edition*. Jostens Incorporated, 2019.
- Haynes, Charles C., et al. *The First Amendment in Schools*. ASCD, 2003.
- Kidder, Rushworth M. *How Good People Make Tough Choices Rev Ed*. Harper Collins, 2009.
- Kovach, Bill, and Tom Rosenstiel. *Blur*. Bloomsbury Publishing USA, 2011.
- Kovach, Bill, and Tom Rosenstiel. *The Elements of Journalism, Revised and Updated 3rd Edition*. Crown, 2014.
- LoMonte, Frank D., et al. *Law of the Student Press*. Student Press Law Center, 2013.
- Lupton, Ellen. *Thinking with Type, 2nd Revised and Expanded Edition*. Princeton Architectural Press, 2010.
- McCormick, Lara. *Playing with Type*. Rockport Publishers, 2013.
- Merrill, John. *Journalism Ethics*. Bedford/St. Martin's, 1996.
- Patterson, Philip, et al. *Media Ethics*. Rowman & Littlefield, 2018.
- Press, Associated. *The Associated Press Stylebook 2015*. Perfection Learning Corporation, 2015.
- Standing, Suzette Martinez. *The Art of Column Writing*. RRP International LLC, 2014.
- Standing, Suzette Martinez. *The Art of Opinion Writing*. RRP International Publishing LLC, 2014.
- Woodward, Bob, and Carl Bernstein. *All the President's Men*. Bloomsbury, 2005.

C. Tools, Equipment, Technology, Manipulatives, Audio-Visual:

- Computers
- Chromebooks
- LCD projector
- ELMO

- InDesign
- Photoshop
- Google Suite
- Adobe Acrobat

8.

- **Objectives of Course:**
- **Unit detail including projects and activities including duration of units (pacing plan)**
- **Indicate references to state framework(s)/standards (If state standard is not applicable then national standard should be used)**
Writing 1.1, 1.2, 1.3, 1.5, 1.6, 1.8, 1.9
Listening and Speaking 1.1, 1.2, 1.3, 1.6
- **Student performance standards**
60% of applicable knowledge
- **Evaluation/assessment/rubrics**
Each story published will present the student with different situations where they will apply skills learned in journalism.
- **Include minimal attainment for student to pass course**
60% of applicable knowledge.

A. Objectives of Course

In this class, students will:

- Strengthen skills in narrative and expository writing to become more effective communicators
- Build critical thinking skills
- Gain and apply a knowledge of aesthetic values in graphic design
- Use prior experience to implement changes that improve quality of work
- Learn and apply time management skills for independent and cooperative learning
- Become better citizens by basing editorial decision on an established code of ethics and knowledge of the law
- Become better citizens through the development of personal responsibility and dependability
- Increase awareness of careers that involved journalistic skills
- To demonstrate ability to write all the material in a journalistic style, which appears in a newspaper including news, features, editorial/opinions, sports, and headlines, from opinions based on fact and to arrive at rational decisions regarding the coverage of school events.

B. Unit detail including projects and activities during duration of unit (pacing plan)

This course runs on a repeated three- to four-week cycle. Instructional units are not entirely linear in nature, but often recursive. Students are provided instruction on a variety of topics in class, students use class time to pursue their assignments, and many students use after-school time to finish assignments. Major instructional units include:

- **Unit 1: Fundamentals**

Outcome: by the end of this unit students will have a working knowledge of jargon used throughout the course. They will also use the terminology necessary for managing the course. All in all, students will be able to use their knowledge of AP style and jargon to successfully run the course by critiquing one another according to the Associated Press Stylebook and terms outlined in The Course Handbook. This unit to include, but not be limited to:

- Students will define terms and use them in their vernacular as part of the writing process. This will lead to proper edits of their work during peer review. Students will receive direct instruction on basic terminology on concepts related to nonfiction writing. Then students will put the terminology into practice as they run a successful team that critiques and analyzes the work of their peers. Success to be measured by the completion of their work in a timely manner.
- Introduce and discuss various aspects of print and broadcast journalism using newspaper articles and news broadcasts published by local and national news outlets
- Students will identify good techniques of journalists covering the same events. Students will use Bobby Hawthorn's *The Radical Write* to analyze the efficacy of these articles and eventually incorporate these good techniques in their own writing.
- This is a student-run course, so students will establish job duties, editorial visions, identifications of skills and talents, personal style differences, which include learning styles, behavioral styles, decision styles, and transactional styles. A majority of this process will focus on communication skills.
- Students will learn a variety of techniques for questioning, listening, appropriate use of tone, and how to portray a professional image. Students will also receive direct instruction on time management skills, specifically how to balance academic and personal time demands, and the importance of relevant and timely feedback, as each student is responsible for self-evaluations and mentoring.
- Introduce AP Style through The Associated Press Stylebook and Briefing on Media Law (Darrell Christian, Sally Jacobsen and David Minthorn) then analyze the use of that style using a variety of articles including several from The Los Angeles Times, The New York Times, among others.
- **ASSESSMENT: Students will be given writing quizzes to assess progress and areas of need regarding style and terminology. Their grade will be measured by the accuracy of their answers on these quizzes.**

- **Unit 2: Gathering Data**

Outcome: by the end of this unit students will have a basic working knowledge of how to use primary and secondary resources as research tools. Using their knowledge gained during Unit 1, students will critique works from major magazines and newspapers using AP Style. They will also conduct write-ups to critique their own writing as well as peer writing. Through their use of

researching tools like interviewing, students will develop stories that are a minimum of 500 words. This unit to include, but not be limited to:

- Primary vs. Secondary Sources: students will focus on listening and speaking standards. Students must conduct research from primary and secondary sources, prepare relevant questions and make appointments. Students receive direct instruction on how to conduct an interview, and then they put their skills in practice by keeping their appointments.
- Efficacy and reasons for surveys: students will conduct surveys of the student body. Surveys will require research of the survey topic and their student population. They will then synthesize their data into a chart which will require understanding of Google Sheets and data entry, both of which they will receive direct instruction on how to use.
- Organizing and embedding data effectively into non-fiction writing: We will discuss a variety of topics including the purpose of interviews, how to prepare for interviews, and how to organize information
- **ASSESSMENT: Students will run mock interviews within and outside the classroom, on peers and adults, and will then be asked to create a non-fiction, newsworthy story on their interview subject. Their grade will be measured by their accuracy in the use of interview techniques and effective incorporation of those interviews in their writing.**

- **Unit 3: Journalistic Writing**

Outcome: by the end of this unit students will generate several nonfiction writings. These stories will be a minimum of 500 words and captions a minimum of 50 words and will cover newsworthy events throughout the year in a chronological order. This unit to include, but not be limited to:

- Associated Press (AP) Style and its usage: students receive direct instruction on grammar usage appropriate for various nonfiction writing. Throughout the course schedule, students receive both peer and instructor feedback on writing assignments. Students will use worksheets and the AP style guide to analyze and give feedback to their peers.
- Students will complete a variety of writing tasks including expository essays, analytical essays, and short stories. Major focus will be on integral elements like: voice, purpose, audience, style, tone, diction, syntax, denotation, connotation, and awareness of bias, see Writing bullet point under Student Assignments for further details on this process.
- Caption Writing: students create their own caption for their photos as if they are mini stories. Direct instruction and peer feedback are used for this activity.
- As part of the student schedule, students proofread and edit their pages, as well as other member's pages. Students receive direct instruction on the usage of AP Style. See the Associated Press bullet point above.
- **ASSESSMENT: Students will write several non-fiction stories throughout the course and will peer edit using AP Style and Editing marks. Their grade will be measured by their accuracy in using AP Style and writing techniques taught in Unit III. Students will also create a portfolio of their work that will catalogue their progress and reflection of the standards throughout the course.**

- **Unit 4: Photojournalism**

Outcome: by the end of this unit students will create several photo storyboards covering both good and bad examples of each of the photo rules. For example, during the weeks where rule of thirds is studied, students will take at least 5 photos that show an attempt at capturing the rule of thirds. They will then do an in-class presentation in front of a panel of their peers who then critique their

use of this photo rule. Students in the class will offer feedback they've learned using the National Scholastic Press' vocabulary for photo critiques. This not only helps students demonstrate skill in photography, but encourages healthy communication amongst the class where they are building a team. This unit to include, but not be limited to:

- Camera usage and maintenance: students will be trained using Canon or Nikon cameras. They receive direct instruction on how to maintain a professional camera, attach/detach lenses, and perform basic mechanics on the camera (i.e. how to focus, maintain white balance, use manual mode, shoot for action, and adjust ISO)
- Elements of photo composition (i.e. rule of thirds, leading lines, leading space, framing and angles): students learn essential elements of photographic composition as listed above, then put those elements into practice for the aforementioned photo assignments.
- Students learn how to crop photos for a variety of situations: action, content, meaning, and technical merit, aesthetic values, and center of interest to follow layout rules and guidelines taught during the graphic design unit outlined below.
- **ASSESSMENT: Students will complete a Composition Quest where they take photos of: rule of thirds, subject-background contrast, framing, leading lines, curves, and repetition of pattern. Their grade will be measured by their accuracy in using photo composition.**

- **Unit 5: Graphic Design**

Outcome: by the end of this unit students will successfully design layouts that follow the most up to date guidelines for design trends issued by the Columbia and National Scholastic Press associations. Students will design layouts, and then refer to Crown Award Winners and Pacemaker Award Winners to offer feedback and critique layouts following these guidelines. Students will make appropriate editing marks as well as offer feedback regarding these critiques, thus encouraging communication amongst the class. This unit to include, but not be limited to:

- Refer to NSPA (National Scholastic Press Association) Best of the High School Press CD in layout category.
- Students analyze current layout trends paying close attention to grids and modular design (see Rubrics bullet point under Instructional Methods and/or Strategies for a detailed outline of criteria students use for peer feedback)
- Introduce and Analyze different graphic elements by looking at popular trends in layout design, students will effectively critique their own layout design. All designs will receive editor and instructor feedback.
- Students will receive direct instruction on using School Newspapers Online (SNO) software and Photoshop. They will spend extensive time on these two programs, thus becoming proficient in layout design, shortcuts, and editing using this Adobe Software.
- **ASSESSMENT: Students will create a layout based on the elements of graphic art and design they have learned in this unit. These concepts will stretch throughout the year. Their grade will reflect their accuracy in using the elements of design.**

- **Unit 6: Laws and Ethics of Student Press**

- Students will receive direct instruction on the laws that protect them as student journalists, as well as the laws that protect the subjects they cover throughout the year. These laws include, but are not limited to: The First Amendment, libel, the right to privacy, balance and accuracy, copyright and trademark usage, Ed. Code 48907, and obscenity.

- These topics are put into practice through worksheets and real life experiences covered in the U.S Supreme court cases as well as constitutional and educational guidelines.
- **ASSESSMENT: Students will be quizzed on the laws and ethics of the student press as well as their application of these laws in their work. Their grade will reflect their accuracy in answers on the quiz. Additionally, ethical writing projects will be practiced throughout the course. All writing will be approved by student panels and the instructor.**
- **Student Assignments**
 - AP Style quizzes and tests will be used to define areas of need and to reinforce students' grasp of style. These assignments are used at the beginning of each unit to assess student comprehension, and then these concepts are put into practice during their writing assignments outlined below. This formatting and editing follow the Common Core standards listed in the Course Outline.
 - Writing is the crux of this course and therefore is highly stressed and focused on throughout the year. Students receive direct instruction on multiple aspects of writing including grammar, modes of writing, writing genres, and writing for a specific purpose and audience. Each day students have a writing assignment which facilitates learning and developing fluency in writing. The variety of writing tasks serves to broaden students' understanding of writing and refines their abilities to write. The core resources used in the course address the fundamental aspects of writing and provide explicit instruction on the different types of essays and reporting that students will create.
 - All writing assignments reflect the writing standards of the Common Core Standards and:
 - Will go through at least four drafts decreasing in the amount of errors accepted on the final draft. Meaning, a first draft is allowed to have many errors, second draft can have no more than 10 errors, third draft no more than 5 errors and a final draft should have no errors.
 - Will pass through the instructor at the beginning of the year while at the end of the year students will be in charge of critiques and feedback while the instructor mediates and supports that exchange amongst peers.
 - Will be a minimum of 500 words covering a range of styles and subjects. These articles are the foundation of the course and thus a major assignment of the course. Student writing projects incorporate multiple learning modules, which were discussed in the Course Outline above. This assignment supports the Common Core Standards by focusing on the writing and speaking and listening strands. In order to complete these writing assignments, students must have interviewed peers and various "experts" for the story, researched their topic, synthesized information then create a final draft of nonfiction writing.
 - Students will maintain constant journal writing for practice and development. Journals range from 1-2 pages.
 - Prepare an analysis of a work of nonfiction, focusing on similarities and differences in information obtained from primary and secondary sources and their relationship to the overall topic.
 - Analyses of nonfiction shall include a written reflection of:
 - Style of lead

- Degree of objectivity
 - Balance in reporting (quotes, attribution, sources from both sides/all levels)
 - Writer's style (voice, word choice, tone, diction, syntax)
- Students will prepare a minimum of five 300-1200 word articles per semester using approved journalistic techniques.
- Gather, analyze and organize background and foundational information from primary and secondary sources using a variety of methods.
- Use information gathered through primary and secondary sources to write nonfiction articles.
- Critique and apply beginning and advanced layout and graphic design techniques.
- Work cooperatively within an established editorial leadership structure to create high quality student-generated work.
- Principles of scholastic journalism, ethics, and Associated Press Style editing will be emphasized in all written assignments which include:
 - **Feature writing:** in-depth reporting and coverage of selected issues will include a wide range of challenges, struggles, accomplishment, pain, failures, successes and joy.
 - **Profile Stories:** students will accomplish story-telling through the eyes of another individual incorporating intense interviewing as well as detailed observation. Students will develop investigative as well as listening skills.
 - **Sports Stories:** students will capture the essence of athletic events both on and off the court, including highlights of individual games as well as feature-style reporting on individual athletes, coaches, and fans. Students will be encouraged to attend multiple practices as well as home and away games to see the team in action in a variety of venues.
 - **Academic Writing:** Beat-style reporting will be used to follow the activities and events integral to the learning process in every academic domain. Students will also focus on various learning and teaching styles in covering academics fully from all angles.
 - **Fine Arts Stories:** Coverage of fine arts classes and events will include activities in and out of the classroom, major events, art shows, drama and musical performances, and feature reports on individual performers. Students will cover such events from a variety of angles in order to find the best way to tell their stories
- Opportunities to practice listening and speaking skills are plentiful in this course. Students participate in small and large class discussions to brainstorm ideas and critique work. They must listen carefully to arguments being made then respond accordingly. Students also interview their peers for news articles, so having the ability to speak well and listen well is a vital skill. Students often participate in oral presentations to the class in both formal and informal settings to defend their work, a vital skill in the workplace where they will be called to defend their actions to their superiors.
- Along with the information gathering, interviewing, editing and copywriting (including headlines, leads and captions) involved with nonfiction writing, students will also tell their stories through visuals via photojournalism and graphic design. The resulting presentation

of content through a marriage of elements will create a single, unified concept to tell a story fully both verbally and visually.

- Graphic design analyses will also be completed, with writing reflections including:
 - Describe what you see; Contrast, repetition, alignment, proximity
 - Identify if grid or modular design is used.
 - Analyze why the designer might have made those choices.
 - How does the layout lead your eye across the page?
 - How might this look be recreated? In what type of media might it appear? Why?
 - Typography of graphic design will be critiqued using the following criteria:
 - o Describe what you see (placement, angles, positive or negative leading, colors, lines or other elements added to the typography, bold vs. italic, etc.)
 - o Degree of legibility
 - o Identify the font, if possible, at the bare minimum is it serif or sans serif?
 - o How does the typography lead your eye on the page?
 - o How might this look be recreated? In what media might it be appropriate? Why?
 - o Would this font be used as a display font or a body font? Why?
- Students will also complete evaluations after each 3-4 week cycle. The student will first identify performance objectives met through the assignment, and will request an evaluation from three people: one other student member in the course, a section editor, and an adult who was involved with the project. After receiving the evaluations back, the student will identify areas of success and areas of need for their next project. This evaluation becomes a part of assessment of timeliness, quality of work, and completion. This assignment covers all aspects of the Common Core standards due to its reflective and analytical nature.
- In addition to writing, students will also write analyses and critiques of photography using the following criteria:
 - Describe what you see
 - What draws you to this photo? What is the focal point?
 - Describe the photographic elements (i.e. leading lines, spacing, framing, angles, etc.)
 - Analyze how the elements were used through the principles of photography (balance, emphasis, proportion, movement, rhythm, repetition, pattern, contrast, etc.) For example: The diagonal lines create a sense of movement. The shapes are repeated to create variety.
 - Discuss any technical aspects that you might guess contributed to this photo.
- At the conclusion of the year students will compile a professional journalistic portfolio that includes both articles (minimum of 3) and photos (minimum of 3) along with their written reflections. Along with each article and photo, students will critique themselves according to National Scholastic Press and AP guidelines, include editing marks, fix any errors in both the photos and the articles, and complete a 500 word essay for each article and each photo (a minimum of 6 write-ups) that analyzes the theme of the page, investigates the angle taken for reporting and interviewing, and includes the rationale behind the investigation and research performed in writing the page. This aspect allows for personal responsibility because the students think critically about their work since it will be

composed solely of their own writing (both journalistic and expository analysis), photography, graphic design, and the written analysis of both. This assignment focuses on the reading and writing strands of the Common Core Standards. Students must assemble this final portfolio from the year's work.

A. Indicate references to state framework(s)/standards

B.

Objectives <i>Students will be able to...</i>	Standards Met
Read, analyze, and respond to nonfiction informational texts from a variety of sources.	California Common Core Standards for English Language Arts 9-10: <ul style="list-style-type: none"> • Reading Informational Texts 1, 3, 5, 6, 9, 10 • Writing 2 a-f, 3 a-e, 4, 5, 7, 8, 10 California Common Core Standards for English Language Arts 11-12: <ul style="list-style-type: none"> • Reading Informational Texts 5, 6, 8, 9 • Writing 4 • Writing Standards for Literacy in History-Social Studies 1 a-e, 2 a-e
Write with an awareness of voice, style, purpose, tone, diction, audience, and syntax using interesting angles.	California Common Core Standards for English Language Arts 9-10: <ul style="list-style-type: none"> • Writing 1 a-b, 2 a-f, 3 a-e, 5, 7, 10 California Common Core Standards for English Language Arts 11-12: <ul style="list-style-type: none"> • Writing 1 a-e, 2 a-f, 3 a-e, 4, 5, 9 a-b • Language 1 a-b, 2 a-b, 3 a
Write in a variety of literary genres, including narrative, expository, reflective, and descriptive.	California Common Core Standards for English Language Arts 9-10: <ul style="list-style-type: none"> • Writing 1 a-e, 2 a-f, 3 a-e, 4, 5, 6, 7, 9 a-b California Common Core Standards for English Language Arts 11-12: <ul style="list-style-type: none"> • Writing 1 a-e, 2 a-f, 3 a-e, 4, 5, 9 a-b
Select and write in a variety of journalistic genres, including feature, sports, news, and editorial.	California Common Core Standards for English Language Arts 9-10: <ul style="list-style-type: none"> • Writing 2 a-f, 3 a-e, 4, 5, 6, 7, 9 a-b California Common Core Standards for English Language Arts 11-12: <ul style="list-style-type: none"> • Writing 1 a-e, 2 a-f, 3 a-e, 4, 5, 9 a-b
Know and apply the writing process (prewriting, composing, peer response, revising, editing, publishing) in multiple drafts.	California Common Core Standards for English Language Arts 9-10: <ul style="list-style-type: none"> • Writing 1 a-b, 2 a-c, 3 a, 4, 10 California Common Core Standards for English Language Arts 11-12: <ul style="list-style-type: none"> • Language 1 a-b, 2 a-b, 3 a

Revise writing to improve organization, word choice, applying knowledge of logical fallacies and connotative/denotative meanings of vocabulary.	<p>California Common Core Standards for English Language Arts 9-10:</p> <ul style="list-style-type: none"> • Writing 2 a-f, 3 a-e, 4, 10 <p>California Common Core Standards for English Language Arts 11-12:</p> <ul style="list-style-type: none"> • Language 1 a-b, 2 a-b, 3 a
Edit writing according to an established style guide and conventions of standard American English, including correct spelling and grammar.	<p>California Common Core Standards for English Language Arts 9-10:</p> <ul style="list-style-type: none"> • Language 1 a-b, 2 a-c, 3 a <p>California Common Core Standards for English Language Arts 11-12:</p> <ul style="list-style-type: none"> • Language 1 a-b, 2 a-b, 3 a
Develop a self- and teacher-evaluated portfolio of work as a tool for preservation, presentation, and assessment of learning over time.	<p>California Common Core Standards for English Language Arts 9-10:</p> <ul style="list-style-type: none"> • Writing 1 a-e, 2 a-f, 6, 7, 9 a-b <p>California Common Core Standards for English Language Arts 11-12:</p> <ul style="list-style-type: none"> • Writing 1 a-e, 2 a-f, 6, 7, 9 a-b
Write captions according to acceptable style that are an extension of the photograph and stand on their own as mini stories.	<p>California Common Core Standards for English Language Arts 9-10:</p> <ul style="list-style-type: none"> • Writing 2 a-f, 3 a-e, 4, 10 <p>California Common Core Standards for English Language Arts 11-12:</p> <ul style="list-style-type: none"> • Writing 1 a-e, 2 a-f, 3 a-e, 4 • Writing Standards for Literacy in History/Social Studies 1 a-e, 2 a-e
Write attractive and suitable headlines and subheads.	<p>California Common Core Standards for English Language Arts 9-10:</p> <ul style="list-style-type: none"> • Writing 2 a-f, 3 a-e, 4, 10 <p>California Common Core Standards for English Language Arts 11-12:</p> <ul style="list-style-type: none"> • Writing 1 a-e, 2 a-f, 3 a-e, 4 • Writing Standards for Literacy in History/Social Studies 1 a-e, 2 a-e
Prepare interview questions that will elicit responses sufficient to write a comprehensive story and conduct interviews.	<p>California Common Core Standards for English Language Arts 9-10:</p> <ul style="list-style-type: none"> • Writing 4, 7, 8, 10 • Writing Standards for Literacy in History/Social Studies 1 • Writing Standards for Literacy in Science & Technical Subjects 7, 8, 9 a-b <p>California Common Core Standards for English Language Arts 11-12:</p> <ul style="list-style-type: none"> • Writing 4, 6, 7, 8, 9 a-b • Writing Standards for Literacy in History/Social Studies 1 a-e, 2 a-e • Listening and Speaking 6

	<ul style="list-style-type: none"> • Language 6
Gather, analyze, and organize background and foundational information from primary and secondary sources using a variety of methods.	<p>California Common Core Standards for English Language Arts 9-10:</p> <ul style="list-style-type: none"> • Writing 4, 5, 7, 8, 10 • Writing Standards for Literacy in History/Social Studies 1 • Writing Standards for Literacy in Science & Technical Subjects 7, 8, 9 a-b <p>California Common Core Standards for English Language Arts 11-12:</p> <ul style="list-style-type: none"> • Writing 3, 8
Understand and apply legal and ethical considerations when selecting topics and writing.	<p>California Common Core Standards for English Language Arts 9-10:</p> <ul style="list-style-type: none"> • Listening and Speaking 1 a-d, 2, 3 <p>California Common Core Standards for English Language Arts 11-12:</p> <ul style="list-style-type: none"> • Listening and Speaking 2, 3, 5
Critique and apply beginning and advanced layout and graphic design techniques.	<p>California Common Core Standards for English Language Arts 9-10:</p> <ul style="list-style-type: none"> • Writing 2 a-f, 6, 7, 9 a-b <p>Department of Education Visual Performing Art Standards</p> <ul style="list-style-type: none"> • 1, 2, 3 <p>National Center on Education and the Economy New Standards, Applied Learning A3 (Information Tools and Techniques)</p> <ul style="list-style-type: none"> • Creation of a multi-page document using software—A3c
Apply conventions of typography as a dynamic design element for readability, legibility, and aesthetic appeal.	<p>Department of Education Visual Performing Art Standards</p> <ul style="list-style-type: none"> • 1, 2, 3, 4
Work cooperatively within an established editorial leadership structure to generate high-quality projects.	<p>National Center on Education and the Economy New Standards, Applied Learning A4 (Information Tools and Techniques)</p> <ul style="list-style-type: none"> • Self-review of progress/time planning—A4b
Delegate responsibility with an awareness of job specifications.	<p>National Center on Education and the Economy New Standards, Applied Learning A5 (Tools and Techniques for Working with Others)</p> <ul style="list-style-type: none"> • Self-directed work teams—A5a
Use backwards planning techniques to structure deadlines for successful completion of class projects.	<p>National Center on Education and the Economy New Standards, Applied Learning A1 (Problem Solving)</p> <ul style="list-style-type: none"> • Design a product—A1a • Planning and Organization—A1c
Schedule and balance personal and academic demands for effective time management.	<p>National Center on Education and the Economy New Standards, Applied Learning A4 (Information Tools and Techniques)</p>

	<ul style="list-style-type: none"> ● Self-review of progress/time planning—A4b
Establish, communicate, and follow a collective editorial vision.	California Common Core Standards for English Language Arts 9-10: <ul style="list-style-type: none"> ● Writing 4, 6, 10
Know and fulfill the business-related responsibilities of a successful and financially viable business.	National Center on Education and the Economy New Standards, Applied Learning A1 (Problem Solving) <ul style="list-style-type: none"> ● Planning and Organization—A1c

C. Student performance standards

- The standards by which work samples will be evaluated shall include, but not be limited to:
 - Gather, analyze and organize background and foundational information from primary and secondary sources using a variety of methods
 - Use information gathered through primary and secondary sources to write
 - Edit and revise writing for purpose and adherence to AP format
 - Critique and apply beginning and advanced layout and graphic design techniques
 - Work cooperatively within an established editorial leadership structure to generate high quality, student-generated work

A. Evaluation/Assessment rubrics

- Teacher observation: this informal assessment is important to the course content and outcome of the year because it is through teacher observation that students receive reporting and collaborative assignments. Additionally, it is used to determine the strengths of the student so intervention strategies such as one-on-one tutoring or peer mentoring can be used to strengthen any weaknesses and hone any strengths.
- Practice assignments: this informal assessment is important to the course content and outcome of the year because through continual practice students are able to receive feedback on properly formatted assignments and AP style. These assignments include, but are not limited to short nonfiction write-ups using narrative voice, reporting assignments using interview techniques and writing strategies.
- Research and interview assignments: students sit in pairs and perform mock interviews with one another using different scenarios laid out for them. Students play different roles within their interview to help with researching skills and interviewing techniques. This assessment is important to the course content and outcome because it helps students model a successful or unsuccessful interview and how to adapt to those situations they may encounter while reporting and putting a story together.
- Peer editing: It is important for all participants of this course to know and understand how to give proper feedback to their peers. This assessment regarding peer-to-peer editing skills as well as verbal conferencing is important to the outcome of the course because it prepares students, not only for positive communication in the classroom, but prepares them for “real world” job preparedness in communicating with peers toward a common outcome. All peer editing will be based on AP style rubrics.

- AP style quizzes and tests: Since the course, like an English course that uses MLA format, follows AP Formatting and Style, it is important for students to understand basic concepts related to formality and legality. These quizzes include, but are not limited to multiple choice responses, short answer essay questions, mini write-ups and error correcting.

H. Include minimal attainment for student to pass course

- **Advanced**

- Each sample demonstrates mastery of each standard
- Each assignment comes with a reflection explaining how student worked through the writing and design process, achieving mastery of each step
- Specifically describes the assignment and the role the student played in its creation
- Describes how the assignment helped the student learn to meet the standards
- Specifically explains how the work sample demonstrates mastery of the standards
- Written with proper grammar and spelling

- **Proficient**

- Each sample demonstrates mastery of each standard
- Each comes with a reflection explaining how student worked through the writing and design process
- Describes the assignment and the role the student played in its creation
- Explains how the work sample demonstrates mastery of the standards
- Mostly written with proper grammar and spelling

- **Not Proficient**

- Sample does not demonstrate mastery of each standard
- Reflection is missing
- Does not describe the assignment and the role the student played in its creation
- Design has no rhythm or purpose
- Does not explain how the work sample demonstrates the mastery of the standards
- Many mistakes in grammar and spelling

[illegible]