

El Monte Union High School District

Course Outline

District: EMUHSD

High School: Arroyo

Title: Journalism 1P

Transitional* _____ (Eng. Dept. Only)

Sheltered (SDAIE)* ___ Bilingual* ___

AP** Honors**

Department: English

CTE/VOC ED :

Industry Sector: _____

Pathways: _____

Check One

Introductory: _____

Concentrator: _____

Capstone: _____

Grade Level (s): 9-12

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

Stal 2/20/18

Angelique 2/20/18

Julie 2/20/18

mercado 2/20/18

U 2/20/18

Angel Ochi 2/20/18

Tamartha Carr 2/20/18

M. Kassine 2/20/18

Pat 2/20/18

[Signature] 2/20/18

*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 "C" in regular English or English Accelerated/AP

Journalism 1P is the pre-requisite course for both Journalism 2 and Yearbook Production.

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

Journalism 1P is a one year course covering the techniques of writing news articles, feature articles, editorials/opinions, and sports articles for both the newspaper and the yearbook. This course also gives the student an understanding of media literacy.

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

Journalism is a course that students must be able to work on their own, set goals, follow procedures, and work with others. Students become academic achievers, critical thinkers and quality producers through Journalism 1P.

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

Students will use Chromebooks as a research and word processing tool. Students work at their own pace with teacher guidance.

5. Describe the interdepartmental articulation process for this course:

There is articulation between all departments for this course. Throughout the year, students will learn how to report on the activities of the school, including academics, clubs, performing arts, sports, teachers and administration.

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.

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
1,2,3 Yearbook, Jostens

B. Supplemental Materials and Resources:

Introduction to Journalism, Stagg High School

The Coverage of Interscholastic Sports, Jostens

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

- Computers
- Chromebook cart
- LCD projector
- ELMO
- Internet
- Photoshop

8.

- **Objectives of Course – Students will demonstrate an ability to gather facts and opinions objectively from news sources, to write clearly, concisely, and objectively in standard English for journalistic use.**
- **Unit detail including projects and activities including duration of units (pacing plan)**
 - See below.
- **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**
 - Minimal attainment of 60% on both written assessment and chapter tests.
- **Include minimal attainment for student to pass course**
 - Minimal attainment 60% of applicable knowledge.

Journalism 1P Pacing Plan

Fall

- A. Students will define the role and responsibility of the media to its audience exploring the history as well as the contemporary state of the press including legal, moral and ethical considerations
 - 1. The student will discover the contributions of journalism and the press to the development of media as it relates to contemporary American society through a concise history with a special emphasis on the First Amendment and freedom of speech as it relates to each level of the press.
- B. Students will define, identify, and analyze newsworthiness
 - 1. Students will master the concepts of prominence, proximity, timeliness, human interest and conflict.
 - 2. Students will determine the newsworthiness of a coverage idea by establishing its value by the five news values.
- C. Students will identify, master, and practice the skills necessary for basic reporting through information gathering
 - 1. Students will master information gathering approaches including background research, polls and surveys, and one-on-one interviewing focusing on the importance of one-on-one interviewing as the major source of information.
 - 2. Students will understand the guidelines for the collection of all information and subsequent incorporation of that material into copy.
- D. Students will identify, practice, and master basic journalistic writing including format
 - 1. Students will identify the three basic types of copy including stories, headlines, and captions.
 - 2. Students will recognize the importance of stories as the major contributor to the communication process in printed publications.
 - 3. Students will master the recognition and effective use of meaningful direct quotes, partial quotes, paraphrasing, and effective background information.
 - 4. Students will master the basic, quote-transition formula for writing.
 - 5. Students will identify the types of leads according to both structure and content and will be able to choose the best form of lead for content.
- E. Students will identify, practice, differentiate, and master the types of news, editorials/opinions, features and sports stories
 - 1. Students will differentiate between news, features, editorial/opinion and sports stories learning the specific requirements of each.
 - 2. Students will distinguish between the types of news, features, editorial/opinion, and sports stories and will practice and master the styles associated with each.

The above goals and objectives will be accomplished through the textbook *Journalism: Publishing Across Media* and materials created by the instructor.

Spring

- A. Students will define the role of the staff member in accepting the legal, moral and ethical responsibilities inherent in a free press.
 - 1. Students will understand the responsibility of producing a student publication recognizing obligations to provide readers with the most accurate, complete reporting through the study of ethics including freedom of the press.
 - 2. Students will recognize the need to cooperate with others and will collectively identify those tasks which must be accomplished to complete the yearbook, including concept, reporting, design and production procedures.
- B. Students will identify, master and practice the skills necessary in conceptualizing the yearbook.
 - 1. Students will explore the conceptual philosophy of the yearbook understanding its function as a historical record and as a memory book.
 - 2. Students will master an understanding of the contribution of thematic development to the coverage of the year in the book.
 - 3. Students will master an understanding of the contribution of a systematic, sectional approach to the coverage of the year in the book.
 - 4. Students will identify the role of student life, academics, organizations, sports and the individual sections of the book.
 - 5. Students will identify the basic elements utilized in recording the year, including copy and photographs.
- C. Students will identify, master and practice the skills necessary in reporting and writing for the yearbook.
 - 1. Students will identify three basic types of copy, including the body copy, headlines and captions.
 - 2. Students will recognize the importance of the role of body copy as one of the unifying elements of the spread.
 - 3. Students will continue to practice, master and apply the skills of information gathering, interviewing, accurate notetaking, use of meaningful direct quotes, partial quotes and paraphrased material, types of leads as well as basic feature writing.
 - 4. Students will master self-editing and proofreading skills for copy enhancement.
 - 5. Students will identify and avoid the practice of editorializing and the use of jargon and clichés in body copy.
- D. Students will identify, master, and practice skills necessary in writing headlines for the yearbook.
 - 1. Students will identify the function and format of headlines including both writing and design skills.
 - 2. Students will identify the four basic ways in which headlines can be written and presented.
 - 3. Students will identify and incorporate in design a variety of common typefaces.
- E. Students will identify, master, and practice skills necessary in writing captions in the yearbook.
 - 1. Students will recognize the importance of captions in fully developing the story concept of the photograph.
 - 2. Students will master information gathering techniques essential to getting the specific details of the photograph.
 - 3. Students will identify the content and structural approaches to caption writing as well as other grammatical considerations.
 - 4. Students will master the writing and design of the caption lead-in.
- F. Students will identify, master, and practice skills necessary in designing the yearbook.
 - 1. Students will recognize the importance of presenting content in a logical manner to give material a planned look.

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Revised 02-07-2017

2. Students will master the basic essentials of effective design including adequate and consistent internal and external margins, dominance, spread linkage, and the incorporation of all the primary elements.
3. Students will recognize the function of graphic enhancement and will master the techniques which can be used to unify or separate content.

The above goals and objectives will be accomplished through the textbook *1,2,3 Yearbook* and materials created by the instructor.