



MIDDLE SCHOOL COURSE OUTLINE

Department	English/Language Arts				
Course Title	Journalism	Course Code	1582		
Abbreviation	Journ	Grade Level	6-8		
Course Length	1 or 2 semesters	Required	No	Elective	Yes

COURSE DESCRIPTION:

This course includes a study of modern newspapers, the history of journalism in the United States, newspaper organization, analysis of news, the effects of propaganda, and newsgathering and writing. Students will focus upon a study of the physical makeup of a newspaper and the production of a minimum of four newspapers.

GOALS:

Students will:

- Learn about newspaper organization and production.
- Write in journalistic style.
- Develop a personal code of ethics in newspaper work.
- Learn to evaluate the quality of the paper.
- Write and submit a minimum of four articles meeting deadline requirements.
- Express opinions responsibly.
- Conduct successful interviews, peer evaluations and editing conferences.
- Present information that demonstrates research from a variety of sources that is relevant and important.
- Use the writing process (prewriting, drafting, revision, editing, and publishing).
- Create and maintain an individual portfolio of various articles which must contain the following types: News, Feature, Editorial, and Sports.

CONTENT STANDARDS

Grade Six English-Language Content Standards

Reading Comprehension

- 2.1 Identify the structural features of popular media (e.g., newspapers, magazines, online information) and use the features to obtain information.
- 2.3 Connect and clarify main ideas by identifying their relationships to other sources and related topics.
- 2.6 Determine the adequacy and appropriateness of the evidence for an author's conclusions.

Writing Strategies

- 1.1 Choose the form of writing (e.g., personal letter, letter to the editor, review, poem, report, narrative) that best suits the intended purpose.
- 1.2 Create multiple-paragraph expository compositions:
 - a. Engage the interest of the reader and state a clear purpose.
 - b. Develop the topic with supporting details and precise verbs, nouns, and adjectives to paint a visual image in the mind of the reader.
 - c. Conclude with a detailed summary linked to the purpose of the composition.
- 1.3 Use a variety of effective and coherent organization patterns, including comparison and contrast; organization by categories; and arrangement by spatial order, order of importance, or climactic order.
- 1.4 Use organizational features of electronic text (e.g., bulletin boards, databases, keyword searches, e-mail addresses) to locate information.
- 1.5 Compose documents with appropriate formatting by using word-processing skills and principles of design (e.g., margins, tabs, spacing, columns, page orientation).
- 1.6 Revise writing to improve the organization and consistency of ideas within and between paragraphs.

Written and Oral English Language Conventions

- 1.4 Use correct capitalization.
- 1.5 Spell frequently misspelled words correctly (e.g., *their*, *they're*, *there*).

Grade Seven English-Language Content Standards

Reading Comprehension

- 2.1 Understand and analyze the differences in structure and purpose between various categories of informational materials (e.g., textbooks, newspapers, instructional manuals, signs).

Writing Strategies

- 1.1 Create an organizational structure that balances all aspects of the composition and uses effectively transitions between sentences to unify important ideas.
- 1.2 Support all statements and claims with anecdotes, descriptions, facts and statistics, and specific examples.

Writing Applications

- 2.4 Write persuasive compositions
 - a. State a clear position or perspective in support of a proposition or proposal.
 - b. Describe the points in support of the proposition, employing well-articulated evidence.
 - c. Anticipate and address reader concerns and counterarguments.

Grade Eight English-Language Content Standards

Written and Oral Language Conventions

- 1.1 Use correct and varied sentence types and sentence openings to present a lively and effective personal style.

DISTRICT PERFORMANCE STANDARD

The Long Beach Unified School District has established criteria for students to succeed. In addition to assessments such as tests, quizzes, and projects, students must be proficient in the areas listed below to receive a **C** or better in this course.

PERFORMANCE CRITERIA

	Advanced Proficient	Proficient		Partially Proficient	Not Proficient
	A	B	C	D	F
Exams & Quizzes	At least 75%	50 –74%		35 – 49%	Below 35%
Completion of Daily Assignments	All daily class assignments are complete and the majority receive a $\sqrt{+}$	All daily class assignments are completed and at least 1/3 receive a $\sqrt{+}$.	All daily class assignments are completed	From 80% to 99% of daily class assignments are completed.	Less than 80% of daily class assignments are complete.
Newspaper Articles (Portfolio)	All articles meet deadlines, follow guidelines, and receive at least 3.5 on the rubric.	Three to four of the articles meet deadlines, follow guidelines, and receive at least 3.0 – 3.5 on the rubric.	Three to four of the articles meet deadlines, follow guidelines, and receive at least an average of 3.0 on the rubric.	Two to four of the articles meet deadlines, follow guidelines, and receive an average of 2.5 on the rubric.	Less than 2 articles meet deadlines, follow guidelines, and receive an average of 1.0 on the rubric.
Interviews	All interviews contain open-ended, relevant, and specific questions to the topic. Interviews are professional and meet deadline requirements.	Most interviews contain open-ended, relevant, and specific questions to the topic. Most interviews are professional and meet deadline requirements.	Some interviews contain open-ended, relevant, and specific questions to the topic. Some interviews are professional and meet deadline requirements.	Few interviews contain open-ended, relevant, and specific questions to the topic. Few interviews are professional and meet deadline requirements.	No interviews contain open-ended, relevant, and specific questions to the topic. No interviews are professional and meet deadline requirements.

OUTLINE OF CONTENT AND SUGGESTED TIME ALLOTMENT:

Journalism, Grades 6-8			
September/October/November	December/January	February/March	April/May/June
<p>Introduction to Journalism</p> <ul style="list-style-type: none"> • History • Sources of news • Careers in the media • Ethics • Newspaper terminology <p>Journalistic Composition</p> <ul style="list-style-type: none"> • Four types of news stories <ul style="list-style-type: none"> • News • Features • Editorials • Sports • Elements of a news story <ul style="list-style-type: none"> • Lead • Transition • Body • Conclusion • Headlines <p>Interviewing Methods</p> <p>Choose Editors and Assignments</p> <p>Produce First Issue of Newspaper</p>	<p>Examine and interpret student and professional publications</p> <ul style="list-style-type: none"> • Magazines • Newspapers <p>Research: Introduction to Information Library</p> <ul style="list-style-type: none"> • Introduction to the Internet • Library/Media Center Resources <p>Distribute assignments</p> <p>Produce second issue of newspaper</p>	<p>Begin to use computer technology to take and manipulate photographs, create graphics, and produce printer-ready page layouts.</p> <p>Review/reflect portfolio of student writing</p> <p>Produce third issue of newspaper based on teacher assignments</p> <p>Optional: Create a literary magazine to be published by the end of the school year. Ask students to submit short stories, poems, artwork, etc.</p>	<p>Student choice assignments for articles</p> <p>Presentation of portfolio of work</p> <p>Final issue of newspaper</p> <p>Optional literary magazine</p>

GUIDELINES AND REGULATIONS:

The function of the school yearbook or newspaper is to serve as a historical document, a memory book, an educational tool, and a reference.

Teacher Responsibilities

Teachers who advise student publications are responsible for supervising the production and the student staff and should:

- Practice ethics every day; make that practice a part of your routine.
- Create a code of ethics as a guide for making wise ethical decisions.
- Be sensitive to conflict of interest, plagiarism, distasteful or offensive content, privacy, bias, and inaccuracy.
- Encourage students to do thorough research and verify the accuracy of their information.
- Avoid discrimination against or favoritism to any group.
- Will strive to ensure students adhere to the guidelines and student responsibilities.

Student Responsibilities

- Students will strive to produce a publication based upon professional standards of accuracy, objectivity, and fair play.
- Students will review material to improve journalistic style, sentence structure, grammar, spelling, and punctuation.
- Students will avoid discrimination against or favoritism to any group.
- Students will adhere to rules of the staff by keeping all pictures, CD's, and information (layouts and articles) at school. Students do not have permission to make copies or release/give pictures to anyone. It is the property of the yearbook or journalism class.
- Students will revise their pages or articles until they meet the qualities and technique standards required by the production.

METHODS: A variety of instructional strategies will be utilized to accommodate all learning styles:

Students will:

- Read, study, and evaluate college, high school, and professional newspapers.
- Listen to guest speakers from the industry.
- Role-play interviewing techniques.
- Participate in field trips to print shops and newspapers.
- Edit/proofread/revise weekly articles (warm-ups).

Lesson Design & Delivery: Teachers will incorporate these components of lesson design during direct instruction and inquiry activities. The order of components is flexible, depending on the teacher's vision for the individual lesson. For instance, the objective and purpose, while present in the teacher's lesson plan, are not made known to the students at the beginning of an inquiry lesson.

Essential Elements of Effective Instruction Model for Lesson Design Using Task Analysis	Anticipatory Set Objective Standard Reference Purpose Input Modeling Check for Understanding Guided Practice Closure Independent Practice
--	--

Some components may occur once in a lesson, but others will recur many times. Checking for understanding occurs continually; input, modeling, guided practice and closure may occur several times. There may even be more than one anticipatory set when more than one content piece is introduced.

Active Participation: Teachers will incorporate the principles of active participation and specific strategies to ensure consistent, simultaneous involvement of the minds of all learners in the classroom. Teachers should include both covert and overt active participation strategies, incorporating cooperative learning structures and brain research. Some of the possible active participation strategies include:

COVERT	OVERT (Oral)	OVERT (Written)	OVERT (Gestures)
• Recall	• Pair/Share	• Restate in Journals/ Notes	• Hand Signals
• Imagine	• Idea Wave	• Response Boards	• Clapping
• Observe	• Choral Response	• Graphic Organizers	• Stand up/ Sit down
• Consider	• Give One, Get One	• Folded Paper	• Point to Examples
• Visualize	• “Foggiest” point	• Ticket Out of Class	
	• Socratic Seminar	• Illustrate	
	• Cooperative Discussion Groups (i.e. Talking Chips)		
	• Role Play		

Baldrige Quality Tools

- Affinity diagram
- Plus/Delta
- Flow Chart
- Consensogram
- Matrix/Diagram
- Scatter Diagram

Literacy and Differentiation Strategies

Learning styles and learning challenges of your students may be addressed by implementing combinations of the following:

<u>Reading Strategies in Language Arts</u>	<u>Strategies for English Learners</u>	<u>Differentiation for Advanced Learners</u>
<ul style="list-style-type: none"> ▪ Learning Logs ▪ Pre-teaching ▪ Vocabulary ▪ Pre-reading ▪ Text Structures ▪ Trail Markers ▪ Reciprocal Teaching ▪ Functional Text ▪ Anticipation Guide ▪ Close Reading ▪ Literature Circles ▪ Hot Seat ▪ SSR/Independent Reading 	<ul style="list-style-type: none"> ▪ Tapping/Building Prior Knowledge (Graphic Organizers, Schema) ▪ Grouping Strategies ▪ Multiple Intelligences ▪ Adapt the Text ▪ Interactive Learning (Manipulatives, Visuals) ▪ Acquisition Levels ▪ Language Sensitivity ▪ Lower the Affective Filter (including Processing Time) ▪ Home/School Connection (including Cultural Aspects) 	<ul style="list-style-type: none"> ▪ Curriculum Compacting ▪ Tiered Assignments ▪ Flexible Grouping ▪ Acceleration ▪ Depth and Complexity ▪ Independent Study ▪ Literature Circles

MATERIALS USED IN TEACHING THE COURSE: In addition to the basic text, a variety of instructional tools will be used to meet the needs of all students.

Basic Text: Introduction to Journalism, Littell, Houghton McDougal: 2001; McDougal Littell/Houghton Mifflin
Junior High Journalism; 2003; Rosen Publishing Group

Supplemental Texts:

- Word Processing Programs (Microsoft, etc.)
- Newspapers

EVALUATION: Student achievement in this course will be measured using multiple assessment tools including but not limited to (a grading scale and/or rubric should be included):

- Teacher and peer editing of assigned writings
- Quizzes and Objective Exams
- Portfolios

Suggested Grading Policy

A common grading policy ensures consistency between schools and classroom across the district.

- | | |
|---------------------------------|-----|
| • Daily Classwork | 25% |
| • Warm-Ups | 5% |
| • Portfolio of Student Articles | 50% |
| • Class Participation | 20% |

GRADING SCALE			
Letter grade		Percentage	Four Point Rubric score
Advanced Proficient	A	100 – 90%	Advanced Proficient
	B+	89 – 87%	4
Proficient	B	86 – 80%	Proficient
	C	79 – 70%	3
Partially Proficient	D	69 – 60%	Partially Proficient 2
Non or Limited Proficient	F	Below 60%	Non or Limited Proficient 1

*Teachers are encouraged to use plus and minus scores when using the four-point rubric

Submitted by: Stacy Casanave
 School/Office: 6-12 Literacy
 Original Date: 7/92
 Revised Date: 10/17/07