

# MORENO VALLEY HIGH SCHOOL JOURNALISM CURRICULUM

Course Title: Journalism Course Number: \_\_\_\_\_

Department: English/Language Arts ADS Number: \_\_\_\_\_

Prerequisites: A passing grade in the previous year's English course plus two teacher recommendations

Length of Course: Year long Credit/PRI Area: .5 per semester Grade Level(s): 9-12

## COURSE DESCRIPTION

Journalism is a project-based course in which students learn: Marketable publication skills, develop their individual writing styles, print layout, desktop publishing and design. Students assume the role of editorial leader and take responsibility for producing a newspaper or yearbook that represents a pluralistic society. Professionalism and responsibility are cornerstones of the course by emphasizing deadlines, teamwork, organizational and business skills. The ethics of journalism will be stressed during seminar and throughout all phases of production.

## SYLLABUS

1. About Media
2. Newsgathering
3. News
4. Features
5. Editorials
6. Reviews
7. Sports
8. Editing
9. Page Design
10. Ethics and The Law
11. Advertising
12. Photojournalism
13. Computers
14. Adding Literature
15. "30" and out
16. Classroom Management

## STRATEGIES:

Teacher coaching  
Peer coaching  
Seminar  
Writing workshop: Gathering ideas, drafting, peer review, revising, editing.  
Discuss layout  
Public speaking and presentation  
Socratic seminar

### **ASSESSMENTS**

- **Forced Choice Items** – multiple choice tests, true/false, fill-in-the-blank, matching.
- **Essay Questions**
- **Performance Tasks** – Meeting writing deadlines for newspaper and yearbook
- **Socratic Seminar Rubric** – The framework of the rubric is listed below:
  1. **ACADEMIC SKILLS** – Textual understanding; speaking; listening; knowing how to learn; critical thinking
  2. **SOCIAL SKILLS** – Teamwork; Sensitivity/Good manners
  3. **PERSONAL SKILLS** – Honesty and integrity; Willingness to accept criticism; Responsibility and initiative
- **Teacher Observation** – Group participation and skill development
- **Student Self-Assessment** – Students reflect on what they learned, strengths and weaknesses, and goal setting

### **SUGGESTED TEXTBOOKS AND INSTRUCTIONAL MATERIAL**

*Newspaper Designer's Handbook 4th Edition*  
*Law of the Student Press*  
*Writing and Reporting News*  
*Springboard to Journalism*  
*Stylebook and Libel Manual*  
*We the Students*  
*Muckraking!*  
*The Journalism That Changed America*  
*2002 Best Newspaper Writing*

### **SEMINAR PIECES OR THEMES**

News articles as they occur in the news. *Washington Post*, *New York Times*, occasionally *The Times*, *Newsweek*, *The Nation*, *US News and World Report*, *The Atlantic*, *Harpers*, *Scientific American*, *The New Yorker*, others TBA.

### **SUGGESTED TITLES/AUTHORS WEB SITES**

[www.nytimes.com](http://www.nytimes.com)  
[www.washingtonpost.com](http://www.washingtonpost.com)  
[www.thenewyorker.com](http://www.thenewyorker.com)  
[www.npr.com](http://www.npr.com)  
[www.nbc.com](http://www.nbc.com)  
[www.cbs.com](http://www.cbs.com)  
[www.cnn.com](http://www.cnn.com)  
[www.abc.com](http://www.abc.com)

COURSE TITLE  
Teacher:

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**STRAND I: READING AND LISTENING FOR COMPREHENSION****CONTENT STANDARD: STUDENTS WILL APPLY STRATEGIES AND SKILLS TO COMPREHEND INFORMATION THAT IS READ, HEARD, AND VIEWED.**

A. BENCHMARK: Listen to, read, react to, and analyze information

GRADE	PERFORMANCE STANDARDS	ILLUSTRATIONS
11	<ol style="list-style-type: none"><li>1. Demonstrate increasing insight and reflection to print and non-print text through personal expression.</li><li>2. Reflect and respond expressively to texts so that the audience will:<ul style="list-style-type: none"><li>• discover multiple perspectives</li><li>• investigate and articulate connections</li><li>• explore how life experiences influence a response to a selection</li><li>• recognize that responses of others may be different</li></ul></li><li>3. Respond to informational texts by:<ul style="list-style-type: none"><li>• using a variety of strategies for preparation, engagement, and reflection</li><li>• paraphrasing main ideas and supporting details</li><li>• explaining significant connections between speaker's/author's purpose, tone, biases, and the message for the intended audience</li></ul></li></ol>	<ol style="list-style-type: none"><li>1. Student will practice writing editorials</li><li>2. Student will do investigative reporting examining differing perspectives and report accurately.</li><li>3. NA</li></ol>

**STRAND I: READING AND LISTENING FOR COMPREHENSION****CONTENT STANDARD: STUDENTS WILL APPLY STRATEGIES AND SKILLS TO COMPREHEND INFORMATION THAT IS READ, HEARD, AND VIEWED.**

B. BENCHMARK: Synthesize and evaluate information to solve problems across the curriculum

GRADE	PERFORMANCE STANDARDS	ILLUSTRATIONS
11	<ol style="list-style-type: none"><li>1. Conduct research using data from in-depth field studies.</li><li>2. Synthesize information from multiple research studies to draw conclusions that go beyond those found in any of the individual studies.</li><li>3. Inform an audience by using a variety of media to research and explain insights.</li><li>4. Demonstrate proficiency in accessing and sending information electronically.</li></ol>	<ol style="list-style-type: none"><li>1. NA</li><li>2. NA</li><li>3. NA</li><li>4. Layout and send by computer</li></ol>

**STRAND I: READING AND LISTENING FOR COMPREHENSION**

**CONTENT STANDARD: STUDENTS WILL APPLY STRATEGIES AND SKILLS TO COMPREHEND INFORMATION THAT IS READ, HEARD, AND VIEWED.**

C. BENCHMARK: Demonstrate critical thinking skills to evaluate information and solve problems

GRADE	PERFORMANCE STANDARDS	ILLUSTRATIONS
11	<p>1. Use language persuasively in addressing a particular issue by:</p> <ul style="list-style-type: none"><li>• finding and interpreting information effectively</li><li>• recognizing propaganda as a purposeful technique</li><li>• establishing and defending a particular perspective</li><li>• responding respectfully to viewpoints and biases</li></ul> <p>2. Use critical analysis to gain meaning, develop thematic connections, and synthesize ideas by:</p> <ul style="list-style-type: none"><li>• examining the functions and effects of narrative strategies (e.g., plot, conflict, suspense, point of view, characterization, dialogue)</li><li>• interpreting effects of figures of speech and the effects of sounds</li><li>• analyzing stylistic features such as word choice and links between sense and sound</li><li>• identifying ambiguity, contradiction, irony, parody, and satire</li><li>• demonstrating how selections reflect the cultures that shaped them.</li></ul> <p>3. Analyze overall effectiveness of one's own writing.</p>	<ol style="list-style-type: none"><li>1. NA – good reporting is unbiased.</li><li>2. Editing and self – editing of articles paramount to the excellence of a publication.</li><li>3. Editing and effectiveness of a publication or article, editorial, etc.</li></ol>

**STRAND I: READING AND LISTENING FOR COMPREHENSION**

**CONTENT STANDARD: STUDENTS WILL APPLY STRATEGIES AND SKILLS TO COMPREHEND INFORMATION THAT IS READ, HEARD, AND VIEWED.**

D. BENCHMARK: Apply knowledge of reading process to evaluate print, non-print, and technology-based information

GRADE	PERFORMANCE STANDARDS	ILLUSTRATIONS
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GRADE	PERFORMANCE STANDARDS	ILLUSTRATIONS
11	<p>1. Demonstrate an understanding of the conventions of language by:</p> <ul style="list-style-type: none"> <li>• decoding vocabulary using knowledge Greek and Latin bases and affixes</li> <li>• discerning the relationship of word meanings between pairs of words in analogies (synonyms/antonyms, connotation/denotation)</li> <li>• contrasting use of language conventions of authors in different time periods</li> <li>• analyzing the power of standard usage over nonstandard usage in a variety of settings (e.g., job interviews, academic environment, public speaking)</li> </ul> <p>2. Reorganize the concepts and details in informational texts in new ways and describe the advantages and disadvantages of the new organization.</p> <p>3. Recognize how new information changes one's personal knowledge base.</p> <p>4. Understand complex dialogues and analyze the stylistic effect of those dialogues on a selection, including interpreting culturally specific ambiguities, subtleties, contradictions, ironies, and nuances.</p> <p>5. Accurately interpret information presented in a technical format (e.g., charts, diagrams, tables).</p> <p>6. Use an array of media and technologies to examine and comprehend information.</p>	<ol style="list-style-type: none"> <li>1. Editing of paper or yearbook.</li> <li>2. Explore new and interesting methods of layout or newspaper writing or organization.</li> <li>3. Rewrite/revamp newspaper/ yearbook organization.</li> <li>4. Edit for ambiguities within an article, caption, editorial, section, etc.</li> <li>5. Edit information presented in a publication.</li> <li>6. Working with technology to layout and send data.</li> </ol>

**STRAND II: WRITING AND SPEAKING FOR EXPRESSION**  
**CONTENT STANDARD 2: STUDENTS WILL COMMUNICATE EFFECTIVELY THROUGH SPEAKING AND WRITING.**

A. BENCHMARK: Communicate information in a coherent and persuasive manner using verbal and non-verbal language

GRADE	PERFORMANCE STANDARDS	ILLUSTRATIONS
11	<p>1. Use language persuasively in addressing a particular issue by:</p> <ul style="list-style-type: none"> <li>• finding and interpreting information effectively</li> <li>• recognizing propaganda as a purposeful technique</li> <li>• establishing and defending a point of view</li> <li>• responding respectfully to viewpoints and biases</li> </ul> <p>2. Identify, analyze, and evaluate criteria used for formal and informal discussions to determine how well others engage in discussion.</p> <p>3. Analyze differences in responses to focused group discussion in an organized and systematic way.</p>	1-3. Communication with staff and company.

**STRAND II: WRITING AND SPEAKING FOR EXPRESSION****CONTENT STANDARD 2: STUDENTS WILL COMMUNICATE EFFECTIVELY THROUGH SPEAKING AND WRITING.**

B. BENCHMARK: Apply grammatical and language conventions to communicate.

GRADE	PERFORMANCE STANDARDS	ILLUSTRATIONS
11	1. Demonstrate control of grammar, diction, paragraph, and sentence structure. 2. Use a variety of technology tools to present information appropriate for the purpose and audience. 3. Develop presentations by using clear research questions and creative and critical research strategies (e.g., field studies, oral histories, interviews, experiments).	

**STRAND II: WRITING AND SPEAKING FOR EXPRESSION****CONTENT STANDARD 2: STUDENTS WILL COMMUNICATE EFFECTIVELY THROUGH SPEAKING AND WRITING.**

C. BENCHMARK: Demonstrate competence in the skills and strategies of the writing process to inform and persuade

GRADE	PERFORMANCE STANDARDS	ILLUSTRATIONS
11	1. Use argument to: <ul style="list-style-type: none"> <li>• interpret researched information</li> <li>• establish and defend a point of view</li> <li>• address concerns of the opposition</li> <li>• use logical strategies (e.g., deductive and inductive reasoning, syllogisms, analogies)</li> <li>• use techniques (e.g., rhetorical devices, parallelism, hypothetical situation, irony, concrete images)</li> <li>• develop a sense of completion</li> </ul> 2. Synthesize and organize information from a variety of sources in order to inform and persuade an audience. 3. Analyze the works of others for: <ul style="list-style-type: none"> <li>• consistency of facts, ideas, tone, voice</li> <li>• development of argument or plot</li> <li>• clarity and conciseness</li> </ul>	1-3. Reaching consensus within the staff on any decision.

**STRAND III: LITERATURE AND MEDIA****CONTENT STANDARD 3: STUDENTS WILL USE LITERATURE AND MEDIA TO DEVELOP AN UNDERSTANDING OF PEOPLE, SOCIETIES, AND THE SELF.**

A. BENCHMARK: Use language, literature, and media to understand the role of the individual as a member of many cultures

GRADE	PERFORMANCE STANDARDS	ILLUSTRATIONS
11	1. Analyze the clarity and consistency of literary works or essays on a topic. 2. Analyze arguments, concepts, and perspectives presented in literary works and media.	1. NA 2. Keeping up with the news in the media using websites and technology.

**STRAND III: LITERATURE AND MEDIA****CONTENT STANDARD 3: STUDENTS WILL USE LITERATURE AND MEDIA TO DEVELOP AN UNDERSTANDING OF PEOPLE, SOCIETIES, AND THE SELF.**

B. BENCHMARK: Understand literary elements, concepts, and genres

GRADE	PERFORMANCE STANDARDS	ILLUSTRATIONS
11	1. Interpret culturally specific ambiguities, subtleties, contradictions, ironies, and nuances in literary works. 2. Analyze ways in which writers use personification, figures of speech, and sounds to evoke readers' emotions and understanding.	1. Understanding differing cultures and biases using technology as a means of exploring differing views. 2. NA