# **Journalism/English Language Arts High School Content Expectations**

Contact Information:

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Conference Period 2nd Period

Course Overview/Content

Program Area 1: Introduction to the Graphic Design/Publishing and equipment

* Students are introduced to the graphic design and publishing industry through magazines, internet, etc. We begin to talk about audience.
* Students use multimedia elements to create the yearbook with graphic design software. The introduction of each piece of equipment will be tied to page production.
  + Computer
  + Camera
  + Smart technology apps
  + Google drive
  + Herff Jones edesign

Program Area 2: Elements and Principles of Design/Vocabulary

* Students learn about design elements through production of a finished yearbook.
  + Color, Texture, Contrast
  + Line, Shape, Space, Proportion
  + Value, Balance, Variety
  + Movement/Rhythm, Repetition/Pattern, Unity Emphasis/ Dominance
* Students will maintain a consistent typographic theme throughout the yearbook production process
  + Typefaces
  + Typographic Measures and Guidelines

Program Area 3: Journalistic Reading and Writing

* Students learn about journalistic writing through production of a finished yearbook.
* Students learn about journalistic writing through reading and analysis of various pieces relating to journalism
  + Story writing
  + Caption writing
  + Voice and purpose
  + Bias and editorializing

Program Area 4: Writing and Editing

* Students learn about communication through speech, writing, multimedia, interviewing, and synthesizing
* Students critique their own writing, the writing of others, and receive constructive criticism for their writing by the instructor
* Students will understand the legal, moral, and ethical responsibilities inherent in free press and the necessity of research to add validity, emphasis, and depth of writing.

Program Area 6: Creating and editing images for print

* Students learn when to use particular image formats for yearbook.
  + Formats and Resolution
  + Ethics and Copyright laws

Purpose Statement/Course Objectives

* Students will be working towards the publication of *The Northern Light* yearbook
* Students will learn and apply aspects of journalism and publication
* Students will not only learn how to read and research, but also how to analyze and synthesize
* Students will learn how to give and receive constructive, productive feedback for editing purposes
* Students will have an opportunity to see their work in print and understand real-world application

Evaluation and Homework Expectations

* Grading Scale A A- B+ B B- C+ C C- D+ D D- E

100-93 92-90 89-87 86-83 82-80 79-77 76-73 72-70 69-67 66-63 62-60 59-0

* Weekly work: Students will be expected to complete individual weekly assignments which may or may not be submitted directly to publication. The purpose of weekly work is to learn writing format, build skill, explore material, and receive and give feedback.
* Deadlines and late work: Monthly deadlines are established by the publishing company and failure to meet these deadlines results in financial repercussions. Extensive failure to meet deadlines will result in a delay of final project in the spring. For these reasons, meeting deadlines is of extreme importance and thus no late work is accepted or honored.

Course Expectations:

Students will be expected to:

* Actively discuss the themes and topics presented in class and critically analyze issues in popular culture
* Write insightful responses to topics presented in class
* Work in groups for research assignments
* Read non-fiction selections and research themes and topics presented in class using various media sources
* Use Google Classroom to collect, organize, and share all course material
* Maintain daily attendance in class and be actively engaged
* Maintain a planner to effectively be aware and attend important dates, events, and deadlines
* Devote time outside of class to obtaining publication content
* Utilize technology, social media, and email on a daily basis for communication and research purposes
* Act in a respectful manner at all times in and out of the classroom, including on social media and technology, in representing Sault High yearbook

Out of Class Participation

Students are expected to participate in outside of class time activities, as 50% of our content happens outside the standard school day. To produce a complete yearbook, students will be required to attend school activities throughout the year to take photographs and gather information to be used in the yearbook. Due to the nature of publishing deadlines, students will be expected to work periodically after school and on Saturdays to meet publishing deadlines. These are always held at Sault Schools, technology is supplied, and adult supervised.

Classroom Procedures and Resources:

* Homework submissions will be made through Google Classroom
* On-line publication through Herff Jones Edesign (available to students anywhere they have internet)
* Issues of scholarly journals will be used as resources: Student Press Law Center: REPORT, Herff Jones Yearbook Discoveries, Communication: Journalism, Education Today, JEA
* Communication is expected not only between students and teacher, but among students in class and groups.
* Technology is supplied by the class in the form of desktop computers. The program has limited camera resources to lend to students for specific functions. There will be financial repercussions for lost or damaged equipment.

**On-Line**

Should the situation arise where we are forced to on-line learning or any hybrid model, you should each be consulting our AP Psychology Google Classroom. In hybrid, class meetings would be reserved for high impact lectures and class discussion, saving one-on-one feedback, unit lectures, and assignment submissions for on-line time. If fully on-line, you will be expected to attend a minimum of two one-hour zoom sessions a week in addition to regular assignments modified for individual at-home learning.

Curricular Alignment:

A committee of MIPA advisers has aligned radio, TV, photography, newspaper, and yearbook courses to the state’s Visual Performing and Applied Arts standards. Beginning with the class of 2010, every student must have one credit in the VPAA category to graduate. We have also aligned newspaper, yearbook and beginning journalism classes to the state’s English Language Arts standards and created a model unit using the film *Shattered Glass* as the anchor text.

**State Journalism Standards**

**Strand 1: Writing, Speaking, and Visual Expression English Common Core Standard**

|  | **Beginning Journalism** |  |
| --- | --- | --- |
| Standard 1.1 – Understand and practice writing as a recursive process. | To teach the student skills necessary in communicating in the print media today with emphasis on writing, but including interviewing, observing, reporting, reacting and synthesizing.  To provide the student with opportunities to critique his/her own writing, the writing of others and to have his writing evaluated by a teacher.  To help the student to develop the verbal, written, personal and social skills needed to publish a school newspaper. | W  12.5 |
| Standard 1.2 – Use writing, speaking, and visual expression for personal understanding and growth. | To provide the student with opportunities to critique his/her own writing, the writing of others and to have his/her writing evaluated by a teacher.  To awake in the student an awareness of the world around him/her. | W 12.5  12.10 |
| Standard 1.3 – Communicate in speech, writing, and multimedia using content, form, voice, and style appropriate to the audience and purpose (e.g., to reflect, persuade, inform, analyze, entertain, inspire). | To teach the student skills necessary in communicating in all forms of media today with emphasis on writing, but including interviewing, observing, reporting, reacting and synthesizing.  To give the student the opportunity to discover and explore the various forms of writing utilized in media.  To help the student to develop the verbal, written, personal and social skills needed to publish a school newspaper. | W 12.4  12.1  RI 12.6 |
| Standard 1.4 – Develop and use the tools and practice of inquiry and research – generating, exploring, and refining important questions; creating a hypothesis or thesis; gathering and studying evidence; drawing conclusions; and composing a report. | To help the student understand and accept the legal, moral and ethical responsibilities inherent in a free press.  To teach the student the necessity of research to add validity, emphasis and depth to writing. | W 12.1  12.7  SL 12.4  RI 12.7 |
| Standard 1.5 – Produce a variety of written, spoken, multi-genre, and multimedia works, making conscious choices about language, form, style, and/or visual representation for each work (e.g., poetry, fiction and creative nonfiction stories, academic and literary essays, proposals, memos, manifestos, business letters, advertisements, prepared speeches, group and dramatic performances, poetry slams, and digital stories) | To teach the student skills necessary in communicating in the media today with emphasis on writing, but including interviewing, observing, reporting, reacting and synthesizing.  To give the student the opportunity to discover and explore the various forms of writing utilized in media.  To provide the student with opportunities to critique his /her own writing, the writing of others and to have his/her writing evaluated by a teacher.  To help the student to develop the verbal, written, personal and social skills needed to publish a school newspaper.  To teach the student how to present his/her writing in an attractive, inviting manner, including headlines, graphics and photography.  To give the student an outlet for creativity not found in other classrooms. | W 12.2  12.6  12.8  SL 12.5 |

**Strand II: Reading, Listening, and Viewing**

| Standard 2.1 – Develop critical reading, listening, and viewing strategies. | To help the student to become an intelligent consumer of the mass media.  To help the student to develop the verbal, written, personal and social skills needed to publish student media. | SL 12.1 |
| --- | --- | --- |
| Standard 2.2 – Use a variety of reading, listening, and viewing strategies to construct meaning beyond the literal level (e.g. drawing inferences; confirming and correcting; making comparisons, and generalizations; and drawing conclusions). | To help the student to become an intelligent consumer of the mass media.  To provide the student with opportunities to critique his/her own writing, the writing of others and to have his/her writing evaluated by a teacher.  To help students consume visual and written text analytically and objectively and to respond to them critically. | SL 12.2  RI 12.2  12.3  RL 12.7 |
| Standard 2.3 – Develop as a reader, listener, and viewer for personal, social, and political purposes, through independent and collaborative reading. | To help the student understand and accept the legal, moral and ethical responsibilities inherent in a free press.  To teach the student the necessity of research to add validity, emphasis and depth to writing. | RL 12.3  12.6  RI 12.1 |

**Strand III – Literature and Culture**

| Standard 3.1 – Develop the skills of close and contextual literary reading. | To help students consume visual and written text analytically and objectively and to respond to them critically.  To help students make connections between literary techniques and journalistic writing of a variety of authors and genres. | RL 12.1  12.2 |
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| Standard 3.2 – Read and respond to classic and contemporary fiction, literary nonfictions, and expository text, from a variety of literary genres representing many time periods and authors (e.g. myth, epic, folklore, drama, poetry, autobiography, novels, short stories, philosophical pieces, science fiction, fantasy, young adult literature, creative nonfiction, hypertext fiction). | To help students consume visual and written text analytically and objectively and to respond to them critically.  To help students make connections between literary techniques and journalistic writing of a variety of authors and genres. | RL 12.5 |

| Standard 3.3 – Use knowledge of literary history, traditions, and theory to respond to and analyze the meaning of texts. | To awaken students to the rich history and diverse cultural roles of mass media in America and around the world. | SL 12.3 |
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| Standard 3.4 – Examine mass media, film, series fiction, and other texts from popular culture. | To help the student to become an intelligent consumer of the mass media.  To help the student understand and accept the legal, moral and ethical responsibilities inherent in a free press.  To teach the student the practical aspects of producing a school newspaper including financial and advertising problems.  To awake in the student and awareness of the world around him/her. | RL 12.9 |

**Strand IV: Language**

| Standard 4.1 – Understand and use the English language effectively in a variety of contexts and settings. | To help the student learn the copy rules and tools necessary for preparation of copy and tools necessary for preparation of copy for newspapers, yearbooks, magazines and magazines.  To help the student to develop the verbal, written, personal and social skills needed to publish a school newspaper. | RI 12.4 |
| --- | --- | --- |
| Standard 4.2 – Understand how language reflects and shapes experience. | To help the student understand and accept the legal, moral and ethical responsibilities inherent in a free press.  To help the student learn the copy rules and tools necessary for preparation of copy for newspapers, yearbooks, magazines and other media.  To help the student to develop the verbal, written, personal and social skills needed to publish a school newspaper.  To awake in the student an awareness of the world around him/her. | RI 12.5  RL 12.4 |

English Common Core Standards

RL = Reading:Literature

RI = Reading: Informational Text

W = Writing

SL = Speaking and Listening