

# Perris Union High School District

## Course of Study

A. COURSE INFORMATION		
<b>Course Title:</b> MS Journalism <input type="checkbox"/> New <input checked="" type="checkbox"/> X Revised	<b>Subject Area:</b> <input type="checkbox"/> Social Science <input checked="" type="checkbox"/> X English <input type="checkbox"/> Mathematics <input type="checkbox"/> Laboratory Science <input type="checkbox"/> World Languages <input checked="" type="checkbox"/> X Visual or Performing Arts <input type="checkbox"/> College Prep Elective <input type="checkbox"/> Other: Journalism uses Language Arts standards but meets with the VAPA department as an elective course	<b>Grade Level</b> <input checked="" type="checkbox"/> MS <input type="checkbox"/> HS <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input checked="" type="checkbox"/> X 7 <input checked="" type="checkbox"/> X 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
<b>Transcript Title/Abbreviation:</b> <div style="border: 1px solid black; height: 20px; width: 100%;"></div> (To be assigned by Educational Services)	Is this classified as a Career Technical Education course? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
<b>Transcript Course Code/Number:</b> <div style="border: 1px solid black; height: 20px; width: 100%;"></div> (To be assigned by Educational Services)		
<b>Required for Graduation:</b> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> X No	<b>Credential Required to teach this course:</b> <div style="border: 1px solid black; padding: 2px; display: inline-block; margin-bottom: 5px;">English</div> <i>To be completed by Human Resources only.</i>	
<b>Meets UC/CSU Requirements?</b> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<div style="border: 1px solid black; padding: 5px; display: inline-block; margin-bottom: 5px;"> </div> <b>Signature</b> <span style="float: right;"><b>Date</b></span>	
<b>Was this course <i>previously approved by UC for PUHSD?</i></b> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No (Will be verified by Ed Services)	<b>Meets "Honors" Requirements?</b> <input type="checkbox"/> Yes <input type="checkbox"/> No	
<b>Meets "AP" Requirements?</b> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> X No	<b>Unit Value/Length of Course:</b> <input type="checkbox"/> 0.5 (half year or semester equivalent) <input checked="" type="checkbox"/> 1.0 (one year equivalent) <input type="checkbox"/> 2.0 (two year equivalent) <input type="checkbox"/> Other:	
<b>Submitted by: Sue Carroll</b> <b>Site: Pinacate Middle School</b> <b>Date: January 6, 2017</b>		
<b>Approvals</b>	<b>Name/Signature</b>	<b>Date</b>
Director of Curriculum & Instruction		1/11/17
Asst. Superintendent of Educational Services		1.13.17
Governing Board		

<b>Prerequisite(s) (REQUIRED):</b>
None
<b>Corequisite(s) (REQUIRED):</b>
None
<b>Brief Course Description (REQUIRED):</b>
<p>Journalism 7 / 8 can be either a semester or a year-long introductory course. The course includes an introduction to the world of mass media, basic photojournalism concepts and skills, and exploration of journalistic writing, which covers the role and function of Journalism in our society. Areas covered are: Overview of Media, the First Amendment, photojournalism, news and interview writing, and gathering the news.</p> <p>The year-long Journalism classes will produce the campus newspaper (online) as well as continue in-depth study of previously learned concepts and skills.</p>

## B. COURSE CONTENT

<b>Course Purpose (REQUIRED):</b>
<i>What is the purpose of this course? Please provide a brief description of the goals and expected outcomes. Note: More specificity than a simple recitation of the State Standards is needed.</i>
The purpose of this elective course is to provide students an opportunity to learn the concepts of Journalism and learn the necessary skills to write and photograph for publication.
<b>Course Outline (REQUIRED):</b>
<i>Detailed description of topics covered. All historical knowledge is expected to be empirically based, give examples. Show examples of how the text is incorporated into the topics covered.</i>
<p>Semester One:</p> <p>Unit 1: What is Journalism</p> <ol style="list-style-type: none"> <li>1. A definition of Journalism</li> <li>2. The Mass Media</li> <li>3. The First Amendment</li> <li>4. Scholastic Journalism</li> </ol> <p>Unit 2: Photojournalism</p>

Unit 3: News Writing

Unit 4: Gathering the News

1. Interviews
2. Background Research
3. News Beats
4. Interviews
5. Preparing, Conducting, and Writing the Interview

Semester Two:

Unit 1: News Basics

Unit 2: Feature Writing

Unit 3: Sports Writing

Unit 4: Opinion/Editorial Writing

Unit 5: Typography and Graphics

**Writing Assignments (REQUIRED):**

*Give examples of the writing assignments and the use of critical analysis within the writing assignments.*

Students will learn and practice the twelve basic rules of news writing, how to prepare and conduct an interview followed by the two methods of writing an interview. They will also learn the proper use of quotations. Students will also learn and practice writing feature and sports stories as well as editorial writing.

**INSTRUCTIONAL MATERIALS (REQUIRED)**

**Textbook #1**

Title: Middle School Journalism 1	Edition: Teacher's Manual w/CD
Author: Thomas Kaup and Dianne Smith	ISBN: Teacher's Manual: 978-1-59657-222-5 Semester 1 CD: 978-1-59657-224-9 Student Activity Book: 978-1-59657-223-2
Publisher: Teachingpoint	Publication Date:2008
Usage: <input checked="" type="checkbox"/> X Primary Text: CD/Activity Workbook <input type="checkbox"/> Read in entirety or near	

**Textbook #2**

Title: Middle School Journalism 2	Edition: Teacher's Manual w/CD
Author: Thomas Kaup and Dianne Smith	ISBN: Teacher's Manual: 978-1-59657-010-8 Semester 2 CD: 978-1-59657-263-8

	Student Activity Book/Semester 2: 978-1-59657-031-3
Publisher: Teachingpoint	Publication Date: 2008
Usage: <input type="checkbox"/> X Primary Text: CD/Activity Workbook <input type="checkbox"/> Read in entirety or near	
<b>Supplemental Instructional Materials</b> <i>Please include online, and open source resources if any.</i>	
<b>Estimated costs for classroom materials and supplies (REQUIRED).</b> <i>Please describe in detail.</i> If more space is needed than what is provided, please attach backup as applicable.	
Cost for class set of Student Activity Books: \$1,584 Student Activity Book (consumable): \$22/each, semester 1 and 2	Description of Additional Costs: Original purchase of Teacher's Manual (\$100/semester) and 36 Student Activity Books (not hardbound textbooks) in 2008 (per semester)
Additional costs:\$200.00 (replacement Teacher's Manual(s))	
<b>Total cost per class set of instructional materials:</b>	\$1,784

<b>Key Assignments (REQUIRED):</b>
Please provide a detailed description of the Key Assignments including tests, and quizzes, which should incorporate not only short answers but essay questions also. How do assignments incorporate topics? Include all major assessments that students will be required to complete
Semester One- Unit 1-What is Journalism? Lesson 1-1: Introduction Lesson 1-2: Definition of Journalism Lesson 1-3: Traditional and Non-Traditional Media Forms Lesson 1-4: Functions and Role of Media Lesson 1-5: Five Freedoms of First Amendment Lesson 1-6: What the First Amendment protects Lesson 1-7: Speech NOT protected by First Amendment Lesson 1-8: Speech NOT protected continued Lesson 1-9: Scholastic Journalism Lesson 1-10: Ethical Journalism Lesson 1-11: Ways school media serves their community Lesson 1-12: Civic Journalism Lesson 1-13-18: First Amendment Group Projects (web quest, poster project)

## Unit 2-Photojournalism

- Lesson 2-1: Elements of Photography and Early Photography
- Lesson 2-2: Early U.S. Photography
- Lesson 2-3: Civil War Web Quest
- Lesson 2-4: Civil War Web Quest continued
- Lesson 2-5: Parts of the Camera
- Lesson 2-6: Digital vs. 34 mm Camera
- Lesson 2-7: How Digital Cameras Work
- Lesson 2-8: The Photographer as artist
- Lesson 2-9: Composition Elements in Photography, Part 1
- Lesson 2-10: Composition Elements in Photography, Part 2
- Lesson 2-11: Depth of Field, Panning
- Lesson 2-12-13: Photo Shoot Days/Practice
- Lesson 2-14: Photography Analysis and Photography Project
- Lesson 2-15: Photography Unit Project
- Lesson 2-16: Photography Unit Project continued
- Lesson 2-17-18: Class Presentation of Projects
- Lesson 2-19: Unit Exam

## Unit 3-News Writing

- Lesson 3-1: Gossip and News, Fact vs. Opinion
- Lesson 3-2: News writing is objective
- Lesson 3-3: Third Person Writing; News Qualities
- Lesson 3-4: Five News Elements
- Lesson 3-5: News Elements continued
- Lesson 3-6: Analysis for News Elements
- Lesson 3-7: News Questions
- Lesson 3-8: Hard and Soft News
- Lesson 3-9: News Style
- Lesson 3-10: Copy Editing Symbols
- Lesson 3-11: Copy Editing Symbols continued
- Lesson 3-12: Copy Editing Symbols continued
- Lesson 3-13: Summary Lead
- Lesson 3-14: Summary Lead Practice
- Lesson 3-15: Summary Lead Practice
- Lesson 3-16: Inverted Pyramid News Writing Style
- Lesson 3-17: Direct and Indirect Quotation, Lead Quote Transition
- Lesson 3-18: Copy Preparation
- Lesson 3-19: Unit Quiz

## Unit 4-Gathering the News

- Lesson 4-1: Newsgathering Methods
- Lesson 4-2: Beats, Wire Services, Interviews
- Lesson 4-3: Using News Beats in a School
- Lesson 4-4: Compiling a Beat Sheet and Evaluating Sources
- Lesson 4-5: Preliminary Beat Report

Lesson 4-6: Classroom Events Calendar  
Lesson 4-7: Completion of Beat Report  
Lesson 4-8: Types of Interviews  
Lesson 4-9: Background Research for an Interview  
Lesson 4-10: Types of Interview Questions  
Lesson 4-11: Conducting an Interview  
Lesson 4-12: Conducting an Interview continued  
Lesson 4-13-14: The Interview Report  
Lesson 4-15: The Interview Story  
Lesson 4-16: Direct, Indirect, Paraphrase Quotations  
Lesson 4-17: Partial and Full Quotations, Attribution, and Transitions  
Lesson 4-18: Inverted Pyramid Interview Story  
Lesson 4-19: Interview Story continued  
Lesson 4-20: Unit Exam  
Semester Project--to include First Amendment, Photography, News Writing, and Interviewing Skills

#### Semester Two-

##### Unit 1-News Basics

Lesson 1-1: Classroom Expectations/Classroom Forms  
Lesson 1-2: What makes news unique?  
Lesson 1-3: The News Elements  
Lesson 1-4: News Elements Treasure Hunt  
Lesson 1-5: Copy Editing Symbols  
Lesson 1-6: Copy Editing Practice  
Lesson 1-7: Traditional News Writing  
Lesson 1-8: News Story Structure  
Lesson 1-9: News Gathering  
Lesson 1-10: Project 1:1 The Interview Project, Day 1  
Lesson 1-11: Project 1:1b The Interview Project, Day 2  
Lesson 1-12: Project 1:1c Interview Project, Day 3  
Lesson 1-13: Project 1:1d Interview Project, Day 4  
Lesson 1-14: Project 1:2a Writing a News Story, Day 1  
Lesson 1-15: Project 1:2b Writing a News Story, Day 2  
Lesson 1-16: Project 1:2c Writing a News Story, Day 3  
Lesson 1-17: Unit 1 Review  
Lesson 1-18: Unit Exam

##### Unit 2-Feature Writing

Lesson 2-1: Feature Writing: Comparing/Contrasting Feature Writing to News Writing  
Lesson 2-2: Types of Features  
Lesson 2-3: Structures of the Feature Story  
Lesson 2-4A: The Feature Lead  
Lesson 2-4B: The Feature Lead continued  
Lesson 2-5: The Body of the Feature Story and the End of the Feature Story  
Lesson 2-6: Writing a LQT Feature Story, Day 1  
Lesson 2-7: Writing a LQT Feature Story, Day 2  
Lesson 2-8: Alternative Copy and Where to find feature stories

Lesson 2-9a-c: Unit Project: Writing a Feature Story

Lesson 2-10: Unit 2 Exam

### Unit 3: Sport Writing

Lesson 3-1: Sports Writing

Lesson 3-2: Types of Sports Stories

Lesson 3-4: Analysing Sports Stories

Lesson 5: Writing a Sports Story

### Unit 4-Opinion Writing

Lesson 4-1: What is Opinion Writing

Lesson 4-2: Types of Opinion Writing

Lesson 4-3-4: Functions of Editorials

Lesson 4-5: Analyzing an Editorial: Class Activity

Lesson 4-6: Analyzing an Editorial

Lesson 4-7: Writing an Editorial, Day 1

Lesson 4-8: Writing an Editorial from Scratch, Day 1

Lesson 4-9: Writing an Editorial from Scratch, Day 2

Lesson 4-10: Column Writing Analysis

Lesson 4-11: Column Writing, Day 1

Lesson 4-12: Column Writing, Day 2

Lesson 4-13: Column Writing, Day 3

Lesson 4-14: Political Cartoons, Day 1

Lesson 4-15: Political Cartoons, Day 2

Lesson 4-16: Create a Political Cartoon, Day 1

Lesson 4-17: Create a Political Cartoon, Day 2

Lesson 4-18: Create a Political Cartoon, Day 3

Lesson 4-19: Review Writing

Lesson 4-20: Analyzing a Movie Review

Lesson 4-21-23: Completing a Movie Review (five days)

### Unit 5-Typography and Graphics

Lesson 5-1: Structure of Type

Lesson 5-2: Other Graphic Elements

Lesson 5-3: Graphics Poster or Notebook, Days 4-10

Lesson 5-5: Logo and Graphic Design

Lesson 5-6: Unit Test

### **Instructional Methods and/or Strategies (REQUIRED):**

Please list specific instructional methods that will be use.

Primary instructional methods used are Cornell Notes from the DVD/PowerPoint slides and class discussion. Student collaboration is also utilized to ensure understanding of the subject matter.

<b>Assessment Methods and/or Tools (REQUIRED):</b>
Please list different methods of assessments that will be used.
Multiple Choice, Short Answer, Photography Matching, Student Produce Writing Samples

<b>COURSE PACING GUIDE AND OBJECTIVES (REQUIRED)</b>				
<b>Day(s)</b>	<b>Objective</b>	<b>Standard(s)</b>	<b>Chapter(s)</b>	<b>Reference</b>
	The objectives for the course are based on the Language Arts standards and the key assignments throughout each semester. Although the standards listed are 7th, 8th grade standards apply as well but without the literature focus.	RI7.4	Units 1-4	
	The course materials are a Teacher's Edition binder with an accompanying DVD and copies are made from the Student Activity Workbooks. There is not a standard textbook and there was not an adopted curriculum prior to the purchase of these materials in 2008.	RI7.5	Units 1-4	
		RI7.8	Units 1-4	
		W7.2	Units 3-4	
		W7.4	Units 1-4	
		W7.6	Units 3-4	
		W7.7, W7.8	Units 1-4	
		W7.10	Units 1-4	
		SL1, SL2, SL4, SL5	Units 1-4	
		L1-6	Units 1-4	




<b>C. HONORS COURSES ONLY</b>
Indicate how much this honors course is different from the standard course.
Not applicable.

<b>D. BACKGROUND INFORMATION</b>
<b>Context for course (optional)</b>
<b>History of Course Development (optional)</b>

