

GRADE LEVEL: 9-12

SUBJECT: YEARBOOK

DATE: 2018-2019

GRADING PERIOD: Quarter 1

MASTER

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
Standard 1 JOURNALISTIC PERSPECTIVES Students understand the history, development, and function of a free and independent press in the United States.					
<ul style="list-style-type: none"> • First Amendment • Freedom of speech • Independent press in United States 	PUB.1.1 Evaluate the impact of the First Amendment and important events on the development of freedom of speech and an independent press in the United States.	<ul style="list-style-type: none"> • Examine the First Amendment. • Evaluate the First Amendment, the development of free speech, and independent press. 	<ul style="list-style-type: none"> • Reading worksheet • Written responses • Quizzes 	<ul style="list-style-type: none"> • Constitution • Supreme Court • Freedom of Press • Bill of Rights 	ADDITIONAL
<ul style="list-style-type: none"> • Significant individuals in American journalism 	PUB.1.2 Evaluate the impact of significant individuals and their roles in the development of an independent press in the history of American print and non-print journalism.	<ul style="list-style-type: none"> • Evaluate significant individuals who impacted independent press and non-print journalism in American history. 	<ul style="list-style-type: none"> • Presentations • Quizzes 	<ul style="list-style-type: none"> • John Peter Zenger • Ben Franklin • Joseph Pulitzer • Nellie Bly 	ADDITIONAL
<ul style="list-style-type: none"> • Scholastic journalism of US secondary schools 	PUB.1.3 Analyze the historical and contemporary function or role of scholastic journalism in secondary schools in the United States.	<ul style="list-style-type: none"> • Analyze the history and contemporary role of student journalism in secondary schools. 	<ul style="list-style-type: none"> • Graphic organizers • Quizzes 	<ul style="list-style-type: none"> • Court decisions 	ADDITIONAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<p>Standard 2 LEGAL AND ETHICAL PRINCIPLES OF SCHOLASTIC JOURNALISM</p> <p>Students understand and apply knowledge of legal and ethical principles related to the functioning of scholastic journalism in the United States.</p>					
<ul style="list-style-type: none"> • High school publication responsibilities • Media accuracy, balance, fairness, objectivity, and truthfulness 	<p>PUB.2.2 Identify the responsibilities of high school publications and media to maintain accuracy, balance, fairness, objectivity, and truthfulness.</p>	<ul style="list-style-type: none"> • Identify responsibilities of high school publications. • Model responsibilities of high school publications. 	<ul style="list-style-type: none"> • Case studies project 	<ul style="list-style-type: none"> • Bias • Objective • Plagiarism • Student expression 	<p>ADDITIONAL</p>
<ul style="list-style-type: none"> • Scholastic journalism - Legal boundaries and concepts 	<p>PUB.2.3 Describe and apply knowledge of the legal boundaries and concepts affecting scholastic journalism that include: censorship and obscenity, copyright, libel and slander, prior review, retraction, and student expression.</p>	<ul style="list-style-type: none"> • Interpret and describe legal concepts in journalism. • Apply knowledge of legal concepts to scholastic journalism. 	<ul style="list-style-type: none"> • Worksheet • Quiz 	<ul style="list-style-type: none"> • Censorship • Obscenity • Copyright • Libel • Slander • Prior review • Retraction 	<p>ADDITIONAL</p>

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<ul style="list-style-type: none"> • Ethical Principles <ul style="list-style-type: none"> - Confidentiality - Fabrication - Photo - Manipulation - Off-the-record remarks - Plagiarism - Anonymous sources 	<p>PUB.2.4 Identify essential ethical principles guiding high school journalists to maintain integrity in their work, which includes:</p> <ul style="list-style-type: none"> • Confidentiality, • Fabrication, • Photo-manipulation, • Off-the-record remarks, • Plagiarism, and • Use of anonymous sources. 	<ul style="list-style-type: none"> • Identify and define common ethical principles in journalism. 	<ul style="list-style-type: none"> • Worksheet • Quiz 	<ul style="list-style-type: none"> • Confidentiality • Fabrication • Photo-manipulation • Off-the-record remarks • Anonymous sources 	ADDITIONAL
<p>Standard 3 STUDENT PUBLICATIONS OR MEDIA WRITING PROCESSES Students discuss ideas for writing with others. They write coherent and focused stories that demonstrate well-researched information, appropriate journalistic structure and style, and a tightly reasoned flow of ideas. Students progress through stages of journalistic writing processes.</p>					

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<ul style="list-style-type: none"> Ideas for writing 	PUB.3.1 Discuss ideas for writing with classmates, teachers, other writers, or community members.	<ul style="list-style-type: none"> Discuss, construct, and decide ideas for writing. 	<ul style="list-style-type: none"> Group discussions Ladder project 	<ul style="list-style-type: none"> Ladder 	IMPORTANT
<ul style="list-style-type: none"> Relevant Issues Ideas of interest to readers 	PUB.3.2 Identify relevant issues and ideas of interest to readers through analysis of high school current events, surveys, research reports, statistical data, and interviews.	<ul style="list-style-type: none"> Identify, rank, justify, and select relevant issues and ideas of interest to readers. 	<ul style="list-style-type: none"> Group discussions Past yearbook project Ladder project 	<ul style="list-style-type: none"> Spreads Dividers 	IMPORTANT
<ul style="list-style-type: none"> Professional journalistic writings High school publications 	PUB.3.3 Compare and contrast quality journalistic writing in professional and high school publications or media that can serve as models.	<ul style="list-style-type: none"> Examine professional and high school writings. 	<ul style="list-style-type: none"> Graphic organizers Essay 	<ul style="list-style-type: none"> Journalistic style Purpose Audience Quality Impact Appropriateness Page appeal Photo quality 	IMPORTANT
<ul style="list-style-type: none"> Print <ul style="list-style-type: none"> Interviews Primary and secondary sources Records Public documents Reference works Database information Internet sources Non Print <ul style="list-style-type: none"> Observations and on-the-scene reports 	PUB.3.4 Identify and evaluate the credibility of print and non-print information sources that include: <ul style="list-style-type: none"> interviews, observations and on-the-scene reports, primary and secondary sources, records, public documents, and reference works, database information, and Internet sources. 	<ul style="list-style-type: none"> Identify points of credibility in print and non-print sources. 	<ul style="list-style-type: none"> Worksheets 	<ul style="list-style-type: none"> Credibility Interviews Primary sources Secondary sources 	IMPORTANT

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<p>Standard 5 STUDENT NEWSPAPER AND YEARBOOK PRODUCTION CYCLES</p> <p>Students write within an established production cycle, meeting deadlines and following Associated Press style manual guidelines for consistency. Students analyze, evaluate, and critique their own work and that of others as they improve future publications or media based on feedback.</p>					

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<ul style="list-style-type: none"> • Production cycle • Theme • Ladder • Advertising • Divisions • Drafts • Photos • Art • Captions 	<p>PUB.5.3 Use and work within a production cycle for yearbooks that includes:</p> <ul style="list-style-type: none"> • selecting a yearbook theme or concept, • using the theme in everything (<i>cover, end sheets, type, copy, page</i>), • using a ladder (<i>graphic organizer</i>) to organize the layout, • arranging for advertising, • developing the typical divisions or sections of the yearbook (<i>student life, picture album, sports, organizations, academics, advertising, magazine sections or supplement</i>), • gathering information, interviewing, researching, and continuously photographing, • submitting rough drafts, editing, and final drafts, • designing pages, including headlines, photos, art, and captions, • printing and distributing, • critiquing stories and improving future yearbooks based on feedback. 	<ul style="list-style-type: none"> • Create and implement a yearbook theme to be used in everything. • Organize a yearbook ladder. • Organize and arrange for advertising 	<ul style="list-style-type: none"> • Group discussions • Advertising presentation • Worksheets 	<ul style="list-style-type: none"> • Theme • Ladder 	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<p>Standard 7 MEDIA LEADERSHIP AND CAREER DEVELOPMENT Students understand the organization, economics, and management of media staffs. They explore career paths and further educational opportunities in journalism.</p>					
<ul style="list-style-type: none"> • Model of organization • Day-to-day work • Year-long goals • Media staff 	<p>PUB.7.1 Create an effective organizational model for the day-to-day work and year-long goals of the media staff.</p>	<ul style="list-style-type: none"> • Develop and implement a daily organization structure. 	<ul style="list-style-type: none"> • Group discussions • Yearbook policy handbook draft 	<ul style="list-style-type: none"> • Beat 	<p>IMPORTANT</p>
<ul style="list-style-type: none"> • Media convergence <ul style="list-style-type: none"> - Economic factor - Technological developments - Style requirements 	<p>PUB.7.4 Use knowledge of economic factors, technological developments, and consistent style requirements that characterize media convergence.</p>	<ul style="list-style-type: none"> • Research economic factors, developments in new technology and style requirements in media formats • Implement new media formats available for school's publication. 	<ul style="list-style-type: none"> • Group assignment 	<ul style="list-style-type: none"> • Look book 	<p>ADDITIONAL</p>
<ul style="list-style-type: none"> • Cost analyses <ul style="list-style-type: none"> - Copy development - Format - Distribution systems 	<p>PUB.7.5 Document and continually evaluate cost analyses that include:</p> <ul style="list-style-type: none"> • Development of the copy, • Format (print, online, media) and • Distribution systems. 	<ul style="list-style-type: none"> • Research and record current cost analysis of publication's development, format, and distribution. 	<ul style="list-style-type: none"> • Sales group project 	<ul style="list-style-type: none"> • Net income or loss • Operating costs • Profit margin 	<p>ADDITIONAL</p>

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<ul style="list-style-type: none">• Financial plan- Advertisement- Sales	PUB.7.6 Create and implement financial plans, including sales and advertising, to support a publication or media.	<ul style="list-style-type: none">• Create and implement advertising goals and strategies to support publication.	<ul style="list-style-type: none">• Group discussion• Presentation• Sales report	<ul style="list-style-type: none">• Ad design• Ad pricing• Selling techniques	ADDITIONAL

GRADE LEVEL: 9-12

SUBJECT: YEARBOOK

DATE: 2018-2019

GRADING PERIOD: Quarter 2

MASTER

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<p>Standard 2 LEGAL AND ETHICAL PRINCIPLES OF SCHOLASTIC JOURNALISM Students understand and apply knowledge of legal and ethical principles related to the functioning of scholastic journalism in the United States.</p>					
<ul style="list-style-type: none"> • High school publications • First Amendment • Bill of Rights • Indiana State Constitution • New legislation • State court decisions • Supreme Court decisions 	<p>PUB.2.1 Analyze the effect on high school publications and media of the First Amendment, the Bill of Rights, the Indiana State Constitution, new legislation for student expression, state court decisions, and Supreme Court decisions that include:</p> <ul style="list-style-type: none"> • Tinker v. Des Moines Independent Community School District (1969), • Bethel v. Fraser (1986), • Hazelwood School District v. Kuhlmeier (1988), • Morse v. Frederick (2007), and • other significant or recent decisions. 	<ul style="list-style-type: none"> • Breakdown important legal cases and legislation. • Analyze the effect important legal cases and legislation has had on high school publications. • Dispute the impact (fairness) legal cases have student publications. 	<ul style="list-style-type: none"> • Worksheets • Quiz 	<ul style="list-style-type: none"> • Tinker v. Des Moines Independent School District • Bethel v. Fraser • Hazelwood School District v. Kuhlmeier 	ADDITIONAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<ul style="list-style-type: none"> Case studies -Ethical responsibilities -Ethical principles 	PUB.2.5 Analyze case studies or examples and evaluate how ethical responsibilities and principles affect reporting and the credibility (the belief that what someone says is true) of what is reported.	<ul style="list-style-type: none"> Interpret case studies of common ethical dilemmas in journalism. Evaluate case studies based on ethical responsibilities, reporting responsibilities, and credibility. 	<ul style="list-style-type: none"> Graphic organizer Quiz 	<ul style="list-style-type: none"> On-the-record Juveniles Conflict of interest Balanced reporting Accuracy Sources 	ADDITIONAL
<ul style="list-style-type: none"> Ethical Guidelines Standards Mission Statements 	PUB.2.6 Analyze ethical guidelines and explain how or why they are reflected in standards or mission statements (IHSPA core values: Truth, Courage, Integrity, Freedom) from student organizations, such as: <ul style="list-style-type: none"> Indiana High School Press Association (IHSPA), Journalism Education Association (JEA), or National Scholastic Press Association (NSPA). 	<ul style="list-style-type: none"> Breakdown ethical guidelines and core values utilized by the IHSPA. Validate the IHSPA's usage of ethical guidelines and core values for scholastic journalism. 	<ul style="list-style-type: none"> Classroom discussion 	<ul style="list-style-type: none"> Truth Courage Integrity Freedom 	ADDITIONAL
<ul style="list-style-type: none"> Ethical Guidelines Articles Commentaries Scholastic Journalism Publications 	PUB.2.7 Analyze and evaluate how ethical guidelines are reflected in articles and commentaries in scholastic journalism publications that include: <ul style="list-style-type: none"> Quill & Scroll (International Honorary Society for High School Journalists) Adviser Update (Dow Jones Newspaper Fund) Journalism Education Today (Journalism Education Association) 	<ul style="list-style-type: none"> Review ethical guidelines utilized by the JEA. Analyze how ethical guidelines are reflected in JEA's articles and commentaries. Evaluate JEA's articles and commentaries on their implementation of ethical guidelines. 	<ul style="list-style-type: none"> Worksheet Written response 	<ul style="list-style-type: none"> Prior vocabulary 	ADDITIONAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<p>Standard 3 STUDENT PUBLICATIONS OR MEDIA WRITING PROCESSES</p> <p>Students discuss ideas for writing with others. They write coherent and focused stories that demonstrate well-researched information, appropriate journalistic structure and style, and a tightly reasoned flow of ideas. Students progress through stages of journalistic writing processes.</p>					
<ul style="list-style-type: none"> • Professional journalistic writings • High school publications 	<p>PUB.3.3 Compare and contrast quality journalistic writing in professional and high school publications or media that can serve as models.</p>	<ul style="list-style-type: none"> • Compare and contrast different writing styles including professional writings and high school publications. 	<ul style="list-style-type: none"> • Essay 	<ul style="list-style-type: none"> • Prior vocabulary 	<p>IMPORTANT</p>

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<ul style="list-style-type: none"> • Print <ul style="list-style-type: none"> - Interviews - Primary and secondary sources - Records - Public documents - Reference works - Database information - Internet sources • Non Print <ul style="list-style-type: none"> - Observations and on-the-scene reports 	<p>PUB.3.4 Identify and evaluate the credibility of print and non-print information sources that include:</p> <ul style="list-style-type: none"> • interviews, • observations and on-the-scene reports, • primary and secondary sources, • records, public documents, and reference works, • database information, and • Internet sources. 	<ul style="list-style-type: none"> • Evaluate different information sources based on their: <ul style="list-style-type: none"> -interviews, -observations, -on-the-scene reports, -primary and secondary sources, -records, public documents, and reference works, -database information, and -internet sources. 	<ul style="list-style-type: none"> • Essay 	<ul style="list-style-type: none"> • Prior vocabulary 	IMPORTANT
<ul style="list-style-type: none"> • Interview process • Information gathering process 	<p>PUB.3.5 Ask clear interview questions to guide a balanced and unbiased information gathering process that includes:</p> <ul style="list-style-type: none"> • researching background information, • formulating questions that elicit valuable information, • observing and recording details during the interview, • effectively concluding the interview, • double-checking information before writing the story, and • keeping dated notes or interview records on file. 	<ul style="list-style-type: none"> • Research background information on topic. • Formulate thorough open ended questions. • Observe and record interviewer's responses. • Conclude interview in effective manner. • Examine and appraise interviewer's responses for accuracy and clarity. 	<ul style="list-style-type: none"> • Graphic organizers • Worksheet 	<ul style="list-style-type: none"> • Close-ended and open-ended questions • Direct and indirect quotes • Follow-up questions • Multiple choice questions • Rating questions • Quick reads 	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<ul style="list-style-type: none"> • Ethical standards • Citations • Plagiarism 	PUB.3.6 Follow ethical standards related to information gathering that include the appropriate citing of sources to avoid charges of plagiarism.	<ul style="list-style-type: none"> • Implement knowledge of ethical standards when interviewing. • Illustrate appropriate citing of sources. 	<ul style="list-style-type: none"> • Essay 	<ul style="list-style-type: none"> • Plagiarism • Citation • Sources 	CRITICAL
<ul style="list-style-type: none"> • Writing structures <ul style="list-style-type: none"> - Headlines - Captions - Inverted pyramid - Narrative 	PUB.3.7 Use the appropriate structure of journalistic writing (feature stories and columns, news stories, op-ed pages, commentaries) for a variety of high school publications or media that includes: <ul style="list-style-type: none"> • headlines and captions, • the inverted pyramid (lead, most important details, less important details, least important details), • narrative storytelling pattern (indirect lead, facts and information, closing), or • combinations of the inverted pyramid and narrative storytelling pattern. 	<ul style="list-style-type: none"> • Compose a piece using the inverted pyramid. • Compose a writing piece using a narrative format. • Create headlines and captions that capture reader's attention. • Create indirect leads and closings to differentiate writing. 	<ul style="list-style-type: none"> • Graphic organizers • Daily practice exercises • Quick read article drafts • Feature article drafts 	<ul style="list-style-type: none"> • Inverted pyramid • Headlines • Captions • Lead • Indirect leads • Closings 	CRITICAL
<ul style="list-style-type: none"> • Journalistic style <ul style="list-style-type: none"> - Inform - Entertain - Persuade - Focused sentences and paragraphs - Active voice verbs - Concise word choice 	PUB.3.8 Select and use an appropriate journalistic style for writing to inform, entertain, and persuade that includes: <ul style="list-style-type: none"> • short, focused sentences and paragraphs, • varied word usage and descriptive vocabulary, • active voice verbs, and • specific word choice to avoid jargon and vague language. 	<ul style="list-style-type: none"> • Experiment with writing's purpose using informative, entertainment, or persuasive writing style. • Use a variety of techniques to sequence events to build on one another to create a coherent holistic writing. • Use precise words and phrases, telling details, and active voice verbs to convey the writing's purpose. 	<ul style="list-style-type: none"> • Worksheets • Daily practice exercises • Quick read article drafts • Feature article drafts 	<ul style="list-style-type: none"> • Entertain • Persuade • Inform 	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<ul style="list-style-type: none"> • Language • Tone 	<p>PUB.3.9 Use language effectively to establish a specific tone.</p>	<ul style="list-style-type: none"> • Establish and maintain a consistent style and tone appropriate to purpose and audience. 	<ul style="list-style-type: none"> • Worksheets • Quick read article drafts • Feature article drafts 	<ul style="list-style-type: none"> • Tone 	CRITICAL
<ul style="list-style-type: none"> • Writing Style • Style Manual 	<p>PUB.3.10 Use Associated Press style and the appropriate style manual customized for a local school setting.</p>	<ul style="list-style-type: none"> • Integrate the Associated Press style. • Establish a style of writing. 	<ul style="list-style-type: none"> • Quick read article drafts • Feature article drafts 	<ul style="list-style-type: none"> • Profiles • Spot feature • News feature • Trend writing • Entertainment • Informative writing 	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<p>Standard 4 WRITING FOR STUDENT PUBLICATIONS AND MEDIA</p> <p>Students write news stories, features stories and columns, in-depth issue features, reviews, editorials, or opinions and commentaries effectively and accurately in print and media, while adhering to legal and ethical standards for scholastic journalism. Students demonstrate an understanding of the research, organizational, and drafting strategies in the journalistic writing processes. Student writing demonstrates a command of Standard English and the use of media formats that</p>					

<p>follow Associated Press style manual guidelines for consistency.</p>					
CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<ul style="list-style-type: none"> • Feature writing • Student publications and media • Headlines • Captions • Leads • Credible Sources • Quotations • Attributions • Incidents and actions • Sources • Journalistic language • Conventions 	<p>PUB.4.2 Write, present, or produce feature stories (human interest, profile/personality, sports special occasion, humor, sidebars) and columns for student publications and media that:</p> <ul style="list-style-type: none"> • use effective headlines (label, sentence, combination) and captions. • use a variety of creative leads. • contain adequate information from credible sources. • narrate events accurately including their significance to the audience. • include appropriate quotations and proper attribution. • describe specific incidents, and actions, with sufficient detail. • cite sources of information correctly. • follow standard journalistic language and format conventions. 	<ul style="list-style-type: none"> • Develop the topic with: <ul style="list-style-type: none"> - Relevant and sufficient facts. - Extended definitions. - Concrete details. - Quotations. - Information and examples. • Use appropriate and varied transitions to: <ul style="list-style-type: none"> - Link the major sections of the text. - Create cohesion. - Clarify the relationships among complex ideas and concepts. • Choose language and content-specific vocabulary that express ideas precisely and concisely. • Establish and maintain a style appropriate to the purpose and audience. • Provide a concluding statement or section that supports the information or explanation presented. • Develop headlines, leads, and captions that capture the reader’s attention and concisely capture the topic. 	<ul style="list-style-type: none"> • Graphic organizers • Feature article drafts 	<ul style="list-style-type: none"> • Headlines <ul style="list-style-type: none"> - Label - Sentence • Captions • Attribution • Profile/Personality • Humor • Sidebars • Infographics • Modules 	<p>IMPORTANT</p>

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<ul style="list-style-type: none"> • In-depth feature • Editorials • Opinion pieces • Commentaries • Headlines • Captions • Leads • Quotations • Attributions • Conclusions • Themes • Balance • Abstract ideas • Journalistic language • Conventions 	<p>PUB.4.3 Write, present, or produce editorials, opinion pieces, or commentaries for student publications and media that:</p> <ul style="list-style-type: none"> • use effective headlines (label, sentence, combination) and captions. • are adequately researched and use a variety of leads. • explore the personal significance of an experience. • use appropriate quotations and provide proper attribution • draw conclusions between specific incidents and broader themes related to important beliefs or generalizations about life. • maintain a balance between individual events and more general or abstract ideas. • cite sources of information using the correct form for attribution. • follow standard journalistic language and format conventions. 	<ul style="list-style-type: none"> • Develop headlines, leads, and captions that capture the reader’s attention and concisely capture the topic. • Use appropriate quotations and provide correct attribution. • Draw conclusions between incidences and broader themes about life. • Establish and maintain a style appropriate to the purpose and audience. • Provide a concluding statement or section that supports the information or explanation presented. • Organize writing to maintain balance between specific events and broader themes. 	<ul style="list-style-type: none"> • Graphic organizers • In-depth feature article drafts 	<ul style="list-style-type: none"> • Generalizations • Theme • Balanced writing 	IMPORTANT
<ul style="list-style-type: none"> • Vocabulary • Subject • Journalistic style • Purposes • Audiences 	<p>PUB.4.6 Use varied and extended or technical and scientific vocabulary or language that is appropriate for the subject, journalistic style, different purposes, and a variety of audiences.</p>	<ul style="list-style-type: none"> • Develop and implement language and content-specific vocabulary that express ideas precisely and concisely. 	<ul style="list-style-type: none"> • Worksheets • Feature article drafts 		CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<ul style="list-style-type: none"> • Production cycle • Theme • Ladder • Advertising • Divisions • Drafts • Photos • Art • Captions 	<p>PUB.5.3 Use and work within a production cycle for yearbooks that includes:</p> <ul style="list-style-type: none"> • selecting a yearbook theme or concept, • using the theme in everything (<i>cover, end sheets, type, copy, page</i>), • using a ladder (<i>graphic organizer</i>) to organize the layout, • arranging for advertising, • developing the typical divisions or sections of the yearbook (<i>student life, picture album, sports, organizations, academics, advertising, magazine sections or supplement</i>), • gathering information, interviewing, researching, and continuously photographing, • submitting rough drafts, editing, and final drafts, • designing pages, including headlines, photos, art, and captions, • printing and distributing, • critiquing stories and improving future yearbooks based on feedback. 	<ul style="list-style-type: none"> • Develop and design divider pages that exhibit theme consistency. • Gathering interview information and formulate interview article. 	<ul style="list-style-type: none"> • Group discussions • Yearbook divider drafts • Worksheets • Interview article draft 	<ul style="list-style-type: none"> • Divider 	CRITICAL

GRADE LEVEL: 9-12

SUBJECT: Yearbook

DATE: 2018-2019

GRADING PERIOD: Quarter 3

MASTER

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<p>Standard 3 STUDENT PUBLICATIONS OR MEDIA WRITING PROCESSES Students discuss ideas for writing with others. They write coherent and focused stories that demonstrate well-researched information, appropriate journalistic structure and style, and a tightly reasoned flow of ideas. Students progress through stages of journalistic writing processes.</p>					

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<ul style="list-style-type: none"> • Interview process • Information gathering process 	<p>PUB.3.5 Ask clear interview questions to guide a balanced and unbiased information gathering process that includes:</p> <ul style="list-style-type: none"> • researching background information, • formulating questions that elicit valuable information, • observing and recording details during the interview, • effectively concluding the interview, • double-checking information before writing the story, and • keeping dated notes or interview records on file. 	<ul style="list-style-type: none"> • Research background information on topic. • Formulate thorough open ended questions. • Observe and record interviewer's responses. • Conclude interview in effective manner. • Examine and appraise interviewer's responses for accuracy and clarity. 	<ul style="list-style-type: none"> • Graphic organizers • Worksheet 	<ul style="list-style-type: none"> • Prior vocabulary 	CRITICAL
<ul style="list-style-type: none"> • Ethical standards • Citations • Plagiarism 	<p>PUB.3.6 Follow ethical standards related to information gathering that include the appropriate citing of sources to avoid charges of plagiarism.</p>	<ul style="list-style-type: none"> • Implement knowledge of ethical standards when interviewing. • Illustrate appropriate citing of sources. 	<ul style="list-style-type: none"> • Worksheets 	<ul style="list-style-type: none"> • Prior vocabulary 	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<ul style="list-style-type: none"> • Writing structures - Headlines - Captions - Inverted pyramid - Narrative 	<p>PUB.3.7 Use the appropriate structure of journalistic writing (feature stories and columns, news stories, op-ed pages, commentaries) for a variety of high school publications or media that includes:</p> <ul style="list-style-type: none"> • headlines and captions, • the inverted pyramid (lead, most important details, less important details, least important details), • narrative storytelling pattern (indirect lead, facts and information, closing), or • combinations of the inverted pyramid and narrative storytelling pattern. 	<ul style="list-style-type: none"> • Apply the inverted pyramid to journalistic writing. • Compose a writing piece using a narrative format. • Create headlines and captions that capture reader’s attention. • Rewrite leads of high school writings using various types of introductions. 	<ul style="list-style-type: none"> • Graphic organizers • Feature writing leads • News story leads • Review lead 	<ul style="list-style-type: none"> • Headline: label, sentence, combination • Generalizations 	CRITICAL
<ul style="list-style-type: none"> • Journalistic style - Inform - Entertain - Persuade - Focused sentences and paragraphs - Active voice verbs - Concise word choice 	<p>PUB.3.8 Select and use an appropriate journalistic style for writing to inform, entertain, and persuade that includes:</p> <ul style="list-style-type: none"> • short, focused sentences and paragraphs, • varied word usage and descriptive vocabulary, • active voice verbs, and • specific word choice to avoid jargon and vague language. 	<ul style="list-style-type: none"> • Experiment with writing’s purpose using informative, entertainment, or persuasive writing style. • Use a variety of techniques to sequence events to build on one another to create a coherent holistic writing. • Use precise words and phrases, telling details, and active voice verbs to convey the writing’s purpose. 	<ul style="list-style-type: none"> • News story article drafts • Review article drafts • Peer review 	<ul style="list-style-type: none"> • Informative • Jargon 	CRITICAL
<ul style="list-style-type: none"> • Tone 	<p>PUB.3.9 Use language effectively to establish a specific tone.</p>	<ul style="list-style-type: none"> • Establish and maintain a consistent style and tone appropriate to purpose and audience. 	<ul style="list-style-type: none"> • News story article drafts • Review article drafts 	<ul style="list-style-type: none"> • Tone 	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<ul style="list-style-type: none"> • Writing Style 	<p>PUB.3.10 Use Associated Press style and the appropriate style manual customized for a local school setting.</p>	<ul style="list-style-type: none"> • Integrate the Associated Press style. • Establish a style of writing. 	<ul style="list-style-type: none"> • News story article drafts • Review article drafts 		<p>CRITICAL</p>
<p>Standard 4 WRITING FOR STUDENT PUBLICATIONS AND MEDIA</p> <p>Students write news stories, features stories and columns, in-depth issue features, reviews, editorials, or opinions and commentaries effectively and accurately in print and media, while adhering to legal and ethical standards for scholastic journalism. Students demonstrate an understanding of the research, organizational, and drafting strategies in the journalistic writing processes. Student writing demonstrates a command of</p>					

<p>Standard English and the use of media formats that follow Associated Press style manual guidelines for consistency.</p>					
<p>CONTENT</p>	<p>STANDARD INDICATORS</p>	<p>SKILLS</p>	<p>ASSESSMENT</p>	<p>VOCABULARY</p>	<p>PRIORITY</p>
<ul style="list-style-type: none"> • News writing • Headlines • Captions • Leads • Credible Sources • Quotations • Attributions • Audience • Sources • Journalistic language • Conventions 	<p>PUB.4.1 Write, present, or produce news stories for student publications and media that:</p> <ul style="list-style-type: none"> • use effective headlines (label, sentence, combination) and captions. • use a variety of creative leads. • contain adequate information from credible sources. • narrate events accurately including their significance to the audience. • include appropriate quotations and proper attribution. • describe specific incidents, and actions, with sufficient detail. • cite sources of information correctly. • follow standard journalistic language and format conventions. 	<ul style="list-style-type: none"> • Develop the topic with: <ul style="list-style-type: none"> - Relevant and sufficient facts. - Extended definitions. - Concrete details. - Quotations. - Information and examples. • Use appropriate and varied transitions to: <ul style="list-style-type: none"> - Link the major sections of the text. -Create cohesion. -Clarify the relationships among complex ideas and concepts. • Choose language and content-specific vocabulary that express ideas precisely and concisely. • Establish and maintain a style appropriate to the purpose and audience. • Provide a concluding statement or section that supports the information or explanation presented. 	<ul style="list-style-type: none"> • Graphic organizers • News article drafts 	<ul style="list-style-type: none"> • Headlines <ul style="list-style-type: none"> - Label - Sentence • Captions • Attribution • Accuracy 	<p>IMPORTANT</p>

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<ul style="list-style-type: none"> • Entertainment writing • Headlines • Captions • Leads • Credible Sources • Quotations • Attributions • Audience • Sources • Journalistic language • Conventions • Reviewed elements 	<p>PUB.4.4 Write, present, or produce reviews of art exhibits, musical concerts, theatrical events, books or films for student publications and media that:</p> <ul style="list-style-type: none"> • use effective headlines (label, sentence, combination) and captions. • use a variety of creative leads and organize material to adequately inform or persuade readers. • identify critical elements of the work being reviewed (author, performer, artist, topic, theme, title, location of the event or media, cost). • compare the new work to previous work. • describe audience reaction. • use appropriate quotations and provide proper attribution. • follow standard journalistic language and format conventions. 	<ul style="list-style-type: none"> • Develop headlines, leads, and captions that capture the reader’s attention and concisely capture the topic. • Use appropriate quotations and provide correct attribution. • Identify and cover in-depth the critical elements of the work being reviewed. • Establish and maintain a style appropriate to the purpose and audience. • Provide a concluding statement or section that supports the information or explanation presented. • Describe audience’s reaction • Compare and evaluate the new work to the previous work. 	<ul style="list-style-type: none"> • Graphic organizers • Review article draft 	<ul style="list-style-type: none"> • Audience reaction • Rhetoric • Descriptive language • Comparative information 	IMPORTANT
<ul style="list-style-type: none"> • Vocabulary 	<p>PUB.4.6 Use varied and extended or technical and scientific vocabulary or language that is appropriate for the subject, journalistic style, different purposes, and a variety of audiences.</p>	<ul style="list-style-type: none"> • Develop and implement language and content-specific vocabulary that express ideas precisely and concisely. 	<ul style="list-style-type: none"> • News article draft • Review article draft 		CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<ul style="list-style-type: none"> • Production cycle • Theme • Ladder • Advertising • Divisions • Drafts • Photos • Art • Captions 	<p>PUB.5.3 Use and work within a production cycle for yearbooks that includes:</p> <ul style="list-style-type: none"> • selecting a yearbook theme or concept, • using the theme in everything (<i>cover, end sheets, type, copy, page</i>), • using a ladder (<i>graphic organizer</i>) to organize the layout, • arranging for advertising, • developing the typical divisions or sections of the yearbook (<i>student life, picture album, sports, organizations, academics, advertising, magazine sections or supplement</i>), • gathering information, interviewing, researching, and continuously photographing, • submitting rough drafts, editing, and final drafts, • designing pages, including headlines, photos, art, and captions, • printing and distributing, • critiquing stories and improving future yearbooks based on feedback. 	<ul style="list-style-type: none"> • Create and evaluate individual spread designs. • Generate captions and headlines for spreads. • Attend and capture photos from school events. • Identify photography techniques 	<ul style="list-style-type: none"> • Group discussions • Yearbook spread drafts • Worksheets • Photography techniques quiz 	<ul style="list-style-type: none"> • Rule of thirds • Focal point • Aperture • Shutter speed • Depth of field • Low light photography 	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<p>Performance Guideline 6 MEDIA CONVERGENCE Students write and develop multimedia formats that mix audio, video, and data.</p>					
<ul style="list-style-type: none"> • Electronic or digital media 	<p>PUB.6.1 Produce an electronic document or digital version of the yearbook or student newspaper.</p>	<ul style="list-style-type: none"> • Plan, design and draft digital version of yearbook. • Revise and critique web pages of digital yearbook. • Review and revise (as needed) the quality digital interface for the reader. 	<ul style="list-style-type: none"> • Social media campaign project 	<ul style="list-style-type: none"> • Social media design and usage: <ul style="list-style-type: none"> -Reach -Impressions -Engagement -Verified -Tag -Follower -Impressions -Conversion rate -Click through rate 	ADDITIONAL
<ul style="list-style-type: none"> • Electronic or digital feature writing 	<p>PUB.6.2 Write, present (multimedia), or produce an online print feature story that includes:</p> <ul style="list-style-type: none"> • A photograph and caption that conveys the intent of the story, • Access to a fill print version of the story, • Access to a video or photo version of the story, and • Access to an audio version of the story 	<ul style="list-style-type: none"> • Develop and draft a digital feature writing. • Select a photograph that captures reader's attention. • Create a caption that conveys story's intent. • Construct digital access to full print version of feature. 	<ul style="list-style-type: none"> • Digital feature article draft 	<ul style="list-style-type: none"> • Prior vocabulary • Focal point 	ADDITIONAL

GRADE LEVEL: 9-12

SUBJECT: YEARBOOK

DATE: 2018-2019

GRADING PERIOD: Quarter 4

MASTER

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<p>Standard 3 STUDENT PUBLICATIONS OR MEDIA WRITING PROCESSES Students discuss ideas for writing with others. They write coherent and focused stories that demonstrate well-researched information, appropriate journalistic structure and style, and a tightly reasoned flow of ideas. Students progress through stages of journalistic writing processes.</p>					

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<ul style="list-style-type: none"> • Interview process • Information gathering process 	<p>PUB.3.5 Ask clear interview questions to guide a balanced and unbiased information gathering process that includes:</p> <ul style="list-style-type: none"> • researching background information, • formulating questions that elicit valuable information, • observing and recording details during the interview, • effectively concluding the interview, • double-checking information before writing the story, and • keeping dated notes or interview records on file. 	<ul style="list-style-type: none"> • Research background information on topic. • Formulate thorough open ended questions. • Observe and record interviewer's responses. • Conclude interview in effective manner. • Examine and appraise interviewer's responses for accuracy and clarity. • Produce interview question templates. 	<ul style="list-style-type: none"> • Graphic organizers • Worksheet 	<ul style="list-style-type: none"> • Prior vocabulary 	CRITICAL
<ul style="list-style-type: none"> • Ethical standards • Citations • Plagiarism 	<p>PUB.3.6 Follow ethical standards related to information gathering that include the appropriate citing of sources to avoid charges of plagiarism.</p>	<ul style="list-style-type: none"> • Implement knowledge of ethical standards when interviewing. • Illustrate appropriate citing of sources. • Design ethical standards handbook. 	<ul style="list-style-type: none"> • Worksheets • Ethical Handbook Draft 	<ul style="list-style-type: none"> • Prior vocabulary 	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<ul style="list-style-type: none"> • Writing structures - Headlines - Captions - Inverted pyramid - Narrative 	<p>PUB.3.7 Use the appropriate structure of journalistic writing (feature stories and columns, news stories, op-ed pages, commentaries) for a variety of high school publications or media that includes:</p> <ul style="list-style-type: none"> • headlines and captions, • the inverted pyramid (lead, most important details, less important details, least important details), • narrative storytelling pattern (indirect lead, facts and information, closing), or • combinations of the inverted pyramid and narrative storytelling pattern. 	<ul style="list-style-type: none"> • Apply the inverted pyramid to journalistic writing. • Compose a writing piece using a narrative format. • Create headlines and captions that capture reader’s attention. • Rewrite leads of high school writings using various types of introductions. • Evaluate prior lead writing. 	<ul style="list-style-type: none"> • Graphic organizers • Opinion article leads draft 	<ul style="list-style-type: none"> • Headline: label, sentence, combination • Generalizations 	CRITICAL
<ul style="list-style-type: none"> • Journalistic style - Inform - Entertain - Persuade - Focused sentences and paragraphs - Active voice verbs - Concise word choice 	<p>PUB.3.8 Select and use an appropriate journalistic style for writing to inform, entertain, and persuade that includes:</p> <ul style="list-style-type: none"> • short, focused sentences and paragraphs, • varied word usage and descriptive vocabulary, • active voice verbs, and • specific word choice to avoid jargon and vague language. 	<ul style="list-style-type: none"> • Experiment with writing’s purpose using informative, entertainment, or persuasive writing style. • Use a variety of techniques to sequence events to build on one another to create a coherent holistic writing. • Use precise words and phrases, telling details, and active voice verbs to convey the writing’s purpose. 	<ul style="list-style-type: none"> • Opinion article drafts • Peer review 	<ul style="list-style-type: none"> • Informative • Jargon 	CRITICAL
<ul style="list-style-type: none"> • Tone 	<p>PUB.3.9 Use language effectively to establish a specific tone.</p>	<ul style="list-style-type: none"> • Establish and maintain a consistent style and tone appropriate to purpose and audience. 	<ul style="list-style-type: none"> • Opinion article drafts 	<ul style="list-style-type: none"> • Tone 	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<ul style="list-style-type: none"> • Writing Style 	<p>PUB.3.10 Use Associated Press style and the appropriate style manual customized for a local school setting.</p>	<ul style="list-style-type: none"> • Integrate the Associated Press style. • Establish a style of writing. 	<ul style="list-style-type: none"> • Opinion article drafts 		CRITICAL
<ul style="list-style-type: none"> • Revision • Accuracy • Meaning • Clarity • Purpose 	<p>PUB.3.11 Evaluate and revise the content of copy for accuracy, meaning, clarity, and purpose.</p>	<ul style="list-style-type: none"> • Identify content’s meaning and purpose. • Evaluate contents accuracy and clarity. • Revise copy to enhance copy’s meaning, purpose, accuracy and clarity. 	<ul style="list-style-type: none"> • Feature article draft • In-depth feature article draft • Quick read article draft • Review article draft • News story article • Editorial, opinion, commentary article draft 	<ul style="list-style-type: none"> • Purpose • Audience reaction • Coverage 	IMPORTANT
<ul style="list-style-type: none"> • Editing • Purpose • Audience • Journalistic form/style 	<p>PUB.3.12 Revise and edit copy to improve sentence variety and style and to enhance subtlety of meaning and tone in ways that are consistent with purpose, audience, and journalistic form.</p>	<ul style="list-style-type: none"> • Evaluate sentence variety and style. • Revise and edit sentence structures to enhance writing’s consistency and purpose. 	<ul style="list-style-type: none"> • Feature article draft • In-depth feature article draft • Quick read article draft • Review article draft • News story article draft • Editorial, opinion, commentary article draft • 	<ul style="list-style-type: none"> • Pacing • Reflective writing 	IMPORTANT
<ul style="list-style-type: none"> • Revision • Editing • Copyediting symbols 	<p>PUB.3.13 Revise and edit copy to ensure effective, grammatically correct communication using appropriate proofreading or copyediting symbols.</p>	<ul style="list-style-type: none"> • Identify common copyediting symbols. • Apply copyediting symbols to revision phase of writing. • Evaluate peer’s writing using copy editing symbols 	<ul style="list-style-type: none"> • Worksheets • Peer review • Copy editing symbols test • Feature article draft • In-depth feature article draft • Quick read article draft • Review article draft • News story article • Editorial, opinion, commentary article draft 	<ul style="list-style-type: none"> • Copy editing symbols 	IMPORTANT

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<p>Standard 4 WRITING FOR STUDENT PUBLICATIONS AND MEDIA</p> <p>Students write news stories, features stories and columns, in-depth issue features, reviews, editorials, or opinions and commentaries effectively and accurately in print and media, while adhering to legal and ethical standards for scholastic journalism. Students demonstrate an understanding of the research, organizational, and drafting strategies in the journalistic writing processes. Student writing demonstrates a command of Standard English and the use of media formats that follow Associated</p>					

Press style manual guidelines for consistency.					
CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<ul style="list-style-type: none"> • Editorial • Opinion • Commentary • Headlines • Theme • Leads • Balance • Quotations • Attributions • Incidents and actions • Sources • Journalistic language • Conventions 	<p>PUB.4.5 Write, present, or produce editorials, opinion pieces, or commentaries for student publications and media that</p> <ul style="list-style-type: none"> • use effective headlines (label, sentence, combination) and captions. • are adequately researched and use a variety of creative leads. • explore the personal significance of an experience. • draw comparisons between specific incidents and broader themes related to important beliefs or generalizations about life. • maintain a balance between individual events and more general and abstract ideas. • use appropriate quotations and provide proper attribution. • cite sources of information using the correct form for attribution. • follow standard journalistic language and format conventions. 	<ul style="list-style-type: none"> • Develop and implement language and content-specific vocabulary that express ideas precisely and concisely. 	<ul style="list-style-type: none"> • Worksheets • Editorial, opinion, commentary drafts 	<ul style="list-style-type: none"> • Point of view • Purpose • Appeal to reader • Opposing facts 	IMPORTANT
<ul style="list-style-type: none"> • Vocabulary 	<p>PUB.4.6 Use varied and extended or technical and scientific vocabulary or language that is appropriate for the subject, journalistic style, different purposes, and a variety of audiences.</p>	<ul style="list-style-type: none"> • Develop and implement language and content-specific vocabulary that express ideas precisely and concisely. 	<ul style="list-style-type: none"> • Opinion article draft 		CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<p>Standard 5 STUDENT NEWSPAPER AND YEARBOOK PRODUCTION CYCLES</p> <p>Students write within an established production cycle, meeting deadlines and following Associated Press style manual guidelines for consistency. Students analyze, evaluate, and critique their own work and that of others as they improve future publications or media based on feedback.</p>					

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<ul style="list-style-type: none"> • Production cycle • Theme • Ladder • Advertising • Divisions • Drafts • Photos • Art • Captions 	<p>PUB.5.3 Use and work within a production cycle for yearbooks that includes:</p> <ul style="list-style-type: none"> • selecting a yearbook theme or concept, • using the theme in everything (<i>cover, end sheets, type, copy, page</i>), • using a ladder (<i>graphic organizer</i>) to organize the layout, • arranging for advertising, • developing the typical divisions or sections of the yearbook (<i>student life, picture album, sports, organizations, academics, advertising, magazine sections or supplement</i>), • gathering information, interviewing, researching, and continuously photographing, • submitting rough drafts, editing, and final drafts, • designing pages, including headlines, photos, art, and captions, • printing and distributing, • critiquing stories and improving future yearbooks based on feedback. 	<ul style="list-style-type: none"> • Critique and justify writing, photo selection, and page design. • Organize distribution event. • Print and distribute yearbooks. 	<ul style="list-style-type: none"> • Group discussions • Spread drafts 	<ul style="list-style-type: none"> • Printing • Distribution 	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<ul style="list-style-type: none"> • Student publication 	<p>PUB.5.4 Analyze, evaluate, and critique the yearbook based on criteria that include:</p> <ul style="list-style-type: none"> • Integration of the theme of concept, • Content and coverage, • Editing of copy, headlines, and captions, • Overall design format integrating cover, inside stories, division or section pages, photography, art, and graphics, • Advertising and public relations, and • Print or media quality 	<ul style="list-style-type: none"> • Create standards for publication critiques. • Implement review cycle after each student publication. • Assess integration of theme. • Analyze, evaluate, critique, and revise student publication articles. • Analyze, evaluate, critique, and revise student publication pages including: <ul style="list-style-type: none"> -cover, -division pages, -photography, -art, -graphics, and -design. 	<ul style="list-style-type: none"> • Group discussions • Feature article draft • In-depth article draft • Quick read article draft • Review article draft • News story article • Editorial, opinion, commentary article draft • Spread draft 	<ul style="list-style-type: none"> • Prior vocabulary 	<p>IMPORTANT</p>
<p>Standard 7 MEDIA LEADERSHIP AND CAREER DEVELOPMENT Students understand the organization, economics, and management of media staffs. They explore career paths and further educational opportunities in journalism.</p>					

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<ul style="list-style-type: none"> Staff manual 	PUB.7.2 Create a Staff Manual with job descriptions for the roles of members of the media staff	<ul style="list-style-type: none"> Develop and implement a staff manual. 	<ul style="list-style-type: none"> Group discussions Group writing Policy handbook draft 	<ul style="list-style-type: none"> Copy writing editor Design editor Photography editor Chief of marketing 	IMPORTANT
<ul style="list-style-type: none"> Staff rights and responsibilities 	PUB.7.3 Know and follow the rights and responsibilities guaranteed by state and federal governments in managing a media staff	<ul style="list-style-type: none"> Identify state and federal journalism rights. Implement state and federal journalist responsibilities in staff policy handbook. 	<ul style="list-style-type: none"> Worksheet 	<ul style="list-style-type: none"> Constitution Bill of Rights Censorship Copyright Libel Slander Prior Review Retraction 	ADDITIONAL
<ul style="list-style-type: none"> Notable journalists -career paths -contributions 	PUB.7.7 Analyze the career paths of noted and recent journalists, what made each a distinctive contributor to the field, and how this information could guide a career path.	<ul style="list-style-type: none"> Research notable and relevant journalists. Analyze journalist's career path and determine journalist's contributions to the field. Distinguish how aspects of journalist's career could apply to student's career goals. 	<ul style="list-style-type: none"> Graphic organizer Poster presentation 	<ul style="list-style-type: none"> Robert Novak Judith Miller Robert Fisk Broadcast Journalism Anderson Cooper Dan Rather Barbara Walters 	ADDITIONAL
<ul style="list-style-type: none"> Journalism career opportunities -education requirements -work experience 	PUB.7.8 Compare and contrast different areas of journalism (print, broadcast, Internet and new technologies, public relations and business, education) and explore educational requirements or work experience necessary to pursue a career in each area.	<ul style="list-style-type: none"> Research different journalism careers in varying fields. Compare and contrast the requirements and work experiences needed for different careers. 	<ul style="list-style-type: none"> Graphic organizer Poster presentation 	<ul style="list-style-type: none"> Public relations Social media influence Photo journalism 	ADDITIONAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<ul style="list-style-type: none"> • Portfolios: -narrative writing -resumes -career goals -letters of recommendation 	<p>PUB.7.9 Create portfolios (print or non-print) that include:</p> <ul style="list-style-type: none"> • Personal narrative summary of high school experience, • Resumes or career goal statements, • Letters of recommendation, • Samples of best clips or work, and • Recognition, awards, certificates, or testimonials. 	<ul style="list-style-type: none"> • Evaluate prior work and select clips of best work. • Create portfolio that contains: <ul style="list-style-type: none"> -Finalized spreads -News writing -Feature writing -In-depth feature writing -Opinion, editorial, commentary writing -Review writing -Quick read writing -Resume -Personal narrative -Letters of recommendation -Awards, certificates, recognitions, or testimonials. 	<ul style="list-style-type: none"> • Portfolios: <ul style="list-style-type: none"> -Finalized spreads -News story writing -Feature writing -In-depth feature writing -Opinion, editorial, commentary writing -Review writing -Quick read writing -Resume -Personal narrative -Letters of recommendation -Awards, certificates, recognitions, or testimonials. 	<ul style="list-style-type: none"> • Resume writing • Career goal statement • Testimonial 	ADDITIONAL