

PLANNED COURSE

SUBJECT AREA: Journalism

GRADE/COURSE: 12

Standard And Strand 1.1 Learning to Read Independently

OBJECTIVES	PERFORMANCE INDICATORS	ASSESSMENTS (Variety as per Section 4.52, Chapter 4)
<p>Before reading, locate and select various resources from traditional and technological forms of mass communication for specific purposes.</p> <p>Analyze and synthesize correlation of the structure of text and of a variety of materials to determine the specific purpose and intent of the writer's choices.</p> <p>During reading, apply acquired knowledge and strategies to understand the meaning of new words. Use these words accurately in communication.</p> <p>Distinguish ideas, fact, and opinion through the use of effective comprehension strategies.</p>	<p>Locate, synthesize and evaluate various pieces of journalistic materials.</p> <p>Read, analyze and evaluate materials to ascertain purpose.</p> <p>Demonstrate knowledge of new vocabulary words through their effective use in speaking and writing.</p> <p>Identify ideas.</p>	<p>Writing assignments Formative and summative quizzes and tests Frequent oral and independent reading Completion of assigned tasks Ongoing teacher assessments</p> <p>Remediation Qualification for remediation is per school policy: Retesting Independent research Alternative evaluation Teacher assistance</p>

OBJECTIVES	PERFORMANCE INDICATORS	ASSESSMENTS (Variety as per Section 4.52, Chapter 4)
<p>Establish and utilize a reading vocabulary by identifying and correctly using newly encountered words. Use a reference when appropriate.</p> <p>Understand the meaning of and apply key vocabulary.</p> <p>Understand and apply knowledge from journalistic text: support assertions; compare and contrast; make extensions to related ideas, topics, or information; assess validity; analyze positions; identify writer's strategies; evaluate writer's strategies; critique.</p> <p>Demonstrate fluency with a high level of comprehension: read aloud accurately; self-correct mistakes; incorporate appropriate rhythm, flow, meter and pronunciation; read a variety of genres and text; demonstrate reading comprehension (recommend 25 books/year).</p>	<p>Demonstrate distinctions between fact and opinion.</p> <p>Apply key vocabulary in speaking and writing.</p> <p>Extend reading knowledge to include insight and to make appropriate judgments.</p> <p>Demonstrate fluency and comprehension in reading.</p>	<p>Enrichment Additional/alternative reading and writing Independent research Class presentation Media study Guest speakers/community resources</p>

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Standard And Strand 1.2 Reading Critically in All Content Areas

OBJECTIVES	PERFORMANCE INDICATORS	ASSESSMENTS (Variety as per Section 4.52, Chapter 4)
<p>Read and understand essential content of informational and journalistic text and documents in all academic areas: differentiate fact from opinion by using complete and accurate information, coherent arguments and points of view; distinguish between essential and nonessential information across a variety of resources; identify the use of proper sources, references, authorities and propaganda techniques where present; comprise interviews; use established criteria for making decisions and drawing conclusions; evaluate text organization and content to determine the writer's purpose and effectiveness according to the writer's theses, accuracy, thoroughness, logic and reasoning.</p>	<p>Demonstrate the ability to differentiate fact from opinion through coherent arguments and points of view.</p> <p>Distinguish between essential and nonessential information through critical evaluation.</p> <p>Identify propaganda.</p> <p>Validate information; comprise interviews.</p> <p>Make decisions and judgments; draw conclusions.</p> <p>Evaluate text according to effectiveness of purpose.</p> <p>Evaluate and use a variety of media.</p> <p>Participate in discussions.</p>	<p>Writing assignments Formative and summative quizzes and tests Frequent oral and independent reading Completion of assigned tasks Ongoing teacher assessments</p> <p>Remediation Qualification for remediation is per school policy: Retesting Independent research Alternative evaluation Teacher assistance</p> <p>Enrichment Additional/alternative reading and writing Independent research Class presentation Media study Guest speakers/community resources.</p>

OBJECTIVES	PERFORMANCE INDICATORS	ASSESSMENTS (Variety as per Section 4.52, Chapter 4)
<p>Use and understand a variety of technological (media) journalistic forms of mass communication and evaluate the quality of material produced: evaluate the unique perspective of the information presented via modes of media; evaluate the techniques of various media and determine their effects on various audiences; use, design and develop media to extend understanding of journalistic principles.</p> <p>Produce journalistic work to demonstrate understanding (e.g., school newspaper, newsletter).</p>	<p>Create a journalistic work.</p>	

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Standard And Strand 1.3 Reading, Analyzing and Interpreting Literature

OBJECTIVES	PERFORMANCE INDICATORS	ASSESSMENTS (Variety as per Section 4.52, Chapter 4)
<p>Read and understand works of journalism.</p> <p>Analyze the use of literary elements used by journalists including tone, style, etc.</p> <p>Analyze the quality and effectiveness of literary devices used by journalists such as exaggeration, figurative language, irony, satire, etc.</p> <p>Critique various aspects of journalism such as national, local, sports, feature, social, editorial, political and review columns.</p> <p>Critique various genres of works of art (e.g., drama, music, poetry etc.).</p> <p>Respond critically to various works of journalism.</p>	<p>Read, understand and analyze works of journalism and their elements.</p> <p>Identify and analyze the use of literary elements in journalistic works.</p> <p>Identify and analyze the use of literary devices and their effectiveness in journalistic works.</p> <p>Critique various aspects of the journalistic realm.</p> <p>Critique various works of art.</p> <p>Respond critically to various journalistic works.</p>	<p>Writing assignments</p> <p>Formative and summative quizzes and tests</p> <p>Frequent oral and independent reading</p> <p>Completion of assigned tasks</p> <p>Ongoing teacher assessment</p> <p>Remediation</p> <p>Qualification for remediation is per school policy:</p> <p>Retesting</p> <p>Independent research</p> <p>Alternative evaluation</p> <p>Teacher assistance</p> <p>Enrichment</p> <p>Additional/alternative reading and writing</p> <p>Independent research</p> <p>Class presentation</p> <p>Media study</p> <p>Guest speakers/community resources</p>

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Standard And Strand 1.4 Types of Writing

OBJECTIVES	PERFORMANCE INDICATORS	ASSESSMENTS (Variety as per Section 4.52, Chapter 4)
<p>Write narrative pieces of journalism such as feature stories that include: varying organizational methods; relevant illustrations; dialogue; adversity and conflict; varying literary characteristics (e.g., limerick, epic, whimsical dramatic); detailed descriptions; literary elements and devices.</p> <p>Write complex informational pieces of journalism such as political and national news articles that include: a well-developed topic; precise language and specific detail; cause and effect; various models of development (e.g., definition, analogy); relevant graphics; primary and secondary sources.</p>	<p>Effectively communicate using various forms of written discourse including, but not limited to, the following: Narrative; Informative; Persuasive.</p>	<p>Writing assignments Formative and summative quizzes and tests Frequent oral and independent reading Completion of assigned tasks Ongoing teacher assessments</p> <p>Remediation Qualification for remediation is per school policy: Retesting Independent research Alternative evaluation Teacher assistance</p> <p>Enrichment Additional/alternative reading and writing Independent research Class presentation Media study Guest speakers/community resources</p>

OBJECTIVES	PERFORMANCE INDICATORS	ASSESSMENTS (Variety as per Section 4.52, Chapter 4)
<p>Write persuasive pieces such as editorials that include: a clearly stated position or opinion; development of position or opinion; pertinent documental evidence; development of reader interest; addressing of reader argument and concerns; selection of method of development to best advance the argument or position to the audience.</p> <p>Maintain a portfolio organized by topic that includes both published and unpublished articles, course work, activities, honors and interests.</p> <p>Write a resume of actual experience.</p>		

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Standard And Strand 1.5 Quality of Writing

OBJECTIVES	PERFORMANCE INDICATORS	ASSESSMENTS (Variety as per Section 4.52, Chapter 4)
<p>Write with a sharp, distinct focus: identify topic, task and audience; establish and maintain a single point of view.</p> <p>Write using well-developed content appropriate for the topic: gather determine validity and reliability of, verify, analyze, synthesize and organize information; employ the most effective format for purpose and for audience; write fully developed paragraphs that contain details and information specific to the topic and relevant to the focus.</p> <p>Write with controlled and/or subtle organization that supports unity and clarity: sustain a logical order throughout the piece; include an effective introduction and conclusion.</p>	<p>Recognize audience and purpose in writing.</p> <p>Write with a sharp, distinct focus.</p> <p>Write in an organized, precise, stylistic, controlled and effective manner.</p> <p>Edit all writing for errors in conventions.</p> <p>Revise for perfection.</p> <p>Present and defend written work for publication.</p>	<p>Writing assignments</p> <p>Formative and summative quizzes and tests</p> <p>Frequent oral and independent reading</p> <p>Completion of assigned tasks</p> <p>Ongoing teacher assessments</p> <p>Remediation</p> <p>Qualification for remediation is per school policy:</p> <p>Retesting</p> <p>Independent research</p> <p>Alternative evaluation</p> <p>Teacher assistance</p> <p>Enrichment</p> <p>Additional/alternative reading and writing</p> <p>Independent research</p> <p>Class presentation</p> <p>Media study</p> <p>Guest speakers/community resources</p>

OBJECTIVES	PERFORMANCE INDICATORS	ASSESSMENTS (Variety as per Section 4.52, Chapter 4)
<p>Write with a command of stylistic aspects of composition: use sentences of different lengths and complexities; use precise language; maintain an effective style.</p> <p>Revise writing to improve content, style, word choice, sentence variety, paragraph development using proper transitions, clarity and organization in the context of purpose and audience.</p> <p>Edit writing using the conventions of language which include spelling, mechanics and punctuation; include proper syntax.</p> <p>Present and/or defend written work for publication.</p>		

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Standard And Strand 1.6 Speaking and Listening

OBJECTIVES	PERFORMANCE INDICATORS	ASSESSMENTS (Variety as per Section 4.52, Chapter 4)
<p>Listen to others: ask clarifying questions; evaluate the relevancy of information, ideas and opinions; take necessary notes.</p> <p>Listen to various modes of mass communication technique selections; relate them to previous knowledge; make predictions; summarize and reflect on content; identify and define new words and concepts; analyze and synthesize the selections relating them to other selections heard or read.</p> <p>Speak using skills appropriate to formal speech situations; adjust presentation to audience and purpose; use effective verbal communication skills to create the desired impression or effect on the audience; adjust stress, volume, and inflection to provide emphasis to ideas or to influence an audience.</p>	<p>Respectfully listen and make pertinent comments germane to classroom discussions.</p> <p>Employ listening skills to analyze, question and interpret.</p> <p>Exercise sound speaking skills.</p> <p>Respectfully debate on an informal basis.</p> <p>Evaluate discussions.</p> <p>Summarize outcomes of discussions.</p> <p>Draw conclusions.</p> <p>Make decisions regarding content of publications.</p> <p>Make decisions regarding layout and design of publications.</p>	<p>Writing assignments</p> <p>Formative and summative quizzes and tests</p> <p>Frequent oral and independent reading</p> <p>Completion of assigned tasks</p> <p>Ongoing teacher assessments</p> <p>Remediation</p> <p>Qualification for remediation is per school policy:</p> <p>Retesting</p> <p>Independent research</p> <p>Alternative evaluation</p> <p>Teacher assistance</p> <p>Enrichment</p> <p>Additional/alternative reading and writing</p> <p>Independent research</p> <p>Class presentation</p> <p>Media study</p> <p>Guest speakers/community resources</p>

OBJECTIVES	PERFORMANCE INDICATORS	ASSESSMENTS (Variety as per Section 4.52, Chapter 4)
<p>Contribute to discussions: ask relevant, clarifying questions; enhance the discussion by introducing and responding with relevant and facilitating information, ideas and opinions; listen to and acknowledge the contributions of others; facilitate equitable participation by the group; paraphrase and summarize as needed.</p> <p>Participate in discussions/presentations: initiate conversation, present oral readings for a specific purpose; conduct interviews; participate affectively in formal interview situations; engage in informal debate on a particular topic; critically evaluate group discussions; arrive at a consensus; make decisions.</p> <p>Use media and technology for learning purposes: use various forms of both to obtain information for a particular intent; validate the impact of both on public opinion; utilize a variety of both to design and develop effective presentations for a specific purpose; use both for generation of publication.</p>	<p>Prepare presentations and publications.</p>	

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Standard And Strand 1.7 Characteristics and Functions of the English Language

OBJECTIVES	PERFORMANCE INDICATORS	ASSESSMENTS (Variety as per Section 4.52, Chapter 4)
<p>Describe and analyze the influences of historical events on the English language.</p> <p>Explain the development and augmentation of the English language.</p> <p>Appreciate connotative implications of some language.</p> <p>Explain and evaluate the role and influence of the English language within and across countries.</p>	<p>Explain the development and augmentation of the English language.</p> <p>Evaluate the English language for cultural, religious and ethnic influences.</p> <p>Explain the influence of the English language on the world.</p>	<p>Writing assignments</p> <p>Formative and summative quizzes and tests</p> <p>Frequent oral and independent reading</p> <p>Completion of assigned tasks</p> <p>Ongoing teacher assessments</p> <p>Remediation</p> <p>Qualification for remediation is per school policy:</p> <p>Retesting</p> <p>Independent research</p> <p>Alternative evaluation</p> <p>Teacher assistance</p> <p>Enrichment</p> <p>Additional/alternative reading and writing</p> <p>Independent research</p> <p>Class presentation</p> <p>Media study</p> <p>Guest speakers/community resources</p>

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Standard And Strand 1.8 Research

OBJECTIVES	PERFORMANCE INDICATORS	ASSESSMENTS (Variety as per Section 4.52, Chapter 4)
<p>Select and refine a topic for research.</p> <p>Locate information using appropriate sources and strategies: determine valid resources for researching the topic, including primary and secondary sources; evaluate the importance and quality of the sources; select essential sources; use table of contents, indices, keywords, cross-references and appendices; use traditional and electronic search tools.</p> <p>Organize, summarize and present the main ideas from research; take notes relevant to the research topic; develop a thesis statement based on the research; anticipate the needs of your audience; give precise, formal credit for others' ideas, images or information using a standard method of documentation; use formatting techniques to aid better understanding.</p>	<p>Identify and refine a topic.</p> <p>Utilize various sources and media to obtain relevant information.</p> <p>Process gathered information.</p> <p>Develop a coherent thesis with relevant, reinforcing data.</p> <p>Appropriately document the work of others.</p>	<p>Writing assignments</p> <p>Formative and summative quizzes and tests</p> <p>Frequent oral and independent reading</p> <p>Completion of assigned tasks</p> <p>Ongoing teacher assessments</p> <p>Remediation</p> <p>Qualification for remediation is per school policy:</p> <p>Retesting</p> <p>Independent research</p> <p>Alternative evaluation</p> <p>Teacher assistance</p> <p>Enrichment</p> <p>Additional/alternative reading and writing</p> <p>Independent research</p> <p>Class presentation</p> <p>Media study</p> <p>Guest speakers/community resources</p>