

STRAND	STANDARD	OBJECTIVES (What it looks like in the classroom) The learner will...	DATES TAUGHT	DATE ASSESSED	ASSESSMENT TYPE (classroom, STAR, objective, subjective, project, etc.)	RESOURCES (Materials, web sites, audio-visual, print)	LEARNING ACTIVITIES (instructional strategies; what are students going to do?)
Fluency	LA 8.1.4 Fluency: Students will read a variety of grade level texts fluently with accuracy, appropriate pace, phrasing, and expression. LA 8.1.4.b Adjust oral or silent reading pace based on purpose, text difficulty, form, and style	Demonstrate adjusting silent reading pace based upon different content: front page news, local vs world news, sports, entertainment, etc.	August	ongoing	classroom	Free NIE newspapers, 1 per student: <i>Lincoln JournalStar</i>	Daily reading of a variety articles from different sections of a newspaper. Explain the main ideas of articles to others orally or in writing.
Fluency	LA 8.1.4.c Recognize and represent writer's tone and style while reading individually or in groups (e.g., choral reading, readers theatre performances)	Read parts with appropriate expression in a drama related to the history of American journalism.	November	November	classroom	Copies of play from <i>Read</i> magazine	Read a play about Nellie Bly, <i>In a Madhouse</i> (as part of an introduction to chapter 9 Law, Standards, and Ethics)
Vocabulary	LA 8.1.5.Vocabulary: Students will build literary, general academic, and content specific grade level vocabulary.	Apply new vocabulary related to journalism.	August	ongoing	classroom	Teacher materials NIE materials	Direct teaching of terminology, such as labels for front page features (flag, headline, subhead, byline, dateline, cutline, jumpline, index, etc.) section differences, types of articles, and parts of an article, and other journalistic terms.

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Vocabulary	<p>LA 8.1.5.b Relate new grade level vocabulary to prior knowledge and use in new situations.</p> <p>LA 8.1.5.c Select a context clue strategy to determine meaning of unknown word appropriate to text. (e.g. restatement, example, gloss, annotation, sidebar)</p> <p>LA 8.1.5.e Determine meaning using print and digital reference materials.</p>	<p>Learn new vocabulary in the context of articles read in the newspaper.</p> <p>Use that vocabulary in discussion and writing.</p>	August	ongoing	classroom	<p><i>Lincoln JournalStar</i></p> <p>Computer access</p>	<p>Students report orally or in writing about the content that they read in the newspaper.</p> <p>Class discussion of background information related to articles read.</p> <p>Students identify unfamiliar or interesting vocabulary from articles.</p> <p>Use on-line dictionary or thesaurus to define unfamiliar vocabulary encountered in reading.</p>
Reading	<p>LA 8.1.6 Comprehension: Students will extract and construct meaning using prior knowledge, applying text information, and monitoring comprehension while reading grade level text.</p>	<p>Read newspapers daily for at least half of the semester. Discuss, summarize, and/or compare content of articles read.</p>	August, September	ongoing	classroom	<p>Free (NIE) newspapers</p> <p>Internet access</p>	<p>Read newspapers.</p> <p>Students orally or in writing comment, discuss, or summarize news stories and other articles that they read.</p> <p>Teacher asks for predictions and comparisons.</p> <p>Use the internet to answer questions or explore related issues.</p>

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Reading	<p>LA 8.1.6.a Analyze the meaning, reliability, and validity of the text considering author's purpose, perspective, and information from additional sources.</p> <p>LA 8.1.6.d Summarize, analyze, and synthesize informational text using main idea and supporting details.</p>	<p>Contrast straight news to editorials.</p> <p>Paraphrase and summarize news articles.</p> <p>Write headlines that accurately reflect articles.</p> <p>Read textbook chapters and do activities that show comprehension.</p>	August, September	ongoing	classroom	<p><i>Lincoln JournalStar</i></p> <p><i>Getting Started in Journalism</i></p>	<p>Compare & contrast news to editorials, noting the separation of opinion onto clearly labeled pages.</p> <p>Contrast tabloid journalism to mainstream journalism.</p> <p>Write summaries of articles and summary and analysis of editorials. Use the internet to find out more about the author of editorials.</p> <p>Identify structure of headlines. Practice writing headlines that identify the focus of articles. (Students read article with headline missing and must supply the headline.)</p> <p>Read chapters and do related activities.</p>

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Reading	LA 8.1.6.e Apply knowledge of organizational patterns found in informational text. (sequence, description, cause and effect, compare/contrast, fact/opinion, proposition/support)	Analyze fact vs opinion in order to select facts for reporting. Identify the sequence of sections in a newspaper. Identify the arrangement of information in a straight news article.	August, September	ongoing	classroom	<i>Getting Started in Journalism</i> , Chapters 3, 4 <i>Lincoln JournalStar</i>	Students will select relevant facts from imaginary interviews, choose quotes that may include opinion or emotion, and discard irrelevant statements. Arrange facts from most to least important to decide upon the focus for an article. Identify multiple facts concerning who, what, when, where, why, and how. Label those in lead sentences of articles. (5 W & 1 H) Identify the most common grammatical patterns of leads. Note length of paragraphs in journalistic writing: (usually 1 sentence in straight news; sometimes 2 or 3 sentences)
Reading	LA 8.1.6.f Analyze and evaluate information from text features (e.g. index, annotations, maps, charts, tables, graphs, headings, subheadings, lists)	Summarize information read in news articles, including attention to headlines, subheads, photos & captions, and sidebars such as graphs or charts. Note location and usefulness of index and other standard features of newspaper.	August, September	ongoing	classroom	<i>Lincoln JournalStar</i>	Summarize information read in news articles, including from headlines, subheads, photos & captions, and sidebars such as graphs or charts. Class discussion

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Reading	LA 8.1.6.g Analyze and make inferences based on the characteristics of narrative and informational genres.	Examine characteristics of newspapers and patterns in the organization and within articles.	August	ongoing	classroom	<i>Lincoln JournalStar</i>	<p>Identify organization into sections and inclusion of common features. (See the newspaper's index for common features.)</p> <p>Identify multiple facts concerning who, what, when, where, why, and how. Label those in lead sentences of articles. (5 W's & 1 H) Note LTQT pattern in some articles.</p> <p>Explain upside down triangle of information arranged traditionally from most to least important. (Before computerization, least important facts could be lopped off of the article to make it fit in available space. In addition, readers often only have time to read the beginnings of articles.)</p>
Reading	LA 8.1.6.h Analyze a variety of genres for their social, historical, cultural, and biographical influences.	Show examples in the newspaper of social, historical, cultural, and biographical influences.	August, September, Nov.	ongoing	classroom	<i>Lincoln JournalStar</i> Samples of tabloids <i>If No News, Send Rumors</i> (book of anecdotes)	<p>Discuss articles, noting social, cultural, and historical issues raised within news articles, feature stories, and editorials.</p> <p>Compare/contrast tabloids to mainstream U.S. journalism.</p> <p>Read anecdotes, pointing out questionable journalistic ethics in the past.</p>

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Reading	<p>LA 8.1.6.i Use narrative and informational text to develop a national and global multicultural perspective.</p> <p>LA 8.1.6.j Generate and/or answer literal, inferential, critical, and interpretive questions, analyzing and synthesizing prior knowledge, information from the text and additional source, to support answers.</p>	<p>Read and respond to local, national, and international news.</p>	August, September	ongoing	classroom	<p><i>Lincoln JournalStar</i></p> <p>computer</p>	<p>Require reading articles from front page, local and state news, world news.</p> <p>Discuss articles. Teacher poses a variety of questions (literal and inferential initially) building to critical or interpretive) for students to answer regarding articles read in class.</p> <p>Students write questions for other students to answer about articles.</p>
Reading	<p>LA 8.1.6.k Select text for a particular purpose.</p> <p>LA 8.1.6.l Build and activate prior knowledge in order to clarify text, deepen understanding, and make connections while reading.</p>	<p>Identify purposes of different parts of a newspaper.</p> <p>Identify articles of interest, with some background comments before or after reading.</p>	August, September	ongoing	classroom	<p><i>Lincoln JournalStar</i></p>	<p>Identify purposes of straight news and feature stories, of editorials, or sports, of classifieds, of society & family pages, of comics and advice columns, etc.</p> <p>Before or while students read the newspaper, the teacher points out certain articles of interest. Ask students to do the same.</p> <p>Teacher and students can offer background information to aid readers understanding.</p>

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Reading	<p>LA 8.1.6.m Self-monitor comprehension for accuracy and understanding when errors detract from meaning by applying appropriate strategies to self-correct.</p> <p>LA 8.1.6.n Make complex or abstract inferences or predictions by synthesizing information while previewing and reading text.</p>	<p>Ask clarifying questions about articles being read.</p>	<p>August, September</p>	<p>ongoing</p>	<p>classroom</p>	<p><i>Lincoln JournalStar</i></p> <p>Internet access</p>	<p>Create an atmosphere conducive to intellectual curiosity: Encourage students to ask questions and to answer other students' questions about what is read in the news. Use the internet as needed to add depth to answers being sought. Make predictions about next events of ongoing stories.</p>
Reading	<p>LA 8.1.6.o Respond to text verbally, in writing, or artistically.</p>	<p>Respond after reading the newspaper through discussion or writing.</p>	<p>August, September</p>	<p>ongoing</p>	<p>classroom</p>	<p><i>Lincoln JournalStar</i></p> <p>computer</p>	<p>Daily discussion of news. Frequent short writing to summarize or to respond personally to news articles.</p>
Writing	<p>LA 8.2 Students will learn and apply writing skills and strategies to communicate.</p> <p>LA 8.2.1 Writing Process: Students will apply the writing process to plan, draft, revise, edit and publish writing using correct conventions appropriate for grade level.</p>	<p>Publish a school newspaper two to three times during the semester to be distributed to all students.</p> <p>Plan, research, write, revise, and edit news articles and entertaining articles.</p>	<p>October</p>	<p>October, December</p>	<p>Rubric</p> <p>Publication</p>	<p>computer</p>	<p>Each student will write a straight news article and a second feature (e.g. entertainment, review, editorial, feature story, advice column, puzzles or cartoons, etc.) for each issue of the newspaper.</p>

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Writing	<p>LA 8.2.1.a Use prewriting activities and inquiry tools to generate and organize information, guide writing, answer questions, and synthesize information.</p> <p>LA 8.2.1.b Generate a draft by: -Defining & stating a thesis -Structuring ideas in an effective way -Identifying and using parallelism</p>	<p>Brainstorm possible articles for each issue of the YMS newspaper.</p> <p>Gather information. Synthesize that information to create a coherent news article.</p>	October	October, December	Rubric Publication	<p>Computer for compiling lists of ideas</p> <p><i>Getting Started in Journalism</i>, Chapters 6, 4</p>	<p>The class will compile (from brainstorming and asking other people at YMS) ideas for news stories or features. Class will evaluate that list based upon elements of interest.</p> <p>Journalists will gather information from people and/or written sources, preparing interview questions or questionnaires.</p> <p>Write straight news articles using the LTQT pattern (Lead+Transition+Quote etc.)</p>
Writing	<p>LA 8.2.1.c Revise to improve writing. (e.g. quality of ideas, organization, sentence fluency, word choice, voice)</p>	<p>Submit rough drafts; then implement teacher recommendations for revision of lead, transitions, organization, and sentence structure.</p>	October	October, December	Rubric Publication	computer	<p>Students write at least two drafts of each article, and implement teacher recommendations for revision of lead, transitions, organization, and sentence structure.</p>

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Writing	LA 8.2.1.d Provide oral, written, and electronic feedback to other writers; utilize others' feedback to improve own writing.	Journalists will read each others' articles and provide feedback both before and after publishing.	October	October, December	Rubric Publication Classroom		Partners read each others' drafts, commenting positively, and suggesting improvements or corrections. After publication, all students read all articles, noting specific strengths in each one. Use a Comment Circle to share comments: Journalists sit in a circle. Each writer takes a turn sitting in center, and then each person in the circle gives a positive comment, while writer responds with "Thank you."
Writing	LA 8.2.1.e Edit writing for format and conventions. (e.g. spelling, capitalization, grammar, punctuation)	Edit articles before publication.	October	October, December	Classroom Rubric Publication	English textbook, punctuation chapter	Practice and apply capitalization and punctuation rules for quotes. Writers edit alone, with help of a partner, and edit after submitting drafts to the teacher.

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Writing	LA 8.2.1.f Publish a legible document that applies formatting techniques to contribute to the readability and impact of the document. (e.g. fonts, spacing, highlighting, images, style conventions, manuscript requirements)	Use a desktop publishing program to create attractive pages and layouts for articles, with attention to fonts, attractive spacing, digital photography & captions, and other graphic elements.	September, October	October, December	Classroom projects Rubric	Computer Microsoft Publisher Teacher materials & rubrics	Learn Microsoft Publisher with fun short assignments: A postcard containing one sentence of news A sign or a Quick Publication A greeting card. Learn to manipulate the features of a newsletter, including attention to fonts, columns, attractive spacing, digital photography & captions, and other graphic elements.

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Writing	<p>LA 8.2.2 Writing Genres: Students will write for a variety of purposes and audiences in multiple genres.</p> <p>LA 8.2.2.a Write in a variety of genres, considering purpose and audience.</p>	<p>Identify purposes of a newspaper and the unique qualities of news.</p> <p>Identify elements of interest and use those elements to select high-interest article topics.</p> <p>Considering YMS students as the audience, journalists will select article topics that will inform and/or entertain that audience.</p>	October	October, December	Classroom Rubric Publication	<i>Getting Started in Journalism</i> , Chapter 1 & 3	<p>Identify purposes of a newspaper (inform readers of current events or issues affecting the school, providing a forum for opinion and training for young journalists) and the unique qualities of news (recent, accurate, objective, balance, concise & clear).</p> <p>Identify elements of interest (timeliness, proximity, consequence, prominence, drama, oddity, emotion, and conflict), and use those elements to select high-interest article topics.</p> <p>Students select articles that other YMS students will be interested in reading.</p>
Writing	<p>LA 8.2.2.b Write considering typical characteristics of the selected genre.</p> <p>LA 8.2.2.c Select and apply an organizational structure appropriate to the task.</p>	<p>Select and use a banner and logo for their newspaper.</p> <p>Write straight news articles using the Lead-Transition-Quote-Transition-Quote (LTQT) pattern.</p> <p>Write other types of newspaper articles and features.</p>	October	October, December	Classroom Rubric Publication	<p>Teacher resources</p> <p><i>Lincoln JournalStar</i></p> <p><i>Getting Started in Journalism</i>, Chapter 4, 8, 10</p>	<p>Analyze the characteristics of a front page, and learn the terminology.</p> <p>Create consensus for a banner and logo to be used on every issue.</p> <p>Practice the LTQT method. Groups analyze structure of other types of articles and entertainment features; and present their findings to the class.</p>

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Writing	<p>LA 8.2.2.d Analyze models and examples (own & others) of various genres in order to create a similar piece.</p>	<p>Identify and write several types of grammatical leads for news.</p> <p>Analyze various types of news articles (straight news, feature stories, sports, etc.), to recognize the LTQT pattern plus other common patterns, and create a structurally similar article.</p>	October	October, December	Classroom Rubric Publication	<i>Getting Started in Journalism</i> , Chapters 3, 8, 9, 10	<p>Identify types of grammatical leads: Most common is a noun lead, starting with the Who or What. Find examples in the news. Practice writing various leads.</p> <p>After groups analyze several types of articles or entertainment features, each student chooses one type to write, following the model.</p>
Speaking & Listening	<p>LA 8.3.1 Speaking Skills: Students will develop, apply, and refine speaking skills to communicate key ideas in a variety of situations.</p> <p>LA 8.3.1.a Communicate ideas and information in a manner appropriate for the purpose and setting.</p> <p>LA 8.3.1.b Demonstrate and adjust speaking techniques for a variety of purposes and situations.</p> <p>LA 8.3.1.c Utilize available media to enhance communication.</p>	<p>Differentiate between closed and open-ended questions, and write open-ended questions to gather information.</p> <p>Students will gather information from sources, seeking accurate facts or relevant observations.</p>	October	October, December	Classroom Rubric Publication	<p>Teacher materials</p> <p><i>Getting Started in Journalism</i>, Chapter 6</p>	<p>Journalists will write open-ended questions to gather information from sources who will have knowledge about the topic of an article.</p> <p>Journalists will interview knowledgeable sources, ask follow-up questions, and gather quotes.</p> <p>Journalists will cross-check facts.</p> <p>Journalists will gather background information from print or internet as needed.</p>

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Speaking & Listening	<p>LA 8.3.2 Listening Skills: Students will develop, apply, and refine active listening skills across a variety of situations.</p> <p>LA 8.3.2.a Apply listening skills needed for multiple situations and modalities. (e.g. video, audio, distance, one-to-one, group)</p> <p>LA 8.3.2.b Listen and ask questions concerning the speaker's content, delivery, and purpose.</p> <p>LA 8.3.2.c Listen to, analyze, and evaluate thoughts, ideas, and credibility of information being communicated.</p>	<p>Listen with accuracy during interviews.</p> <p>Ask appropriate follow-up questions during interviews.</p> <p>Listen to peers and reach consensus.</p> <p>Listen to professional journalists speak about their career.</p>	October	Ongoing, October, December	Classroom Rubric Publication	<p>Teacher materials</p> <p><i>Getting Started in Journalism</i>, Chapters 4 & 6</p> <p><i>York News Times</i> reporter</p> <p><u>IDEAL</u> Hastings: KHAS-TV, <i>Hastings Tribune</i>, Lied Super Screen Theatre at Hastings Museum OR Lincoln: KOLN-KGIN TV or KLKN TV, <i>Lincoln JournalStar</i>, and a documentary film</p>	<p>Take notes while interviewing sources, paraphrasing or summarizing, plus recording word-for-word quotes. Select relevant facts heard during the interview.</p> <p>Ask follow-up questions that are prompted by comments during an interview.</p> <p>Journalism students will listen to and analyze ideas of their peers and come to consensus as a class; for example, in exercises to select relevant facts for articles, or when choosing a flag and logo, or regarding articles to include in each issue.</p> <p>A reporter will speak to students about his/her job.</p> <p>(IDEAL: Field Trip to Hastings or to Lincoln) Observe professional journalists and their products, such as television news, newspaper production, and documentary film.</p>

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Speaking & Listening	<p>LA 8.3.3 Reciprocal Communication: Students will develop, apply, and adapt reciprocal communication skills.</p> <p>LA 8.3.3.a Demonstrate sensitivity to the use of words (e.g., stereotypes, connotations, subtleties of language)</p> <p>LA 8.3.3.b Interact and collaborate with others in learning situations by contributing questions, information, opinions, and ideas using a variety of media and formats.</p>	<p>Ask appropriate follow-up questions during interviews.</p> <p>Create a code of ethics that promises not to use slurs of any race, religion, or gender.</p> <p>Exercise polite speech and behavior with teachers while entering classrooms to find students or adults to interview.</p> <p>Listen to peers and reach consensus.</p>	October, November	Ongoing, October, December	Classroom Publication	<p>Teacher materials</p> <p><i>Getting Started in Journalism</i>, Chapter 2</p>	<p>Ask follow-up questions that are prompted by comments during an interview.</p> <p>Use polite behaviors when setting up and conducting interviews.</p> <p>Clarify how standards and ethics in journalism are as important as law.</p> <p>Create a code of ethics that establishes rights and responsibilities of YMS journalists, and states what will or will not be printed in the school newspaper.</p> <p>Make decisions as a class by reaching consensus or through democratic means.</p>

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Multiple Literacies	<p>LA 8.4 Students will identify, locate, and evaluate information.</p> <p>LA 8.4.1 Multiple Literacies: Students will research, synthesize, evaluate, and communicate information in a variety of media and formats (textual, visual, and digital).</p> <p>LA 8.4.1.a Select and use multiple resources to answer questions and support conclusions using valid information. (e.g. print, subscription databases, web resources)</p>	<p>Identify sources of relevant information for a news article, gather that information, and select facts and quotes that will communicate a focused story.</p> <p>Operate a digital camera. Shoot digital photos that will help tell news stories.</p> <p>Create articles with digital photos on the computer, using a desktop publishing program.</p> <p>Identify careers in journalism and the training/education required.</p>	September, October, November	October, November, December	Publication Rubrics	<p>Teacher materials</p> <p>Computer with <i>Microsoft Publisher</i> software</p> <p>Digital camera</p>	<p>Establish steps for creating an article. (List known facts, questions to be asked, reliable sources, interview or questionnaire procedures, note-taking, arranging info from most to least important, determining a focus for the story, writing leads, adding information and quotes with transitions)</p> <p>Use column format for text and photos.</p> <p>Learn to use a digital camera and to download. Learn to insert pictures and graphic art in Microsoft Publisher. Learn photo composition basics and cropping. Add informative captions.</p> <p>Research careers in journalism and one professional journalist.</p>

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Multiple Literacies	LA 8.4.1.b Demonstrate ethical and legal use of information by citing sources using prescribed formats and tools. (e.g. online citation assistance, publication guidelines)	<p>Learn about the history of press freedom, and about law, standards, and ethics applicable to student journalists.</p> <p>Write different types of reviews (e.g. movie, music, restaurant) and editorials (e.g. persuasive, critical, laudatory) with a reasonable tone.</p> <p>Cite sources and attribute quotes in news articles.</p>	October, November	October, November, December	Classroom Publication	<p>Teacher materials</p> <p><i>Getting Started in Journalism</i>, Chapter 2</p> <p>rubric</p>	<p>Learn about legal precedents and apply to hypothetical situations that student journalists might face. (Examples of precedents: 1735 Zenger trial; First Amendment; Supreme Court decisions of Tinker v. Des Moines Independent Community School District, Forum Theory, and Hazelwood School District v. Kuhlmeier)</p> <p>Create and follow a Code of Ethics that includes a statement of purposes of the school newspaper, and legal and editorial freedoms and responsibilities.</p> <p>Publish that Code of Ethics to the principal of the school as an editorial guideline for the YMS newspaper.</p> <p>Use quotes and clear attribution in news articles.</p>

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Multiple Literacies	LA 8.4.1.f Gather and share information and opinions as a result of communication with others (e.g., video/audio chat, interview, podcast, multi-media presentations)	Journalists will interview and quote persons in articles. Articles will be created on the computer but currently are published on paper. (The teacher may submit each issue to the superintendent's secretary. contact Kerry. to be published on the York Public Schools website.)	October, November	Ongoing, October, December	Classroom Rubric Publication	Teacher materials <i>computer & software</i> <i>Getting Started in Journalism, Chapter 9</i>	Include direct quotes with attribution in articles. Use desktop publishing. Publish opinions and/or survey results.