

## English Planned Course – Newspaper Production I

Unit: **Writing for the Newspaper**

State Curriculum Standard:   **1.1.11 Learning to read independently**  
   **1.2.11 Learning to read in the content areas**  
   **1.4.11 Types of writing**  
   **1.5.11 Quality of writing**  
   **1.6.11 Speaking and listening**

PSSA Anchor: **See Checklist**

Appendix:   **A. PA Academic Standards for Reading, Writing, Speaking and Listening - Grade 11**  
                       **B. PSSA Reading Assessment Anchors Checklist – Grade 11**  
                       **C. PSSA Writing Rubrics**  
                       **D. PSSA Reading Rubric**  
                       **E. PSSA Assessment Anchor Glossary**

Course Content	Student Performance	Resources	Assessments
<p>A. Interviewing</p> <ul style="list-style-type: none"> <li>• Getting good interviews</li> <li>• Interviewing techniques</li> <li>• Glossary terms (see appendix B):               <ul style="list-style-type: none"> <li>• Conventions of language</li> </ul> </li> </ul> <p>B. News Writing</p> <ul style="list-style-type: none"> <li>• Characteristics and structure of News</li> <li>• Inverted Pyramid</li> <li>• Organizational structures</li> <li>• Identifying the 5w's and h</li> <li>• News leads</li> <li>• Attribution</li> <li>• Using quotes</li> <li>• Glossary terms (see appendix B):</li> </ul>	<ul style="list-style-type: none"> <li>• Apply the techniques of a good interview</li> <li>• Write effective interview questions</li> <li>• Identify and utilize primary, secondary and tertiary sources for interview preparation</li> <li>• Conduct an interview for each article assigned this semester</li> <li>• Distinguish between active and passive voice</li> <li>• Understand proper verb and pronoun usage</li> <li>• Demonstrate proper punctuation and capitalization in writing</li> </ul>	<ul style="list-style-type: none"> <li>• School Newspaper Adviser's Survival Guide. Patricia Osborn, The Center for Applied Research in Education, 1998</li> </ul>	<ul style="list-style-type: none"> <li>• Student workbook</li> <li>• Video unit sheets</li> <li>• Quizzes</li> <li>• Presentations</li> <li>• Class discussion</li> <li>• Writing skills exercises</li> <li>• Various teacher-generated worksheets</li> <li>• Rubrics</li> <li>• Peer/outside editing</li> <li>• Rough drafts</li> <li>• Revised drafts</li> <li>• Final drafts</li> <li>• Teacher generated activities</li> <li>• Brainstorming activities</li> <li>• Shared inquiry</li> </ul>

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<ul style="list-style-type: none"> <li>• Graphic organizer</li> <li>• Primary source</li> <li>• Secondary source</li> <li>• Text structure</li> </ul> <p>C. Sports Writing</p> <ul style="list-style-type: none"> <li>• Characteristics and structure of a sports article</li> <li>• Advance story vs. summary story</li> <li>• Writing with an active voice</li> <li>• Interviewing techniques</li> <li>• Glossary terms (see appendix B):               <ul style="list-style-type: none"> <li>• Style</li> <li>• Voice</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Use proper forms of titles, identification and numbers</li> <li>• Employ copy editing/reading symbols</li> <li>• Use the writing process</li> <li>• Identify and apply the characteristics and structure of news writing</li> <li>• Research various topics for news stories</li> <li>• Identify and utilize primary, secondary and tertiary sources for article preparation</li> <li>• Compose a quality lead paragraph</li> <li>• Compose and edit at least one news article ready for publication</li> </ul>		

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Course Content	Student Performance	Resources	Assessments
D. Feature Writing <ul style="list-style-type: none"> <li>Characteristics and structure of a feature story</li> <li>Writing a feature lead</li> <li>Brainstorming topics.</li> <li>Feature writing vs. news writing</li> <li>Glossary terms (see appendix B):</li> <li>Content specific; Feature lead, Human interest</li> </ul> E. Editorial Writing <ul style="list-style-type: none"> <li>Characteristics and structure of editorials</li> <li>Responsibilities of the editorial writer</li> <li>Selecting topics</li> </ul>	<ul style="list-style-type: none"> <li>Utilize objective language and avoid bias in their writing</li> <li>Identify and apply the characteristics and structure of sports writing</li> <li>Research various topics for sports stories.</li> <li>Identify and utilize primary, secondary and tertiary sources for article preparation</li> <li>Identify and employ effective interviewing techniques</li> <li><input type="checkbox"/> Compose a quality lead paragraph</li> <li>Compose and edit at least one sports advance article and one sports summary article ready for publication</li> </ul>		

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<ul style="list-style-type: none"> <li>Types of editorials; explanation, argumentation, commemoration</li> <li>Glossary terms (see appendix B):               <ul style="list-style-type: none"> <li>Author's thesis</li> <li>Bias</li> <li>Assertion</li> <li>Content specific; Explanation</li> <li>Argument</li> <li>Commemoration</li> </ul> </li> </ul> <p>F. Column Writing</p> <ul style="list-style-type: none"> <li>Characteristics and structure of columns</li> <li>Topic selection</li> <li>Types of columns</li> <li>Glossary terms (see appendix B):</li> </ul>	<ul style="list-style-type: none"> <li>Identify and apply the characteristics and structure of feature writing</li> <li>Research various topics for feature stories</li> <li>Identify and utilize primary, secondary and tertiary sources for article preparation</li> <li>Identify and employ effective interviewing techniques</li> <li>Compose a quality feature lead paragraph</li> <li>Compose and edit at least one feature article ready for publication</li> <li>Identify and apply the characteristics and structure of editorial writing</li> </ul>		

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<ul style="list-style-type: none"> <li>• Tone</li> <li>• Theme</li> </ul>	<ul style="list-style-type: none"> <li>• Research various topics for editorial article</li> <li>• Identify and utilize primary, secondary and tertiary sources for article preparation</li> <li>• Identify and employ effective interviewing techniques</li> <li>• Compose and edit a quality editorial lead paragraph</li> <li>• Compose and edit different types of editorial articles ready for publication</li> <li>• □□□□ Identify and apply the characteristics and structure of Column writing</li> <li>• Research various topics for editorial article preparation</li> </ul>		

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	<ul style="list-style-type: none"><li>• Identify and employ effective interviewing techniques</li><li>• Compose and edit at least two different types of column articles ready for publication</li><li>• Locate various texts, media and traditional resources for assigned independent projects before reading</li><li>• Identify, describe, evaluate and synthesize the essential ideas in text</li><li>• Demonstrate after reading understanding and interpretation of sources</li><li>• Demonstrate fluency and comprehension in reading</li></ul>		

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	<ul style="list-style-type: none"><li>• Read and understand essential content of informational texts and documents</li><li>• Maintain a written record of activities in the form of a student portfolio</li><li>• Write using well-developed content appropriate for the topic</li><li>• Contribute to discussions</li></ul>		

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### Unit: Introduction to Newspaper Design

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PSSA Anchor:   **R11A.2 Understand Nonfiction appropriate to grade level.**  
                       **R11B.1 Interpret, compare, describe, analyze, and evaluate components within and between texts.**

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<p>A. Introduction to Layout and Design</p> <ul style="list-style-type: none"> <li>• Arrangement of copy, headlines, photographs, and illustrations</li> <li>• Reader appeal</li> <li>• Order of importance</li> <li>• Creating a dummy layout</li> <li>• Attractive appearance</li> <li>• Glossary terms (see appendix B):               <ul style="list-style-type: none"> <li>• Content Specific:                   <ul style="list-style-type: none"> <li>• Order of Importance</li> <li>• Dummy layout</li> <li>• Reader appeal</li> </ul> </li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Design a sample dummy layout</li> <li>• Participate in the planning of a minimum of 3 issues in the semester</li> <li>• Copy-edit completed PDF's for mistakes</li> <li>• Be introduced to the current design and photo editing software in use</li> </ul>	<ul style="list-style-type: none"> <li>• School Newspaper Adviser's Survival Guide. Patricia Osborn, The Center for Applied Research in Education, 1998</li> <li>• Various Daily Newspapers</li> <li>• Various Periodicals</li> <li>• Current information systems made available to the high school students in the building</li> <li>• <i>The Pocono Record</i></li> </ul>	<ul style="list-style-type: none"> <li>• □□□□ Student workbook</li> <li>• Video unit sheets</li> <li>• Quizzes</li> <li>• Role playing</li> <li>• Presentations</li> <li>• Class discussion</li> <li>• Exercises</li> <li>• Various teacher generated worksheets</li> <li>• Written articles</li> </ul>