

## English Planned Course – Newspaper Production II

Unit: **Editing Skills Review**

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

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
<b>A. Style and Editing</b> <ul style="list-style-type: none"> <li>Active and passive voice</li> <li>Verb usage</li> <li>Pronoun usage</li> <li>Capitalization and punctuation</li> <li>Titles and identification</li> <li>How to use number</li> <li>Copy editing/reading symbols</li> <li>The writing process</li> <li>Using objective language</li> <li>Avoiding “isms”</li> <li>Glossary terms (see appendix B):               <ul style="list-style-type: none"> <li>Conventions of language</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <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> <li>Use proper forms of titles, identification and numbers</li> <li>Employ copy editing/reading symbols</li> <li>Use the writing process</li> <li>Utilize objective language and avoid bias in their writing</li> <li>Identify and apply the characteristics and structure of each type of 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> <li>Daily newspapers</li> <li>Various periodicals</li> <li>Current design software</li> <li>Current photo editing software</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>Presentations</li> <li>Class discussion</li> <li>Skills exercises</li> <li>Various teacher generated worksheets</li> <li>Edited articles</li> </ul>

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B. Review Types of Writing; Hard News, Sports, Feature, Editorial, Column <ul style="list-style-type: none"> <li>Characteristics and structure of type of writing</li> <li>Organizational structures</li> <li>Effective leads</li> <li>Selecting topics for editorials</li> <li>Glossary terms (see appendix B):               <ul style="list-style-type: none"> <li>Graphic organizer</li> <li>Primary source</li> <li>Secondary source</li> <li>Text structure</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Research various topics for ideas for each issue published</li> <li>Identify and utilize primary, secondary and tertiary sources for article preparation</li> <li>Compose and edit at least one editorial</li> <li>Edit at least one of each type of article ready for publication</li> <li>Demonstrate after reading understanding and interpretation of sources</li> </ul>		

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<ul style="list-style-type: none"> <li>• Style</li> <li>• Voice</li> <li>• Author’s thesis</li> <li>• Bias</li> <li>• Assertion</li> <li>• Content specific; explanation, argument</li> <li>• Tone</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate fluency and comprehension in reading</li> <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> </ul>		

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Unit: **Advertising**

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<b>Course Content</b>	<b>Student Performance</b>	<b>Resources</b>	<b>Assessments</b>
A. Techniques for Soliciting	<ul style="list-style-type: none"> <li>List and demonstrate knowledge of effective techniques for soliciting customers</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>Role playing</li> <li>Presentations</li> <li>Class discussion</li> <li>Exercises</li> <li>Various teacher generated</li> <li>Worksheets</li> <li>Edited articles</li> <li>Speculative ads</li> <li>Advertising contracts</li> <li>Advertising campaign</li> </ul>
B. Designing a Speculative Advertisement <ul style="list-style-type: none"> <li>Characteristics of an advertisement</li> </ul>	<ul style="list-style-type: none"> <li>Design a speculative advertisement using the characteristics of advertising</li> </ul>	<ul style="list-style-type: none"> <li>Daily newspapers</li> <li>Various periodicals</li> <li>Current design software</li> <li>Current photo editing software</li> <li><i>The Pocono Record</i></li> </ul>	
C. Writing an Advertising Contract	<ul style="list-style-type: none"> <li>Write a sound advertising contract including advertising agreement, ad price chart, invoice, receipt</li> </ul>		
D. Building an advertising campaign	<ul style="list-style-type: none"> <li>Sell at least two advertising contracts for each issue published</li> </ul>		

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<b>A. Newspaper Design</b> <ul style="list-style-type: none"> <li>Arrangement of copy, headlines, photographs, and illustrations.</li> <li>Order of importance</li> <li>Attractive appearance</li> <li>Reader appeal</li> <li>Newspaper personality</li> <li>Create a dummy layout</li> <li>Glossary terms (see appendix B)               <ul style="list-style-type: none"> <li>Order of importance</li> <li>Dummy layout</li> <li>Reader appeal</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Design a dummy layout according to the elements of design for at least one page for each issue published</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>Daily newspapers</li> <li>Various periodicals</li> <li>Current design software</li> <li>Current photo editing software</li> <li><i>The Pocono Record</i></li> </ul>	<ul style="list-style-type: none"> <li>Student workbook</li> <li>Quizzes</li> <li>Presentations</li> <li>Class discussion</li> <li>Skills Exercises</li> <li>Various teacher-generated worksheets</li> <li>Edited articles</li> <li>Dummy layouts</li> <li>Completed page layout</li> </ul>
<b>B. Headline Writing</b> <ul style="list-style-type: none"> <li>Parts of headline (subject and verb)</li> </ul>	<ul style="list-style-type: none"> <li>□□□□ Understand the parts of a headline</li> <li>Write proper headlines</li> </ul>		

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<ul style="list-style-type: none"> <li>• Avoiding faulty headlines</li> <li>• Headline style</li> <li>• Justification</li> <li>• Glossary terms (see appendix B):               <ul style="list-style-type: none"> <li>• Conventions of language Content specific; justification, headline</li> </ul> </li> </ul> <p>C. Caption Writing</p> <ul style="list-style-type: none"> <li>• Telling the story behind the photograph</li> <li>• Characteristics</li> <li>• Do's and Don'ts</li> <li>• Glossary terms (see appendix B): Caption</li> </ul>	<ul style="list-style-type: none"> <li>• Recognize and correct faulty headlines</li> <li>• Use designated headline style</li> <li>• Use designated headline justification</li> </ul> <ul style="list-style-type: none"> <li>• Write effective photo captions</li> <li>• Apply the characteristics of caption writing</li> </ul>		

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D. Photography <ul style="list-style-type: none"> <li>• Selection of equipment</li> <li>• Rules of composition</li> <li>• Evaluating photos</li> <li>• terms (see appendix B): Rule of thirds</li> </ul>	<ul style="list-style-type: none"> <li>• Differentiate different types of photography equipment</li> <li>• Utilize the rules of composition</li> <li>• Evaluate photos for the rules of composition</li> <li>• Show proficiency in using current photo editing software</li> <li>• </li> </ul>		
E. Use current Design Program <ul style="list-style-type: none"> <li>• Create reader friendly style</li> <li>• Correctly manipulate photographs and text</li> <li>• Use of the elements of design</li> </ul>	<ul style="list-style-type: none"> <li>• Create an effective layout</li> <li>• Design and layout at least one page for each issue published (additional pages at teachers discretion)</li> <li>• Show proficiency in using the current design software</li> <li>• Identify, describe, evaluate and synthesize the essential ideas in practice</li> </ul>		