

Planned Course: Journalism	Course Number: E108AH	Department: English	
Unit: Layout & Design	Grade Level: 9-12		
Estimated Time: 10 Days	Level/Track: Elective	Date Approved: 08/27/2018	
PA Academic Standards	Core Concepts (in question format) • Skills/Knowledge	Activities/Strategies/Study Skills (identify some activities as remedial or enrichment activities)	Assessments (include types and topics)

<p>English/Language Arts Standards 1.2 Reading Informational Texts CC.1.2.11–12.E Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging. CC.1.2.11–12.F Evaluate how words and phrases shape meaning and tone in texts. CC.1.2.11–12.J Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. 1.4 Writing CC.1.4.11–12.T Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. CC.1.4.11–12.U Use technology, including the Internet, to produce, publish, and</p>	<p>What are the essential elements of a well-designed newspaper? How do newspapers organize their content to create a hierarchy of information? What terminology is specific to the design and graphical elements of a newspaper? How has technology changed the way newspapers are structured?</p>	<ul style="list-style-type: none"> • Direct instruction • Class discussion • Examine school and professional newspapers to find examples of faulty layout. Clip examples and present them in class for discussion • Create a bulletin board of examples of what not to do when laying out pages • Select an exchange paper from another school and prepare an oral/visual report on its overall design; give recommendations for improvement and then redesign a page using the recommendations • Prepare a paste-up for page one in a style that is different from the school paper • Design a nameplate and dateline for the school paper • Design a one page dummy; base the content on topics of current interest; include the masthead, at least two editorials, and whatever other material is appropriate • Select the “best” sports layout and write a critique discussing specific aspects of layout, typography, and content which make it effective and attractive • Using a graphic design program 	<ul style="list-style-type: none"> • Teacher observation of student’s participation in discussion • Teacher assessment based on a rubric • Design will be an integral part of every newspaper that is produced, and will be assessed throughout the year using a rubric • Objective assessment on basic principles and terminology of newspaper design • Multimedia presentation showing good use of design principles • Evaluation of dummy page according to rules of good design • Publication of nameplate and dateline • Teacher observation of successful completion of application of technology skills to newspaper layout/production
--	---	--	---

<p>update individual or shared writing products in response to ongoing feedback, including new arguments and information. CC.1.4.11–12.V Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. CC.1.4.11–12.W Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. CC.1.4.11–12.X Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>Business, Computer, and Information Technology Standards 15.3 Communication 15.3.12. E. Evaluate chosen print and electronic resources for advanced research. 15.3.12. I. Synthesize information</p>		<p>such as InDesign, type stories, put them in columns, and design headlines</p> <ul style="list-style-type: none"> ● Using a graphic design program such as InDesign, create basic graphic/layout design (s) for layout production 	
---	--	--	--

gathered from multiple sources (e.g., digital, print, face to face).

15.4 Computer and Information Technologies

15.4.12. A. Apply the creative and productive use of emerging technologies for educational and personal success.

15.4.12. D. Evaluate emerging input technologies.

15.4.12. G. Create an advanced digital project using sophisticated design and appropriate software/applications.

15.4.12. K. Evaluate advanced multimedia work products and make recommendations based on the evaluation.

15.6.12. L. Find and use primary documentation; employ an accepted protocol for citation.

<p>gathered from multiple sources (e.g., digital, print, face to face).</p> <p>15.4 Computer and Information Technologies</p> <p>15.4.12. A. Apply the creative and productive use of emerging technologies for educational and personal success.</p> <p>15.4.12. D. Evaluate emerging input technologies.</p> <p>15.4.12. G. Create an advanced digital project using sophisticated design and appropriate software/applications.</p> <p>15.4.12. K. Evaluate advanced multimedia work products and make recommendations based on the evaluation.</p> <p>15.6.12. L. Find and use primary documentation; employ an accepted protocol for citation.</p>			
--	--	--	--