



Pine Grove Area
SCHOOL DISTRICT

Language Arts

Writing for Publication

BOARD APPROVED AUGUST 2007

I. PHILOSOPHY

The High School Writing for Publication course of the Pine Grove Area School District has been structured to introduce students to the fundamentals of various types of journalistic writing and how these fundamentals apply to publications. The High School Writing for Publications course also addresses the practice of ethical journalism within the legal boundaries of a public setting. The course will allow for the accommodation of many learning styles, motivational levels, and academic abilities.

II. CORE CONCEPTS

1. **History** – Ability to recognize the history of journalism and its impact on society
2. **Newspapers, Magazines, Web sites** – Ability to recognize and understand the stylistic differences among these three types of publications
3. **Law and Ethics** – Ability to recognize and avoid the violation of copyright and privacy laws
4. **Style** – Ability to understand the differences between MLA and AP formatting style and the preferred style for use in journalism
5. **Reporting** – Ability to understand how to gather information for stories in the form of research, surveys, polls, investigative reporting, and interviews and to recognize the importance of the difference between human and physical sources
6. **Writing** – Ability to understand the differences among and write for various aspects of publication: headlines, captions, leads, headline news, local and foreign news, sports writing, entertainment news, features, opinion columns, editorials, and reviews
7. **Editing** – Ability to recognize and correct grammatical and usage errors in a news piece

III. COURSE OF STUDY

A. Course Name: Writing for Publication

B. Grade Level: 10-12

C. Length of Course: One Semester

1. Frequency: Daily

2. Duration: 42 minutes

D. Academic Level: Non-Academic and College Prep

E. Credits: 0.5

F. Prerequisite: English 9

G. Course Description:

Students will explore various areas of writing used in common forms of print media including newspapers, magazines, yearbooks, and literary magazines. Students will contribute to all three school publications through the writing of articles, body copy, captions, and a least one creative piece among others. Student will become familiar with different modes of writing including opinion/editorial, objective news reporting, feature writing and review.

IV. CONTENT: Writing for Publication

CORE CONCEPT 1: History

MAJOR OBJECTIVE: Ability to recognize the history of journalism and its impact on society

CURRICULUM STANDARD:			
State Standard/Student Expectation	Specific Content	Assessments	Resources/Materials
<p>PA Standard 1.1.11</p> <p>Locate various texts, media and traditional resources for assigned and independent projects before reading.</p>	<p>Teacher will guide student to:</p> <ul style="list-style-type: none"> • Research important world events that are shaped by the media (Watergate, etc.) • Use the library resources and the Internet to find articles reflecting world events • Research famous journalists and discuss their importance in society 	<p>Teacher evaluation of:</p> <ul style="list-style-type: none"> • Oral presentations on researched journalists • Debate/discussion on the level of impact that the media has on world events 	<ul style="list-style-type: none"> • Instructor generated resources • Internet resources • Library resources

CONTENT: Writing for Publication

CORE CONCEPT 1: History

MAJOR OBJECTIVE: Ability to recognize the history of journalism and its impact on society

CURRICULUM STANDARD:

State Standard/Student Expectation	Specific Content	Assessments	Resources/Materials
<p>PA Standard 1.2.11</p> <p>Read and understand essential content of informational texts and documents in all academic areas.</p> <ul style="list-style-type: none">• Distinguish between essential and nonessential information across a variety of sources, identifying the use of proper references or authorities and propaganda techniques where present.• Evaluate text organization and content to determine the author's purpose and effectiveness according to the author's theses, accuracy, thoroughness, logic and reasoning.	<p>Teacher will guide student to:</p> <ul style="list-style-type: none">• Read and annotate the researched articles for technique, purpose, and stylistic components• Compare and contrast the researched articles on world events to textbook versions of the same world events• Discuss what makes the articles have an impact based on their purpose, audience, language, and tone• Analyze the impact that the articles created	<p>Teacher evaluation of:</p> <ul style="list-style-type: none">• Student compare/contrast essays on two different versions of information• Student written work to highlight and underline important pieces of information contained within the text that display the author's purpose, audience, language, and tone	<ul style="list-style-type: none">• Instructor generated resources• Internet resources• Library resources

CONTENT: Writing for Publication

CORE CONCEPT 2: Newspapers, Magazines, Web sites

MAJOR OBJECTIVE: Ability to recognize and understand the stylistic differences among these three types of publications

CURRICULUM STANDARD:			
State Standard/Student Expectation	Specific Content	Assessments	Resources/Materials
<p>PA Standard 1.1.11</p> <p>Analyze the structure of informational materials explaining how authors used these to achieve their purposes.</p>	<p>Teacher will guide student to:</p> <ul style="list-style-type: none"> • Identify the main components of a newspaper • Identify the main components of a magazine • Identify the main components of a web site • Analyze the audience of a newspaper • Analyze the audience of a magazine • Analyze the audience of a web site 	<p>Teacher evaluation of:</p> <ul style="list-style-type: none"> • Student lists of components in newspapers and magazines • Student participation in whole group discussion on audience 	<ul style="list-style-type: none"> • Teacher generated resources • Sample newspapers such as but not limited to <i>The New York Times</i>, <i>The Washington Post</i>, <i>The Pottsville Republican</i> • Sample magazines such as but not limited to <i>Time</i>, <i>Glamour</i>, <i>Newsweek</i>, <i>National Geographic</i> • Sample web sites such as, but not limited to <i>CNN.com</i>, <i>MSN.com</i>
<p>PA Standard 1.2.11</p> <p>Read and understand essential content of informational texts and documents in all academic areas.</p> <ul style="list-style-type: none"> • Use teacher and student established criteria for making decisions and drawing conclusions. 	<p>Teacher will guide student to:</p> <ul style="list-style-type: none"> • Use a checklist to assess the differences among these three types of media 	<p>Teacher evaluation of:</p> <ul style="list-style-type: none"> • Student chart created for comparison purposes • Student Venn diagram 	<ul style="list-style-type: none"> • Teacher generated resources • Venn diagram • Various newspapers, magazines, web sites

CONTENT: Writing for Publication

CORE CONCEPT 2: Newspapers, Magazines, Web sites

MAJOR OBJECTIVE: Ability to recognize and understand the stylistic differences among these three types of publications

CURRICULUM STANDARD:			
State Standard/Student Expectation	Specific Content	Assessments	Resources/Materials
<p>PA Standard 1.2.11</p> <p>Use and understand a variety of media and evaluate the quality of material produced.</p> <ul style="list-style-type: none">• Explain how the techniques used in electronic media modify traditional forms of discourse for different purposes.	<p>Teacher will guide student to:</p> <ul style="list-style-type: none">• Analyze the audience of a web site• Identify the main components of a web site	<p>Teacher evaluation of:</p> <ul style="list-style-type: none">• Student list of web sites components• Student will analyze a website audience	<ul style="list-style-type: none">• Teacher generated resources• Sample web sites such as, but not limited to <i>CNN.com, MSN.com</i>

CONTENT: Writing for Publication

CORE CONCEPT 3: Law and Ethics

MAJOR OBJECTIVE: Ability to recognize and avoid the violation of copyright and privacy laws

CURRICULUM STANDARD:

State Standard/Student Expectation	Specific Content	Assessments	Resources/Materials
<p>PA Standard 1.8.11</p> <p>Organize, summarize and present the main ideas from research.</p> <ul style="list-style-type: none">• Give precise, formal credit for others' ideas, images or information using a standard method of documentation.	<p>Teacher will guide student to:</p> <ul style="list-style-type: none">• Analyze the specifics of copyright laws• Analyze the specifics of privacy laws• Analyze the specifics of plagiarism• Practice summarizing, quoting, and citing text to avoid plagiarism• Define defamation and libel and the consequences of both• Read and analyze the first amendment	<p>Teacher evaluation of:</p> <ul style="list-style-type: none">• Student assessment of troublesome scenarios and whether they are violations• Student definition of plagiarism• Student debate/discussion the first amendment and its implications	<ul style="list-style-type: none">• Teacher generated resources• The copyright laws• The privacy laws• School board adopted policy on plagiarism

CONTENT: Writing for Publication

CORE CONCEPT 4: Style

MAJOR OBJECTIVE: Ability to understand the differences between MLA and AP formatting style, the preferred style for use in journalism

CURRICULUM STANDARD:

State Standard/Student Expectation	Specific Content	Assessments	Resources/Materials
<p>PA Standard 1.8.11</p> <p>Organize, summarize and present the main ideas from research.</p> <ul style="list-style-type: none">• Give precise, formal credit for others' ideas, images or information using a standard method of documentation.	<p>Teacher will guide student to:</p> <ul style="list-style-type: none">• Identify the main components of the AP formatting style• Identify the main differences between the MLA and AP format• Practice citations and setup in the AP formatting style• Define and explain the inverted pyramid• Discuss the idea of an impersonal reporter and its implications for writing• Analyze language sensitivity and its use in public writing• Analyze the importance of knowing one's audience	<p>Teacher evaluation of:</p> <ul style="list-style-type: none">• Student ability to edit texts that contain stylistic errors• Student success in discovering the school demographic by conducting a small-scale survey• Student discussion after watching a series of events unfold, writing down what happened as an individual, and class discussion on the differences of perspectives	<ul style="list-style-type: none">• Teacher generated resources• MLA style guide• AP style guide

CONTENT: Writing for Publication

CORE CONCEPT 5: Reporting

MAJOR OBJECTIVE: Ability to understand how to gather information for stories in the form of research, surveys, polls, investigative reporting, and interviews and recognize the importance of the difference between human and physical sources

CURRICULUM STANDARD:			
State Standard/Student Expectation	Specific Content	Assessments	Resources/Materials
<p>PA Standard 1.8.11</p> <p>Locate information using appropriate sources and strategies.</p> <ul style="list-style-type: none"> • Determine valid resources for researching the topic, including primary and secondary sources. • Evaluate the importance and quality of the sources. • Select sources appropriate to the breadth and depth of the research (e.g., dictionaries, thesauruses, other reference materials, interviews, observations, computer databases). 	<p>Teacher will guide student to:</p> <ul style="list-style-type: none"> • Identify the main components of research • Analyze the different types of sources and their validity • Analyze surveys and polls that have been used for research purposes and the manipulation of this data • Create surveys and polls for research and practice purposes • Analyze the five Ws and one H of reporting • Differentiate among the different types of sources: stored, personal, observation • Understand the main components of interviewing questions: closed, open-ended, hypothetical, agree-disagree, probing, and personal 	<p>Teacher evaluation of:</p> <ul style="list-style-type: none"> • Student created definition of the Five W's and H; create a visual representation • Student examples of each type of source • Student conducted interview and use pre-written questions of each type • Student written and conducted survey/poll • Student manipulated results of survey/data to show two different results 	<ul style="list-style-type: none"> • Teacher generated resources • Samples of surveys and polls from credible news sources such as, but not limited to, <i>The New York Times</i>, <i>CNN.com</i>, <i>MSN.com</i>

CONTENT: Writing for Publication

CORE CONCEPT 6: Writing

MAJOR OBJECTIVE: Ability to understand the differences among and write for the following aspects of publications: headlines, captions, leads, headline news, local and foreign news, sports writing, entertainment news, features, opinion columns, editorials, and reviews

CURRICULUM STANDARD:

State Standard/Student Expectation	Specific Content	Assessments	Resources/Materials
<p>PA Standard 1.4.11</p> <p>Write complex informational pieces (e.g., research papers, analyses, evaluations, essays).</p> <ul style="list-style-type: none">• Include a variety of methods to develop the main idea.• Use precise language and specific detail.• Include cause and effect.• Use relevant graphics (e.g., maps, charts, graphs, tables, illustrations, photographs).• Use primary and secondary sources.	<p>Teacher will guide student to:</p> <ul style="list-style-type: none">• Understand and demonstrate basic writing characteristics: accuracy, precision, efficiency, and clarity• Analyze the use of attribution and third person in news writing• Analyze lead paragraphs and understand their basic components• Read and differentiate between effective headlines and captions• Distinguish the differences among the following: news writing, sports writing, entertainment writing, opinions, and reviews	<p>Teacher evaluation of:</p> <ul style="list-style-type: none">• Student checklist of the basic characteristics of writing and application to their own writing• Student written example of each of the following: news writing, sports writing, entertainment writing, opinions, leads, headlines, captions, and reviews	<ul style="list-style-type: none">• Examples of news writing, sports writing, entertainment writing, opinions, leads, headlines, captions, and reviews• Teacher generated resources

CONTENT: Writing for Publication

CORE CONCEPT 7: Editing

MAJOR OBJECTIVE: Ability to recognize and correct grammatical and usage errors in a news piece

CURRICULUM STANDARD:

State Standard/Student Expectation	Specific Content	Assessments	Resources/Materials
<p>PA Standard 1.5.11</p> <p>Revise writing to improve style, word choice, sentence variety and subtlety of meaning after rethinking how questions of purpose, audience and genre have been addressed.</p>	<p>Teacher will guide student to:</p> <ul style="list-style-type: none">• Discuss the importance of checking facts for accuracy• Analyze a peer-editing checklist and discuss the importance of editing• View usage and grammar rules• View and understand the editing procedure	<p>Teacher evaluation of:</p> <ul style="list-style-type: none">• Student work in reading faulty stories and checking for accuracy of facts• Peer-editing sheets based on the editing procedures• Student final edited and revised pieces of writing	<ul style="list-style-type: none">• Grammar and usage handbook• Teacher generated resources

CONTENT: Writing for Publication

CORE CONCEPT 7: Editing

MAJOR OBJECTIVE: Ability to recognize and correct grammatical and usage errors in a news piece

CURRICULUM STANDARD:

State Standard/Student Expectation	Specific Content	Assessments	Resources/Materials
<p>PA Standard 1.5.11</p> <p>Edit writing using the conventions of language.</p> <ul style="list-style-type: none">• Spell all words correctly.• Use capital letters correctly.• Punctuate correctly (periods, exclamation points, question marks, commas, quotation marks, apostrophes, colons, semicolons, parentheses, hyphens, brackets, ellipses).• Use nouns, pronouns, verbs, adjectives, adverbs, conjunctions, prepositions and interjections properly.• Use complete sentences (simple, compound, complex, declarative, interrogative, exclamatory and imperative).	<p>Teacher will guide student to:</p> <ul style="list-style-type: none">• Discuss the importance of checking facts for accuracy• Analyze a peer-editing checklist and discuss the importance of editing• View usage and grammar rules• View and understand the editing procedure	<p>Teacher evaluation of:</p> <ul style="list-style-type: none">• Student work in reading faulty stories and checking for accuracy of facts• Peer-editing sheets based on the editing procedures• Student final edited and revised pieces of writing	<ul style="list-style-type: none">• Grammar and usage handbook• Teacher generated resources

V. EXPECTED LEVELS OF ACHIEVEMENT

A. Students are expected to reach a proficient level of achievement in journalistic writing skills. These skills include all of those noted in the specific content area of this curriculum.

B. Grading system for the Writing for Publication classes is as follows:

Grading Scale	
A	90-100
B	80-89
C	70-79
D	60-69
F	Below 60

C. Each student's grade will be determined at the conclusion of each marking period.