

# Ledyard Public Schools

## English/Humanities

### Department Curriculum

Grade 9-12

Elective: Journalistic Publications I & II

#### *1. Description and Purpose of the course*

Journalistic publications is a course that provides students with the fundamentals of writing and publishing in the context of Ledyard High School's online news magazine and yearbook. Students learn about article types, captioning, photography, page layouts, interviewing, advertising and developing a sales campaign. This course prepares students for college level writing and foundational requirements in the field of journalism/communications.

#### *II. Academic Expectations*

Students of the humanities are expected to develop oral and written communication skills. The Journalistic Publications course allows students to hone their communication and leadership skills while publishing for the community. Students will have the opportunity to learn journalistic writing skills, working on their communication skills through interviews and working within the class, as well as research skills and creativity. Students work up against deadlines, creating the yearbook from cover to cover, learning about the process of not only creating a book but also advertising and selling. This unique class gives real-life skills and portfolio opportunities that follow students throughout their careers.

## Course Scope and Sequence

It is equally important to consider this document as a “living document.” If the included assessment or activity suggestions do not meet the needs of the teacher’s classroom, the grade level teams should feel obliged to revise as necessary.

**\*\*Note:** This curriculum encompasses Journalistic Publications I &II. These two courses are taught at the same time. Journalism II follows completion of Journalism I and can be taken multiple times. Throughout the document, JI and JII will be used respectively in referring to the separate courses**\*\***

<b>Timeframe</b>	<b>Units</b>	<b>Instructional Topics</b>
<b>5 Classes</b>	<b>Unit 1:</b> Introduction to Journalism	<b>Topic 1: Team building</b> - Student Interviews  <b>Topic 2: Overview of The Colonel and Horizons components</b>  <b>Topic 3: Journalism Ethics</b> - Legal issues - Copyright and fair use - Social Media Ethics
<b>8 Classes</b>	<b>Unit 2:</b> Journalism & Yearbook Foundations	<b>Topic 1: Article Overview</b> - Traditional - Feature - Non-Traditional  <b>Topic 2: Yearbook Basics</b> - Yearbook themes - Ladder and theme - Caption Writing
<b>4 Classes</b>	<b>Unit 3:</b> Photography and Videography	<b>Topic 1: Photography and Video Basics</b> - Photography basics - Videography basics

<b>3 Classes</b>	<b>Unit 4:</b> Marketing and Social Media	<b>Topic 1: Selling and Advertising</b> <ul style="list-style-type: none"> <li>- Books Sales</li> <li>- Ad Sales</li> <li>- Social Media</li> </ul>
<b>2 Weeks</b>	<b>Final</b>	<ul style="list-style-type: none"> <li>- Yearbook Theme Presentation</li> <li>- Journalism Portfolio</li> </ul>

## Journalistic Publications I & II

**Grade Level:** 9-12

**Unit 1:** Introduction to Journalism

**Timeline:** 5 Classes

**Unit Overview and Objective(s):** The first unit of Journalistic Publications (JP) establishes and reviews the components of the class and its publications, fosters team-building, and reviews the ethical responsibilities of being a journalism student.

### Essential Questions

1. How do ethics impact the reporting and writing of a story?
2. What skills are required to be a good reporter?

### Vocabulary

Libel, Privacy, [Ethics](#), Copyright and Fair Use, [Student Press Law Center](#), Bylines, Lead/Lede

### Priority Standards:

CCSS.ELA-LITERACY.RI.9-10.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

CCSS.ELA-LITERACY.W.9-10.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

CCSS.ELA-LITERACY.RI.9-10.5 Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

CCSS.ELA-LITERACY.RI.9-10.6 Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

CCSS.ELA-LITERACY.RI.9-10.7 Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.

CCSS.ELA-LITERACY.RI.9-10.3 Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

CCSS.ELA-LITERACY.SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

### Topic 1: Team Building & Interviews

#### Standards Addressed

[CCSS.ELA-LITERACY.SL.9-10.1](#)

[CCSS.ELA-LITERACY.RI.9-10.6](#)

#### Application of Skills - JI & JII Activity Length: 1.5 Class Periods

Students will read and discuss the “Art of the Interview” article. After the discussion they will be assigned a classmate, to apply the skills learned, to interview in order to get to know them better. Students will compose a list of ten interview questions. Once students gather enough information about their partner, they are to write an informative news report about the student to present orally to the class.

#### Materials needed:

[The Art of the Interview article](#)

### Topic 2: Overview of The Colonel and Horizons Components

#### Standards Addressed

[CCSS.ELA-LITERACY.W.9-10.8](#)

[CCSS.ELA-LITERACY.RI.9-10.5](#)

#### Application of Skills - JI & JII Activity Length: .5-1 Class Periods

Review the components of:  
The Colonel News online magazine.

- Section titles
- Feature Articles

<p><a href="#">CCSS.ELA-LITERACY.RI.9-10.7</a></p>	<ul style="list-style-type: none"> <li>- Non-Traditional Articles</li> <li>- Traditional Articles</li> <li>- Video Journalism</li> <li>- Bylines</li> <li>- Site Functions</li> </ul> <p>Horizons Yearbook:</p> <ul style="list-style-type: none"> <li>- Review of past yearbooks and themes</li> <li>- Yearbook components</li> </ul> <p>Complete a journalism scavenger hunt with a partner.</p> <p>Materials Needed:</p> <p><a href="#">The Colonel Newsmagazine</a>  <a href="#">Colonel Newsmagazine Archive</a>  <a href="#">Journalism Scavenger Hunt</a></p>
<p><b>Standards Addressed</b></p> <p><a href="#">CCSS.ELA-LITERACY.SL.9-10.1</a></p> <p><a href="#">CCSS.ELA-Literacy.RI.9-10.7</a></p> <p><a href="#">CCSS.ELA-Literacy.W.9-10.8</a></p>	<p style="text-align: center;"><b>Application of Skills - JI</b></p> <p style="text-align: center;"><b>Activity Length: .5 Class Period, homework</b></p> <ul style="list-style-type: none"> <li>- Review other high school newspapers</li> <li>- Generate ideas for articles for Colonel News Magazine.</li> </ul> <p><b>Materials Needed:</b></p> <p><a href="#">Award Winning High School Newspapers</a></p> <p>Local high school websites</p>

<b>Topic 3: Journalism Ethics</b>	
<p><b>Standards Addressed</b></p> <p><a href="#">CCSS.ELA-LITERACY.SL.9-10.1</a></p> <p><a href="#">CCSS.ELA-LITERACY.W.9-10.8</a></p>	<p style="text-align: center;"><b>Application of Journalism - JI &amp; JII</b></p> <p style="text-align: center;"><b>Activity Length: 1.5 Class Periods</b></p> <p style="text-align: center;"><i>Understanding Journalism Ethics</i></p> <p>In this activity, students will learn about</p> <ul style="list-style-type: none"> <li>- Legal issues</li> </ul>

<p><a href="#">CCSS.ELA-LITERACY.RI.9-10.5</a></p> <p><a href="#">CCSS.ELA-LITERACY.RI.9-10.6</a></p>	<ul style="list-style-type: none"> <li>- Copyright and fair use</li> <li>- Social Media Ethics</li> <li>- AP Guide</li> </ul> <p>Students will watch and discuss the Jostens video on Legal Issues and Ethics.</p> <p>Review and bookmark the Student Press Lawcenter site.</p> <p>Collaborate with media specialist for a presentation about copyright laws and validity of media posts.</p> <p>Students can practice with the misinformation lesson on Checkology.org.</p> <p><b>Materials Needed:</b></p> <p><a href="#">Legal Issues and Ethics Video</a>  <a href="#">Student Press Law Center Link</a>  <a href="#">Misinformation Lesson</a>  <a href="#">AP Yearbook Guide</a>  <a href="#">Checkology.org</a></p>
	<p style="text-align: center;"><b>Assessment:</b></p> <p style="text-align: center;">Quiz</p>

## Journalistic Publications I & II

**Grade Level:** 9-12 **Unit 2:** Journalism & Yearbook Foundations **Timeline:** 8 Classes

**Unit Overview and Objective(s):** The second unit of JP lays down the different article types students will be responsible for throughout the year and sets up the foundations and skills to begin creating a yearbook for those new to the class and reviews concepts for those that have been in the class before.

### Essential Questions

1. How do ethics impact the reporting and writing of a story?
2. What skills are required to be a good reporter?
3. What are the components of a yearbook and how are they applied?

### Vocabulary

Traditional, Feature, Non-Traditional , Page Ladder, Signatures, Flats, Gutter, Folio, Theme, Page Bleed, Layering, Dominant Photo, Module, Text Block, Index, Colophon, Front Sheet, End Sheet, White space

### Priority Standards:

CCSS.ELA-LITERACY.SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

CCSS.ELA-LITERACY.RI.9-10.3 Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

CCSS.ELA-Literacy.W.9-10.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

CCSS.ELA-LITERACY.W.11-12.1.A Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims,



reasons, and evidence.

### Topic 1: Article Basics

#### Standards Addressed

[CCSS.ELA-LITERACY.RI.9-10.3](#)

[CCSS.ELA-LITERACY.SL.9-10.1](#)

#### Application of Journalism - JI Activity Length: 1 Class Period

##### *Review Article Types*

- Traditional
- Feature
- Non-Traditional

After reviewing the difference between the types of articles stylistically, students will be given samples of articles to read and score. This will help them calibrate how to score articles and therefore make them knowledgeable of the article requirements to apply to their writing.

##### **Materials Needed:**

[Traditional News Article Rubric](#)

[Feature Article Rubric](#)

[Non-Traditional Article Rubric](#)

Potential sources for samples:

[NEWSELA](#)

[New York Times](#)

[The Donut](#)

<p><b>Standards Addressed</b></p> <p><a href="#">CCSS.ELA-LITERACY.RI.9-10.3</a></p> <p><a href="#">CCSS.ELA-LITERACY.W.11-12.1.</a> A</p>	<p><b>Application of Journalism - JI</b> <b>Activity Length: 1 Class Period</b></p> <p><i>Traditional Articles</i></p> <p>Students will review the components of writing articles with a focus on traditional articles. Students will also review the rules of writing objectively and review the grammar of writing articles.</p> <p><i>Article Components:</i></p> <ul style="list-style-type: none"> <li>- The inverted pyramid</li> <li>- Lead/lede <ul style="list-style-type: none"> <li>- News Summary</li> <li>- Modified Lead</li> <li>- Anecdotal Nut/Focus Graph</li> <li>- Vignette Lead</li> </ul> </li> </ul> <p>Other topics covered:</p> <ul style="list-style-type: none"> <li>- Writing angles</li> <li>- Pronoun Usage</li> <li>- Sequencing</li> <li>- Transitions</li> <li>- Attribution and Quotes</li> <li>- Article Angles</li> <li>-</li> </ul> <p><b>Materials Needed:</b></p> <p><a href="#">Traditional Article Rubric</a> <a href="#">Inverted Pyramid</a></p>
<p><b>Standards Addressed</b></p> <p><a href="#">CCSS.ELA-LITERACY.RI.9-10.3</a></p> <p><a href="#">CCSS.ELA-LITERACY.W.11-12.1.</a> A</p> <p><a href="#">CSS.ELA-LITERACY.RI.9-10.3</a></p>	<p><b>Application of Journalism - JI</b> <b>Activity Length: 1 Class Period</b></p> <p><i>Feature Articles</i></p> <p>Students will review the feature article style in detail and review samples of feature articles. Using their interviews from the first unit, they will write their own feature article about a classmate.</p> <p><b>Materials Needed:</b></p> <p><a href="#">Feature Article Rubric</a> Interview from unit 1.</p>

<p><b>Standards Addressed</b></p> <p><a href="#">CCSS.ELA-LITERACY.RI.9-10.3</a></p> <p><a href="#">CCSS.ELA-LITERACY.W.11-12.1</a></p> <p>△</p>	<p><b>Application of Journalism - JI</b> <b>Activity Length: 1 Class Period</b></p> <p><i>Non-Traditional Articles</i></p> <p>Students will review different article types including: opinion, sports writing, list articles, broadcast writing, and more. Here students will also review other news options, like Roving Reporter, where students can make videos.</p> <p><b>Materials Needed:</b></p> <p><a href="#">Non-Traditional Article Rubric</a></p>
<p><b>Standards Addressed</b></p> <p><a href="#">CCSS.ELA-Literacy.W.9-10.8</a></p>	<p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>- Completion of first published article on ColonelNews</li> </ul>

<b>Topic 2: Yearbook Basics</b>	
<p><b>Standards Addressed</b></p> <p><a href="#">CCSS.ELA-LITERACY.SL.9-10.1</a></p> <p><a href="#">CCSS.ELA-LITERACY.RI.9-10.3</a></p>	<p><b>Application of Journalism - JI &amp; JII</b> <b>Activity Length: 1 Class Period</b></p> <p><i>Yearbook Themes</i></p> <p>Introduce yearbook themes:</p> <ul style="list-style-type: none"> <li>- What is a yearbook theme?</li> <li>- How is this theme applied throughout a yearbook?</li> <li>- Utilize Jostens (Yearbook company) theme section of the Digital Classroom.</li> <li>- Review previous years' yearbooks and their themes.</li> <li>- Complete the theme matching activity provided by Jostens</li> <li>- Review the chosen theme for the year (chosen by the students at the end of the previous year). *Presented by JII students*</li> <li>- Brainstorm ways to represent the theme throughout the book.</li> </ul> <p><b>Materials needed:</b></p>

	<a href="#">Jostens Theme Section</a> <a href="#">Jostens theme 101</a> <a href="#">Theme Development</a>
<p><b>Standards Addressed</b></p> <p><a href="#">CCSS.ELA-LITERACY.SL.9-10.1</a></p> <p><a href="#">CCSS.ELA-LITERACY.RI.9-10.3</a></p>	<p style="text-align: center;"><b>Application of Journalism - JI &amp; JII</b>  <b>Activity Length: 1 Class Period</b></p> <p><i>Yearbook Ladders &amp; Spreads</i></p> <ul style="list-style-type: none"> <li>- Introduction to the yearbook ladder and spread layout and design.</li> <li>- Watch Jostens Ladder and Overall Organization video.</li> <li>- Watch Design Trends and Basic Design Rules.</li> <li>- Practice creating sample templates and ladders.</li> <li>- Review Spread checklist pdf</li> <li>- Review this year’s ladder with JII</li> </ul> <p><b>Materials Needed:</b></p> <p><a href="#">Jostens Ladder Section</a>  <a href="#">Ladder and Organization Video</a>  <a href="#">Design Trends</a>  <a href="#">Basic Design Rules</a>  Blank Ladder (provided by all yearbook companies)  <a href="#">Ladder Best Practices</a></p>
<p><b>Standards Addressed</b></p> <p><a href="#">CCSS.ELA-LITERACY.SL.9-10.1</a></p> <p><a href="#">CCSS.ELA-LITERACY.RI.9-10.3</a></p>	<p style="text-align: center;"><b>Application of Journalism</b>  <b>Activity Length: 1-2 Classes</b></p> <p><i>Caption Writing</i></p> <p>Students are to go through old yearbooks and read captions. In small groups, they will brainstorm what the captions have in common. Then as a whole class, they will discuss what the captions have in common.</p> <p>This will be followed by a viewing of the Jostens basic and advanced caption writing videos.</p> <p>Once the components are reviewed and discussed, students will complete a caption writing activity where they are given random pictures that they must caption following the format provided.</p>

	<p><b>Materials needed:</b></p> <p><a href="#">Iostens Caption Section</a> <a href="#">Basic caption writing</a> <a href="#">Advanced Caption Writing</a> <a href="#">Caption ABCs Presentation</a></p>
	<p style="text-align: center;"><b>Assessment</b></p> <p>- Paired work on the first yearbook spread.</p>

## Journalistic Publications I & II

**Grade Level:** 9-12

**Unit 3:** Photography and Videography

**Timeline:** 4 Classes

**Unit Overview and Objectives:** The fourth unit of JP reviews the foundations of photography and videography. Students will understand the different elements of photography and videography and apply those skills into images and videos created for the yearbook and Colonel News.

### Essential Questions

- What are the components of photo compositions?
- How is videography used effectively to tell a story?

### Vocabulary

Posed photograph, Unposed photograph/candid, Action shot, Reaction shot, Emotion shot, Photo composition, Bird's eye view, Worm's eye view, Rule of thirds, Framing, Repetition, Fill the frame, Selective Focus

### Priority Standards:

1.6 Creative Communicator: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.

1.3 Knowledge Constructor: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.

CCSS.ELA-LITERACY.RI.9-10.3 Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

CCSS.ELA-Literacy.W.9-10.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

<b>Topic 1: Photo Composition &amp; Video Basics</b>	
<p><b>Standards Addressed</b></p> <p><a href="#">1.6 Creative Communicator</a></p> <p><a href="#">CCSS.ELA-LITERACY.RI.9-10.3</a></p>	<p style="text-align: center;"><b>Application of Journalism JI &amp; JII</b></p> <p style="text-align: center;"><b>Activity Length: 2 Classes</b></p> <p><i>Photography Basics</i></p> <p>Students will review the components of photo composition. They will be given a list of terms they must define as they watch Basic Composition and Advanced Composition Jostens videos. After these components are discussed, students will complete an online photo scavenger hunt.</p> <p>In the next class, the students will have time to practice these techniques by taking photos around the school and then will have to submit a photo for a Foto Friday Contest.</p> <p><b>Materials needed:</b></p> <p><a href="#">Jostens Photography Section</a>  <a href="#">Basic Composition</a>  <a href="#">Advanced Composition</a>  <a href="#">Online Photo Scavenger Hunt</a></p>
<p><b>Standards Addressed</b></p> <p><a href="#">1.3 Knowledge Constructor</a></p> <p><a href="#">CCSS.ELA-Literacy.W.9-10.8</a></p>	<p style="text-align: center;"><b>Application of Journalism</b></p> <p style="text-align: center;"><b>Activity Length 2+ Classes</b></p> <p><i>Videography Basics</i></p> <p>Students will review the basics of video journalism utilizing the LMC to review video basics and editing. Students will explore other high school's productions as well as reviewing Colonel News.</p> <p><b>Materials Needed:</b></p> <p><a href="#">JEA Guide to Broadcast Journalism</a>  High school broadcast journalism sites</p>

## Journalistic Publications I & II

**Grade Level:** 9-12

**Unit 4:** Marketing and Social Media

**Timeline:** 3 Classes

### Unit Overview and Objective(s):

#### Essential Questions

- What are the best advertising strategies?
- What are the best ways to execute a sale?
- What are the qualities of effective marketing?
- How do we market differently to students and parents?
- What makes certain marketing tools and platforms better than others (online vs. print ads, emails vs. online advertisements)?

#### Vocabulary

Personal ad, Business ad

### Priority Standards:

1.6 Creative Communicator: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.

1.3 Knowledge Constructor: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.

1.2 Digital Citizen: Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.



<b>Topic 1: Selling &amp; Advertising</b>	
<p><b>Standards Addressed</b></p> <p><a href="#">1.6 Creative Communicator</a></p> <p><a href="#">1.3 Knowledge Constructor</a></p>	<p style="text-align: center;"><b>Application of Journalism - JI &amp; JII</b> <b>Activity Length: 1 Class</b></p> <p><i>Book Sales</i></p> <p>Review how to market the yearbook.</p> <p>Students will read the article, review marketing campaigns, and create a sample ad campaign for the yearbook on a digital platform.</p> <p>Marketing with: Facebook Instagram Twitter</p> <p><b>Materials Needed:</b> <a href="#">Josten's Marketing Section</a> <a href="#">Marketing like a pro</a></p>
<p><b>Standards Addressed:</b></p> <p><a href="#">1.6 Creative Communicator</a></p> <p><a href="#">1.3 Knowledge Constructor</a></p>	<p style="text-align: center;"><b>Application of Journalism - JI &amp; JII</b> <b>Activity Length: 1 Class</b></p> <p><i>Ad Sales</i></p> <p>Review selling ads to businesses and parents.</p> <p>Review the ad sales script PowerPoint presentation and have the students practice selling to classmates who are given made-up scenarios.</p> <p><b>Materials Needed:</b> <a href="#">Jostens Ad Sales Information</a></p>
<p><b>Standards Adressed:</b></p> <p><a href="#">1.2 Digital Citizen</a></p>	<p style="text-align: center;"><b>Application of Journalism - JI &amp; JII</b> <b>Activity Length: .5 Class</b></p> <p>Review Social media ethics.</p> <p><b>Materials Needed:</b></p>

	<a href="#">Social Media Ethics</a> <a href="#">Marketing with Facebook, Instagram, and Twitter</a>
<b>Standards Addressed:</b>  <a href="#">1.6 Creative Communicator</a>  <a href="#">1.3 Knowledge Constructor</a>  <a href="#">1.2 Digital Citizen</a>	<p style="text-align: center;"><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>- Attempt to sell at least three parents ads and three business ads.</li> </ul>

Journalistic Publications I & II	
Grade Level: 9-12	Unit 5: Final Projects
Timeline: 2 Weeks	
<p><b>Unit Overview and Objective(s):</b> Upon completion of the yearbook and amongst maintaining the Colonel Newsmagazine, students will begin the foundation of the next year's yearbook and create an online portfolio of their work from the year.</p>	
<p><b>Essential Questions</b></p>	<ul style="list-style-type: none"> <li>- How do we produce, assess and select work that represents the best of our abilities and demonstrates our reflective thought process?</li> </ul>
<p><b>Priority Standards:</b></p> <p>CCSS.ELA-LITERACY.W.11-12.1.A Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.</p> <p>CCSS.ELA-LITERACY.W.11-12.1.D Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>CCSS.ELA-LITERACY.W.11-12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>CCSS.ELA-LITERACY.SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p>	

<p><b>Standards Addressed</b></p> <p><a href="#">CCSS.ELA-LITERACY.W.11-12.1.A</a></p> <p><a href="#">CCSS.ELA-LITERACY.W.11-12.1.D</a></p>	<p style="text-align: center;"><b>Application of Journalism - JI &amp; JII</b></p> <p style="text-align: center;"><b>Activity Length: 1-2 Weeks</b></p> <p>Students will create a theme idea for next year's yearbook and present it to the class for consideration.</p>
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<p><a href="#">CCSS.ELA-LITERACY.W.11-12.2</a></p> <p><a href="#">CCSS.ELA-LITERACY.SL.11-12.4</a></p>	<p><b>Materials Needed:</b></p> <p><a href="#">Journalism Theme Project/Final Exam</a></p> <p><a href="#">Theme Project Rubric</a></p> <p><a href="#">Yearbook Theme Project Sample</a></p> <p>Refer to “What Judges Want” materials:</p> <p><a href="#">WJW Design</a></p> <p><a href="#">WJW Theme</a></p> <p><a href="#">WJW Photography</a></p> <p><a href="#">WJW Writing</a></p>
<p><b>Standards Addressed:</b></p> <p><a href="#">CCSS.ELA-LITERACY.W.11-12.1.A</a></p> <p><a href="#">CCSS.ELA-LITERACY.W.11-12.1.D</a></p> <p><a href="#">CCSS.ELA-LITERACY.W.11-12.2</a></p> <p><a href="#">CCSS.ELA-LITERACY.SL.11-12.4</a></p>	<p><b>Application of Journalism - JI &amp; JII</b></p> <p><b>Activity Length: 1-2 Weeks</b></p> <p>Students will gather their articles from over the last year and create a digital portfolio. Those in JII will update their portfolios with the latest information.</p> <p><b>Materials Needed:</b></p> <p><a href="#">Portfolio Assignment Instructions</a></p>