

Geneva CUSD 304
Content-Area Curriculum Frameworks
Grades 6-12
English

<p>Mission Statement (6-12)</p>	<p>Our mission is to develop effective communicators who</p> <ul style="list-style-type: none"> • Discover a personal style, • Develop an ability to utilize processes, acquire, interpret and use information from a variety of sources, • And appreciate cultural differences and human universals.
<p>English Language Arts Goals and Standards (from Illinois State Board of Education)</p>	<p>Through the achievement of these goals and standards, students will gain proficiency in the language skills that are basic to all learning, critical to success in the workplace and essential to life as productive citizens.</p> <p>STATE GOAL 1: Read with understanding and fluency.</p> <p>STATE GOAL 2: Read and understand literature representative of various societies, eras and ideas.</p> <p>STATE GOAL 3: Write to communicate for a variety of purposes.</p> <p>STATE GOAL 4: Listen and speak effectively in a variety of situations.</p> <p>STATE GOAL 5: Use the language arts to acquire, assess and communicate information.</p>
<p>Course Sequence (Grades 9-12)</p>	<p>Required Courses:</p> <p>Grade 9: (One year of the following): English I, English I Honors, or World Studies</p> <p>Grade 10: (One year of the following): English II, English II Honors, or American Studies</p> <p>Grade 11: (One year of the following) English III or Advanced Placement English Literature and Composition</p> <p>Grade 12: (One semester of the following) English IV or English IV Honors</p> <p>Plus one semester of English elective credit selected from the following: Speech I and II, Creative Writing I and II, Structure of the English Language, Composition for Broadcasting, World Literature, Critical Approaches to Film</p>

	<p>Additional general electives available:</p> <ul style="list-style-type: none">Introduction to Mass MediaNewspaper Production I and IIDrama Production I and IIYearbook Production I and II
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Course Framework

<p>Course Title:</p> <p>Grade Level:</p> <p>Semesters:</p> <p>Prerequisite:</p>	<p>Composition for Print/Web Media</p> <p>10-12</p> <p>One (half year)</p> <p>English I</p>
<p>Course Description</p>	<p>This is a course designed for all students who would like to expand their knowledge of current news events, as well as sharpen their writing and communication skills. Special features of this course include introduction to the basic writing styles for both print and web-published news, features and opinion columns, as well as units on liability and ethics standards for journalist and layout/design of print and web media. Students will complete writing assignments on a regular basis and participate in actual interviews and news gathering. Students will be encouraged to submit their writing assignments to the school newspaper for consideration for publication. Students will blend technology with writing skills to create print and online publications. Emphasis in this course is on use of print and online media technology, news style writing, reading, critical thinking skills, problem solving, and organizational skills.</p>
<p>District-approved Materials and/or Resources</p>	<p>Core Text: <i>Journalism Today</i> and <i>Writing for the Mass Media</i></p> <p>Supplementary titles: <i>The Associated Press Stylebook and Libel Manual</i></p>

Unit Frameworks

Unit of Study	Ethics and Libel (First Amendment Study, Ethics of Media/ Journalists, Responsible Reporting) Reading: textbook, newspapers Writing: paragraphs, response journal, grammar, summarizing Speaking and Listening: small group and large group discussion, note taking	Resources That Will Support Instruction <ul style="list-style-type: none"> • <i>Journalism Today</i> • <i>Writing for the Mass Media</i>
Illinois Learning Standards	<ul style="list-style-type: none"> • 14.A.5 Analyze ways in which federalism protects individual rights and promotes the common good and how at times has made it possible for states to protect and deny rights for certain groups • 14.D.4 Analyze roles and influences of individuals, groups and media in shaping current debates on state and national policies • 14.F.3b Describe how United States political ideas and traditions were instituted in the Constitution and the Bill of Rights • 1A. Apply word analysis and vocabulary skills to comprehend selections • 1B. Apply reading strategies to improve understanding and fluency • 1.B.4b Analyze, interpret and compare a variety of texts for purpose, structure, content, and detail • 1C. Comprehend a broad range of reading materials • 1.C.5c Critically evaluate information from multiple sources • 1.C.4b Explain and justify an interpretation of a text • 3A. Use correct grammar, spelling, punctuation, capitalization and structure • 3B. Compose well-organized and coherent writing for specific purposes and audiences 	
Objectives	<ul style="list-style-type: none"> • Identify and explain the rights guaranteed by the First Amendment of the Constitution • Identify the limitations placed on freedom of expression • Analyze the strengths and weaknesses of the limitations imposed by the government, the media and the community • Define libel and its defenses 	

	<ul style="list-style-type: none"> • Identify and explain major court rulings regarding the scholastic press • Analyze ethical choices that journalists must consider while writing news stories • Create and apply criteria to evaluate media • Define public/civic journalism and evaluate its usefulness • Evaluate common practices among media for reporting tragedy • Read and analyze Professional Journalists Code of Ethics 	
Assessments	Performance Tasks <ul style="list-style-type: none"> • Read textbook and respond to verbal and writing questions related to content • Write response journals/paragraphs to ethical and legal questions • Take part in small group and whole class discussions • Read news reports and evaluate bias or lack thereof within the writing • Use selected vocabulary words in writing assignments or other unit activities • Respond to text or news reports in a short grammatically correct writing assignment by relating it to self, world, or other texts • Watch and respond in short grammatically correct writing assignment to movie “Shattered Glass” (story of Stephen Glass, reporter who fabricated stories) 	Other Evidence <ul style="list-style-type: none"> • Participate in small group discussions • Quizzes over concepts and vocabulary • Ethics/libel section on final exam

Unit of Study	Newsworthiness & News Writing Style Reading: textbook, newspapers Writing: paragraphs, response journal, grammar, summarizing, news articles Speaking and Listening: small group and large group discussion, note taking	Resources That Will Support Instruction <ul style="list-style-type: none"> • <i>Journalism Today</i> • <i>Writing for the Mass Media</i> • <i>The Chicago Tribune</i> • <i>The Daily Herald</i> • <i>The Kane County Chronicle</i>
Illinois Learning Standards	<ul style="list-style-type: none"> • 1B. Apply reading strategies to improve understanding and fluency • 1.B.4b Analyze, interpret and compare a variety of texts for purpose, structure, content, and detail • 1C. Comprehend a broad range of reading materials • 1.C.5c Critically evaluate information from multiple sources • 1.C.4b Explain and justify an interpretation of a text • 3A. Use correct grammar, spelling, punctuation, capitalization and structure • 3B. Compose well-organized and coherent writing for specific purposes and audiences • 3.B.4a Produce documents that exhibit a range of writing techniques appropriate to purpose and audience, with clarity of focus, logic of organization, appropriate elaboration and support and overall coherence • 3.B.4b Produce, edit, revise and format work for submission and/or publication (e.g., manuscript form, appropriate citation of sources) using contemporary technology • 3.B.4c Evaluate written work for its effectiveness and make recommendations for its improvement. 	
Objectives	<ul style="list-style-type: none"> • Identify news values; what makes an event newsworthy • Analyze news stories for news values and 5Ws & H • Define the 5Ws & H • Recognize differences in writing styles between news, prose and expository writing • Apply news writing style to own writing • Focus on word choice to eliminate bias & stereotypes within writing • Read and analyze quality of professional news writing • Compare/contrast professional news writing by different sources 	

	<ul style="list-style-type: none"> • Organize and frame a news story • Understand and apply the inverse pyramid style of news writing 	
Assessments	Performance Tasks <ul style="list-style-type: none"> • Write news stories • Read and analyze professional and other student news stories • Read textbook and respond to verbal and writing questions related to content • Take part in small group and whole class discussions • Read news reports and analyze/evaluate news values and use of 5 Ws & H • Respond to text or news reports in a short grammatically correct writing assignment by relating it to self, world, or other texts 	Other Evidence <ul style="list-style-type: none"> • Participate in small group discussions and projects on theme or character related topics • Section of final exam

Unit of Study	<p>AP Style & Editing</p> <p>Reading: textbook, newspapers</p> <p>Writing: paragraphs, response journal, grammar, summarizing</p> <p>Speaking and Listening: small group and large group discussion, note taking</p>	<p>Resources That Will Support Instruction</p> <ul style="list-style-type: none"> • <i>Journalism Today</i> • <i>Writing for the Mass Media</i> • <i>The Chicago Tribune</i> • <i>The Daily Herald</i> • <i>The Kane County Chronicle</i> • <i>The Associated Press Stylebook and Libel Manual</i>
Illinois Learning Standards	<ul style="list-style-type: none"> • 1B. Apply reading strategies to improve understanding and fluency • 1.B.4b Analyze, interpret and compare a variety of texts for purpose, structure, content, and detail • 3A. Use correct grammar, spelling, punctuation, capitalization and structure • 3B. Compose well-organized and coherent writing for specific purposes and audiences • 3.B.4a Produce documents that exhibit a range of writing techniques appropriate to purpose and audience, with clarity of focus, logic of organization, appropriate elaboration and support and overall coherence • 3.B.4b Produce, edit, revise and format work for submission and/or publication (e.g., manuscript form, appropriate citation of sources) using contemporary technology • 3.B.4c Evaluate written work for its effectiveness and make recommendations for its improvement 	
Objectives	<ul style="list-style-type: none"> • Identify correct spelling, grammar, and punctuation according to AP Style • Apply AP Style to writing assignments • Identify and correct mistakes in AP Style in own writing and writing of other students 	
Assessments	<p>Performance Tasks</p> <ul style="list-style-type: none"> • Complete textbook activities practicing grammar, punctuation and AP Style • Write news articles adhering to correct news 	<p>Other Evidence</p> <ul style="list-style-type: none"> • Participate in small group discussions

	<p>writing style, grammar, punctuation, spelling and AP Style</p> <ul style="list-style-type: none">• Peer edit other students' articles looking for news writing style, correct grammar, punctuation, spelling and AP Style• Use AP Style handbook as reference when creating and correcting news articles	<ul style="list-style-type: none">• Quiz on AP Style• Section of final exam
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Unit of Study	Newsgathering (Interviewing and Research to Locate Information) Reading: textbook, newspapers Writing: paragraphs, response journal, grammar, summarizing, news articles Speaking and Listening: small group and large group discussion, note taking	Resources That Will Support Instruction <ul style="list-style-type: none"> • <i>Journalism Today</i> • <i>Writing for the Mass Media</i> • <i>The Chicago Tribune</i> • <i>The Daily Herald</i> • <i>The Kane County Chronicle</i>
Illinois Learning Standards	<ul style="list-style-type: none"> • 1B. Apply reading strategies to improve understanding and fluency • 1.B.4b Analyze, interpret and compare a variety of texts for purpose, structure, content, and detail • 1C. Comprehend a broad range of reading materials • 1.C.5c Critically evaluate information from multiple sources • 1.C.4b Explain and justify an interpretation of a text • 3A. Use correct grammar, spelling, punctuation, capitalization and structure • 3B. Compose well-organized and coherent writing for specific purposes and audiences • 3.B.4a Produce documents that exhibit a range of writing techniques appropriate to purpose and audience, with clarity of focus, logic of organization, appropriate elaboration and support and overall coherence • 3.B.4b Produce, edit, revise and format work for submission and/or publication (e.g., manuscript form, appropriate citation of sources) using contemporary technology • 3.B.4c Evaluate written work for its effectiveness and make recommendations for its improvement • 4.A.4a Apply listening skills as individuals and members of a group in a variety of settings (e.g., lectures, discussions, conversations, team projects, presentations, interviews) • 4.A.5a Use criteria to evaluate a variety of speakers' verbal and nonverbal messages • 4.B.4c Use strategies to manage or overcome communication anxiety and apprehension (e.g., developed outlines, notecards, practice) 	

Objectives	<ul style="list-style-type: none"> • Identify sources of information used to create a news article • Evaluate effectiveness of quotes and attribution within news articles • Define different types of attribution and sources • Identify vocabulary particular to news interviewing: off the record, on background, etc. • Prepare for interviews with appropriate research and questions • Interpret and analyze interview results • Synthesize information from various sources to create a coherent news article 	
Assessments	Performance Tasks <ul style="list-style-type: none"> • Conduct interviews • Use the internet and newspapers to research articles • Write news and feature stories • Read and analyze professional and other student news stories • Read textbook and respond to verbal and writing questions related to content • Take part in small group and whole class discussions • Read news reports and analyze/evaluate use of sources and attribution • Respond to text or news reports in a short grammatically correct writing assignment by relating it to self, world, or other texts 	Other Evidence <ul style="list-style-type: none"> • Participate in small group discussions and projects on theme or character related topics. • Section of final exam

Unit of Study	Features, Sports, Entertainment & Opinion Writing for Media Reading: textbook, newspapers Writing: paragraphs, response journal, grammar, summarizing, news articles Speaking and Listening: small group and large group discussion, note taking	Resources that will support instruction <ul style="list-style-type: none"> • <i>Journalism Today</i> • <i>Writing for the Mass Media</i> • <i>The Chicago Tribune</i> • <i>The Daily Herald</i> • <i>The Kane County Chronicle</i>
Illinois Learning Standards	<ul style="list-style-type: none"> • 1B. Apply reading strategies to improve understanding and fluency • 1.B.4b Analyze, interpret and compare a variety of texts for purpose, structure, content, and detail • 1C. Comprehend a broad range of reading materials • 1.C.5c Critically evaluate information from multiple sources • 1.C.4b Explain and justify an interpretation of a text • 3A. Use correct grammar, spelling, punctuation, capitalization and structure • 3B. Compose well-organized and coherent writing for specific purposes and audiences • 3.B.4a Produce documents that exhibit a range of writing techniques appropriate to purpose and audience, with clarity of focus, logic of organization, appropriate elaboration and support and overall coherence • 3.B.4b Produce, edit, revise and format work for submission and/or publication (e.g., manuscript form, appropriate citation of sources) using contemporary technology • 3.B.4c Evaluate written work for its effectiveness and make recommendations for its improvement • 4.A.4a Apply listening skills as individuals and members of a group in a variety of settings (e.g., lectures, discussions, conversations, team projects, presentations, interviews) • 4.A.5a Use criteria to evaluate a variety of speakers' verbal and nonverbal messages • 4.B.4c Use strategies to manage or overcome communication anxiety and apprehension (e.g., developed outlines, notecards, practice) 	

Objectives	<ul style="list-style-type: none"> • Identify news values; what makes an event newsworthy • Analyze print media articles for news values and 5Ws & H • Recognize differences in writing styles between various print media sections: news, features, sports, entertainment, and opinion • Apply various writing styles to own writing • Focus on word choice to eliminate bias & stereotypes within writing • Read and analyze quality of professional print media • Compare/contrast professional print media writing by different sources • Organize and frame a print media story 	
Assessments	Performance Tasks <ul style="list-style-type: none"> • Write print media stories • Conduct interviews • Read and analyze professional and other student print media articles • Read textbook and respond to verbal and writing questions related to content • Write print media articles adhering to correct news writing style, grammar, punctuation, spelling and AP Style • Peer edit other students' articles looking for news writing style, correct grammar, punctuation, spelling and AP Style • Use AP Style handbook as reference when creating and correcting news articles • Take part in small group and whole class discussions • Read print media reports and analyze/evaluate writing style • Respond to text or news reports in a short grammatically correct writing assignment by relating it to self, world, or other texts 	Other Evidence <ul style="list-style-type: none"> • Participate in small group discussions and projects on theme or character related topics. • Section of final exam

Unit of Study	Visual Appeal & Publishing (Photography and Design/Layout) Reading: textbook, newspapers Writing: paragraphs, response journal, grammar, summarizing, news articles Speaking and Listening: small group and large group discussion, note taking	Resources That Will Support Instruction <ul style="list-style-type: none"> • <i>Journalism Today</i> • <i>Writing for the Mass Media</i> • <i>The Chicago Tribune</i> • <i>The Daily Herald</i> • <i>The Kane County Chronicle</i>
Illinois Learning Standards	<ul style="list-style-type: none"> • 1B. Apply reading strategies to improve understanding and fluency • 1.B.4b Analyze, interpret and compare a variety of texts for purpose, structure, content, and detail • 1C. Comprehend a broad range of reading materials • 1.C.5c Critically evaluate information from multiple sources • 1.C.4b Explain and justify an interpretation of a text • 3A. Use correct grammar, spelling, punctuation, capitalization and structure • 3B. Compose well-organized and coherent writing for specific purposes and audiences • 3.B.4a Produce documents that exhibit a range of writing techniques appropriate to purpose and audience, with clarity of focus, logic of organization, appropriate elaboration and support and overall coherence • 3.B.4b Produce, edit, revise and format work for submission and/or publication (e.g., manuscript form, appropriate citation of sources) using contemporary technology • 3.B.4c Evaluate written work for its effectiveness and make recommendations for its improvement • 3.B.5 Using contemporary technology, produce documents of publication quality for specific purposes and audiences; exhibit clarity of focus, logic of organization, appropriate elaboration and support and overall coherence • 4.B.4b Use group discussion skills to assume leadership and participant roles within an assigned project or to reach a group goal • 4.A.4a Apply listening skills as individuals and members of a group in a variety of settings (e.g., lectures, discussions, conversations, team projects, presentations, interviews) • 4.A.5a Use criteria to evaluate a variety of speakers' verbal and nonverbal messages • 4.B.4c Use strategies to manage or overcome communication anxiety and apprehension (e.g., developed outlines, notecards, practice) 	

	<ul style="list-style-type: none"> • 25.A.5 Analyze and evaluate student and professional works for how aesthetic qualities are used to convey intent, expressive ideas and/or meaning • 26.A.5 Analyze and evaluate how the choice of media, tools, technologies and processes support and influence the communication of ideas • 26.B.4d Demonstrate knowledge and skills that communicate clear and focused ideas based on planning, research and problem solving • 26.A.4e Analyze and evaluate how tools/technologies and processes combine to convey meaning • 25.A.5 Analyze and evaluate student and professional works for how aesthetic qualities are used to convey intent, expressive ideas and/or meaning • 25.A.3e Analyze how the elements and principles can be organized to convey meaning through a variety of media and technology
Objectives	<ul style="list-style-type: none"> • Identify elements of visually appealing photographic composition • Identify elements of visually appealing and meaningful layout design for print media • Understand different types of typography • Identify various styles of headlines • Write creative interesting headlines • Identify components of a spread • Understand key design terms • Design layouts using design software QuarkXpress and/or InDesign • Design advanced layouts using modular design • Manipulate photos with special effect options on Adobe Photoshop • Meet weekly goal setting deadlines • Meet deadlines as set by teacher • Recognize differences in writing styles between various print media sections: news, features, sports, entertainment, and opinion • Apply various writing styles to own writing • Focus on word choice to eliminate bias & stereotypes within writing • Read and analyze quality of professional print media • Compare/contrast professional print media writing by different sources • Organize and frame a print media story

Assessments	Performance Tasks	Other Evidence
	<ul style="list-style-type: none"> • Take photographs and create a portfolio • Create newspaper layouts using design software and computer technology • Create webpage layouts using appropriate software and computer technology • Write print media stories • Conduct interviews • Read and analyze professional and other student print media articles • Read textbook and respond to verbal and writing questions related to content • Write print media articles adhering to correct news writing style, grammar, punctuation, spelling and AP Style • Peer edit other students' articles looking for news writing style, correct grammar, punctuation, spelling and AP Style • Use AP Style handbook as reference when creating and correcting news articles • Take part in small group and whole class discussions • Read print media reports and analyze/evaluate writing style • Respond to text or news reports in a short grammatically correct writing assignment by relating it to self, world, or other texts 	<ul style="list-style-type: none"> • Participate in small group discussions and projects on theme or character related topics. • Section of final exam