

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

Course Title: Grade Level: Semesters: Prerequisite:	Newspaper Production I and II 9, 10, 11, 12 One (half year) None
Course Description	<p>Students enrolling in this course will develop a sense of newsworthiness, prepare and conduct interviews and surveys, and gather research from reference materials, other publications, and the community at large. Student journalists should expect heavy writing demands since one of the primary goals of this course will be to write stories for and participate in the production of the Geneva High School student newspaper. Some out of class time may be required for work on the school newspaper.</p> <p>Journalism explores news-writing forms and techniques which differ from traditional essay forms. Students will have the opportunity to practice their journalism skills in the forms of hard news, sports articles, entertainment reviews, feature stories, and editorials. Copy reading, advertising, and layout and graphic units will strengthen editing and computer skills. Formal group discussions will center on media ethics, censorship and press rights and responsibilities. Current events are also a component of the course as students read, discuss, and evaluate coverage of local, state, national, and world news.</p>
District-approved Materials and/or Resources	Core Text: <i>Journalism Today</i> and <i>Writing for the Mass Media</i>

Course Title:	Newspaper Leadership I and II
Grade Level:	10, 11, 12
Semesters:	One (half year)
Prerequisite:	None
Course Description	<p>Students enrolling in this course will develop a sense of editorial and leadership skills. Responsibilities of student editors include coaching writers, editing articles, coordinating one section of the newspaper by generating ideas, developing story concepts, assigning articles, and producing layout and design for the Geneva High School student newspaper. Some out of class time will be required for work on the school newspaper.</p> <p>Students will continue to explore journalism skills and refine them to lead other students in the process of producing the school newspaper. They will also be involved with additional aspects of newspaper production including advertising, circulation, and editorial policy decisions with a strong emphasis on media ethics.</p>
District-approved Materials and/or Resources	Core Text: <i>Journalism Today</i> and <i>Writing for the Mass Media</i>

Newspaper Production I and II

Newspaper Leadership I and II

Unit Frameworks

Unit of Study	Newspaper Production and Newspaper Leadership I & II Newspaper Basics <ul style="list-style-type: none">• Content, policy & style sheet• Responsibility Copy <ul style="list-style-type: none">• Print media news style• Writing & editing Design <ul style="list-style-type: none">• Basic design• Design software	Resources That Will Support Instruction <ul style="list-style-type: none">• Teacher created handouts• <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>• <i>Viking View Style Sheet</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	

	<p>roles within an assigned project or to reach a group goal</p> <ul style="list-style-type: none"> • 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) • 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
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<p>Objectives</p>	<p>Newspaper Basics</p> <ul style="list-style-type: none"> • Review journalistic legal issues including libel, copyright, and fair use • Create and develop a mission statement, editorial policy and a design theme • attend after school newspaper meetings and layouts <p>Copy</p> <ul style="list-style-type: none"> • Assemble facts necessary for proper coverage • Write interesting newsworthy articles • Recognize differences in writing styles between various print media sections: news, features, sports, entertainment, and opinion • Apply various writing styles to own writing • Write print media articles adhering to correct news writing style, grammar, punctuation, spelling and AP Style • Focus on word choice to eliminate bias & stereotypes within writing • 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 • Read and analyze professional and other student print media articles • Read print media reports and analyze/evaluate writing style <p>Design</p> <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 Adobe InDesign • Design advanced layouts using modular design • Manipulate photos with special effect options on Adobe Photoshop • Meet weekly goal setting deadlines
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	<ul style="list-style-type: none"> • meet deadlines as set by teacher <p>Leadership</p> <ul style="list-style-type: none"> • Identify and apply strong leadership qualities • Brainstorm story ideas for section, assign stories, write stories • Lead weekly after school meetings • Attend and complete layout • Convert files and send to printer • Organize and distribute papers 	
<p>Assessments</p>	<p>Performance Tasks</p> <ul style="list-style-type: none"> • Writing articles • Taking photographs • Creation & publication of monthly newspaper • Analysis of various elements (articles, layout, photography, etc.) • Editor & staff member scoresheets which assign points and track student production materials of various elements • Weekly current event • Weekly task journal 	<p>Other Evidence</p> <ul style="list-style-type: none"> • graded newspaper spreads • final project writing stories and creating a newspaper layout