



Journalism I

Year at a Glance (YAG)



First Semester		Second Semester	
1st Nine Weeks – 41 days (August 16 th – October 13 th) (September 6 th – Labor day – No School) (October 11 th – Staff Development)		3rd Nine Weeks – 45 days (January 3 rd – March 4 th) (January 17 th – MLK – No School)	
TEKS <u>J.3C-J.3J</u> <u>J.1D, J.4E,</u> <u>J.4B-J.4D</u> <u>J.4A, J.3B</u> <u>J.3i</u> <u>J.4B-J.4E</u> J.3B J.5.C, J.5D J.4D J.3C-J.3J J.1D J.1A-J.1E, J.2A J.3A	Partner interview (3 days) Students will gather interviews and compose their first article. Gossip vs fact (1 day) Students will analyze and discuss the difference between gossip and fact in relationship to accurate news reporting. Media Log (7 days) Students will keep and record all forms of media they use in a week to analyze data and compare with classmates. Visual presentation (2 days) Students will make an advertisement showcasing their findings with the media log presentation and present to their classmates. Selfie photo project (30 days ongoing) Students will begin a photo project with the culmination being a layout and design computer program project. Choice article (2 days) Students will determine article ideas twice during the 9 week grading period and write on a topic of their choosing. Proofing September issue (1 day) Students will put their AP Style Rules to the test by editing other's work. Column writing, photo preparation, layout and design (5 days) Students will determine article topics for a free response column and use AP Style Rules to design a page suitable for publication. Blooper video article and revision (2 days) Students will be asked to write and edit an article on an assigned topic following AP Style Rules. Travel project (5 days) Students will plan a trip under budget constraints and prepare an advertising presentation and brochure. Press Conference (3 days) Students will gather information to formulate questions and then conduct a press conference with a guest speaker using information to create an article. Fact Vs. fiction (2 days) Students will examine yellow journalism and compare to modern day "fake news" tactics. History of media (5 days) Students will learn the history and development of journalism through historical people and events and how rules of writing came to be. Writing rules (2 days) Students will learn and implement AP Style Rules which will be ongoing.	TEKS J.3K J.3M J.4C-J.4E J.4D J.3I J.4B-J.4D J.3L J.4C J.3B, J.4A J.5B	Writing rules (3 days) Students will continue to show growth and implement AP Style Rules which will be ongoing. News article writing and revision (5 days) Students will gather information to formulate questions and then conduct an interview, create and edit five different news articles during the grading period. Each assignment will show growth from the previous attempt. Editorial article writing and revision (5 days) Students will gather information to create and edit three different editorial articles during the grading period. Each assignment will show growth from the previous attempt. Headline writing and revision (5 days) Students will continue to show growth with headline writing following AP Style rules and will implement in their own writing and critiques of their peer's work. Photo project (5 days) Students will caption photos from different events in order to use different photo computer programs to create a page ready for publication. Students will also use caption writing and layout and design to create the page. Although a similar project was done earlier in the year, this new assignment will incorporate photo shopping skills with the chance to be published in <i>The Hoof Print</i> or yearbook to give students a real world experience. Modular development (2 days) Students will learn about the different types of mods in publications and how to implement them. Newspaper project (7 days) Students will determine subject matter to write, edit and create their own newspaper page appropriate for publication. Caption writing (3 days) Students will select photos and be able to write 3 sentence captions following style rules and will show growth from earlier in the year. Action vs candid photos (4 days) Students will analyze the types of photography and where appropriate. Choice article writing and revision (2 days) Students will determine article ideas twice during the 9 week grading period and write on a topic of their choosing. Adverting (1 day) Students will analyze advertising techniques. Proofing January, February and March issues of <i>The Hoof Print</i> (1 day each) Students will put their AP Style Rules to the test by editing other's work.
2nd Nine Weeks – 43 days (October 14 th – December 17 th) (November 22 th – 26 th – Thanksgiving Break) (December 20 th – December 31 st – Holiday Break)		4th Nine Weeks – 51 days (March 7 th – May 11 th) (April 8 th – Good Friday – No School) (April 15 th – Battle of Flowers – No School) (May 30 th – Memorial Day – No School)	
TEKS J.4C-J.4E J.3L J.2B J.3K, J.3M, J.2B J.3B, J.4D J.3I J.3B, J.4A	Photo project (3 days) Students will caption photos from different events in order to use different photo computer programs to create a page ready for publication. Students will also use caption writing and layout and design to create the page. Caption writing (2 days) Students will select photos and be able to write 3 sentence captions following style rules. News article writing and revision 5 times (10 days) Students will gather information to formulate questions and then conduct an interview, create and edit five different news articles during the grading period. Each assignment will show growth from the previous attempt. Feature article writing and revision 2 times (4 days) Students will gather information to formulate questions and then conduct an interview, create and edit two different feature articles during the grading period. Each assignment will show growth from the previous attempt. Editorial article writing and revision 2 times (4 days) Students will gather information to create and edit two different editorial articles during the grading period. Each assignment will show growth from the previous attempt. Movie or restaurant review and revision 2 times (4 days). Students will determine article ideas twice during the 9 week grading period and write on a topic of their choosing to review a restaurant or movie. Each assignment will show growth from the previous attempt. Marshall project (7 days) Students will show growth in the four types of journalist writing after being told the story of the Marshall plane crash and the rebuilding process. Students will conduct real time interviews with family members of survivors, alumni and current Marshall employees and create a news, editorial, feature and movie review article. Election project (4 days) Students will work on a campaign speech, election poster and compose a slogan for a Mock Election for Journalism I Class President. The assignment will coincide with the national November elections. Proofing November issue of <i>The Hoof Print</i> (1 day) Students will put their AP Style Rules to the test by editing other's work. Proofing December issue of <i>The Hoof Print</i> (1 day) Students will put their AP Style Rules to the test by editing other's work.	TEKS J.3I J.3M J.3I, J.3J J.4C J.4B-J.4D J.5A-J.5D J.4A J.2B, J.3K J.3B, J.4A J.4D J.4D J.4B-J.4E	Advertising (5 days) Student will determine and create a product and design an advertising campaign. News article writing and revision (3 days) Students will gather information to formulate questions and then conduct an interview, create and edit three different news articles during the grading period. Each assignment will show growth from the previous attempt and mastery of deadlines. Editorial article writing and revision (3 days) Students will gather information to create and edit three different editorial articles during the grading period. Each assignment will show growth from the previous attempt and mastery of deadlines. Feature article writing and revision (3 days) Students will gather information to formulate questions and then conduct an interview, create and edit three different feature articles during the grading period. Each assignment will show growth from the previous attempt and mastery of deadlines. Headline article writing and revision (3 days) Students will continue to show growth with headline writing following AP Style rules and will implement in their own writing and critiques of their peer's work. Copy editing (3 days) Students will show mastery of copy editing tools to do real time edits on yearbook and newspaper pages. Photography unit (4 days) Students will show a mastery of photo elements and photographic design elements and styles by composing their own work and creating a portfolio of their work. Roles of publication staffs (2 days) Students will interview current and former Hoof Print and Yearbook members about staff roles and responsibilities in preparation for the application process. Choice article (2 days) Students will determine article ideas twice during the 9 week grading period and write on a topic of their choosing. Surveys (2 days) Students will learn about the different types of surveys in publications and how to implement them. Font design (2 days) Students will learn about the different types of fonts in publications and how to implement them. Yearbook Project (7 days) Students will determine subject matter to write, edit and create their own yearbook spread appropriate for publication. Yearbook editing (4 days) Students will put their AP Style Rules to the test by editing other's work.



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	<p>Choice article and revisions (3 days) Students will determine article ideas twice during the 9 week grading period and write on a topic of their choosing.</p>		<p>Proofing April and May issues of <i>The Hoof Print</i> (1 day each) Students will put their AP Style Rules to the test by editing other's work.</p>
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