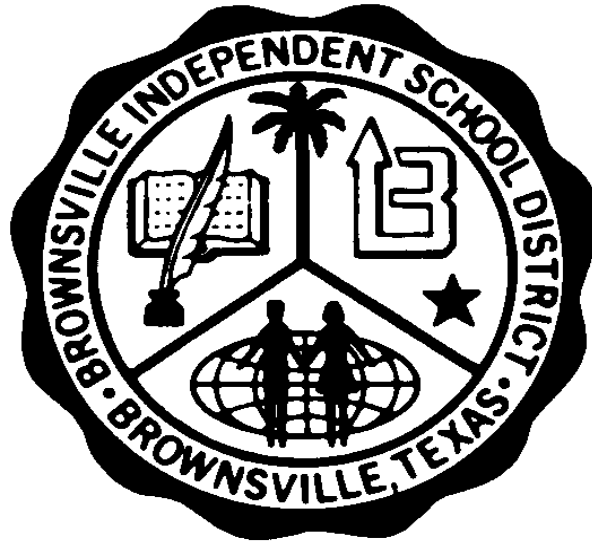


Brownsville Independent School District



English Language Arts Journalism 2003-2004

(Includes Alignment for Grades 4-12 for Newspaper and Yearbook)

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INTRODUCTION to the TEKS for Journalism

(1) Students enrolled in Journalism write in a variety of forms for a variety of audiences and purposes. High school students enrolled in this course are expected to plan, draft, and complete written compositions on a regular basis, carefully examining their papers for clarity, engaging language, and the correct use of the conventions and mechanics of written English. In Journalism, students are expected to write in a variety of forms and for a variety of audiences and purposes. Students will become analytical consumers of media and technology to enhance their communication skills. Writing, technology, visual, and electronic media are used as tools for learning as students create, clarify, critique, write, and produce effective communications. Students enrolled in Journalism will learn journalistic traditions, research self-selected topics, write journalistic texts, and learn the principles of publishing. For high school students whose first language is not English, the students' native language serves as a foundation for English language acquisition and language learning.

(2) For students whose first language is other than English, the native language serves as the foundation for English language acquisition. Cognitive skills transfer from one language to another, and students literate in their first language will apply these skills and other academic proficiencies to the second language.

(A) the development of receptive (listening/reading) and expressive (speaking/writing) skills in second language learners may be at different stages. In some instances, second language learners undergo silent periods of varying duration when they first begin to learn a new language. Students often understand more than they can produce and may repeat words in sentences that they do not entirely understand. Second language learners may also draw upon the resources of their language and culture as they acquire a new language and culture.

(B) It is important to understand that limited knowledge of English structure and vocabulary is neither related to the students' intellectual capabilities nor their ability to use higher-order thinking skills. Literacy development across the content areas is essential in building academic skills in a second language and can accelerate the learning of both English language skills and higher-order thinking skills.

(3) English for speakers of other languages (ESOL) students are at different stages of language acquisition. The following general proficiency levels are not grade specific: Beginner, Intermediate, Advanced. The ESOL student may exhibit different proficiency levels within the four language components: listening, speaking, reading, and writing. An ESOL student may exhibit oral skills at the advanced level, reading skills at the intermediate level, and writing skills at the beginning level. Any combination of these components is possible and is affected by opportunities for interaction in and outside of school.

(A) Advanced ESOL students, through developmental listening skills, actively expand their vocabulary to evaluate and analyze spoken English for a variety of situations and purposes. These students participate in a variety of situations using spoken English to create, clarify, critique, and evaluate ideas and responses. Advanced ESOL students continually develop reading skills for increasing reading proficiency in content area texts for a variety of modes to convey appropriate meaning according to their level of proficiency.

(B) Some ESOL students exhibit additional first language and/or academic needs due to their previous educational experiences that may include interrupted and/or limited schooling. In addition, there are ESOL students who have achieved oral proficiency in English but need additional academic competency skills. These needs as well as acculturation issues should be considered when making programmatic and instructional decisions.

(4) The essential knowledge and skills as well as the student expectations for Journalism, an elective course, are described in this subsection (b) of this section and are identical to the knowledge and skills and student expectations in Chapter 110 of this title (relating to Texas Essential Knowledge and Skills for English Language Arts and Reading). These expectations apply equally to second language learners; however, it is important to recognize critical processes and features of second language acquisition. The ESOL student will use communicative skills with increasing fluency in English, applying rules of English grammar and usage for writing and editing while composing for a variety of purposes. The student's native culture and language is the basis for becoming an educated consumer and producer of media and technology. **It is recommended that the ESOL student be at the Advanced level to enroll.**

SCANS

(Secretary's Commission on Acquiring Necessary Skills)

<http://www.academicinnovations.com/report.html>

- 1) Basic Skills: Read, writes, performs arithmetic and mathematical operations, listens and speaks
 - A. Reading—locates, understands, and interprets written information in prose and in documents such as manuals, graphs, and schedules
 - B. Writing—communicates thoughts, ideas, information, and messages in writing; and creates documents such as letters, directions, manuals, reports, graphs, and flow charts.
 - C. Arithmetic/Mathematics—performs basic computations and approaches practical problems by choosing appropriately from a variety of mathematical techniques
 - D. Listening—receives, attends to, interprets, and responds to verbal messages and other cues
 - E. Speaking—organizes ideas and communicates orally

- 2) Thinking Skills: Thinks creatively, makes decisions, solves problems, visualizes, knows how to learn, and reasons
 - A. Creative Thinking—generates new ideas.
 - B. Decision Making—specifies goals and constraints, generates alternatives, considers risks, and evaluates and chooses best alternative
 - C. Problem Solving—recognizes problems and devises and implements plan of action
 - D. Seeing Things in the Mind's Eye—organizes, and processes symbols, pictures, graphs, objects, and other information
 - E. Knowing How to Learn—uses efficient learning techniques to acquire and apply new knowledge and skills
 - F. Reasoning—discovers a rule or principle underlying the relationship between two or objects and applies it when solving a problem

- 3) Personal Qualities: Displays responsibility, self-esteem, sociability, self-management, and integrity and honesty
 - A. Responsibility—exerts a high level of effort and preserves towards goal attainment.
 - B. Self-esteem—believes in own self-worth and maintains a positive view of self
 - C. Sociability-demonstrates understanding, friendliness, adaptability, and empathy
 - D. Self-Management—assess self accurately, sets personal goals, monitors progress, and exhibits self-control
 - E. Integrity/Honesty—chooses ethical courses of action

- 4) Resources: Identifies, organizes, plans, and allocates resources
 - A. Time—Selects goal-relevant activities, ranks the, allocates time, and prepares and follows schedules

- B. Money—Uses or prepares budget, makes forecasts, keeps records, and makes adjustments to meet objectives
 - C. Material and Facilities—Acquires, stores, allocates, and uses materials or space efficiently
 - D. Human Resources—Assesses skills and distributes work accordingly, evaluates performance and provides feedback
- 5) Interpersonal: Works with others
- A. Participates as Member of a Team—contributes to group effort
 - B. Teaches Others New Skills-Serves Clients/Customers—works to satisfy customers' expectation
 - C. Exercises Leadership—communicates ideas to justify position, persuades and convinces others, responsibly challenges existing procedures and policies
 - D. Negotiates—works toward agreements involving exchange of resources, resolves divergent interests
 - E. Works with Diversity—works well with men and woman from diverse backgrounds
- 6) Acquires and uses information
- A. Acquires and Evaluates Information
 - B. Organizes and Maintains Information
 - C. Interprets and Communicates Information
 - D. Uses Computers to Process Information
- 7) Systems: Understands complex inter-relationship
- A. Understands Systems-knows how social, organizational, and technological systems work and operates effectively with them.
 - B. Monitors and Corrects Performance—distinguishes trends, predicts impacts on systems operations, diagnoses deviations in systems' performance and corrects malfunctions
 - C. Improves or Designs Systems—suggests modifications to existing systems and develops new or alternative systems to improve performance
- 8) Technology: Works with a variety of technologies
- A. Selects Technology—chooses procedures, tools or equipment including computers and related technologies
 - B. Applies Technology to Task—Understands overall intent and proper procedures for setup and operation of equipment
 - C. Maintains and Troubleshoots Equipment—Prevents, identifies, or solves problems with equipment, including computers and other technologies

TEKS and the Newspaper
Middle School and High School Alignment for Grades 4-12

| | | | |
|-----------------|--|--|--|
| 4 th | <p>4.15 Writing/Purposes The student writes for a variety of audiences and purposes and in a variety of forms. The student is expected to: (d)write to entertain such as to compose humorous poems or short stories (4-8)</p> | <p>4.18 Writing/Writing Process The student selects and uses writing processes for self-initiated and assigned writing. The student is expected to: (f) use available technology to support aspects of creating, revising, editing, and publishing texts (4-8) (g) Refine selected pieces frequently to “publish” for general and specific audiences (4-8)</p> | <p>4.21 Writing /Connections The student interacts with writers inside and outside the classroom in ways that reflect the practical uses of writing. The student is expected to: (a) collaborate with other writers to compose, organize, and revise various types of texts, including letters, news, records, and forms (4-8) (b) correspond with peers or others via email, or conventional mail (4-8) © identify challenges faced by published authors and strategies they use to compose various types of texts. (7-8)</p> |
| 5 th | <p>5.15 Writing/Purposes The student writes for a variety of audiences and purposes and in a variety of forms. The student is expected to: (d)write to entertain such as to compose humorous poems or short stories (g) use literary devices effectively such as suspense, dialogue, and figurative language</p> | <p>5.18 Writing/Writing Process The student selects and uses writing processes for self-initiated and assigned writing. The student is expected to: (f) use available technology to support aspects of creating, revising, editing, and publishing texts (4-8) (g) Refine selected pieces frequently to “publish” for general and specific audiences (4-8)</p> | <p>5.21 Writing /Connections The student interacts with writers inside and outside the classroom in ways that reflect the practical uses of writing. The student is expected to: (a) collaborate with other writers to compose, organize, and revise various types of texts, including letters, news, records, and forms (4-8) (b) correspond with peers or others via email, or conventional mail (4-8)</p> |
| 6 th | <p>6.15 Writing/Purposes The student writes for a variety of audiences and purposes and in a variety of forms. The student is expected to: (d)write to entertain such as to compose humorous poems or short stories (4-8) (f) choose the appropriate form of his/her own purpose for writing, including journals, letters, editorials, reviews, poems, presentations, narratives, reports, and instructions (6) (h) produce cohesive and coherent written texts by organizing ideas, using effective transitions, and choosing precise wording (6-8)</p> | <p>6.18 Writing/Writing Process The student selects and uses writing processes for self-initiated and assigned writing. The student is expected to: (f) use available technology to support aspects of creating, revising, editing, and publishing texts (4-8) (g) Refine selected pieces frequently to “publish” for general and specific audiences (4-8)</p> | <p>6.21 Writing /Connections The student interacts with writers inside and outside the classroom in ways that reflect the practical uses of writing. The student is expected to: (a) collaborate with other writers to compose, organize, and revise various types of texts, including letters, news, records, and forms (4-8) (b) correspond with peers or others via email, or conventional mail (4-8)</p> |

TEKS and the Newspaper
Middle School and High School Alignment for Grades 4-12

| | | | |
|-----------------|---|--|--|
| 7 th | <p>7.15 Writing/Purposes The student writes for a variety of audiences and purposes and in a variety of forms. The student is expected to: (d)write to entertain such as to compose humorous poems or short stories (4-8)</p> | <p>7.18 Writing/Writing Process The student selects and uses writing processes for self-initiated and assigned writing. The student is expected to: (f) use available technology to support aspects of creating, revising, editing, and publishing texts (4-8) (g) Refine selected pieces frequently to “publish” for general and specific audiences (4-8)</p> | <p>7.21 Writing /Connections The student interacts with writers inside and outside the classroom in ways that reflect the practical uses of writing. The student is expected to: (a) collaborate with other writers to compose, organize, and revise various types of texts, including letters, news, records, and forms (4-8) (b) correspond with peers or others via email, or conventional mail (4-8) © identify challenges faced by published authors and strategies they use to compose various types of texts. (7-8)</p> |
| 8 th | <p>8.15 Writing/Purposes The student writes for a variety of audiences and purposes and in a variety of forms. The student is expected to: (d)write to entertain such as to compose humorous poems or short stories (4-8)</p> | <p>8.18 Writing/Writing Process The student selects and uses writing processes for self-initiated and assigned writing. The student is expected to: (f) use available technology to support aspects of creating, revising, editing, and publishing texts (4-8) (g) Refine selected pieces frequently to “publish” for general and specific audiences (4-8)</p> | <p>8.21 Writing /Connections The student interacts with writers inside and outside the classroom in ways that reflect the practical uses of writing. The student is expected to: (a) collaborate with other writers to compose, organize, and revise various types of texts, including letters, news, records, and forms (4-8) (b) correspond with peers or others via email, or conventional mail (4-8) © identify challenges faced by published authors and strategies they use to compose various types of texts. (7-8)</p> |

TEKS and the Newspaper
Middle School and High School Alignment for Grades 4-12

| | | | |
|------------------|---|---|--|
| 9 th | <p>9.2 Writing/Writing Process The student uses recursive writing processes when appropriate. The student is expected to: (d) Refine selected pieces frequently to “publish” for general and specific audiences (9-12)</p> | <p>9.4 Writing Inquiry/Research The student uses writing as a tool for learning. The student is expected to: (g) analyze strategies that writers in different fields use to compose (9-11)</p> | |
| 10 th | <p>10.2 Writing/Writing Process The student uses recursive writing processes when appropriate. The student is expected to: (d) Refine selected pieces frequently to “publish” for general and specific audiences (9-12)</p> | <p>10.4 Writing Inquiry/Research The student uses writing as a tool for learning. The student is expected to: (g) analyze strategies that writers in different fields use to compose (9-11)</p> | |
| 11 th | <p>11.2 Writing/Writing Process The student uses recursive writing processes when appropriate. The student is expected to: (d) Frequently refine selected pieces to “publish” for general and specific audiences (9-12)</p> | <p>11.4 Writing Inquiry/Research The student uses writing as a tool for learning. The student is expected to: (g) analyze strategies that writers in different fields use to compose(9-11)</p> | |
| 12 th | <p>12.2 Writing/Writing Process The student uses recursive writing processes when appropriate. The student is expected to: (d) Refine selected pieces frequently to “publish” for general and specific audiences (9-12)</p> | <p>12.4 Writing Inquiry/Research The student uses writing as a tool for learning. The student is expected to: (f) link related information and ideas from a variety of sources (12) (h) use writing as a tool for reflection, exploration, learning, problem solving, and personal growth (12)</p> | <p>12.5 Writing Evaluation The student evaluates his/her own writing and the writings of others. The student is expected to: (a) evaluate how well writing achieves its purpose and engage in conversations with peers and the teacher about aspects of his/her own writing and the writings of others (b) analyze and discuss published pieces as writing models and apply criteria developed by self and others to evaluate writing (c) accumulate and review his/her own written work to determine its strengths and weaknesses and to suit his/her own goals as a writer. 12.5 Writing Evaluation/Analysis the student is expected to: (a) analyze strategies that writers in different fields use to compose (b) correspond with other writers electronically and in conventional ways (c) collaborate with other writers (d) recognize how writers represent and reveal their cultures and traditions in text.</p> |

Journalism Curriculum Framework

| JOURNALISM TEKS | PHOTOJOURNALISM TEKS | ADVANCED JOURNALISM; YEARBOOK I,II, III/NEWSPAPER I, II, III/LITERARY MAGAZINE TEKS | SCANS | RESOURCES |
|--|--|---|---|--|
| (1) The student demonstrates an understanding of media development, press law, and responsibility. The student is expected to: | (1)The student interprets/critiques visual representations. The student is expected to | (1) The student understands individual and staff responsibilities of coverage appropriate for the publication’s audience. The Student is expected to: | 2(b) Decision Making specifies goals and constraints, generates alternatives, considers risks, and evaluates and chooses best alternative. 2f Reasoning—discovers a rule or principle underlying the relationship between two or objects and applies it when solving a problem | “Legal issues” - Josten |
| (A)identify the history and development of American journalism through people and events | (A) recognize the major events in the development of modern day photography; | (A) understand the role and responsibilities of each staff member and the purpose of the publication; | 2(d) Seeing Things in the Mind’s Eye – organizes, and processes symbols, pictures, graphs, objects, and other information. | |
| (B)identify the foundations of journalistic ethics | (B) recognize composition principles and their impact on photography; | (B) use the skills necessary to plan and produce a publication; | 1(a) Reading-locates, understands, and interprets written information in prose and in documents such as manuals, graphs, and schedules | <u>Journalism Today</u> “Legal Issues” - Josten |
| (C) distinguish between responsible and irresponsible media action | (C) recognize and apply ethical and legal standards to all aspects of photojournalism; and | (C) read other publications, both professional and student produced, and generate story ideas of interest or of need to the publication’s audience; | 2(b) Decision Making – specific goals and constraints, generates alternatives, considers risks, and evaluates and chooses best alternative | |

| JOURNALISM TEKS | PHOTOJOURNALISM TEKS | ADVANCED JOURNALISM; YEARBOOK I,II, III/NEWSPAPER I, II, III/LITERARY MAGAZINE TEKS | SCANS | RESOURCES |
|--|--|---|--|-----------------------------|
| | (D) recognize the impact of electronic technology and future trends in digital imaging on the traditional field of photo journalism. | (D) conduct research using a variety of sources such as firsthand interviews and other means available, including the Internet; and | 2(b) Decision Making – specific goals and constraints, generates alternatives, considers risks, and evaluates and chooses best alternative | UIL Newspaper prompts |
| | | (E) conceive coverage ideas and create multifaceted presentations of material, including but not limited to, standard story form, infographics, sidebars, photos, and art. | 2(d) Seeing Things in the Mind’s Eye – organizes, and processes symbols, pictures, graphs, objects, and other information. | |
| (2) The student reports and writes for a variety of audiences and purposes The student is expected to: | (2) The student produces visual representations that communicate with other. The student is expected to: | (2) The student understands journalistic ethics and standards and the responsibility to cover subjects of interest and importance to the audience. The student is expected to | 1(a) Reading – locates, understands, and interprets written information in prose and in documents such as manuals, graphs, and schedules 2(a) Creative Thinking – generates new ideas 2(d) Seeing Things in the Mind’s Eye – organizes, and processes symbols, pictures, graphs, objects, and other information. 4(d) Human Resources – Assess skills and distributes work accordingly, evaluates performance and provides feedback | |

| JOURNALISM TEKS | PHOTOJOURNALISM TEKS | ADVANCED JOURNALISM; YEARBOOK I,II, III/NEWSPAPER I, II, III/LITERARY MAGAZINE TEKS | SCANS | RESOURCES |
|--|--|--|--|-----------|
| (A) locate information sources such as persons, databases, reports, and past interviews; gathers background information; and researches to prepare for an interview or investigate a topic | (A) identify the basic parts of a camera and their functions; | (A) find a variety of sources to provide balance to coverage; | 1(b) Writing – communicates thoughts, ideas, information, and messages in writing; and creates documents such as letters, directions, manuals, reports, graphs, and flow charts. 1(d) Listening – receives, attends to, interprets, and responds to verbal messages and other cues 2(d) Seeing Things in the Mind’s Eye – organizes, and processes symbols, pictures, graphs, objects, and other information. 3(c) Sociability – demonstrates understanding, friendliness, adaptability, and empathy 6a Acquires and Evaluates Information | |
| (B) plan and write relevant questions for an interview or in-depth research | (B) identify different types of film and determine their appropriate uses; | (B) compose the story accurately keeping his/her own opinion out of non-editorial coverage | | |

| JOURNALISM TEKS | PHOTOJOURNALISM TEKS | ADVANCED JOURNALISM; YEARBOOK I,II, III/NEWSPAPER I, II, III/LITERARY MAGAZINE TEKS | SCANS | RESOURCES |
|---|--|---|--|-----------|
| (C) evaluate and confirm the validity of background information from a variety of sources such as other qualified persons, books, and reports | (C) produce a properly exposed print where the subject is sharply focused and demonstrate the use of the elements or principals of design; | (C) provide editorial coverage to inform and encourage the reader to make intelligent decisions; | <p>1(b) Writing – communicates thoughts, ideas, information, and messages in writing; and creates documents such as letters, directions, manuals, reports, graphs, and flow charts.</p> <p>1(d) Listening – receives, attends to, interprets, and responds to verbal messages and other cues.</p> <p>2(b) Decision Making – specific goals and constraints, generates alternatives, considers risks, and evaluates and chooses best alternative.</p> <p>2(d) Seeing Things in the Mind’s Eye – organizes, and processes symbols, pictures graphs, objects, and other information.</p> <p>3(c) Sociability – demonstrates understanding, friendliness, adaptability , and empathy</p> <p>3(e) Integrity/Honesty – chooses ethical courses of action</p> <p>6(a) Acquires and Evaluates Information</p> <p>6(c) Interprets and Communicates Information</p> <p>7(a) Understands Systems – knows how social, organizational, and chnological systems work</p> | |
| (D) incorporate direct and indirect quotes and other research to write in copy | (D) use lighting and be aware of its qualities such as direction, intensity, color, and the use of artificial light; | (D) critique the publication to find its strengths and weaknesses and work toward an improved product based on those critiques; and | 2(b) Decision Making – specifies goals and constraints, generates alternatives, considers risks, and evaluates and chooses best alternative | |

| JOURNALISM TEKS | PHOTOJOURNALISM TEKS | ADVANCED JOURNALISM; YEARBOOK I,II, III/NEWSPAPER I, II, III/LITERARY MAGAZINE TEKS | SCANS | RESOURCES |
|--|---|---|--|-----------|
| (E) revise and edit copy using appropriate copyreading and proofreading symbols. | (E) stop action by determining appropriate shutter speed or use panning or hand holding with slower shutter speeds; | (E) actively seeks non-staff opinion on the publication and determine whether that opinion should affect the publication. | 1(b) Writing – communicates thoughts, ideas, information, and messages in writing; and creates documents such as letters, directions, manuals, reports, graphs, and flow charts. 2(c) Problem Solving – recognizes problems and devises and implements plan of action | |
| (F) use different forms of journalistic writing such as reviews, and copy, columns, news, features, and editorials to inform, entertain and/or persuade; | (F) evaluate technical qualities of photos; | | 1(a) Reading – locates, understands, and interprets written information in prose and in documents such as manuals, graphs, and schedules 1(b) Writing – communicates thoughts, ideas, information, and messages in writing;; and creates documents such as letters, directions, manuals, reports, graphs, and flow charts. 6(a) Acquires and Evaluates Information 6(c) Interprets and Communicates Information 7(a) Understands Systems – knows how social, organizational and technological systems work and operates effectively with them. | |

| JOURNALISM TEKS | PHOTOJOURNALISM TEKS | ADVANCED JOURNALISM; YEARBOOK I,II, III/NEWSPAPER I, II, III/LITERARY MAGAZINE TEKS | SCANS | RESOURCES |
|---|--|---|---|-----------|
| (G) demonstrate an understanding of the elements of news through writing; | (G) practice safety in handling and disposing of chemicals when operating in a darkroom; | | <p>1(a) Reading – locates, understands, and interprets written information in prose and in documents such as manuals, graphs, and schedules</p> <p>1(b) Writing – communicates thoughts, ideas, information, and messages in writing; and creates documents such as letters, directions, manuals, reports, graphs, and flow charts.</p> <p>1(d) Listening – receives, attends to, interprets, and responds to verbal messages and other cues</p> <p>2(a) Creative Thinking – generates new ideas</p> <p>2(c) Problem Solving – recognizes problems and devises and implements plan of action</p> <p>2(d) Seeing Things in the Mind’s Eyes – organizes, and processes symbols, pictures, graphs, objects, and other information</p> <p>2(e) Knowing How to Learn – users efficient learning techniques to acquire and apply new knowledge and skills</p> <p>2(f) Reasoning – discovers a rule or principle underlying the relationship between two or objects and applies it when solving a problem.</p> <p>3(a) Responsibility exerts a high level of effort and perseveres towards goal attainment</p> <p>3(d) Self Management assess self accurately, sets personal goals, monitors progress, and exhibits self control</p> <p>3(e) Integrity/Honesty – chooses ethical courses of action</p> | |

| JOURNALISM TEKS | PHOTOJOURNALISM TEKS | ADVANCED JOURNALISM; YEARBOOK I,II, III/NEWSPAPER I, II, III/LITERARY MAGAZINE TEKS | SCANS | RESOURCES |
|---|---|---|---|-----------------------------|
| (H)select the most appropriate journalistic format of present content | (H) learn the theory of film developing by understanding the latent image, film structure, and method of development; | | 2(b) Decision Making – specifies goal and constraints, generates alternatives, considers risks, and evaluates and chooses best alternative 6(a) Acquires and Evaluates Information 6(b) Organizes and Maintains Information 6(c) Interprets and Communicates Information | |
| (I)use journalistic style | (I) use appropriate equipment to process film and make prints and make contact sheets. | | 1(b) Writing communicates thoughts ideas, information, and messages in writing; and creates documents such as letters, directions, manuals, reports, graphs, and flow charts | Associated Press style book |

| JOURNALISM TEKS | PHOTOJOURNALISM TEKS | ADVANCED JOURNALISM; YEARBOOK I,II, III/NEWSPAPER I, II, III/LITERARY MAGAZINE TEKS | SCANS | RESOURCES |
|---|---|---|--|-----------|
| (J)gather information through interviews (in person or telephone) | (J) create digitized images using technology to complete the process; and | | <p>1(b) Writing communicates thoughts, ideas, information, and messages in writing; and creates documents such as letters, directions, manuals, reports, graphs, and flow charts.</p> <p>1(d) Listening receives, attends to, interprets, and responds to verbal messages and other cues</p> <p>1(e) Speaking organizes ideas and communicates orally</p> <p>2(a) Creative Thinking – generates new ideas</p> <p>2(d) Seeing Things in the Mind’s Eye organizes, and processes symbols, picture, graphs, objects and other information</p> <p>3(c) Sociability – demonstrates understanding, friendliness, adaptability, and empathy</p> <p>3(d) Self Management – assesses self accurately, sets personal goals, monitors progress, and exhibits self control</p> <p>3(e) Integrity/Honesty chooses ethical courses of action</p> | |
| (K)write captions | (K) improve print quality by using appropriate equipment or technology. | | <p>1(b) Writing communicates thoughts, ideas, information, and messages in writing; and creates documents such as letters, directions, manuals, reports, graphs, and flow charts</p> <p>2(a) Creative Thinking generates new ideas</p> | |

| JOURNALISM TEKS | PHOTOJOURNALISM TEKS | ADVANCED JOURNALISM; YEARBOOK I,II, III/NEWSPAPER I, II, III/LITERARY MAGAZINE TEKS | SCANS | RESOURCES |
|--|---|--|---|-----------|
| (L)demonstrate an understanding of the function of headlines through the writing of headlines | | | 1(b) Writing communicates thoughts, ideas, information, and messages in writing; and creates documents such as letters, directions, manuals, reports, graphs, and flow charts 2(a) Creative Thinking generates new ideas 2(b) Decision Making – specific goals and constraints, generates alternatives, considers risks, and evaluates and chooses best alternative | |
| (M)rewrite copy | | | 1(b) Writing communicates thoughts, ideas, information, and messages in writing; and creates documents such as letters, directions, manuals, reports, graphs, and flow charts. 2(b) Decision Making – specifies goals and constraints, generates alternatives, considers risk, and evaluates and chooses best alternative 6(a) Acquires and Evaluates Information | |
| (3)The student demonstrates understanding of the principles of publishing through design using available technologies. The student is expected to: | (3) The student incorporates photographs into journalistic publication. The student is expected to: | (3) The student understands all aspects of a publication and the means by which that publication is created. The student is expected to: | 1(a) Reading locates, understands, and interprets written information in prose and in documents such as manuals, graphs, and schedules 2(a) Creative Thinking – generates new ideas 2(d) Decision Making – specific goals and constraints, generates alternatives, considers risk, and evaluates and chooses best alternative | |

| JOURNALISM TEKS | PHOTOJOURNALISM TEKS | ADVANCED JOURNALISM; YEARBOOK I,II, III/NEWSPAPER I, II, III/LITERARY MAGAZINE TEKS | SCANS | RESOURCES |
|--|--|---|--|-----------|
| (A)identify the variety of journalistic publications and products such as newspapers, newsmagazines, and newsletters | (A) plan photo layouts | (A) report and write for publications; | | |
| (B)design elements into an acceptable presentation | (B) illustrate events with appropriate photos and captions. | (B) write and design headlines for publications; | 6(a) Acquires and Evaluates Information 6(b)Organizes and Maintains Information | |
| (C)use illustrations or photographs that have been cropped, to communicate and emphasize a topic | (C) plan photographs in relation to assignments from an editor; and | (C) research and write captions for publications; | 2(a) Decision Making specifies goals and constraints generates alternatives, considers risks, and evaluates and chooses best alternative 4(c) Material and Facilities – Acquires, stores, allocates, and uses materials or space efficiently | |
| (D)use graphic devices such as lines, screens, and art to communicate and emphasize a topic | (D) set up or follow a system for keeping track of negatives, photo images, contact sheets, and meeting deadlines. | (D) plan and produce photographs for publications; | 2(a) Creative Thinking generates new ideas 2(b) Decision Making – specifies goals and constraints, generates alternatives, considers risks, and evaluates and chooses best alternative 2(d) Seeing Things in the Mind’s Eye organizes and processes symbols, pictures, graphs, objects, and other information 4(c) Material and Facilities – Acquires, stores, allocates, and uses materials or space efficiently | |

| JOURNALISM TEKS | PHOTOJOURNALISM TEKS | ADVANCED JOURNALISM; YEARBOOK I,II, III/NEWSPAPER I, II, III/LITERARY MAGAZINE TEKS | SCANS | RESOURCES |
|--|----------------------|--|--|------------------------------|
| (E)prepare a layout for publication | | (E) design publications; | 8(a) Selects Technology 0 chooses procedures, tools or equipment including computers and related technologies | |
| (F)design an advertisement for a particular audience | | (F) create and follow a financial plan for supporting publications; including sales and advertising; and | 2(a) Creative Thinking generates new ideas | |
| | | (G) consider finances in making decisions, including number of pages and cost-incurring extras such as color, paper quality, number of copies. | 2(a) Creative Thinking generates new ideas 2(d) Seeing Things in the Mind's Eye – organizes, and processes symbols, pictures, graphs, objects, and other information | |
| (4)The student demonstrates an understanding of the economics of publishing The student is expected to: | | (4) The student produces publications. The student is expected to: | 1(c) Arithmetic/Mathematics performs basic computations and approaches practical problems by choosing appropriately from a variety of mathematical techniques 4(b) Money – Uses or prepares budgets, makes forecasts, keeps records, and makes adjustments to meet objectives | <u>Journalism Today</u> text |
| (A)differentiate between advertising appeals and propaganda | | (A) determine which events and issues are newsworthy for a readership; | | |

| JOURNALISM TEKS | PHOTOJOURNALISM TEKS | ADVANCED JOURNALISM; YEARBOOK I,II, III/NEWSPAPER I, II, III/LITERARY MAGAZINE TEKS | SCANS | RESOURCES |
|--|----------------------|---|---|-----------|
| (B)demonstrate understanding of the type of advertising such as classified, display, or public service | | (B) use skills in reporting and writing to produce publications; | 1(d) Listening receives, attends to, interprets, and responds to verbal messages and other cues 2(c) Problem Solving – recognizes problems and devises and implements plan of action 2(d) Seeing Things in the Mind’s Eye organizes and processes symbols, pictures, graphs, objects and other information 3(e) Integrity/Honest chooses ethical course of action 6(a) Acquires and Evaluates Information 6(c) Interprets and Communicates Information | |
| (C)understand general salesmanship in selling student-produced publications | | (C) select the most appropriate journalistic format to present content; | 1(b) Writing communicates thoughts, ideas, information, and messages in writing; and creates documents such as letters, directions, manuals, reports, graphs, and flow charts 6(a) Acquires and Evaluates Information 6(c) Interprets and Communicates Information | |

| JOURNALISM TEKS | PHOTOJOURNALISM TEKS | ADVANCED JOURNALISM; YEARBOOK I,II, III/NEWSPAPER I, II, III/LITERARY MAGAZINE TEKS | SCANS | RESOURCES |
|-----------------|----------------------|---|--|-----------|
| | | (D) create pages for publications; | 1(e) Speaking – organizes ideas and communicates orally 3(a) Responsibility exerts a high level of effort and perseveres towards goal attainment 4(b) Money – Uses or prepares budgets, makes forecasts, keeps records, and makes adjustments to meet objectives 5(c) Serves Clients/Customers – works to satisfy customers’ expectations 5(f) Works with Diversity – works well with men and women from diverse backgrounds 6(c) Interprets and Communicates Information | |

| JOURNALISM TEKS | PHOTOJOURNALISM TEKS | ADVANCED JOURNALISM; YEARBOOK I,II, III/NEWSPAPER I, II, III/LITERARY MAGAZINE TEKS | SCANS | |
|-----------------|----------------------|---|-------|--|
| | | (E) incorporate photographs with captions or graphics into publications; | | |
| | | (F) use available technology to produce publications; and | | |
| | | (G) evaluate stories/coverage for balance and readability. | | |
| | | (5) The student demonstrates leadership and teamwork abilities. The student is expected to: | | |
| | | (A) determine roles for which different team members will assume responsibility; | | |
| | | (B) determine coverage and concepts for publications; | | |
| | | (C) develop a deadline schedule and a regular means of monitoring progress; | | |
| | | (D) submit work for editing and critiquing and make appropriate revisions; | | |
| | | (E) edit and critique work of others; and | | |
| | | (F) work cooperatively and collaboratively through a variety of staff assignments. | | |

Films – “Camera Darkroom” – Josten
 Josten “Yearbook Curriculum” – layout design slides
 Josten “Budget Worksheet”



Sample Yearbook Schedule

This is a suggested activity timeline designed to facilitate the successful completion of the high school yearbook. It spans the first six months of the school year and should be coordinated with the deadlines imposed by the publishing company, portrait studios, and the school accounting department.

| | | |
|--|-----------------------------|---------------------------------|
| <u>Entities involved in the process:</u> | | |
| Principal | Business Community Members | Students as Photographers |
| Assistant Principal assigned to yearbook | Fundraising Companies | Students as Editor/Assistants |
| Budget committee | Yearbook Publishing Company | Students in Layout |
| School Accountant | Portrait Studios | Students in Design |
| Purchasing | | Students in Sales |
| | | Students in Marketing |
| | | Students in Finance, Accounting |
| | | Students in Planning |

| August | September | October | November |
|---|---|---|---|
| <ol style="list-style-type: none"> 1. Set up picture days: underclassmen – seniors 2. Decide on theme for yearbook 3. Design cover 4. Create templates for “mug shot” pages 5. Create templates for sections / divisions 6. Decide on ad prices: business and personal 7. Sell business ads 8. Take pictures for senior color section 9. Take pictures (1500-2000 needed) 10. Create a petty cash account 11. Complete purchase order for HEB developing 12. Develop budget per yearbook 13. Establish selling price(s) for the yearbook 14. Develop marketing plan 15. Determine how many yearbooks you are planning to sell 16. Create a glossary for the yearbook 17. Have a quiz every week 18. ADVERTISE! 19. Create a staff manual for creating the yearbook 20. Establish what each member of the class will be responsible for accomplishing, i.e. Sell 1 page business ads 3 pages of personal ads sell 20 yearbooks <p>write letter to parents</p> | <ol style="list-style-type: none"> 1. Take school pictures (establish the logistics) 2. Layout mug shots pages and complete 3. Layout color pages and complete 4. Contact all sports, and organizations Establish a contact for page purchases (signed) Arrange for group shots as early as possible 5. Establish yearbook sale day (5) 6. Take pictures 7. Complete ladder diagram 8. Assign pages to organizations and sports 9. Collect organization and sport page reservation contracts 10. Plan for 1 staff fundraiser for yearbooks (no candy sales) 11. Take pictures of cross-country/track/soccer/volleyb all (seasons finish soon) ADVERTISE! | <ol style="list-style-type: none"> 1. Complete first deadline – submit 2. Distribute picture package proofs 3. Receive packages with money for processing 4. Layout and design for pages <ul style="list-style-type: none"> • Fall sports • Organizations • Student life • Academics • Business ads 5. promote and sell personal ads, business ads 6. TAKE PICTURES 7. Plan on “Who’s Who at _____” 8. Sell yearbooks 9. Replenish petty cash as needed 10. Keep ladder diagram current 11. Keep budget on track 12. Keep budget on track 13. Fall sports 14. UIL activities 15. Pay invoices 16. ADVERTISE!! | <ol style="list-style-type: none"> 1. Complete deadlines 2. Take pictures 3. Sell: <ul style="list-style-type: none"> • Yearbooks • Personal ads • Business ads 4. Complete layouts 5. Finish with fall sports 6. Finish with groups and organizations 7. Watch budget 8. Pay invoices 9. ADVERTISE!! |
| <p>(Some of these activities can commence in the summer, prior to the start of classes)</p> | | | |

| <u>December</u> | <u>January</u> | NOTES |
|---|---|--------------|
| <ol style="list-style-type: none"> 1. Complete deadlines 2. Sell: yearbooks, business and personal ads 3. Complete layouts 4. Finalize all business ads 5. Watch budget 6. Pay invoices 7. Finalize # of yearbooks ordered 8. Finalize # of total pages 9. ADVERTISE!! | <ol style="list-style-type: none"> 1. Design personal ad pages 2. Deadline for personal ad pages, pictures and copy 3. Have personal ad purchases completed by January 31st 4. OK proof and layout for personal ads 5. Sell yearbooks 6. Pictures for spring sports <ul style="list-style-type: none"> • Basketball • Baseball • Tennis • Soccer (late) • Softball 7. Meet deadline (after Christmas shock) 8. ADVERTISE!! | |

| Advanced Journalism TEKS | Instruction | Resources | Assessment |
|---|--|--|--|
| <p>TOPIC: Staff Organization</p> <p style="text-align: center;">First 3-Weeks</p> | | | |
| <p>1. The student understands individual and staff responsibilities of coverage appropriate for the publication’s audience. (a) the student is expected to understand the roles and responsibilities of each staff member and the purpose of the publication.</p> <p>5. The student demonstrates leadership and teamwork abilities. (a) The student is expected to determine roles for which different team members will assume responsibilities.</p> | <p>The student learns to describe, define and give examples of the different staff members.</p> | <ul style="list-style-type: none"> ▪ Job descriptions ▪ Overheads of organizational charts ▪ Carts of previous yearbook class and newspaper organizational charts. | <ul style="list-style-type: none"> ▪ Check for understanding/reteach ▪ Objective test or essay test ▪ Individual creative project |
| <p>TOPIC: Theme Development</p> <p style="text-align: center;">First 3-Weeks</p> | | | |
| <p>2. The student understands journalistic ethics and standards and the responsibility to cover subjects of interest and importance to the audience. (a) the student is expected to find a variety of sources to provide balance to coverage.</p> | <p>The students will develop an overall theme for the yearbook/newspaper issue(s) that will provide unity of the product and which will represent the interests of the student body.</p> | <ul style="list-style-type: none"> ▪ Overheads of thematic strategies ▪ Examples of previous yearbook class and newspaper themes. | <ul style="list-style-type: none"> ▪ Check for understanding / reteach ▪ Objective test or essay text ▪ Individual creative project ▪ Group decision/ process/cooperative learning |
| <p>TOPIC: Marketing and Advertising</p> <p style="text-align: center;">First 3-Weeks</p> | | | |
| <p>1. The student understands individual and staff responsibilities of coverage appropriate for the publication’s audience. (f) the student is expected to create and follow a financial plan for supporting publication, including sales and advertising. (g) The student is expected to consider finances in making decisions, including numbers of pages and cost-incurring extras such as color, paper quality, number of copies.</p> | <p>The student learns to establish advertising sales goals for the project and the individual based upon end cost and other income.</p> | <ul style="list-style-type: none"> ▪ Advertising and sales, budget design ▪ Overheads of budget computation and advertising and sales requirements ▪ Budget and sales computation worksheet | <ul style="list-style-type: none"> ▪ Check for understanding/reteach ▪ Objective test or essay test ▪ Individual creative project-Budget Design |

Yearbook and Newspaper RESOURCES

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| <p>The Writing Company 10200 Jefferson Blvd. P.O. Box 802 Culver City, CA 90232-0802 http://writingco.com</p> | <p>Taylor Publishing Company 1-800-677-2800, ext. 7266 pager: 1-888-762-6126 www.taylorpub.com</p> | <p>Jostens Publishing Co. <u>Photography Curriculum Course</u> <u>Get the Picture Workbook</u> developed by Sherri Taylor <u>Taking Issue</u> A Student Guide to Publications Law www.jostens.com</p> |
| <p>National Council Teachers of English 1111 Kenyon Rd., Urbana IL 61801 <u>What Can I Write About?</u> 7000 Topics for High School Students by David Powell</p> | <p>The Associated Press <u>Stylebook and Libel Manual</u> With appendices on photo captions filing the wire Christopher W. French, Eileen Alt Powell, Howard Angione, Ed.</p> | <p>Scholastic News Service and <u>Yearbook Builder</u> (subscription price, \$49.95) Bennett Communications P.O. Box 2905 Idaho Falls, ID 83403 800-219-8575 sns@cyberhighway.net</p> |
| <p>Filmic Archives 1-800-366-1920 FAX: 203-268-1796 E-Mail: custsrv@filmicarchives.com</p> | <p><u>A Beginner's Guide to Media Communications</u> Val Gause NTC, a division of NTC Publishing Group 4255 W. Touilly avenue Lincolnwood, IL 60712-1975 1-800-323-4900 ntcpub@tribune.com WEB: www.ntc-school.com</p> | <p><u>School Newspaper Advisor's Survival Guide</u>, Patricia Osborn The Center for Applied Research in Education West Nyack, NY 10994 <u>Newspaper Layout and Design</u> A Team Approach Daryl R. Moen Iowa State University Press, AMES</p> |

Yearbook and Newspaper RESOURCES

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|---|--|
| <p><u>Legal Issues/First Amendment/ Freedom of Information</u></p> <p>Guarding your rights as a journalist and a digital citizen. Student Press Law Center American Civil Liberties Union Electronic Frontier Foundation</p> | <p><u>Student Media Membership Organizations</u></p> <p>Network with other students and educators in your field. Journalism Education Association, College Media Advisers Nat'l Elementary Schools Press Assn.</p> |
| <p><u>State/Regional Student Press Associations Professional Membership Organizations</u></p> <p>These groups have lots of resources students can use. National Newspaper Association Society of Professional Journalists National Press Photographers Assn. Society for News Design</p> | <p><u>Resources: Organizations</u></p> <p>From social activism to good grammar, you'll find it here. Center for Environmental Journalism Grammar Hotline NICAR-Computer-Assisted Reporting</p> |
| <p><u>Resources: Federal Government</u></p> <p>Surf through the red tape. (Yeah, right.) The White House Environmental Protection Agency Department of Education</p> | <p><u>Syndicates & Press Services</u></p> <p>Journalism's content providers. AP, Reuters, Tribune Media Services King Features, United Media</p> |
| <p><u>Student Press Syndicates, Publishers and Web Hosts</u></p> <p>By students, for students. Highwired.com, CPNet, TMS Campus Bolt.com, U-Wire, Collegiate Presswire</p> | <p><u>Technical Resources</u></p> <p>Purveyors of software and information. Lexis-Nexis, Multi-Ad Services Audit Bureau of Circulation</p> |
| <p><u>Advertising Placement</u></p> <p>National advertisers are looking for you. These guys can help</p> | <p><u>Periodicals</u></p> <p>Publications for journalists and college students. Editor & Publisher</p> |

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| <p>them find you (and vice versa). CASS Communications, Future Pages All-Campus Media, American Passage</p> | <p>Brill's Content American Journalism Review</p> |
| <p><u>Printers, Publishers & Photographers</u></p> <p>Includes CD-ROM yearbook companies! Jostens, Taylor, Walsworth Herff-Jones, Lifetouch, Electric Tours</p> | <p>http://www.refdesk.com http://wolinskyweb.com/measure.htm http://www.web66.coled.umn.edu http://www.school.discovery.com/schrockguide http://www.hotsheet.com http://www.ericir.sunsite.syr.edu</p> <p>These are indexes of other websites.</p> |