

## Red Bank Regional High School Curriculum Map

Production Journalism					Grade Level(s): 9, 10, 11, 12	All times approximate
Topics/Units	Concepts	Skills	Standard/ Progress Indicator(s)	Activities	Major assessments	Time frame
<b>Introduction</b>	Understand purpose of class, niche of different products (yearbook, newspaper)	Evaluate role of paper/book in school Provide constructive criticism of past publications Formulate plan for publication during current year	3.1.1, 6, 7, 8, 12 3.2.8, 9, 10, 11, 13	Brainstorm in groups, compile list of positives, negatives of past publications Brainstorm goals for year, story ideas, innovations, etc. Present ideas to other groups in class Cooperatively formulate class plan of action, timetable for year	Participation, judgment of organization and appropriateness of ideas	1 week
<b>Writing</b>	Understand specific purpose of PJ writing Understand components of good journalistic writing	Identify differences between types of writing: news, feature, review, editorial/opinion Decide appropriateness of each type according to topic, situation and audience Master construction of each type according to rubric	3.3.6, 7, 8, 9, 10, 11, 12, 13, 15, 17, 18 3.4.3, 7, 8, 9, 10, 11, 12, 14, 16, 19, 22, 25, 30	Instruction and notes Samples for identification/description Writing practice and feedback from teacher and peers  <u>Throughout year:</u> Specific pieces based on individual assignments	Notebook checks Quizzes Analysis of writing projects/assignments	2-3 weeks, then ongoing
<b>Interviewing</b>	Understand how to conduct and utilize an effective, thorough interview	Recognize difference between yes/no and open-ended questions Develop relevant, open-ended questions depending on sources, situation, angle and type of piece Effectively schedule interviews with appropriate sources Integrate appropriate interview information into coherent, written pieces	3.1.14, 16, 17, 22 3.2.8, 10, 11, 12, 13	Instruction and notes Practice generating good interview questions depending on sources, situation, angle and type of piece Practice interviewing peers, writing sample pieces Demonstration of actual interview appointment, interview, and resulting piece  <u>Throughout year:</u> Consistent scheduling, conducting and utilization of good interviews	Notebook checks Quizzes Checklist of interview steps Teacher and peer evaluation of generated questions, resulting interview notes and final written piece	1 week, then ongoing

<p><b>Layout/Production</b></p>	<p>Creating and adhering to deadlines  Mastery of various software programs that facilitate production of publication  Understanding of visual impact of different presentations</p>	<p>Ability to write and edit written pieces on computer  Ability to format written and visual work according to software  Ability to improve visual strength of layouts  Knowledge of specifications of RBR's publication(s) [standard type sizes, colors and fonts, spacing, etc.]</p> <p><u>Yearbook only:</u>  Ability to scan photos  Ability to crop and adjust photos and place them accurately</p>	<p>8.1.A. 6, 9</p>	<p>Instruction and notes  Evaluation of sample layouts for errors  Creation of sample layouts  Demonstration of use of creativity to improve visual impact of publication</p> <p><u>Yearbook only:</u>  Teacher and peer instruction on scanning, cropping, and image adjustment  Creation of sample layouts based on image manipulation</p> <p><u>Throughout year:</u>  Continued construction of creative, complete layouts according to book/paper standard specs</p>	<p>Notebook checks  Quizzes  Evaluation of layouts</p>	<p>2-3 weeks, then ongoing</p>
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