

**Catalina Foothills School District
Introduction to Journalism: Writing for News
Grades: 10-12**

Introduction to Journalism will focus on essential concepts of writing and journalistic skills. The students will use the literary skills, journalist’s vocabulary, and reasoning, to write and produce articles for publication. Students will acquire the prerequisite skills necessary for advanced writing and editing in newspaper (Falcon Voice), investigation, media, research, and problem solving through authentic journalistic experiences.

1. READING: KEY IDEAS AND DETAILS	
IJ-WN.1.1	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
IJ-WN.1.2	Determine the central ideas or conclusions of a text; trace the text’s explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.
IJ-WN.1.3	Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.
2. CAREER PLANNING/SKILLS USA	
IJ-WN.2.1	Create multimedia portfolios that include all forms of digital broadcast media. <ul style="list-style-type: none"> ○ explore career plans that include educational and experiential goals ○ explain factors that contribute to the success of media businesses and freelance/contract providers ○ explain the preparation path and job duties for media occupations (<i>for example: producer, director, journalists, reporters, news editors, assignment editors, cinematographer, editor, and freelance videographer</i>)
3. INDUSTRY SAFETY PROCEDURES	
IJ-WN.3.1	Comply with industry standards and practice. <ul style="list-style-type: none"> ○ apply compliancy procedures for OSHA (occupational safety and health administration), HazCom (Hazard Communication Standard, warning labels and MSDS (material safety data sheets) safety regulations (<i>required: must score 100% on Safety test</i>) ○ recommend and apply safety precautions for job-site hazards ○ predict safety hazards associated with a broadcast production and/or audio/visual facility ○ safely operate and perform care and maintenance of equipment
4. COMMUNICATION IN JOURNALISM: PRESENTATION OF KNOWLEDGE AND IDEAS	
IJ-WN.4.1	Create and deliver effective media presentations and products. <ul style="list-style-type: none"> ○ incorporate a variety of media related to central idea ○ practice speaking to obtain confidence and fluidity (<i>for example: rate, volume, emphasis, tone, pauses, clarity, posture, gestures</i>) ○ incorporate or refer to audio/visuals (<i>for example: digital media, graphics, body language, props, sound effects</i>) to enhance presentation ○ engage audience, encouraging participation and interaction when appropriate (<i>for example: eye contact, direct address, direct reference to specific audience members</i>) ○ utilize active listening skills when responding to different speakers ○ respond to questions and feedback about own presentations (<i>for example: defend</i>)

	<i>ideas, expand on a topic, use logical arguments)</i>
5. COMMUNICATION SKILLS: VERBAL AND NON-VERBAL COMMUNICATION	
IJ-WN.5.1	Apply verbal and nonverbal models of communication (<i>required: non-discriminatory and culturally/generational sensitive language</i>). <ul style="list-style-type: none"> ○ describe elements of nonverbal and oral communication ○ compare verbal and nonverbal models of communication
IJ-WN.5.2	Utilize active listening skills when responding to different speakers. <ul style="list-style-type: none"> ○ ask questions that clarify, broaden, and enrich discussions ○ respond to and builds on specific aspects of others' comments ○ apply strategies for comprehension and retention
6. ETHICS AND PROFESSIONAL STANDARDS: ETHICS/INTELLECTUAL PROPERTY	
IJ-WN.6.1	Identify current legal issues in media professions.
IJ-WN.6.2	Explain plagiarism and its effect in business.
IJ-WN.6.3	Describe the establishment of a copyright.
IJ-WN.6.4	Discuss rights and implications of copyright law.
7. PRE-PRODUCTION: PLANNING (WRITING)	
IJ-WN.7.1	Develop a newsworthy story. <ul style="list-style-type: none"> ○ conduct short as well as more sustained research projects to answer a question or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation ○ organize writing to reflect journalistic principles (inverted pyramid, conventions of features, columns, editorials, sports, etc.)
IJ-WN.7.2	Create and present a workflow outline for a project from start to finish in order to ensure deadlines are met. <ul style="list-style-type: none"> ○ implement plans for creating a product in accordance with pre-production phase tasks in journalism ○ identify the elements of a newsworthy story (time, audience, content, etc.) ○ use strategies to generate ideas and details for a writing task
8. PRODUCTION: TEXT TYPES AND PURPOSES (WRITING)	
IJ-WN.8.1	Write informative and argumentative texts. <ul style="list-style-type: none"> ○ select and use appropriate journalistic styles for writing to inform, entertain, persuade, including short, focused sentences and paragraphs, varied word usage and descriptive vocabulary, active voice verbs, and specific word choice to avoid jargon and vague language ○ write journalistic texts (required: news, features, sports, op-ed) to convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content <ul style="list-style-type: none"> ○ draw evidence from informational texts to support analysis, reflection, and research ○ clearly express purpose, audience, and strategies ○ use succinct language to summarize main ideas in a logical order ○ use quotes judiciously, and only for key terms or ideas
IJ-WN.8.2	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. <ul style="list-style-type: none"> ○ utilize a variety of creative leads, effective headlines (label, sentence, combination), and cut lines ○ include adequate information from credible sources ○ narrate events accurately including their significance to the audience ○ establish and maintain a formal, journalistic style and objective tone while attending to the norms/conventions of the related discipline

9. POST-PRODUCTION AND DISTRIBUTION: PUBLICATION	
IJ-WN.9.1	<p>Refine and distribute a journalistic segment for publication.</p> <ul style="list-style-type: none"> ○ analyze publishing options and select appropriate equipment and software for the application ○ utilize strategies and tools to publish print and/or digital product(s) to support journalistic content ○ use delivery methods appropriate for various publications ○ define types and uses of software for photo manipulation, drawing, and page layout ○ determine the necessary equipment for a variety of photography tasks/situations
10. PERSONAL RESPONSIBILITY: TEAMWORK/COLLABORATION	
IJ-WN.10.1	<p>Apply traits of team work/collaboration during the learning process.</p> <ul style="list-style-type: none"> ○ frequently share ideas, concerns, personal insights, and resources, although these interactions are often one-on-one ○ assume any role and can accurately describe and perform the duties of most roles, including leadership ○ articulate the team goals and demonstrate commitment to these goals by accepting responsibilities and completing tasks on time ○ with prompting, assess and reflect on progress toward goals ○ usually listen actively and attentively to others and frequently accord others' ideas with respect ○ usually provide and accept constructive feedback
11. PERSONAL RESPONSIBILITY: SELF-DIRECTION AND CRITICAL THINKING	
IJ-WN.11.1	<p>Apply the traits of self-direction and critical thinking during the learning process.</p> <ul style="list-style-type: none"> ○ apply effective problem-solving strategies in group-working relationships (<i>for example: SkillsUSA</i>) ○ share ideas, concerns, personal insights, and resources ○ articulate the team goals and demonstrates commitment to these goals by accepting responsibilities and completing tasks on time ○ apply respectful behaviors and uses appropriate language ○ set meaningful, achievable goals ○ monitor progress and self-corrects during the learning process ○ reflect upon learning (identifies strengths and weaknesses) and use feedback to modify work