



ENGLISH

JOURNALISM I GRADES 10-12

Counselors are available to assist parents and students with course selections and career planning. Parents may arrange to meet with the counselor by calling the school's guidance department.

COURSE DESCRIPTION

The Journalism I course offers the terminology necessary for an understanding of the communication process and the opportunity to explore and compare the different forms of mass communication: print and electronic. The curriculum includes the study of the American newspaper past and present and the rights and responsibilities of the journalist.

The heart of the course involves learning about gathering and writing news. Class lesson assignments focus on writing in-depth news articles, feature stories, editorials, columns, reviews, and sports. Matters of style involve the students in proofreading. Copyreading practice improves the reporter's writing and develops the ability to edit, e.g., re-organize, reduce, re-focus in order to achieve clarity, conciseness, and completeness, or simply to make a story fit the space allocated in a layout.

Headlining, page makeup and design, photography, and the principles of advertising are other essentials of this course.

PREREQUISITE

None

OPTIONS FOR NEXT COURSE

Journalism II

REQUIRED STUDENT TEXTBOOK

News Reporting and Writing, Tenth Edition, Melvin Mencher

READING SELECTION

The reading selection includes variety of resources related to professional publications, broadcasters, and famous journalists.

ACTIVITIES

Individual writing	Taking photographs
Discussing current events	Working in the darkroom
Oral critiquing of newspapers and/or stories	Typing stories
Critiquing the work of fellow classmates	Rewriting stories
Small group interviewing	Creating advertisements
Large group interviewing	Layout activities
Researching in library and/or classroom	Headlining activities

THE OBJECTIVES FOR THE COURSE FOLLOW.

- 10.5 The student will improve comprehension of literature by improving vocabulary.**
- E.10.5.1 Increase vocabulary by routine study of unfamiliar words found in literary selections and use them in speaking and writing.
 - E.10.5.2 Use structural clues (affixes, roots, and contextual clues) to derive the meanings of new words.
 - E.10.5.3 Learn words borrowed from foreign languages and use them in writing and speaking.
 - E.10.5.4 Develop lists of key terms from other subject areas.
 - E.10.5.5 Demonstrate the ability to identify the relationship in analogies: synonym, antonym, part of a class, part of an item, size, cause/effect, time sequence, object/purpose, tool/user, action/object, and degree.
- 10.6 The student will read and interpret informational materials (SOL 10.4)**
- E.10.6.1 Analyze and apply the information contained in warranties, contracts, job descriptions, technical descriptions, and other informational sources, including labels, warnings, manuals, directions, applications, and forms, to complete specific tasks. (SOL 10.4a)
 - E.10.6.2 Skim manuals or informational texts to locate information. (SOL 10.4b)
 - E.10.6.3 Compare and contrast product information contained in advertisements with that found in instructional manuals and warranties. (SOL 10.4c)
- 10.10 The student will read and analyze nonfiction.**
- E.10.10.1 Distinguish between a formal and informal essay.
 - E.10.10.2 Analyze an essay for focus, content, style, and organization.
- 10.11 The student will use the writing process: prewriting, writing, revising, editing, and publishing.**
- E.10.11.1 Generate, gather, plan, and organize ideas for writing. (SOL 10.7a)
 - E.10.11.2 Elaborate ideas clearly through word choice and vivid description. (SOL 10.7b)
 - E.10.11.3 Write clear, varied sentences. (SOL 10.7c)
 - E.10.11.4 Organize ideas into a logical sequence. (SOL 10.7d)
 - E.10.11.5 Use figurative language and explain how its effects differ from the effects of literal language.
 - E.10.11.6 Write for a variety of audiences and purposes.
 - E.10.11.7 Use reflective strategies to revise writing.
 - E.10.11.8 Revise writing for clarity and content of presentation. (SOL 10.7e)
 - E.10.11.9 Define criteria to judge the accuracy, usefulness, interest, form, and originality of thought and images in his/her work and in the work of others.
 - E.10.11.10 Transfer the skills of editing, proofing, and evaluating writing to other classes, occasions, and situations.
 - E.10.11.11 Edit writing for correct use of language, spelling, punctuation, and capitalization.
 - E.10.11.12 Proofread and prepare final product for intended audience and purpose. (SOL 10.7f)
- 10.13 The student will edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing. (SOL 10.8)**
- E.10.13.1 Demonstrate verb tense consistency.
 - E.10.13.2 Demonstrate basic skills: writing in complete sentences; punctuating compound, complex, compound-complex sentences, and introductory elements correctly.
 - E.10.13.4 Exhibit proficiency in the use of standard English in writing.
 - E.10.13.5 Eliminate the use of slang and colloquial expressions in formal writing.
 - E.10.13.6 Master the use of the dash, hyphen, semicolon, and parentheses.
 - E.10.13.7 Apply rules governing use of the colon. (SOL 10.8b)
 - E.10.13.8 Master the use of pronoun agreement with an indefinite antecedent.
 - E.10.13.9 Distinguish between active and passive voice. (SOL 10.8c)

- E.10.13.10 Punctuate dialogue in a narrative among several people.
- E.10.13.11 Proofread and revise his or her own work and the work of others to correct nonparallel structures.

10.14 The student will critique professional and peer writing. (SOL 10.9)

- E10.14.1 Analyze the writing of others. (SOL 10.9a)
- E.10.14.2 Describe how the author accomplishes the intended purpose of a writing. (SOL 10.9b)
- E.10.14.3 Suggest how writing might be improved. (SOL 10.9c)
- E.10.14.4 Apply knowledge of critical analysis to writing.

10.15 The student will use writing to interpret, analyze, and evaluate ideas. (SOL 10.10)

- E.10.15.1 Explain concepts contained in literature and other disciplines. (SOL 10.10a)
- E.10.15.2 Translate concepts into simpler or more easily understood terms. (SOL 10.10b)

10.17 The student will collect, evaluate, organize, and present information. SOL 10.11)

- E.10.17.1 Organize information from a variety of sources. (SOL 10.11a)
- E.10.17.2 Select and narrow a topic appropriate for a problem/solution paper.
- E.10.17.4 Develop the central idea or focus. (SOL 10.11b)
- E10.17.6 Verify the accuracy and usefulness of information. (SOL 10.11c)
- E.10.17.7 Credit sources for both quoted and paraphrased ideas. (SOL 10.11d)
- E.10.17.10 Collect information to support a thesis.
- E.10.17.11 Evaluate quality and accuracy of information.
- E.10.17.12 Synthesize information in a logical sequence.
- E.10.17.16 Use technology to access information, organize ideas, and develop writing. (SOL 10.11f)

11.5 The student will improve reading comprehension by improving vocabulary.

- E.11.5.1 Increase vocabulary by using new words from literature and the mass media in speaking and writing.
- E.11.5.3 Use analogies to expand vocabulary.
- E.11.5.4 Complete analogies and identify the relationship between the parts of the analogy.
- E.11.5.6 Continue to use structural/contextual clues to derive the meaning of new words.
- E.11.5.7 Extend general and specialized vocabularies for reading and writing.

11.6 The student will read and analyze a variety of informational materials. (SOL 11.4)

- E.11.6.1 Use information from texts to clarify or refine understanding of academic concepts. (SOL 11.4a)
- E.11.6.5 Analyze information from a text to draw conclusions. (SOL 11.4e)
- E.11.6.6 Evaluate internet sources.

11.11 The student will use the writing process: prewriting, writing, revising, editing, and publishing.

- E.11.11.1 Generate, gather, plan, and organize ideas for writing. (SOL 11.7a)
- E.11.11.2 Develop a focus for writing. (SOL 11.7b)
- E.11.11.3 Evaluate and cite applicable information. (SOL 11.7c)
- E.11.11.4 Organize ideas in a logical manner. (SOL 11.7d)
- E.11.11.5 Evaluate writing for self and peers for purpose and audience.
- E.11.11.6 Elaborate ideas clearly and accurately. (SOL 11.7e)
- E.11.11.7 Adapt content, vocabulary, voice, and tone to audience, purpose, and situation. (SOL 11.7f)
- E.11.11.8 Use a variety of sentences appropriately and correctly.
- E.11.11.9 Use reflection to revise writing.
- E.11.11.10 Revise writing for accuracy and depth of information. (SOL 11.7g)
- E.11.11.11 Proofread final copy and prepare document for intended audience and purpose. (SOL 11.7h)

- E.11.11.12 Transfer the skills of editing, revising, proofing, and evaluating writing to other classes, occasions, and situations.
- E.11.11.13 Use technology to access information, organize ideas, and develop writing. (SOL 11.9e)
- E.11.11.14 Maintain a writing portfolio.

11.12 The students will edit for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing. (SOL 11.8)

- E.11.12.1 Use verbals and verbal phrases to achieve sentence conciseness and variety. (SOL 11.8b)
- E.11.12.2 Adjust sentence and paragraph structures for a variety of purposes and audiences. (SOL 11.8c)
- E.11.12.3 Use a style manual, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA) for producing research projects. (SOL 11.8a)

11.13 The student will write in a variety of forms with an emphasis on persuasion. (SOL 11.7)

- E.11.13.3 Write a multi-paragraph persuasive essay using a combination of any of the following: opposing views, reliable evidence, facts, sound generalizations, trustworthy opinions, and logical arguments

11.14 The student will communicate ideas in writing using correct grammar, usage, and mechanics.

- E.11.14.1 Master verbal phrases, transitional elements, and parallel structure in writing.
- E.11.14.2 Use a handbook as a reference tool.
- E.11.14.3 Exhibit proficiency in the use of standard English in writing.

11.15 The student will write, revise, and edit personal, professional, and informational correspondence to a standard acceptable in the work place and higher education. (SOL 11.9)

- E.11.15.1 Apply a variety of planning strategies to generate and organize ideas. (SOL 11.9a)
- E.11.15.2 Organize information to support the purpose of the writing. (SOL 11.9b)
- E.11.15.3 Present information in a logical manner. (SOL 11.9c)
- E.11.15.4 Revise writing for clarity. (SOL 11.9d)
- E.11.15.5 Edit writing for correct use of language, spelling, punctuation, and capitalization.
- E.11.15.6 Use technology to access information, organize ideas, and develop writing. (SOL 11.9e)

11.17 The student will analyze, evaluate, synthesize, and organize information from a variety of sources to produce a research product. (SOL 11.10)

- E.11.17.1 Narrow a topic. (SOL 11.10a)
- E.11.17.2 Develop a plan for research. (SOL 11.10b)
- E.11.17.4 Select and narrow a topic for an argumentative paper.
- E.11.17.5 Collect information to support a thesis. (SOL 11.10c)
- E.11.17.6 Evaluate quality and accuracy of information. (SOL 11.10d)
- E.11.17.8 Synthesize information in a logical sequence. (SOL 11.10e)
- E.11.17.11 Edit writing for clarity of content and effect. (SOL 11.10g)
- E.11.17.12 Edit final copy for grammatically correct use of language, spelling, punctuation, and capitalization. (SOL 11.10h)
- E.11.17.13 Proofread final copy and prepare document for publication or submission. (SOL 11.10i)
- E.11.17.14 Use technology to access information, organize ideas, and develop writing. (SOL 11.10j)

12.7 The student will read and analyze a variety of informational materials, including electronic resources. (SOL 12.4)

- E.12.7.2 Identify formats common to new publications and information resources. (SOL 12.4a)
- E.12.7.4 Evaluate the quality of informational and technical manuals. (SOL 12.4d)
- E.12.7.6 Explain personal opinions based on valid analyses of books, plays, or scripts from movies or television shows.

- 12.9 The student will demonstrate analytical skills used in responding to literature by applying them to literary interpretation as well as personal and peer writing.**
E.12.9.2 Develop an analytical essay, analyzing the author's purpose through the use of diction, tone, and detail.
- 12.12 The student will use the writing process: prewriting, writing, revising, editing, and publishing.**
E.12.12.1 Generate, gather, and organize ideas for writing. (SOL 12.7a)
E.12.12.2 Consider audience and purpose when planning for writing.(SOL 12.7b)
E.12.12.3 Present ideas in a logical sequence.
E.12.12.4 Demonstrate command of appropriate and correct use of sentence variety.
E.12.12.5 Elaborate ideas clearly and accurately. (SOL 12.7d)
E.12.12.6 Use reflective strategies to revise writing.
E.12.12.7 Revise writing for depth of information and technique of presentation. (SOL 12.7e)
E.12.12.8 Apply grammatical conventions to edit writing for correct use of language, spelling, punctuation, and capitalization. (SOL 12.7f)
E.12.12.9 Proofread final copy and prepare document for publication or submission. (SOL 12.7g)
E.12.12.10 Use available technology.
- 12.13 The student will develop expository and informational writings. (SOL 12.7)**
E.12.13.1 Write a multi-paragraph essay using inductive/deductive reasoning.
E.12.13.2 Write a letter expressing an opinion to an elected official.
E.12.13.3 Write a multi-paragraph essay using rational appeals, emotional appeals, and appeals to logic.
E.12.13.4 Write a commentary on a book, short story, play, or film.
E.12.13.5 Write an analysis of explanation of how the literary works of several authors mirror the issues of their eras.
E.12.13.6 Write an analysis of a product based on the warranty and instructional manual.
E.12.13.7 Keep a log of news and magazine articles that he/she finds of interest.
E.12.13.8 Use one or more log entries to produce an original piece of writing.
E.12.13.9 Write analytically about literary, informational, and visual materials. (SOL 12.7c)
- 12.14 The student will communicate ideas in writing using correct grammar, usage, and mechanics.**
E.12.14.1 Demonstrate the ability to evaluate, edit, and revise all writing tasks.
E.12.14.2 Use a handbook as a reference tool.
E.12.14.3 Exhibit proficiency in the use of standard English in writing.
E.12.14.4 Use available technology.
- 12.16 The student will write documented research papers. (SOL 12.8)**
E.12.16.1 Identify and understand the ethical issues of research and documentation. (SOL 12.8a)
E.12.16.2 Select and narrow a topic for a critical analysis paper.
E.12.16.3 Select and narrow a topic for an investigative paper.
E.12.16.4 Develop a plan for research.
E.12.16.5 Prepare a formal outline of the paper.
E.12.16.6 Collect information to support a thesis.
E.12.16.7 Evaluate the accuracy and usefulness of information. (SOL 12.8b)
E.12.16.8 Synthesize information to support the thesis. (SOL 12.8c)
E.12.16.9 Present information in a logical manner. (SOL 12.8d)
E.12.16.10 Cite sources of information, using a standard method of documentation, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA). (SOL 12.8e)
E.12.16.11 Edit copies for correct use of language, spelling, punctuation, and capitalization. (SOL 12.8f)
E.12.16.12 Proofread a final copy and prepare document for publication or submission. (SOL 12.8g)



Mission Statement

The Virginia Beach City Public Schools, in partnership with the entire community, will empower every student to become a life-long learner who is a responsible, productive and engaged citizen within the global community.

Dr. James G. Merrill, Superintendent

DEPARTMENT OF CURRICULUM AND INSTRUCTION
2512 George Mason Drive • P. O. Box 6038 • Virginia Beach, Virginia 23456-0038

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The following staff are designated to handle inquiries regarding the non-discrimination policies:

Director of Guidance Services at (757) 263-1980 or to the Assistant Superintendent of Human Resources at (757) 263-1133.

For further information on notice of non-discrimination, visit <http://wdcrobcop01.ed.gov/CFAPPS/OCR/contactus.cfm> for the address and phone number of the office that serves your area, or call 1-800-421-3481.

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