Unit 6: Headlines and Design

Content Area: **Language Arts Literacy**
Course(s): **School Newspaper**
Time Period: **May**
Length: **6 weeks**
Status: **Published**

Transfer

Unit Goals:

- Design spreads that incorporate all the standard rules of layout and design
- Use the design concepts in this unit to create blogs and/or newsletters for various topics which reflect college/workplace atmospheres
- Understand that design elements and the impact of visual presentation is beneficial in college and the workplace

Enduring Understandings

By the end of this unit students will understand that…

- Appearance in newspapers is essential to success.
- "Points of entry" grab readers' attention, guide readers into stories, and communicate vital information quickly.
- Professional reporters do not design their own pages; many jobs require "page design" skills.
- Headlines serve to grab the readers' attention and summarize the main idea of the article.
- Journalistic design is governed by stylistic principles but relies on creativity for continuing interest.

Essential Questions

By the end of the unit students will be able to answer…

- How do magazines and newspapers design pages for simplicity, engagement and sales?
- How can you design to highlight your story?
- Who designs the pages in magazines and newspapers? What skills are needed to design an appealing page?
- How can headlines affect reader interest?
- How can layout choices impact news content?
- When is it effective to challenge stylistic principles?

Content

Vocabulary

Vocabulary:

5w+1H

Angle

Attribution

Banner

Beat

Bias

Byline

Caption

Column

Copy

Copy editor

Cutline

Deck

Editor

Editorial

Ethics

Feature

Flag

Grabber

Hard news

Headline

Hole

Human interest story

Investigative journalism

Inverted pyramid

Jump head

Justified

Layout editor

Lead

Libel

Op ed page

Off the record

Plagiarism

Proofreading

Pull out quote

Side bar

Slander

Soft news

Source

Style

Summary lead

tabloid

Learning Objectives

- Analyze print publications and identify appealing design and layout
- Identify different types of "points of entry" in various publications and discuss
- Practice writing a variety of different headlines, photo captions and pull quotes for published stories
- Design a newspaper layout
- Design each story for submission
- Compare and analyze design elements of different forms of journalism print and online
- Complete test/quiz on major key terms and concepts of unit

- Research examples of magazine and newspaper layouts and identify and defend decisions for appealing-looking pages

- Create mock layouts and maintain in portfolio
- Design layouts for the school newspaper
- Create a variety of headlines, photo captions and pull quotes for sample or published stories
- Design stories for submission
- View examples of various spreads to model concepts of design
- View examples of intimidating layouts and inappropriate designs and discuss why each is ineffective
- Redesign ineffective layouts to work more efficiently
- Discuss the idea of tone; match content to tone; view examples of articles that have specific tone and determine if the layout matches it
- Access various web sites to view samples of layout and design
- Use various word processing and layout programs to create different design spreads

Resources

Potential Works of Study

USA Today

Washington Post

Wall Street Journal

NYT.com

Local and national newspapers

The United States Constitution

Government databases

University libraries

The Associated Press Archives

NPR Website & Archives

The American Press Institute: High Five Integrated Language Arts and Journalism Curriculum

Content/Theme/Skills:

Graphic design, typography, photo spreads, rule of thirds, visual appeal, accessibility of information, tone, style.

Standards

CCSS.ELA-Literacy.RI.8.7	Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.
CCSS.ELA-Literacy.W.8.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CCSS.ELA-Literacy.W.8.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
CCSS.ELA-Literacy.W.8.6	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.
CCSS.ELA-Literacy.W.8.8	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
CCSS.ELA-Literacy.L.8.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CCSS.ELA-Literacy.L.8.1.a	Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
CCSS.ELA-Literacy.L.8.1.b	Form and use verbs in the active and passive voice.
CCSS.ELA-Literacy.L.8.1.c	Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.
CCSS.ELA-Literacy.L.8.1.d	Recognize and correct inappropriate shifts in verb voice and mood.
CCSS.ELA-Literacy.L.8.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CCSS.ELA-Literacy.L.8.2.a	Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
CCSS.ELA-Literacy.L.8.2.b	Use an ellipsis to indicate an omission.
CCSS.ELA-Literacy.L.8.2.c	Spell correctly.