

# Unit 10: Capstone Project (Final Exam) Copied from: Journalism 2, Copied on: 11/15/23

Content Area: **TEMPLATE**  
Course(s):  
Time Period: **Full Year**  
Length: **7 weeks**  
Status: **Published**

## **General Overview, Course Description or Course Philosophy**

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## **OBJECTIVES, ESSENTIAL QUESTIONS, ENDURING UNDERSTANDINGS**

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Students will understand that:

- print and online publications should work synergistically in terms of content, audience and design
- working in maestro teams requires proper planning, organization and time management

## **CONTENT AREA STANDARDS**

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RI.9-10.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.

RI.9-10.2. Determine a central idea of a text and analyze how it is developed and refined by specific details; provide an objective summary of the text.

RI.9-10.7. Analyze various perspectives as presented in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.

W.9-10.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

A. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

B. 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.

C. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify

the relationships among complex ideas and concepts.

D. Use precise language and domain-specific vocabulary to manage the complexity of the topic.

E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.

F. Provide a concluding paragraph or section that supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

W.9-10.3. Write narratives to develop real or imagined experiences or events using effective technique, well chosen details, and well-structured event sequences.

A. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

B. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

C. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.

D. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

E. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

### Production and Distribution of Writing

W.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.9-10.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

W.9-10.6. Use technology, including the Internet, to produce, share, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

W.9-10.8. Gather relevant information from multiple authoritative print and digital sources, using advanced

searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (MLA or APA Style Manuals).

W.9-10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

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| LA.RI.9-10.1     | Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.  |
| LA.RI.9-10.2     | Determine a central idea of a text and analyze how it is developed and refined by specific details; provide an objective summary of the text.  |
| LA.RI.9-10.7     | Analyze various perspectives as presented in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.   |
| LA.W.9-10.2      | Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.  |
| LA.W.9-10.3      | Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.  |
| LA.W.9-10.4      | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)   |
| LA.W.9-10.5      | Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.   |
| LA.W.9-10.6      | Use technology, including the Internet, to produce, share, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.   |
| LA.W.9-10.8      | Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (MLA or APA Style Manuals). |
| LA.9-10.W.9-10.1 | Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.                   |

## **RELATED STANDARDS (Technology, 21st Century Life & Careers, ELA Companion Standards are Required)**

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9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).

9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJSLSA.W8, Social Studies Practice: Gathering and Evaluating Sources).

9.4.12.IML.7: Develop an argument to support a claim regarding a current workplace or societal/ethical issue such as climate change (e.g., NJSLSA.W1, 7.1.AL.PRSNT.4).

9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6).

9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments.

9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem (e.g., 7.1.AL.IPERS.6).

## **ASSOCIATION OF COLLEGE & RESEARCH LIBRARIES INFORMATION LITERACY COMPETENCY STANDARDS FOR JOURNALISM STUDENTS AND PROFESSIONALS**

- 3.2.a Examines and compares information from various sources in order to evaluate reliability, validity, accuracy, authority, timeliness, and bias
- 3.5.a Participates in critical discussions, either in person or online
- 3.6.a Generates new ideas or revises story angles based on gaps in information sources
- 4.1.a Organizes the content in a manner that supports the purpose and format of the story
- 4.1.c Integrates new and prior information, including quotations and paraphrases, in a manner that supports the purposes of the story or research question
- 4.1.d Effectively incorporates digital images, quotes, and data, as appropriate; ensures that graphics, etc. do not distort the tone or meaning of the story
- 4.2.c Communicates clearly and with a style that is appropriate for the story, performance, or audience

## **STUDENT LEARNING TARGETS**

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### **Declarative Knowledge**

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Students will know:

- how to use Adobe InDesign to design a print publication
- different types of articles from Journalism I
- news story structures
- interview skills
- photography, video and multimedia skills
- how to use Google Sites to create an online publication.

### **Procedural Knowledge**

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Students will be able to:

- use technology (Adobe InDesign) to design a print publication
- write informative texts, arguments and narratives (various kinds of articles) (opinion, news, entertainment, sports, etc.)
- conduct interviews and research for each article
- organize writing with attention to proper structure
- meticulously edit article using revision and editing skills from the course
- create an appropriate multimedia support
- create a mock accompanying website to print publication using Google Sites
- work in a maestro team
- plan deadlines and manage time effectively
- organize and plan design and layout
- mimic/recreate a newspaper page on InDesign
- develop and strengthen writing as needed by planning, revising, editing and reviewing
- gather relevant information from multiple sources in order to write articles

## **EVIDENCE OF LEARNING**

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### **Alternate Assessments**

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- Visual Timelines
- individual Project
- Teacher/Student Conferences

### **Formative Assessments**

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- InDesign practice tasks
- InDesign “Make a Page” Assignment
- Timeline, organization and deadline worksheets.
- Recreating another newspaper’s page on InDesign

### **Summative Assessments**

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Print publication (4 pages) and accompanying website.

## **RESOURCES (Instructional, Supplemental, Intervention Materials)**

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[InDesign Workshop Video Tutorials](#) (Password: InDesignWorkshop247), [InDesign Handout, Unit 10 Google Drive Folder](#)

## **INTERDISCIPLINARY CONNECTIONS**

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English language arts

- Narrative Writing
- Information Writing
- Implementation of conventions of Standard English

Technology/multimedia

- Audio/visual media analysis
- Researching based writing
- Google
- Media Literacy
- Educational tech applications

Visual performing arts

- Cinematic Analysis
- Visual Language
- Electronic media
- Aesthetic Analysis

## **ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS**

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**Gifted and Talented:**

- Allow students to pursue independent projects based on their individual interests
- Provide enrichment activities that include more advanced material
- Conduct research and provide a presentation of appropriate topics.
- Provide assessments at a higher level of thinking

**Students with Disabilities:**

- Pair visual prompts with verbal presentations

- Ask students to restate information, directions, and assignments.
- Repetition and practice
- Model skills/techniques to be mastered.
- Extended time to complete classwork
- Provide a copy of class notes
- Preferential seating to be mutually determined by the student and teacher

**Students at Risk of Failure:**

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
- Repetition and practice
- Model to be mastered.
- Extended time to complete classwork
- Provide a copy of class notes
- Preferential seating to be mutually determined by the student and teacher