

# Unit 03: Photography, Layout and Design Copied from: Journalism 2, Copied on: 11/15/23

Content Area: **TEMPLATE**  
Course(s):  
Time Period: **Full Year**  
Length: **4**  
Status: **Published**

## General Overview, Course Description or Course Philosophy

### OBJECTIVES, ESSENTIAL QUESTIONS, ENDURING UNDERSTANDINGS

Students will understand that:

- photojournalism tells stories in compelling ways.
- the ethical considerations of digital manipulation of news photos
- elements of effective photojournalism (theme, emotional impact, persuasion)

### CONTENT AREA STANDARDS

SL.9-10.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.

SL.9-10.3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any false reasoning or distorted evidence.

SL.9-10.4. Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

SL.9-10.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance findings, reasoning, and evidence and to add interest.

SL.9-10.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.

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

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LA.SL.9-10.3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any false reasoning or distorted evidence.
LA.SL.9-10.4	Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.
LA.SL.9-10.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance findings, reasoning, and evidence and to add interest.
LA.SL.9-10.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.

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

9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4).

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**

J.4.3 Effectively presents the story or research project to the intended audience

## **STUDENT LEARNING TARGETS**

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### **Declarative Knowledge**

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Students will know:

- how text, photos, and graphics work together for best effect
- the role of advertising in print journalism
- how photographs and other visual images add to news
- different kinds of infographics and alternate story formats and the best uses for them
- different elements of typography and different typefaces
- newspaper sizes

### **Procedural Knowledge**

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Students will:

- think critically about newspapers format
- consider the relationship of visual elements on a page (ads, photos, graphs, maps) and the impact on readers
- understand what makes an effective advertisement
- learn and apply basic graphic design elements to various publications in desktop publishing formats
- understand some history of photography as it relates to journalism

Students will be able to:

- collect and share creative photos and ads they find in newspapers and magazines, analyzing for target audience and what makes an ad effective
- use technology to gather and analyze the effectiveness of ads
- integrate and evaluate information presented in diverse media (view model pages of effective photography, advertising, and graphic design elements)
- create ads for common products, matching product to audience
- apply skills in various desktop publishing formats
- integrate information presented in different media formats and evaluate effective elements used in photography, advertisements and other graphic designs
- analyze newspapers for graphic elements, photos, and organization, using domain-specific language to describe them
- use technology to create ads
- listen and watch a photography teacher speaking about digital photography and how we can use it in the school newspaper and other desktop publishing formats
- evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric
- use technology to analyze photo essays online for theme, emotional impact, and effectiveness on the viewer

- practice taking and editing digital photos
- use technology create a photojournalism “essay” about a local person or area of interest
- produce a class publication in various desktop publishing formats
- write engaging and detailed caption and a cutline for a photo, demonstrating creativity and innovation

## **EVIDENCE OF LEARNING**

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### **Alternate Assessments**

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- Picture Without Words Project
- Individual Photo Displays
- Group Projects

### **Formative Assessments**

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- Group and whole class discussion questions
- Debates
- Do Nows and Exit Slips
- Journal responses
- Group work/projects

### **Summative Assessments**

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- Articles
- Student Presentations
- Picture Without Words
- contents without seeing the captions.
- Advertisement
- Photojournalism essay

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

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The Record, The Star-Ledger, The New York Times, Colt Chronicle, NJ.com, various award-winning NJ scholastic newspapers (print and online, Journalism: 5W and H by James Glen Stovall, Radical Write by Bobby Hawthorne, laptops, guest speaker (digital photography teacher), [Google Drive folder for Unit 3](#) (Part 1) and [Part 2](#), NoRedInk.com, Newsela.com, Canva.com, “The Bang Bang Club”, The Elements of Journalism: What Newspeople Should Know and the Public Should Expect, Kovach and Rosenstiel, Three Rivers Press, New York (2007)

## **INTERDISCIPLINARY CONNECTIONS**

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### Visual Performing Arts

- visual language
- aesthetic appeal
- audio/visual media 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