

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.
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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)

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

Declarative Knowledge

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

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

Alternate Assessments

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

Formative Assessments

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

Summative Assessments

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

RESOURCES (Instructional, Supplemental, Intervention Materials)

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

Visual Performing Arts

- visual language
- aesthetic appeal
- audio/visual media analysis

ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS

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