



Newspaper/Yearbook

<http://grading.dmschools.org>

<http://dmschools.org>

Foreword

- Newspaper and Yearbook both result in a final published product. Students should engage in multiple cycles of development over the course of semester. The four Topics below should be assessed through each cycle the student engages in.
- Newspaper and Yearbook are hybrid courses that are informed by both [CCSS Literacy Standards](#) and [Standards for Journalism Educators](#) provided by the JEA.

How to use this document:

This curriculum guide is *not...*

- A lock-step instructional guide detailing exactly when and how you teach.
- Meant to restrict your creativity as a teacher.
- A ceiling of what your students can learn, nor a set of unattainable goals.

Instead, the curriculum guide *is* meant to be a common vision for student learning and a set of targets and success criteria directed related to grade-level standards by which to measure and report student progress and provide meaningful feedback.

The curriculum guide outlines the learning that is **most essential** for student success; it is our district's guaranteed and viable curriculum. The expectation is that every student in our district, regardless of school or classroom, will have access to and learn these targets. As the classroom teacher, you should use the curriculum guide to help you to decide how to scaffold up to the learning targets and extend your students' learning beyond them.

Within this document, you will find a foundational structure for planning sequential instruction in the classroom which can be supplemented with materials from any number of the linked resources.

Please consider this guide a living and dynamic document, subject to change and a part of a continuous feedback loop.

Newspaper or Yearbook: Semester at a Glance

In both **Newspaper** and **Yearbook**, students will write, edit, package, produce and distribute the school's newspaper or produce the school's yearbook. Concepts emphasized include leadership, prioritizing, deadline meeting, interviewing, people-skill building, and business skills. Production courses are laboratory courses that allow students to apply the fundamental theories explored through journalism in a real-world setting.

Primary Resources: Learning Targets are linked below each unit scale. These include all required sources for the course.

Newspaper	Topic 1: Journalistic Writing Topic 1 Resource Folder	Topic 2: Design Topic 2 Resource Folder	Topic 3: Digital Media Topic 3 Resource Folder	Topic 4: Professional Responsibility Topic 4 Resource Folder
<u>Reporting frequency of topic scores</u>	Every 4 weeks	Every 4 weeks	Every 4 weeks	Every 4 weeks
<i>Standards Aligned</i>	Journalism Education 11 Writing 2 Writing 4 Language 1	Journalism Education 1 Speaking and Listening 5	Journalism Education 9	Journalism Education 3 Journalism Education 5

Standards-Referenced Grading Basics

Our purpose in collecting a body of evidence is to:

- Allow teachers to determine a defensible and credible topic score based on a representation of student learning over time.
- Clearly communicate where a student’s learning is based on a topic scale to inform instructional decisions and push student growth.
- Show student learning of Level 3 targets through multiple and varying points of data
- Provide opportunities for feedback between student and teacher.

Start at Level 3 when determining a topic → score.

Scoring

A collaborative scoring process is encouraged to align expectations of the scale to artifacts collected. Routine use of a collaborative planning and scoring protocol results in calibration and a collective understanding of evidence of mastery. Enough evidence should be collected to accurately represent a progression of student learning as measured by the topic scale. Teachers look at all available evidence to determine a topic score. All topic scores should be defensible and credible through a body of evidence.

*****Only scores of 4, 3.5, 3, 2.5, 2, 1.5, 1, and 0 can be entered as Topic Scores.**

Evidence shows the student can...	Topic Score
Demonstrates proficiency (AT) in all learning targets from Level 3 & Level 4	4.0
Demonstrates proficiency (AT) in all learning targets from Level 3 with partial success at Level 4	3.5
Demonstrates proficiency (AT) in all learning targets from Level 3	3.0
Demonstrates proficiency (AT) in at least half of the Level 3 learning targets	2.5
Demonstrates some foundational knowledge (PT) toward all Level 3 targets	2.0
Demonstrates some foundational knowledge (PT) of some of the Level 3 learning target or standard	1.5
Does not meet minimum criteria for the standard or target.	1.0
Produces no evidence appropriate to the learning targets at any level (Is missing for one or more targets)	0

* foundational knowledge is defined by the success criteria for the learning targets or standards.

Multiple Opportunities

Philosophically, there are two forms of multiple opportunities, both of which require backwards design and intentional planning. One form is opportunities planned by the teacher throughout the unit of study and/or throughout the semester. The other form is reassessment of learning which happens after completing assessment of learning at the end of a unit or chunk of learning.

Students will be allowed multiple opportunities to demonstrate proficiency. Teachers need reliable pieces of evidence to be confident students have a good grasp of the learning topics before deciding a final topic score. To make standards-referenced grading work, the idea of “multiple opportunities” is emphasized. If after these opportunities students still have not mastered Level 3, they may then be afforded the chance to reassess.

Guiding Practices of Standards-Referenced Grading

- ❑ A consistent 4-point grading scale will be used.
- ❑ Student achievement and behavior will be reported separately.
- ❑ Scores will be based on a body of evidence.
- ❑ Achievement will be organized by learning topic and converted to a grade at semester’s end.
- ❑ Students will have multiple opportunities to demonstrate proficiency.
- ❑ Accommodations and modifications will be provided for exceptional learners.

Anatomy of a Scale

Unit Narrative:

Provide an overview and context of the unit, big understandings, and student experience—including by not limited to vocabulary, inquiry-based questions/concepts, pacing and number of lessons

Topic Title:

Named topic in infinite campus, with approximate number of paced weeks

Exceeding Grade Level (ET):

Possible level four task listed including prior learning, cognitive complexity, integrated skills, real world relevance: authentic application beyond the classroom.

Achieving Grade Level (AT):

Level 3 targets are listed within the topic scale and are the grade level expectation for students in all classes.

Success Criteria (listed below the target) should be clarified/ revised by the building level PLC as they collaborate to unpack the Level 3 targets.

Item Bank:

Linked resources for each learning target. Guiding/Inquiry questions, ideas, and/or concepts are below the base line examples to ensure district wide coherence.

Unit 1:		
Topic	Exceeding Grade Level (ET)	Achieving Grade Level (AT)
When collecting evidence related to the 3, it will be recorded in these topics in Infinite Campus.		The Level 3 Targets are the grade level expectation for students in all classes. Success Criteria (listed below the target) should be clarified/ revised by the building level PLC as they collaborate to unpack the Level 3 targets. Guiding Question to complete this process: What are the essential pieces of knowledge students need to have to show progression towards the grade level standard/expectation (level 3)?
Topic Title (weeks)	Possible Task: * A level four task should include the following: prior learning; cognitive complexity; integrated skills; real world relevance; authentic application beyond the classroom.	LT1- Learning that shows evidence of progressing towards the grade level learning target: <input type="checkbox"/> <input type="checkbox"/>
		LT2- Learning that shows evidence of progressing towards the grade level learning target: <input type="checkbox"/> <input type="checkbox"/>
		LT3- Learning that shows evidence of progressing towards the grade level learning target: <input type="checkbox"/> <input type="checkbox"/>

Item Bank:		
Target: Resources to teach:	Target: Resources to teach:	Target: Resources to teach:
Standard Language	Standard Language	Standard Language
Guiding Questions, Ideas, and/or Concepts Ideas and concepts in the spaces below are base line examples for all to use to ensure district wide coherence. Please add to these as you see instructional opportunities.		

As a publications course, students will engage in guided cycles of writing and design that will result in completed products. Students will repeat the cycle throughout the course of the semester addressing all 4 Topics repeatedly.

The adviser and the publication editors create a deadline calendar to support all staff members moving through the publication cycle. The calendar will include a timeline for advisor, editor and peer feedback after each deadline.

Each cycle should include:

Journalistic Writing	Design	Digital Media	Professional Responsibility
<ul style="list-style-type: none"> • create interview questions • complete interviews • write captions • write story (if applicable) • edit page based on editor recommendations 	<ul style="list-style-type: none"> • develop an angle and a page sketch for your assigned topic • include a headline and subhead • include design elements like mods or sidebars • edit page based on editor recommendations 	<ul style="list-style-type: none"> • take and select photos • add captions • edit page based on editor recommendations 	<ul style="list-style-type: none"> • submit rough draft for review • edit page based on editor recommendations • submit page for final review

Publication resources:

Possible options for printing newspaper/newsmagazine

- Des Moines Public School Printing Services
- Options within individual buildings (depending on the building)
- Wilcox Printing & Publishing, Madrid, IA

School newspapers and newspaper Web sites are funded through the buildings. Each building sets their own ad rate to support the program.

See suggested ad rate examples attached:

[Advertisement suggested rates](#)

Yearbook:

All DMPS yearbooks are printed by Herff-Jones in Edwardsville, KS

- Representative: Marc Havnen (515) 401-8061
- mphavnen@herffjones.com

Yearbooks are sold through Herff-Jones via Yearbook Order Center and through the school bookkeeper.

Yearbook ad sales (including senior and commercial) completed through Herff-Jones via Yearbook Order Center.

Topic I: Journalistic Writing

Topic Narrative/Overview: In this topic, students will explore the basics of journalistic design and begin the process of designing their own pages using InDesign and editing photos using Photoshop.

Topic	Achieving Grade Level (AT)
<p>When collecting evidence related to the 3, it will be recorded in these topics in Infinite Campus.</p>	<p>The Level 3 Targets are the grade-level expectation for students in all classes. These are directly related to State of Iowa standards. Success Criteria (listed below the target) should be clarified/ revised by the building level PLC as they collaborate to unpack the Level 3 targets.</p> <p>Guiding Question to complete this process: ★ <i>What are the essential pieces of knowledge students need to have to show progression towards the grade level standard/expectation (level 3)?</i></p>
<p style="text-align: center;">Journalistic Writing (Start and End Date-Optional)</p>	<p>LTIA- Apply the principles of fair, balanced, and accurate reporting Learning that shows evidence of progressing towards grade-level learning target:</p> <ul style="list-style-type: none"> ▪ Writing is structured with no reporter opinion/ is objective ▪ Employs facts, definitions, details, quotes, and research and/or interviews <p>LTIB- Write for a variety of purposes using journalistic writing styles (news, features, opinions) Learning that shows evidence of progressing towards grade-level learning target:</p> <ul style="list-style-type: none"> ▪ Writing is in format assigned (Feature/News/Opinion) ▪ Writing examines a topic by selecting, organizing, and analyzing relevant content (Focused angle to story) <p>LTIC- Write using clear, precise language Learning that shows evidence of progressing towards grade-level learning target:</p> <ul style="list-style-type: none"> ▪ Correctly capitalize words in a sentence ▪ Correctly punctuate the sentence using commas, semicolons, and colons ▪ Writing language is overall clear/ writing makes sense (grammar, readability) <p>LTID- Write extended captions to accompany all photos Learning that shows evidence of progressing towards grade-level learning target:</p> <ul style="list-style-type: none"> ▪ Use ABCD caption format

Item Bank:

News Writing: Resources to teach:	Feature Writing: Resources to teach:	Opinion/Review Writing: Resources to teach:
<ul style="list-style-type: none"> • News Writing <p>News Writing quizlet News example</p>	<ul style="list-style-type: none"> • Features <p>Feature example</p>	<p>Opinion/Review Opinion example Review Sample</p>

Topic 2: Design

Topic Narrative/Overview: In this topic, students will explore the basics of journalistic design and begin the process of designing their own pages using InDesign and editing photos using Photoshop.

Topic	Achieving Grade Level (AT)
<p>When collecting evidence related to the 3, it will be recorded in these topics in Infinite Campus.</p>	<p>The Level 3 Targets are the grade-level expectation for students in all classes. These are directly related to State of Iowa standards. Success Criteria (listed below the target) should be clarified/ revised by the building level PLC as they collaborate to unpack the Level 3 targets.</p> <p>Guiding Question to complete this process: ★ <i>What are the essential pieces of knowledge students need to have to show progression towards the grade level standard/expectation (level 3)?</i></p>
Design	<p>LT2A- Apply design elements to create a layout that is visually appealing and effectively communicates the idea of the page to the reader</p> <p>Learning that shows evidence of progressing towards grade-level learning target:</p> <ul style="list-style-type: none"> ▪ Create a page that accurately reflects the story/content ▪ Uses a dominant image and ABCD caption ▪ Creates several other visual elements to provide additional info related to the content of the page (sidebar, pull-quote, infographics, etc.) <p>LT2B- Employ various graphic elements to enhance the readability and attractiveness of the layout</p> <p>Learning that shows evidence of progressing towards grade-level learning target:</p> <ul style="list-style-type: none"> ▪ Adheres to the style of the publication regarding fonts, sizes, indents, etc. ▪ Use text in a visually pleasing way that represents the story ▪ Use white space to enhance readability, not for it to look incomplete <p>LT2C- Maximize student coverage by carefully selecting sources and subjects</p> <p>Learning that shows evidence of progressing towards grade-level learning target:</p> <ul style="list-style-type: none"> • Utilize “one per-person rule” limiting use of each student • Create feature opportunities to be inclusive of all students • Enforce “gotta get list” for each deadline

Item Bank:

<p>2ATarget: Resources to teach: Journalism Resources by Target\Design\2A Design Vocab quizlet</p>	<p>2BTarget: Resources to teach: Journalism Resources by Target\Design\2B InDesign Basics (video) Photoshop (video)</p>	<p>2CTarget: Resources to teach: How to include more students in the yearbook</p>
---	---	---

Topic 3: Digital Media

Topic Narrative/Overview: In this topic, students will explore the basics of photojournalism and other digital media including podcasts and video production.

Topic	Achieving Grade Level (AT)
<p>When collecting evidence related to the 3, it will be recorded in these topics in Infinite Campus.</p>	<p>The Level 3 Targets are the grade-level expectation for students in all classes. These are directly related to State of Iowa standards. Success Criteria (listed below the target) should be clarified/ revised by the building level PLC as they collaborate to unpack the Level 3 targets.</p> <p>Guiding Question to complete this process: ★ <i>What are the essential pieces of knowledge students need to have to show progression towards the grade level standard/expectation (level 3)?</i></p>
Digital media	<p>LT3A- Apply the rules of composition when shooting or editing media Learning that shows evidence of progressing towards grade-level learning target:</p> <ul style="list-style-type: none"> ▪ Utilize techniques including 'Rule of Thirds,' Lighting, Framing, Leading lines, Patterns/Repetition, etc. ▪ Utilizes techniques including perspective, color and details to enhance media <p>LT3B- Produce media that uses focusing techniques to capture the subject in an environment that is complementary to the assigned content Learning that shows evidence of progressing towards grade-level learning target:</p> <ul style="list-style-type: none"> ▪ Utilize a variety of shots such as close-up, wide or action shot ▪ Determine needs of page such as action or portrait <p>LT3C- Selects appropriate images that support page content Learning that shows evidence of progressing towards grade-level learning target:</p> <ul style="list-style-type: none"> ▪ Use photos that are relevant to page topic and angle ▪ Avoids duplication of photos found elsewhere in publication <p>LT3D- Produces basic information for use in caption Learning that shows evidence of progressing towards grade-level learning target:</p> <ul style="list-style-type: none"> ▪ Interview subjects of photo to obtain necessary information ▪ Produce ABCD caption to accompany photo

Item Bank:

<p>3ATarget: Resources to teach: Intro to Photojournalism:</p>	<p>3BTarget Resources to teach: Camera Angles</p>	<p>3CTarget: Resources to teach: How to include more people in yearbook article</p>	<p>3DTarget: Resources to teach: Captions</p>
--	---	---	---

Topic 4: Professional Responsibility

Topic Narrative/Overview: In this topic, students will explore the basics of journalistic design and begin the process of designing their own pages using InDesign and editing photos using Photoshop.

Topic	Achieving Grade Level (AT)														
<p>When collecting evidence related to the 3, it will be recorded in these topics in Infinite Campus.</p>	<p>The Level 3 Targets are the grade-level expectation for students in all classes. These are directly related to State of Iowa standards. Success Criteria (listed below the target) should be clarified/ revised by the building level PLC as they collaborate to unpack the Level 3 targets.</p> <p>Guiding Question to complete this process: ★ <i>What are the essential pieces of knowledge students need to have to show progression towards the grade level standard/expectation (level 3)?</i></p>														
Professional Responsibility	<p>LT4A- Demonstrate the ability to understand the importance of deadlines and how meeting deadlines applies to working with others.</p> <table border="1" style="width: 100%; text-align: center; border-collapse: collapse; margin-top: 20px;"> <tr> <td style="width: 14%; padding: 5px;">4</td> <td style="width: 14%; padding: 5px;">3.5</td> <td style="width: 14%; padding: 5px;">3</td> <td style="width: 14%; padding: 5px;">2.5</td> <td style="width: 14%; padding: 5px;">2</td> <td style="width: 14%; padding: 5px;">1.5</td> <td style="width: 14%; padding: 5px;">1</td> </tr> <tr> <td style="padding: 5px;"> <ul style="list-style-type: none"> • Meeting 100% of key assignment deadlines </td> <td style="padding: 5px;"> <ul style="list-style-type: none"> • Meeting 95% of key assignment deadlines </td> <td style="padding: 5px;"> <ul style="list-style-type: none"> • Meeting 90% of key assignment deadlines </td> <td style="padding: 5px;"> <ul style="list-style-type: none"> • Meeting 80% of key assignment deadlines </td> <td style="padding: 5px;"> <ul style="list-style-type: none"> • Meeting 75% of key assignment deadlines </td> <td style="padding: 5px;"> <ul style="list-style-type: none"> • Meeting 70% of key assignment deadlines </td> <td style="padding: 5px;"> <ul style="list-style-type: none"> • Meeting some key assignment deadlines </td> </tr> </table>	4	3.5	3	2.5	2	1.5	1	<ul style="list-style-type: none"> • Meeting 100% of key assignment deadlines 	<ul style="list-style-type: none"> • Meeting 95% of key assignment deadlines 	<ul style="list-style-type: none"> • Meeting 90% of key assignment deadlines 	<ul style="list-style-type: none"> • Meeting 80% of key assignment deadlines 	<ul style="list-style-type: none"> • Meeting 75% of key assignment deadlines 	<ul style="list-style-type: none"> • Meeting 70% of key assignment deadlines 	<ul style="list-style-type: none"> • Meeting some key assignment deadlines
4	3.5	3	2.5	2	1.5	1									
<ul style="list-style-type: none"> • Meeting 100% of key assignment deadlines 	<ul style="list-style-type: none"> • Meeting 95% of key assignment deadlines 	<ul style="list-style-type: none"> • Meeting 90% of key assignment deadlines 	<ul style="list-style-type: none"> • Meeting 80% of key assignment deadlines 	<ul style="list-style-type: none"> • Meeting 75% of key assignment deadlines 	<ul style="list-style-type: none"> • Meeting 70% of key assignment deadlines 	<ul style="list-style-type: none"> • Meeting some key assignment deadlines 									
Item Bank:															
<p>4ATarget: Resources to teach: Deadlines and Struggles: The Everyday Issues Journalists Face (article) Why media deadlines are serious (article)</p>															