

	<p align="center"><b>STUDENT LEARNING GOALS</b></p>			
<p><b>LEARNING/ THINKING/STUDY SKILLS</b></p> <ul style="list-style-type: none"> <li>Applying standard grammar and usage</li> <li>Classifying</li> <li>Comparing and contrasting</li> <li>Constructing logical sequences</li> <li>Creating hypotheses</li> <li>Detecting fallacies</li> <li>Distinguishing between fact and opinion</li> <li>Drawing conclusions</li> <li>Following directions</li> <li>Formulating questions</li> <li>Increasing vocabulary</li> <li>Listening</li> <li>Managing time</li> <li>Observing</li> <li>Organizing</li> <li>Outlining</li> <li>Paraphrasing</li> <li>Participating in group activities</li> <li>Predicting outcomes</li> <li>Proofreading</li> <li>Reading critically</li> <li>Recognizing cause and effect</li> <li>Recognizing main idea and details</li> <li>Reporting</li> <li>Revising</li> <li>Sequencing</li> <li>Solving problems</li> <li>Speaking</li> <li>Taking notes</li> <li>Taking tests</li> <li>Using mass media</li> <li>Using resources</li> <li>Writing</li> </ul>	<p><b>INSTRUCTION:</b> The following concepts and skills will be emphasized so that students can successfully progress to the next level of learning.</p>			
	<p align="center"><b>Writing/Evaluating</b></p> <p>Introduction to:                      specialized vocabulary                      newspaper style                      news/values                      features                      sports                      editorials                      captions                      headlines                      knowledge/use of editing/proof symbols                      copy-editing                      proofreading                      revising/rewriting                      censorship                      critiquing publications                      use of strong verbs                      cliches                      development of word pictures                      LT-QT-LT format (lead-transition, quote-transition)</p>	<p align="center"><b>Production/Graphics</b></p> <p>Introduction to:                      design                      paste-up                      advertising                      circulation                      transferring designs                      photo cropping and sizing                      design elements                      (border, tapes, folios, datelines, nameplates, etc.)</p>	<p align="center"><b>History</b></p> <p>Introduction to:                      freedom and responsibility                      First Amendment                      Communication Law                      (obscenity, libel, negligence, Tinker vs. Des Moines, Captive Voices)                      evolution of mass communication</p>	<p align="center"><b>Listening/Speaking</b></p> <p>Introduction to:                      interviewing                      critiquing                      brainstorming</p>
	<p><b>CONNECTIONS:</b> The following activities/assignments are examples of how this subject will connect knowledge within and across the disciplines.</p>			
	<p>Surveys                      Superlatives                      Directories                      Columns (advice, briefs, reviews, etc.)</p> <p>Comics                      Cartoons                      Counting headlines                      Paste-up preparations</p>	<p>Communication Law cases (NYT vs Sullivan, Pentagon Papers, etc.)</p> <p>Broadcasting</p>		
	<p><b>LIBRARY SERVICES:</b> Information resources and support services will be maintained for students and staff in print and in a variety of digital formats. Wherever possible, both information and access to support services will be provided at the user's worksite or workstation using the district's telecommunications infrastructure.</p>			
<p><b>TECHNOLOGY:</b> Technology offers students new and versatile tools that expand knowledge and foster exploration.</p>				

## HOLISTIC SCORING GUIDE

Scores given to papers range from 6-1.

### Score of 6

A paper in this category demonstrates **clear and consistent competence**, though it may have occasional errors. Such a paper:

- effectively and insightfully addresses the writing task
- is well organized and fully developed, using clearly appropriate examples to support ideas
- displays consistent facility in the use of language, demonstrating variety in sentence structure and range of vocabulary.

### Score of 5

A paper in this category demonstrates **reasonably consistent competence**, though it will have occasional errors or lapses in quality. Such a paper:

- effectively addresses the writing task
- is generally well organized and adequately developed, using appropriate examples to support ideas
- displays facility in the use of language, demonstrating some syntactic variety and range of vocabulary.

### Score of 4

A paper in this category demonstrates **adequate competence** with occasional errors and lapses in quality. Such a paper:

- addresses the writing task
- is organized and somewhat developed, using examples to support ideas
- displays adequate but inconsistent facility in the use of language, presenting some errors in grammar or diction
- presents minimal sentence variety.

### Score of 3

A paper in this category demonstrates **developing competence**. Such a paper may contain one or more of the following weaknesses:

- inadequate organization or development
- inappropriate or insufficient details to support ideas
- an accumulation of errors in grammar, diction, or sentence structure.

### Score of 2

A paper in this category demonstrates **some incompetence**. Such a paper is flawed by one or more of the following weaknesses:

- poor organization
- thin development
- little or inappropriate detail to support ideas
- frequent errors in grammar, diction, and sentence structure.

### Score of 1

A paper in this category demonstrates **incompetence**. Such a paper is seriously flawed by one or more of the following weaknesses:

- very poor organization
- very thin development
- usage and syntactical errors so severe that meaning is somewhat obscured.

Writing Process = POWER

## JOURNALISTIC WRITING TIPS

Use action verbs rather than passive or linking verbs.	Avoid shifting person and tense. Get to the point swiftly and directly.
Use present tense when writing about literature.	Avoid overused words such as a lot, very, great, wonderful, just, really, etc.
Primarily use third person pronoun unless writing a personal essay.	Do not use contractions or abbreviations in formal writing.
Vary sentence structure, length, beginnings.	Do not say the same thing in different words.
Use parallel structure.	
Use transitional devices.	

## VOCABULARY

Newspaper:

ad	inverted pyramid
attribution	kicker/hammer
banner	lead
bleed	masthead
column rule	photo typesetting
cropping	pica
flush	point
gutter	tombstone
half-tone	yellow journalism

## EDITING SYMBOLS

=	Capitalize.
l.c.	Lowercase a capital.
^	Insert.
∧	Change a letter.
⌣	Replace a word.
⊠	Omit.
⊞	Omit and close up.
⊂	Close up space.
∩	change letter order.
Ⓢ	Transfer.
¶	Begin a paragraph.
⊙	Add a period.
^	Add a comma.
(^)#	Add a space.
∴	Add a colon.
∴	Add a semicolon.
⊞	Add a hyphen.
∩	Add an apostrophe.
Ⓢ	Keep crossed out material.

## GRADING SYMBOLS

ab	Abbreviations
cap	Capitalization
frag or f	Fragment
K or k	Awkward
nc	Not Clear
p	Punctuation
pu	Pronoun Usage
ro	Run-on
vu	Verb Usage
ww or wc	Wrong Word or Word Choice
#	Spell out numeral
¶	Paragraph
	Parallel Structure