

Creating a Classroom Newspaper

Yvonne Yardy

Project Description:

Students will create a newspaper, both individually and as a small group. Students will explore the components of a newspaper, identifying various types of media works and a variety of the techniques used in them. Students will write a letter to the editor, create a persuasive advertisement, interview someone important to them, create a comic strip, write an article about a sporting event, write an article about Healthy Living and create other articles of interest. Students will learn about the roles of the editor, reporter, and the reader.

Grade: 7

Subject(s)/Strand(s) Covered **Language**, Reading, Writing, Oral and Visual Communication
The Arts, Visual Arts
Health and Physical Education, Healthy Living

Estimated Time Frame: approximately 8 to 10 weeks

Computer Time Required: 2 - 3 periods per week (less if students hand write drafts)

Computer Program(s) Used: Publisher 2002, KidPix Deluxe, Smart Ideas or Inspiration

Prerequisite skills: Internet Explorer effectively, word processor skills, ability to use all aspects of KidPix Deluxe, Smart Ideas or Inspiration for graphic organizers, using the S drive (personal directory), accessing the Handout folder, use of a digital camera and a scanner

NETS COVERED	
✓	1. Apply strategies for identifying and solving routine hardware and software problems that occur during everyday use. (1)
	2. Demonstrate knowledge of current changes in information technologies and the effect those changes have on the workplace and society. (2)
✓	3. Exhibit legal and ethical behaviours when using information and technology and discuss consequences of misuse. (2)
✓	4. Use content-specific tools, software and simulations (e.g. environmental probes, graphing calculators, exploratory environments, Web tools) to support learning and research. (3, 5)
✓	5. Apply productivity/multimedia tools and peripherals to support personal productivity, group collaboration, and learning throughout the curriculum. (3, 6)
✓	6. Design, develop, publish and present products (e.g. Web pages, videotapes) using technology resources that demonstrate and communicate curriculum concepts to audiences inside and outside the classroom. (4, 5, 6)
✓	7. Collaborate with peers, experts and others using telecommunications and collaborative tools to investigate curriculum-related problems, issues and information, and to develop solutions or products for audiences inside and outside the classroom. (4, 5)
✓	8. Select and use appropriate tools and technology resources to accomplish a variety of tasks and solve problems. (5, 6)
✓	9. Demonstrate an understanding of concepts underlying hardware, software and connectivity and of practical applications to learning and problem solving. (1, 6)
✓	10. Research and evaluate the accuracy, relevance, appropriateness, comprehensiveness and bias of electronic information sources concerning real-world problems. (2, 5, 6)

MINISTRY EXPECTATIONS COVERED

	Subject/Strand	Expectation
	Language Writing	<p>7e1 communicate ideas and information for a variety of purposes (to outline an argument, to report on observations) and to specific audiences, using forms appropriate for their purpose and topic (e.g., write a lab report for an audience familiar with the scientific terminology)</p> <p>7e2 use writing for various purposes and in a range of contexts, including school work (e.g., to make point-form notes from a text, to jot down personal impressions)</p> <p>7e3 organize information to develop a central idea, using well-linked and well-developed paragraphs</p> <p>7e5 produce pieces of writing using a variety of forms (e.g., descriptive, narrative, and expository compositions), techniques and resources appropriate to the form and purpose, and materials from other media (e.g., diagrams, illustrations)</p> <p>7e7 revise and edit their work, focussing on content and elements of style (e.g., diction), independently and in collaboration with others</p> <p>7e8 proofread and correct their final drafts, focussing on grammar, punctuation, spelling, and conventions of style</p>
	Language Reading	<p>7e25 read a variety of fiction and non-fiction materials (e.g., novels, short stories, poetry, reports, articles) for different purposes</p> <p>7e27 read independently, selecting appropriate reading strategies</p> <p>7e28 explain their interpretation of a written work, supporting it with evidence from the work and from their own knowledge and experience</p> <p>7e29 decide on a specific purpose for reading, and select the material that they need from a variety of appropriate sources</p> <p>7e34 make judgements and draw conclusions about ideas in written materials on the basis of evidence</p> <p>7e35 clarify and develop their own points of view by examining the ideas of others</p> <p>7e38 identify various forms of writing and describe their key features (e.g., novels, short stories, biographies, scripts, plays, essays)</p>
	Language Oral and Visual Communication	<p>7e50 express and respond to a range of ideas and opinions concisely, clearly, and appropriately</p> <p>7e51 contribute and work constructively in groups</p> <p>7e52 demonstrate the ability to concentrate by identifying main points and staying on topic</p> <p>7e53 identify various types of media works and a variety of the techniques used in them</p> <p>7e54 analyse and interpret media works</p> <p>7e64 listen and respond constructively to alternative ideas or viewpoints</p> <p>7e67 identify and describe categories of works typical of a particular medium (e.g., television - sitcom, talk show, news broadcast, interview, children's program, commercial)</p> <p>7e68 describe the function of different elements in magazines and newspapers (e.g., headline, photograph, regular column, feature article, editorial)</p> <p>7e70 create a variety of media works (e.g., a class newspaper, a story board, a radio documentary)</p>
	The Arts Visual Arts	<p>7a37 explain how artistic choices affect the viewer, and support their conclusions with evidence from the work</p> <p>7a45 organize their art works to communicate ideas, using at least one of the principles of design specified for this grade (e.g., use informal balance in an art work to aid in the depiction of two sides of an issue);</p> <p>7a46 produce two- and three-dimensional works of art (i.e., works involving media and techniques used in drawing, painting, sculpting, printmaking) that communicate a range of thoughts, feelings, and experiences for specific purposes and to specific audience</p> <p>7a52 identify ways in which the visual arts affect various aspects of society and the economy</p>

	Health and Physical Education Healthy Living	7p1 relate healthy eating practices and active living to body image and self-esteem 7p14 describe harassment and identify ways of dealing with it (e.g., by communicating feelings and reporting incidents of harassment) 7p16 outline a variety of issues related to substance use and abuse(e.g., the effects of second-hand smoke; the impact of laws governing drug use, including the use of tobacco and alcohol)
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You may wish to use centres that the groups work through to learn the various newspaper writing styles as well as other aspects of the newspaper. Some examples could include:

- Writing an opinion piece
- Creating a comic strip
- Creating an advertisement
- Writing a factual article
- How to conduct an interview
- Writing a letter to the editor
- Writing about a sporting event
- Components of the newspaper
- The many jobs at the newspaper

Each centre can be enhanced with a computer component either to conduct research or for desktop publishing. As well, some centres/lessons such as, creating a comic strip can be done in the computer lab.

You may decide that whole group lessons work best for your class with some group work. Computer times will vary, but time in the lab is essential to provide time to create the newspapers. Each lesson can be augmented by computer lab time allowing the use of websites you have chosen for the class to read to gather information about different newspapers or how to create a comic strip. The following lessons are intended to be a resource to assist you with teaching the students about how newspapers work so they can create a classroom newspaper. Some lessons may need to be taught in the classroom before going to the computer lab. Extra time near the end of the unit will be needed in the computer lab to allow the groups to “Put the paper to bed.”

Teaching/Learning Lessons

Introduction/ Initial Assessment 80 minutes

Student prior knowledge is achieved by providing the students with a Newspaper Scavenger Hunt. (BLM 1.1)

Students will work in groups of 3-4 students.

Each group receives copies of the local newspaper. Each group will fill out a Scavenger Hunt Checklist and collect examples of each item. Each group will create a portfolio where articles will be kept. This may take an entire period.

Whole class:

At this time the teacher will model the selection process for the students. The teacher will have set up a bulletin board display with the following headings:

- opinion/editorial
- factual
- advertisements
- photographs/drawings

This activity is teacher led. Each group will present an article and state which category the article represents. Discussion on the articles may occur based on the validity of the group's choice.

When this activity is finished the class will have a bulletin board with 4 or 5 examples under each heading. This display will be used throughout this unit.

Lesson on Perspective

80 minutes

As students learn about the components of a newspaper and techniques used by the media, they are challenged to analyse media content to determine the point of view of the author.

Provide each student with copies of two opinions/editorials (differing perspectives). Students will individually read and reflect on the editorials. Then the class gathers into groups for 10 - 15 minutes to discuss the issues raised in the editorials. The students determine what perspective each author has on the subject. The teacher has written some questions on the board to assist them. One person in each group writes down the ideas of the group. The group will cooperatively write a definition for "perspective". (BLM 1.2)

Suggested questions:

- What is the issue being reported?
- What ideas does the writer have about the people in the report? How do you know?
- How well does the writer understand the issue? How do you know?
- Does the writer have first hand knowledge on the issue?
- Why might only one perspective be presented in newspaper article?

Whole class:

Each group will read their definition for perspective. The teacher writes key words from each group on the blackboard/overhead. As a class create a definition for perspective and the teacher will write this on chart paper to post in the room for reference.

Each group is assigned the same question/topic. Each group is assigned the identity of the person who is presenting his point of view. The group will discuss how this person would answer the question. This should take 4 - 5 minutes, but may take longer if it is decided that the students will create a short skit.

Example: Should students be allowed to wear hats in school? Discuss this as if you were the principal, teacher, student in grade 1, student in grade 7, a mother, or a father.

As a whole class have each group speak to the rest of the class as if they were that person talking to the issue of wearing hats in school. The students may like to create a short skit to present to the rest of the class.

When the students have a clear grasp of the concept of writing with a certain perspective give the students a topic on which to write. This rough draft will be saved in the student's personal folder to be used later.

Identifying Newspaper Components

80 to 120 minutes

Have copies of local newspapers available for each group to examine. Students need to look at the format, purpose and components of the newspaper.

Three main functions of a newspaper:

- inform readers of events in their community, country and world
- process and respond to different events
- offer a resource for the public to buy and sell goods and services

Whole class - teacher directed

Guide students through a lesson on the features of the local newspaper, highlighting the important news of the day and who decides what goes on the front page.

As well, highlight other features of the newspaper such as:

- columns
- paragraphing
- location of the date, weather, photographs feature articles that would be found in the same place each day
- what sections are pre-printed (entertainment, housing, classified, travel)
- first section is never pre-printed - why?
- how do newspapers make the best use of their presses?
- who writes the articles that are published - local reporters or was the article taken from another source

When the class is comfortable with these components have the class work in groups to compare a local newspaper with a national newspaper.

Each student in the group jots down what the group discovers on a venn diagram. Students in the group take turns noting a similarity or a difference. (BLM 1.3)

Guiding questions:

- Are the sizes of the papers different/same?
- How are the lead stories different/same?
- How is the layout of the front page different/same?
- Who is the intended audience?
- Is there a connection between the lead story and the photograph in each paper?
- What kinds of articles are found in both?
- Are there features that are found in both?

Whole class discussion and reporting on what they discovered about the newspapers. Make lists on chart paper.

Possible similarities between national and regional newspapers may include:

- news with the greatest impact is found on the first page
- photographs augment news, add interest
- index is on the front page
- name of the newspaper is located top and centre of the front page

Possible differences may include:

- lead story may differ
- size and volume of the newspaper
- frequency of circulation
- size and interest of the intended reader
- appearance of the newspaper - columns, font size
- headlines

At this time introduce the culminating task which is a classroom newspaper written by each group. Explain that prior to the culminating task each student will make a one to two page newspaper which will allow for practise with writing in the different areas of the newspaper such as an opinion piece, letter to the editor, an advertisement, comic strip, factual reporting piece etc. Explain that as a class they will learn how to write in these genres. The class will research using the Internet, and various newspapers to guide them in their writing. Lessons will be taught on how to write in these genres as a reporter would write.

Each group will name their newspaper and work together to create all the elements necessary to produce a 4 page newspaper to be shared with the others in the class. The newspaper will be created in the computer lab using Publisher 2002.

Discuss the task BLM 1.8 and the rubric App. 5 and answer questions. This would be a good time to discuss how a classroom newspaper would differ from both the local and national newspapers. Make a list of what opinion pieces and articles a classroom newspaper could report.

If you are not using the centre approach then these lesson topics need to be covered in class.

The OCUF unit *Extra...Extra...Read All About It* and the *Newspapers in Education* (London Free Press) will provide you with many ideas and lesson plans to teach the following:

- Writing an opinion piece
- Creating a comic strip
- Creating an advertisement
- Writing a factual article
- How to conduct an interview
- Writing a letter to the editor
- Writing about a sports event
- Components of the newspaper
- The many jobs at the newspaper
- Writing a narrative

When the students are to write an article you might consider going to the computer lab so the students can brainstorm ideas using the graphic organiser Smart Ideas or Inspiration. Students can write at the computer or return to the classroom to write the article. Peer editing is an important skill that has relevance especially as students can be the “editor”.

Creating an Advertisement 80 - 120 minutes

In the classroom

Have copies of the newspapers, magazines and posters available for the students to use. Students could bring in magazines with teacher set guidelines as to content of such magazines.

Students collect samples of advertisements from the newspapers and magazines to keep in a folder. When they have sufficient samples the students will work in small groups to discuss the design of the advertisements.

Make copies of this article from this website. It is about television ads but the concepts can be applied to ads in newspapers etc. <http://www.americanresearchgroup.com/adrules/>

Provide time for the students to read and process this information. Perhaps the students could make a few jot notes about how they feel about what they are reading. You could have the students share their ideas with a partner before the class meets in groups to discuss the ads.

Activity 1

Each group will look at the ads they have gathered and rank the ads from the most effective to the least effective. As a group pick the top five ads. Decide as a group if the ads created a desire for the product. List on chart paper the techniques used to attract your attention and make the advertiser's message effective. Attach the best ad to the chart paper.

Activity 2

Teacher led: Each group presents its top advertisement to be posted on the board. As a class discuss the components of a great advertisement. List these on chart paper. This can be brought to the computer lab for reference.

Students will choose a food product to advertise. Have the students think about what food product would be a good choice for a few moments and then partner up to discuss this issue. After 5 minutes call the students back and have them share what they have decided. It is important to focus their attention on the size of the ad. Why is this an important consideration?

In the Computer Lab:

There are several websites with information about advertising. There is a list of some websites (you could add more) at the end of the lesson plan. (BLM 1.4) Copy this to a new WordPerfect document and save it in the Hand Out folder. Or you can download this document from the templates section of this lesson plan on <http://www.tvdsb.on.ca/charles/nets>.

When you go to the lab, the students open the Hand Out folder and copy the list into their folder on the S: drive (personal space). Give the students some time to read these articles and make decisions about their food advertisement.

The students could work in KidPix Deluxe to create their advertisement and then insert the graphic into their newspaper they are working on in Microsoft Publisher. The students will need to export the KidPix picture as a .jpg. This function is found in the File drop down menu. The students could also create the ad right in their newspaper document using the drawing tools and clip art from Publisher 2002. Taking pictures of the food products with the digital camera may be an option as well or scanning in a picture from another source to use in their ad. The students could do a Google image search to find pictures of food to use in their advertisement.

Creating a Comic Strip for the Newspaper 120 - 160 min.

In the classroom

Use the newspaper comics from the daily newspaper as well as the Saturday comics. Examples of other comics are important too. Students could bring in comics with teacher set guidelines as to content of such comics.

Students collect samples of comic strips from the newspaper to keep in a folder. When they have sufficient samples have the students work in pairs to do the following activity and make jot notes on the worksheet. (BLM 1.5) This will be a reference sheet when the students go to the computer lab to create the comic strip using KidPix Deluxe.

Activity 1

Have the students look at the comics with a critical eye.

- What are the components of each block?
- How much detail does the cartoonist include in the block?
- How does the cartoonist establish expression the character's face?
- Where are the "balloons" found to establish dialogue?
- How is the setting established?
- What point of view will be used? (Long shot, close up, mid-shot)

As a class discuss the components of an effective comic strip. List these on chart paper to put up for reference. A discussion about the principles of design (emphasis, balance, unity and proportion) would be of benefit to the students. Focus their attention on these details. List how these might be achieved in a comic strip and list these ideas on chart paper.

Activity 2

Students could work in pairs or in small groups to discuss how they would prepare to create a comic strip character.

Consider:

- What character or characters will you depict?
- What character can you draw?
- Where would the comic strip take place
- Is this a comic strip with a story line?
- How would you get started?
- Is there a problem that is being solved?
- Could this comic be about school happenings such as making friends?

Students should make some notes to assist them when they go to the computer lab to create the comic strip. As well a quick sketch of each block should be done in the classroom. This storyboard, which should be done in the classroom, will make the computer lab use run more smoothly.

In the computer lab:

Bring the chart paper lists from class discussions for reference.

Copy the hot list of websites (BLM 1.6) to a new Word Perfect document and save this in the Hand Out folder under your name. Or you can download this document from the templates section of this lesson plan on <http://www.tvdsb.on.ca/charles/nets>. The students open the Hand Out folder to access this list. The students then save the document in their personal folder on the S: drive.

Have the students open Smart Ideas or Inspiration to record ideas from the research they may wish to use when they begin to draw their comic strip. Remind the students how to toggle (have both open to use both programs) between the browser (Explorer) and Smart Ideas. Allow sufficient time for this research. (30 min. or so).

Proceed to open KidPix Deluxe. Time will be given for the students to search the graphics to find a “character” to use or they can draw their own character using the tools in the toolbar.

Some ideas when using KidPix Deluxe:

- create four blocks on the drawing screen using the straight line tool
- create comic
- if this seems too small an area then create 4 separate pictures saving each to the S drive
- if 4 separate pictures are going to be created then suggest that the student create one block with the chosen setting. Save the background picture four times as block 1, block 2, block 3, and block 4. The student will have four comic strip blocks to work on with the backgrounds all the same (if the same setting is intended to be in each block)

If four pictures were created the student now can insert each picture as a graphic into their newspaper document. Each graphic is then resized to fit the space and the comic strip is done.

Resources:

- Publisher Manual found at <http://www.tvdsb.on.ca/charles/nets/>
- newspaper delivery for a designated number of weeks
- **London Free Press Newspapers in Education** online <http://www.lfpress.com/nie/>
- OCUP Curriculum Units *Extra, Extra...Read All About It* and *Magazine Mania*
- Student Link2, Grade 7 door
- http://www.media-awareness.ca/english/resources/educational/lessons/secondary/broadcast_news/bw_front_page_lesson.cfm (has handouts to photocopy)
- List of websites include with this NETS project BLM 1.7
- *Beyond Monet* by Barrie Bennett and Carol Rolheiser

Suggested Extension Activity:

Each month following the conclusion of this unit of study two groups could combine to organize and publish a classroom newsletter to sell to the rest of the student body. As a class vote on the best name for the classroom newspaper (from the names each group used for the newspaper unit. Each student would play a role such as editor, reporter, photographer, page preparer, printer, advertising representative, etc. Monies raised would be designated as the teacher and class decide. Perhaps the monies could raise funds for a special project or a charity.

Suggestions for classroom pods/one computer:

Each lesson can be researched on the Internet. Student Link2 has several sites that you could use to introduce each topic by using a projector as you display websites and guide discussion.

If you have 4 computers in your pod and are using the centres approach the computers would be a centre where the students begin and possibly finish the advertisement component.

Assessment of Information Technology:

see rubric App. 1 (assessing a KidPix Project)

App. 2 (assessing a Microsoft Publisher Project)

Assessment of Ministry Expectations:

see rubric App. 3 (Assessing the comic strip)

App. 4 (Assessing the advertisement)

App. 5 (Assessing the newspaper created by each group)

App. 6 (Assessing Working Cooperatively)

Suggested Report Card Comments for Information Technology:

Level 4 777 demonstrated a thorough understanding of concepts underlying the use of Microsoft Publisher and applied these concepts to solve difficulties (such as using the newspaper template, using text art, inserting backgrounds). He independently used Inspiration to create a mind map to begin a writing task. 777 demonstrated a thorough knowledge of the tools in KidPix Deluxe to create a comic strip that was inserted into the newspaper template of Microsoft Publisher.

Level 3 777 demonstrated a good understanding of concepts underlying the use of Microsoft Publisher and applied these concepts to solve difficulties (such as using the newspaper template, using text art, inserting backgrounds). He independently used Inspiration to create a mind map to begin a writing task. 777 demonstrated a good knowledge of the tools in KidPix Deluxe to create a comic strip that was inserted into the newspaper template of Microsoft Publisher.

Level 2 777 demonstrated a satisfactory understanding of concepts underlying the use of Microsoft Publisher and applied these concepts to solve difficulties (such as using the newspaper template, using text art, inserting backgrounds). With some assistance he used Inspiration to create a mind map to begin a writing task. 777 demonstrated a satisfactory knowledge of the tools in KidPix Deluxe to create a comic strip that was inserted into the newspaper template of Microsoft Publisher.

Level 1 777 demonstrated a limited understanding of concepts underlying the use of Microsoft Publisher and applied these concepts to solve difficulties (such as using the newspaper template, using text art, inserting backgrounds). With assistance he used Inspiration to create a mind map to begin a writing task. 777 demonstrated a limited knowledge of the tools in KidPix Deluxe to create a comic strip that was inserted into the newspaper template of Microsoft Publisher.

Scavenger Hunt Checklist

BLM 1.1

Collect a sample of each type of newspaper article and cross it off the list.

Group members: _____

ITEM	WHERE FOUND
Comic Strips	
Advertisements	
Headlines	
Articles on: Environmental Issues	
Social Issues	
Political Issues	
Sports	
Weather	
Fashion	
Entertainment	
Photographs/Drawings	

What is perspective?

BLM 1.2

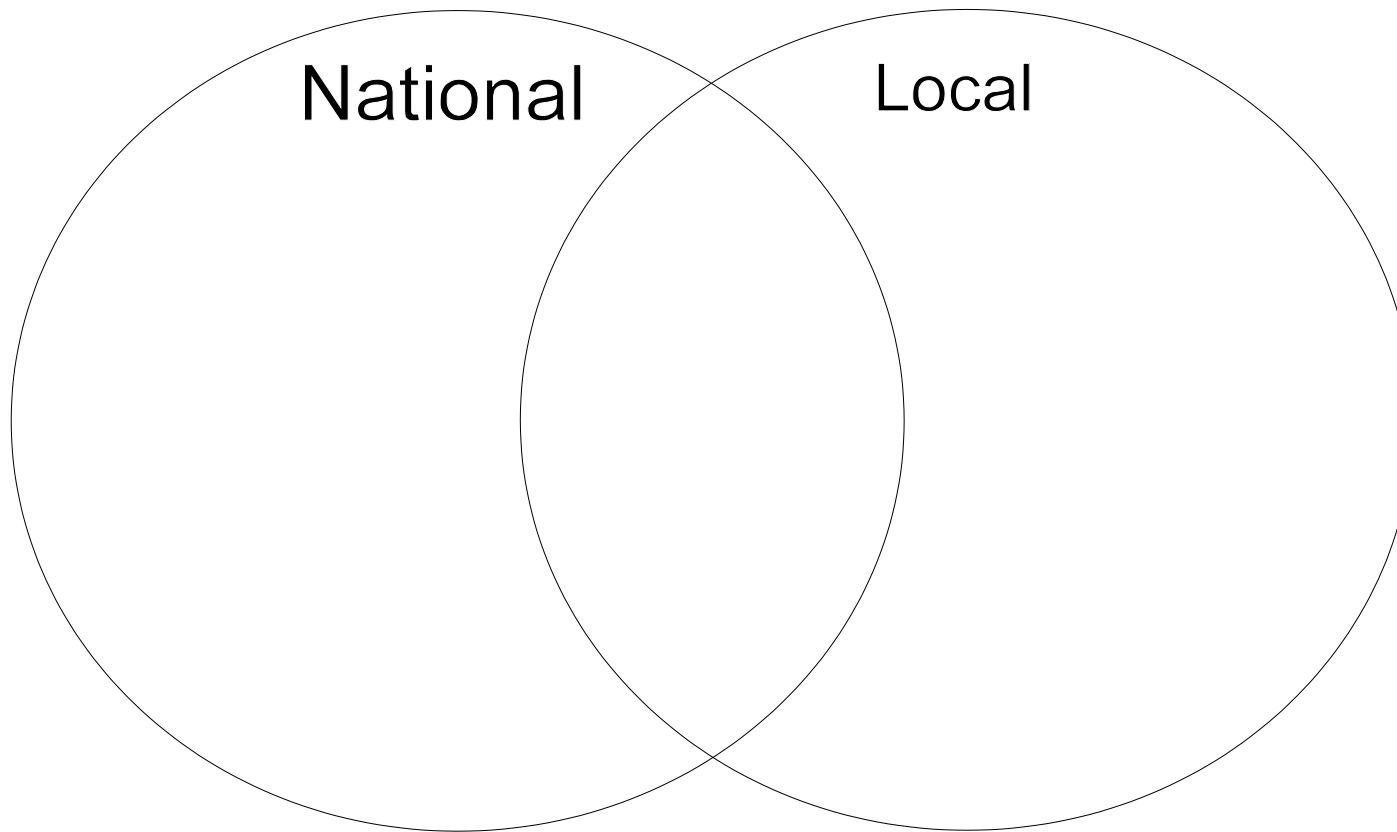
As a group define "perspective" as it relates to writing an article.

Group members: _____

Jot notes

Comparing Local and National Newspapers Name: _____

Give a minimum of three similarities and differences when comparing these two newspapers.



BLM 1.3

Websites to Explore to Assist in Creating an Effective Advertisement

Click on the website address to access the site.

21 Tips for Creating Effective Advertising

<http://www.craftsreport.com/october00/craftsretailer.html>

Effective Advertising

<http://www.dailyinfo.co.uk/sheet/about/effectiveads.htm>

Creating Effective Posters

<http://www.ncsu.edu/project/posters/IndexStart.html>

Food Advertisements

http://www.education-medias.ca/english/resources/educational/lessons/elementary/advertising_marketing/good_enough_to_eat.cfm

As well use Student Link 2 to search for more websites that could be of use as you plan your poster.

<http://webapps.tvdsb.on.ca/studentlinksInternal/>



Name: _____

BLM 1.5

Title of comics used to answer these questions

Make jot notes about the comics using these questions.

What are the components of each block?

How much detail does the cartoonist include in the block?

How does the cartoonist establish expression on the character's face?

Where are the "balloons" found to establish dialogue?

How is the setting established?

Websites to Assist Students With Creating Their Comic Strip

BLM 1.5

Click on the website address to access the site.

Description	Url Address
Cartoon Stock Cartoonists' Portfolios - a collection of cartoonists' work	http://www.cartoonstock.com/style.asp
Drawing in One-Point Perspective - lessons in drawing with perspective	http://www.olejarz.com/arted/perspective/
Learn How to Draw - lessons on how to draw characters and animals	http://www.slylockfox.com/how_draw.html
So You Want to Make a Comic - how to create a comic strip	http://www.thinkquest.org/library/site_sum.html?name=CR0211526&url=CR0211526/comic_strips.htm
All You Need to Know About Cartooning -lessons on drawing cartoons -note the lesson on adding action to your comic strip	http://members.ozemail.com.au/~denyss/lesson.htm
Glossary of Drawing Tips - e.g how to draw eyes that are cool	http://webhome.idirect.com/~cec/pics.htm
Wanna Be a Cartoonist? -meet some cartoonists like Chris Browne who creates <i>Hagar the Horrible</i>	http://www.reuben.org/wannabe.asp
The Artist's Toolkit - lessons on drawing - meet some more artists	http://www.artsconnected.org/toolkit/

Websites to Assist Students with the Newspaper Project BLM 1.7

Click on the website address to access the site.

Links to Newspapers From the World

<http://www.newspersonline.info/view.php>

Components of a newspaper

<http://learning.ricr.ac.th/Efcass/chapter7.htm>

Comparing two newspaper articles.

http://www.courseworkbank.co.uk/coursework/compare_newspaper_articles_2051/

How to write a newspaper article

http://www.cuw.edu/WritingCenter/writecenter_pdf/newspaper.pdf

Link to the London Free Press

<http://www.lfpress.com/nie/>

Be sure to check out the Student Link2 Grade 7 door. There are many great sites there for you to search.

<http://webapps.tvdsb.on.ca/studentlinksInternal/>



Newspaper Unit of Study

BLM 1.8

Students will explore the components of a newspaper, identifying various types of media works and a variety of the techniques used in them.

Students will write a letter to the editor, create a persuasive advertisement, interview someone important to them, create a comic strip, write an article about a sporting event, write an article about Healthy Living and create other articles of interest to the class.

Students will learn about the role of the editor, the reporter, and the reader.

Each student will write in all the genres, practise writing as a reporter, and learn to edit their own work effectively, both independently and with a peer. These practice articles will be inserted into a 1-2 page personal newspaper to provide extra practice with the Microsoft Publisher 2002 program. The teacher will assess this newspaper on an individual basis so each student will receive an individual mark.

Culminating Task for Newspaper Unit of Study

The students will work in groups to create a newspaper cooperatively. **Marks will be given for working collaboratively and cooperatively.** It is important that students respect each others' opinions and ideas. Each group will decide what name suits their newspaper. It is important that each group tries to use the strengths of each group member when deciding who will report on events. Someone interested in sports should cover school athletic happenings. Photography assignments can be done by everyone in the group, but one group member may be assigned this role. The most important aspect of this group assignment is that a 4 page newspaper is created that reflects what is happening in the classroom and in the school. The newspaper needs to be of interest to the rest of the student body and the target audience will be grades 4 - 8. Marks will be given to each group based on how well they worked together to submit a finished product.

Each group member however will need to contribute at least:

- one factual article with photograph/drawing
- one advertisement with photograph/drawing
- one headline

The articles must be revised and peer edited.

Rubric for Kid Pix Project

Performance Indicators (NETS)	- Level 1 +	- Level 2 +	- Level 3 +	- Level 4 +
<p>Basic Skills - use input/output devices (1) - use appropriate KidPix tools (see skills check list) (8)</p>	<p>- seldom uses grade appropriate keyboard and mouse skills - uses few KidPix tools - direct assistance is required to apply basic skills</p>	<p>- sometimes uses grade appropriate keyboard and mouse skills - uses some KidPix tools - asks questions to apply basic skills</p>	<p>- usually uses grade appropriate keyboard and mouse skills - uses most KidPix tools effectively - asks informed questions when necessary</p>	<p>- consistently uses grade appropriate keyboard and mouse skills - uses all required KidPix tools effectively - actively explores additional program tools - questions reflect an excellent knowledge of the program capabilities</p>
<p>Design - use balance, colour, line, proportion, graphics - text is clear - background</p>	<p>- makes limited use of balance, colour, line, proportion, graphics to produce a visual effect - seldom uses appropriate text colour, size and font - with assistance selects appropriate background to highlight graphics and text</p>	<p>- uses balance, colour, line, proportion, graphics to produce a satisfactory visual effect - sometimes uses appropriate text colour, size and font - with some assistance selects appropriate background to highlight graphics and text</p>	<p>- uses balance, colour, line, proportion, graphics to produce a good visual effect - usually uses appropriate text colour, size and font - selects appropriate background to highlight graphics and text</p>	<p>- uses balance, colour, line, proportion, graphics to produce an excellent visual effect - consistently uses effective text colour, size and font - selects appropriate background to enhance graphics and text</p>
<p>Creativity/ Detail - creates a visually effective slide - uses graphics and/or text to enhance the content</p>	<p>- limited evidence of exploration and creativity</p>	<p>- sometimes explores additional elements of the program, but requires assistance to use them in the project</p>	<p>- independently explores additional elements of the program and applies them to enhance the overall project</p>	<p>- independently explores several additional elements of the program and applies them to produce a project that is detailed, eye-catching and creative</p>

Assessment of Information Technology

App. 2

Rubric for Microsoft Publisher Project

Performance Indicators (NETS)	- Level 1 +	- Level 2 +	- Level 3 +	- Level 4 +
<p>Basic Skills</p> <ul style="list-style-type: none"> - use input/output devices (1) - use appropriate Publisher tools (see skills check list) (8) 	<ul style="list-style-type: none"> - seldom uses grade appropriate keyboard and mouse skills - uses few Publisher tools - direct assistance is required to apply basic skills 	<ul style="list-style-type: none"> - sometimes uses grade appropriate keyboard and mouse skills - uses some Publisher tools - asks questions to apply basic skills 	<ul style="list-style-type: none"> - usually uses grade appropriate keyboard and mouse skills - uses most Publisher tools effectively - asks informed questions when necessary 	<ul style="list-style-type: none"> - consistently uses grade appropriate keyboard and mouse skills - uses all required Publisher tools effectively - actively explores additional program tools - questions reflect an excellent knowledge of the program capabilities
<p>Design</p> <ul style="list-style-type: none"> - use balance, colour, line, proportion, graphics - text is clear - background 	<ul style="list-style-type: none"> - makes limited use of balance, colour, line, proportion, graphics to produce a visual effect - seldom uses appropriate text colour, size and font - with assistance selects appropriate background to highlight graphics and text 	<ul style="list-style-type: none"> - uses balance, colour, line, proportion, graphics to produce a satisfactory visual effect - sometimes uses appropriate text colour, size and font - with some assistance selects appropriate background to highlight graphics and text 	<ul style="list-style-type: none"> - uses balance, colour, line, proportion, graphics to produce a good visual effect - usually uses appropriate text colour, size and font - selects appropriate background to highlight graphics and text 	<ul style="list-style-type: none"> - uses balance, colour, line, proportion, graphics to produce an excellent visual effect - consistently uses effective text colour, size and font - selects appropriate background to enhance graphics and text
<p>Creativity/ Detail</p> <ul style="list-style-type: none"> - creates a visually effective slide - uses graphics and/or text to enhance the content 	<ul style="list-style-type: none"> - limited evidence of exploration and creativity 	<ul style="list-style-type: none"> - sometimes explores additional elements of the program but requires assistance to use them in the project 	<ul style="list-style-type: none"> - independently explores additional elements of the program and applies them to enhance the overall project 	<ul style="list-style-type: none"> - independently explores several additional elements of the program and applies them to produce a project that is detailed, eye-catching and creative

Assessment of Ministry Expectations: Grade 7 Assessing the Comic Strip
App.3

Criteria	Level 1	Level 2	Level 3	Level 4
<p>Reading</p> <p>7e34 make judgements and draw conclusions about ideas in written materials on the basis of evidence</p>	<p>Comic strip identified few elements of the scene from the chosen chapter. The main characters of the comic strip are not the main characters in the novel's chapter</p>	<p>Comic strip identified some elements of the scene from the chosen chapter. The main characters are identified but their dialogue and actions show a satisfactory understanding of the scene</p>	<p>Comic strip identified most elements of the scene from the chosen chapter. The main characters are identified and their dialogue and actions show a good understanding of the scene</p>	<p>Comic strip identified all elements of the scene from the chosen chapter. The main characters are identified and their dialogue and actions show an excellent understanding of the scene</p>
<p>Writing</p> <p>7e4 use a variety of sentence types and sentence structures, and sentences of varying length</p> <p>7e6 produce media texts using writing and materials from other media</p>	<p>Comic strip captions do not relate well to the scenes. The variety of sentence types is limited</p>	<p>Comic strip captions do relate to the scenes. The variety of sentence types is satisfactory</p>	<p>Comic strip captions do relate to the scenes. There is a good variety of sentence types</p>	<p>Comic strip captions do relate very well to the scenes. There is an excellent variety of sentence types</p>
<p>Art</p> <p>7a46 produce two- and three-dimensional works of art (i.e., works involving media and techniques used in drawing, painting, sculpting, printmaking) that communicate a range of thoughts, feelings, and experiences for specific purposes and to specific audience.</p>	<p>In the comic strip the student makes limited use of the elements of design (colour, line, shape) and the principles of design (emphasis, balance, and proportion) to produce a visual effect that is not very attractive and shows limited creativity and effort</p>	<p>In the comic strip the student makes satisfactory use of the elements of design (colour, line, shape) and the principles of design (emphasis, balance, and proportion) to produce a visual effect that is fairly attractive and shows some creativity and effort</p>	<p>In the comic strip the student makes good use of the elements of design (colour, line, shape) and the principles of design (emphasis, balance, and proportion) to produce a visual effect that is attractive and shows creativity and effort</p>	<p>In the comic strip the student makes excellent use of the elements of design (colour, line, shape) and the principles of design (emphasis, balance, and proportion) to produce a visual effect that is attractive and shows considerable creativity and effort</p>

Assessment of Ministry Expectations: Grade 7

Assessing the Advertisement App. 4

Criteria	Level 1	Level 2	Level 3	Level 4
<p>Reading 7e29 decide on a specific purpose for reading, and select the material that they need from a variety of appropriate sources</p>	<p>With assistance student was able to find articles to read about how to design an effective advertisement</p>	<p>With some assistance student was able to find articles to read about how to design an effective advertisement</p>	<p>With limited assistance student was able to find articles to read about how to design an effective advertisement</p>	<p>Independently the student was able to find articles to read about how to design an effective advertisement</p>
<p>Writing 7e6 produce media texts using writing and materials from other media (e.g., a poster inviting members of the community to a school play; a multi-media presentation on an assigned topic)</p>	<p>Student communicated some of the information that needed to be on the advertisement in an un-clear manner</p>	<p>Student satisfactorily communicated some information that needed on the advertisement in a some-what clear manner</p>	<p>Student generally communicated most of the information that needed to be on the advertisement in a clear manner</p>	<p>Student thoroughly communicated all information that needed to be on the advertisement in a clear manner</p>
<p>Art 7a36 identify the principles of design (emphasis, rhythm, balance, unity, variety, proportion), and use them in ways appropriate for this grade when producing and responding to works of art</p>	<p>In creating the advertisement the student makes limited use of the elements of design (colour, line, shape) and the principles of design (emphasis, balance, and proportion) to produce a visual effect that is not very attractive and shows limited creativity and effort</p>	<p>In creating the advertisement the student makes satisfactory use of the elements of design (colour, line, shape) and the principles of design (emphasis, balance, and proportion) to produce a visual effect that is fairly attractive and shows some creativity and effort</p>	<p>In creating the advertisement the student makes good use of the elements of design (colour, line, shape) and the principles of design (emphasis, balance, and proportion) to produce a visual effect that is attractive and shows creativity and effort</p>	<p>In creating the advertisement the student makes excellent use of the elements of design (colour, line, shape) and the principles of design (emphasis, balance, and proportion) to produce a visual effect that is attractive and shows considerable creativity and effort</p>

Assessment of Ministry Expectations: Grade 7

Assessing the Newspaper App. 5

Criteria	Level 1	Level 2	Level 3	Level 4
<p>Reading 7e29 decide on a specific purpose for reading, and select the material that they need from a variety of appropriate sources</p>	<p>With assistance student was able to find articles to read about how to design an effective newspaper</p>	<p>With some assistance student was able to find articles to read about how to design an effective newspaper</p>	<p>With limited assistance student was able to find articles to read about how to design an effective newspaper</p>	<p>Independently the student was able to find articles to read about how to design an effective newspaper</p>
<p>Writing 7e6 produce media texts using writing and materials from other media (e.g., a poster inviting members of the community to a school play; a multi-media presentation on an assigned topic)</p>	<p>Student communicated some of the information that needed to be included in the articles in an un-clear manner. The newspaper had limited information</p>	<p>Student satisfactorily communicated some information that needed to be included in the articles in a some-what clear manner. The newspaper had some information that was valid</p>	<p>Student generally communicated most of the information that needed to be included in the articles chosen to be in the newspaper in a clear manner. The information was usually valid</p>	<p>Student thoroughly communicated all information that needed to be included in the articles chosen to be in the newspaper in a very clear manner. The information almost always was valid</p>
<p>Art 7a36 identify the principles of design (emphasis, rhythm, balance, unity, variety, proportion), and use them in ways appropriate for this grade when producing and responding to works of art</p>	<p>In creating the newspaper the student makes limited use of the elements of design (colour, line, shape) and the principles of design (emphasis, balance, and proportion) to produce a visual effect that is not very attractive and shows limited creativity and effort</p>	<p>In creating the newspaper the student makes satisfactory use of the elements of design (colour, line, shape) and the principles of design (emphasis, balance, and proportion) to produce a visual effect that is fairly attractive and shows some creativity and effort</p>	<p>In creating the newspaper the student makes good use of the elements of design (colour, line, shape) and the principles of design (emphasis, balance, and proportion) to produce a visual effect that is attractive and shows creativity and effort</p>	<p>In creating the newspaper the student makes excellent use of the elements of design (colour, line, shape) and the principles of design (emphasis, balance, and proportion) to produce a visual effect that is attractive and shows considerable creativity and effort</p>

Criteria	Level 1	Level 2	Level 3	Level 4
listen and respond constructively to alternative ideas and viewpoints	Rarely listens to, shares with, and supports the efforts of others. Often is not a good team player.	Often listens to, shares with, and supports the efforts of others, but sometimes is not a good team member.	Usually listens to, shares, with, and supports the efforts of others. Usually is a good team member	Almost always listens to, shares with, and supports the efforts of others. Always tries to keep people working well together
express ideas and opinions confidently but without trying to dominate discussion	Rarely provides useful ideas when participating in the group and in classroom discussion. May refuse to participate	Sometimes provides useful ideas when participating in the group and in classroom discussion. A satisfactory group member who does what is required	Usually provides useful ideas when participating in the group and in classroom discussion. A strong group member who tries hard	Routinely provides useful ideas when participating in the group and in classroom discussion. A definite leader who contributes a lot of effort
create a variety of media works	There was no clear or logical organizational structure to the newspaper using few of the conventions studied	There was some evidence of a logical organizational structure using some of the conventions studied	The newspaper had a clear and logical structure using most of the conventions studied	The newspaper had a very clear and logical structure using all of the conventions studied
Collaboration	The newspaper is the result of a group effort, but only some members of the group contributed. There is evidence of poor communication, unresolved conflict, or failure to collaborate on important aspects of the work	Students worked together on the project as a team with defined roles to play. Most members fulfilled their responsibilities. Disagreements were resolved or managed productively	Students worked together as a team on all aspects of the project. There was an effort to assign roles based on the skills/talents of individual members. All members strove to fulfill their responsibilities	Students were a very effective team. Division of responsibilities capitalized on the strengths of each team member. The final product was shaped by all members and represents something that would not have been possible to accomplish working alone