Curriculum Map: Introduction to Journalism Meadville Area Senior High School English Department

Course Description:

Journalism should focus on the "collecting, writing, editing, interpretation, and evaluation of news and information." (English Journal, November 1986) This course is designed to meet those goals. In addition, students are encouraged to become knowledgeable in the history and relevance of our first amendment freedoms and to understand the impact of the media on society today. With the added incentive of computer technology in the classroom, students are able to gather information, write and edit their stories, and print the finished product with software especially designed for school publications. (English Journal, January 1986) Students learn photography basics and create a photo essay. With a combination of theory and practice, students learn about the limitations and responsibilities, as well as the personal satisfaction, that are all a part of the field of Journalism. This course prepares students to become part of a scholastic newspaper staff and is a prerequisite to Journalism I. *NCAA approved course

(Grades 9-12) 1/2 credit non-ranked

ELECTIVE CREDIT ONLY - NOT AN ENGLISH CREDIT

<u>Unit Title:</u> History of Journalism

Suggested time frame: 2 weeks

Standards: CC.1.2.9-10 Reading Informational Text: Students read, understand, and respond to

informational text – with emphasis on comprehension, making connections among ideas and

between texts with focus on textual evidence.

CC.1.5: Speaking and Listening: Students present appropriately in formal speaking situations,

listen critically, and respond intelligently as individuals or in group discussions.

Essential Questions:

Where and when did journalism become formalized? How has journalism evolved through the centuries?

What are the most significant contributions made in historical era?

Competency	Vocabulary	Strategy	Resource
 Understand Freedom of the Press Identify and examine significant time periods and history of Journalism 	The Penny Press Yellow journalism Muckraking Telegraph Sensationalism	Lecture, discussion, note taking, formative and summative assessment	Instructor's notes Journalism Today, 4th Edition

Unit Title: Grammar and Mechanics

Suggested time frame: 1 – 2 weeks

Standards: CC.1.4.9-10.F Demonstrate a grade-appropriate command of the conventions of standard English

grammar, usage, capitalization, punctuation, and spelling.

Essential Questions: What is the purpose of applying grammar and mechanics skills?

Why is it important to use correct spelling?

How can usage of spelling rules and patterns improve written communication?

What are the benefits of using resources to improve your spelling?

Competency	Vocabulary	Strategy	Resource
 Show written communication and proper grammar mechanics with fluency of communication. Use conventional spelling to promote common understanding in writing. 	Vocabulary	Read aloud, discussion, practice worksheets, paraphrasing, talking to the text, formative and summative assessments	The Meadville Tribune Journalism Today, 4th Edition, Workbook Teacher designed worksheets and activities

<u>Unit Title:</u> Types of Journalism Writing

Suggested time frame: 10-12 weeks

Standards: CC.1.4.9-10.A Write informative/ explanatory texts to examine and convey complex ideas, concepts, and

information clearly and accurately.

CC.1.4.9-10.B Write with a sharp distinct focus identifying topic, task, and audience.

CC.1.4.9-10.E Write with an awareness of the stylistic aspects of composition. • Use precise language and domain-specific vocabulary to manage the complexity of the topic. • Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.

CC.1.4.9-10.T Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and

audience.

Essential Questions: How does the audience influence the format of your writing?

How does the purpose influence the format of your writing?

Why do we write?

How is your style of writing influenced by purpose?

Competency	Vocabulary	Strategy	Resource
 Examine and analyze 	News story	Independent reading,	Literature: Journalism Today, 4th
samples from the local	Editorial	summative and formative	Edition
news.	Sports story	assessments, class discussion,	
Model write in news,	Interview	graphic organizers, talking to	The Meadville Tribune
·	In-Depth Reporting	the text, think-aloud,	
editorial, sports, in-depth,	Photojournalism	anticipation guides, think-pair-	

and feature styles. Leads	share, written samples
Use student generated	
ideas to create photo journalism pieces. Direct quote Feature story	

<u>Unit Title:</u> Ethics in Journalism

Suggested time frame: 2 weeks

Standards: CC.1.2.9-10 Reading Informational Text: Students read, understand, and respond to

informational text – with emphasis on comprehension, making connections among ideas and

between texts with focus on textual evidence.

CC.1.5: Speaking and Listening: Students present appropriately in formal speaking situations,

listen critically, and respond intelligently as individuals or in group discussions.

Essential Questions: How do ethics impact the reporting/writing of a news story?

How does the first amendment guarantee one's freedom of speech and how do legal cases

impact that freedom?

What is a 'code of conduct' for journalists?

Competency	Vocabulary	Strategy	Resource
		Independent reading,	Journalism Today, 4th Edition
 Understand the purpose and 	Ethics	summative and formative	
language of the first	Slander	assessments, class discussion,	
amendment.	Cliche	graphic organizers, talking to	
Understand the importance of	Bias	the text, think-aloud	
ethics and analyze historical	Stereotypes		
ethical cases.	Libel		
 Distinguish between facts and 	First Amendment		
opinions by summarizing data;			
detecting bias, stereotypes			
and clichés; and recognizing			

unstated assumptions.		
 Recognize issues of sensitivity 		
(racism, sexism, social class		
injustice, etc.).		
 Define journalism, ethics, 		
slander, libel and bias.		