

**Journalism**  
**Grades 9 - 12**

Conneaut School District – Language Arts Electives Curriculum Map  
**Journalism Grades 9-12 45 min./18**

Time-Line	CONTENT	STANDARDS	SKILLS/TASKS	ASSESSMENT
Days 1-5	<p><b>INTRODUCTORY INFORMATION</b></p> <ul style="list-style-type: none"> <li>• Intro to Journalism: J-Jargon</li> <li>• History of Journalism</li> </ul>	<p>R11.A.2.1.2                      R11.A.2.4.1                      1.6.11.A                      1.6.11.B</p>	<p><b>STUDENTS WILL BE ABLE TO</b></p> <ul style="list-style-type: none"> <li>• IDENTIFY CHIEF FIGURES IN THE HISTORY OF JOURNALISM</li> <li>• EXPLORE THE ROOTS AND BEGINNINGS OF JOURNALISM IN AMERICA</li> <li>• DEMONSTRATE A BASIC UNDERSTANDING OF “J-JARGON”</li> <li>• UNDERSTAND THE STRUCTURE OF A PUBLICATION STAFF, AND THE ROLES OF THE STAFFERS WITHIN</li> </ul> <p><b>SPECIFIC TASKS</b></p> <ul style="list-style-type: none"> <li>• Anticipatory Set: Background Scaffolding: Revolutionary America</li> <li>• Survey textbook &amp; terms</li> <li>• Chapter 1: A Brief History of American Journalism</li> </ul>	<ul style="list-style-type: none"> <li>• J-Jargon Vocab Poster Rubric</li> <li>• Chapter 1 Quiz</li> </ul>
Days 6-15	<p><b>RIGHTS AND RESPONSIBILITIES OF A JOURNALIST</b></p> <ul style="list-style-type: none"> <li>• Press Ethics</li> <li>• Press Law</li> <li>• Freedom of the Press: Protections and Limitations</li> </ul>	<p>R11.A.2.1.2                      R11.A.2.4.1                      1.4.11.B                      1.6.11.A                      1.6.11.B                      1.8.11.A                      1.8.11.B                      1.8.11.C</p>	<p><b>STUDENTS WILL BE ABLE TO</b></p> <ul style="list-style-type: none"> <li>• MAKE DISTINCTIONS BETWEEN ETHICS AND LAWS</li> <li>• RECALL PRECEDENT-SETTING LEGAL CASES REGARDING JOURNALISTIC LAW</li> <li>• JUDICIOUSLY DETERMINE LEGALITY AND APPROPRIATENESS OF</li> </ul>	<ul style="list-style-type: none"> <li>• Case Law WebQuest Presentation Rubric</li> <li>• Chapter 2 Quiz</li> </ul>

<p>Days 16-20</p>	<p><b>STYLE AND EDITING</b></p> <ul style="list-style-type: none"> <li>• AP Stylebook</li> <li>• Writing Rules: Mechanics</li> <li>• Critical Eye: Editing Practices</li> </ul>	<p>R11.A.2.1.2 R11.A.2.4.1 1.4.11.B 1.6.11.A 1.6.11.B 1.8.11.A 1.8.11.B 1.8.11.C</p>	<p><b>POTENTIAL PUBLISHED CONTENT</b></p> <ul style="list-style-type: none"> <li>• UNDERSTAND LIBEL, SLANDER, AND LEGAL REPERCUSSIONS</li> </ul> <p><b>SPECIFIC TASKS</b></p> <ul style="list-style-type: none"> <li>• Chapter 2: Rights and Responsibilities of Journalists</li> <li>• WebQuest: Press Law Case Law &amp; Presentation</li> </ul>	<p>• Chapter Quiz</p> <ul style="list-style-type: none"> <li>• Editing Exercise Worksheets</li> <li>• ONGOING: Production of School Newspaper</li> </ul>
<p>Days 21-45</p>	<p><b>NEWS WRITING</b></p> <ul style="list-style-type: none"> <li>• What's News?</li> <li>• The Basics: 5 Ws and an H</li> <li>• Just the Facts: Interviewing</li> <li>• The Inverted Pyramid</li> </ul>	<p>R11.A.2.1.2 R11.A.2.4.1 1.4.11.B 1.6.11.A 1.6.11.B 1.8.11.A 1.8.11.B 1.8.11.C</p>	<p><b>STUDENTS WILL BE ABLE TO</b></p> <ul style="list-style-type: none"> <li>• UNDERSTAND THE PURPOSE OF UNIVERSAL STYLE</li> <li>• NAVIGATE THE AP STYLEBOOK AND EDIT WRITING IN ACCORDANCE</li> <li>• EDIT WRITING WITH A VARIETY OF CORRECTION FOCI</li> </ul> <p><b>SPECIFIC TASKS</b></p> <ul style="list-style-type: none"> <li>• Chapter 3: Style and Editing</li> <li>• ONGOING: Production of School Newspaper</li> </ul>	<p>• Chapter Quiz</p> <ul style="list-style-type: none"> <li>• Lead Paragraph Rubric</li> <li>• News Story Rubric</li> </ul>

			<ul style="list-style-type: none"> <li>• Chapter 4: News Writing</li> <li>• Newspaper Scavenger Hunt: In Search of News</li> <li>• Blurbs vs Stories &amp; the Inverted Paragraph</li> <li>• What's Happening?</li> <li>• Worksheet: Identifying Potential Stories from the Cafeteria to the Announcements</li> <li>• Partnered Writing: Write Lead Paragraphs</li> <li>• Write Lead Paragraph</li> <li>• Mock Interviews: Villains and Heroes</li> <li>• Write News Stories</li> <li>• ONGOING: Production of School Newspaper</li> </ul>	
<p>Days 46-55</p>	<p><b>HEADLINE WRITING</b></p> <ul style="list-style-type: none"> <li>- Reading Effective Headlines</li> <li>- Sound Techniques</li> <li>- Writing Effective Headlines</li> </ul>	<p><b>R11.A.2.1.2</b>  <b>R11.A.2.4.1</b>  <b>1.6.11.A</b>  <b>1.6.11.B</b>  <b>1.8.11.A</b>  <b>1.8.11.B</b>  <b>1.8.11.C</b></p>	<p><b>STUDENTS WILL BE ABLE TO</b></p> <ul style="list-style-type: none"> <li>• IDENTIFY ELEMENTS OF AN EFFECTIVE HEADLINE</li> <li>• WRITE EFFECTIVE HEADLINES</li> <li>• IDENTIFY SOUND TECHNIQUES SUCH AS ALLITERATION, RHYME, AND PUNS</li> <li>• DESIGN A HEADLINE WITH STYLISTIC AND VISUAL APPEAL</li> </ul> <p><b>SPECIFIC TASKS</b></p> <ul style="list-style-type: none"> <li>• Chapter 9: Headlines</li> <li>• Newspaper Scavenger Hunt: Catchy Headlines</li> <li>• Comparing Headlines from Publication to Publication</li> </ul>	<p><b>Chapter Quiz</b></p> <ul style="list-style-type: none"> <li>• Headline Rubric</li> </ul>

			<ul style="list-style-type: none"> <li>• <b>NOTES: Sound Techniques:</b> Alliteration, Rhyme, and Puns</li> <li>• Sound Technique</li> <li>• Worksheet: Funny Punny</li> <li>• Worksheet: Here's the story; Top It! (with a headline)</li> <li>• <b>ONGOING:</b> Production of School Newspaper</li> </ul>	
<p>Days 56-65</p>	<p><b>FEATURE WRITING</b></p> <ul style="list-style-type: none"> <li>- Sample Features</li> <li>- Distinguishing Features from News stories</li> <li>- Elements of a Feature</li> <li>- Writing Features</li> </ul>	<p><b>R11.A.2.1.2</b> <b>R11.A.2.4.1</b> <b>1.6.11.A</b> <b>1.6.11.B</b> <b>1.8.11.A</b> <b>1.8.11.B</b> <b>1.8.11.C</b></p>	<p><b>STUDENTS WILL BE ABLE TO</b></p> <ul style="list-style-type: none"> <li>• DISTINGUISH BETWEEN A NEWS STORY AND A FEATURE</li> <li>• IDENTIFY THE ELEMENTS OF A FEATURE</li> <li>• RECOGNIZE EVENTS AND CANDIDATES FOR FEATURES</li> <li>• WRITE A FEATURE</li> </ul> <p><b>SPECIFIC TASKS</b></p> <ul style="list-style-type: none"> <li>• Chapter 6: Feature Writing</li> <li>• Read Features from local papers</li> <li>• Watch Human Interest clips from YouTube and create a written feature</li> <li>• Feature Fodder Activity: Roleplay in an interview setting</li> <li>• Write fictional features</li> <li>• Choose, investigate, and write a feature for the school newspaper</li> <li>• <b>ONGOING:</b> Production of School Newspaper</li> </ul>	<p><b>Chapter Quiz</b> Interview Performance Task Assessment Checklist Feature Story Rubric</p>

<p>Days 66-71</p>	<p><b>CAPTION WRITING</b></p> <ul style="list-style-type: none"> <li>• THE STORY CAPTION</li> <li>• SAMPLE CAPTIONS</li> <li>• WRITING CAPTIONS</li> </ul>	<p>R11.A.2.1.2 R11.A.2.4.1 1.6.11.A 1.6.11.B 1.8.11.A 1.8.11.B 1.8.11.C</p>	<p><b>STUDENTS WILL BE ABLE TO</b></p> <ul style="list-style-type: none"> <li>• WRITE EFFECTIVE CAPTIONS</li> </ul> <p><b>SPECIFIC TASKS</b></p> <ul style="list-style-type: none"> <li>• Chapter 15: Caption Writing Examine Captions from <i>Meadville Tribune, USA Today</i>, and Online Publications</li> <li>• Write captions for a variety of photos</li> <li>• ONGOING: Production of School Newspaper</li> </ul>	<ul style="list-style-type: none"> <li>• Caption Rubric</li> <li>• ONGOING: Production of School Newspaper</li> </ul>
<p>Days 72-80</p>	<p><b>EDITORIAL WRITING</b></p> <ul style="list-style-type: none"> <li>- What is an Editorial?</li> <li>- Sample Editorials</li> <li>- Persuasive Writing Tools</li> <li>- Writing Editorials</li> </ul>	<p>R11.A.2.1.2 R11.A.2.4.1 1.6.11.A 1.6.11.B 1.8.11.A 1.8.11.B 1.8.11.C</p>	<p><b>STUDENTS WILL BE ABLE TO</b></p> <ul style="list-style-type: none"> <li>• IDENTIFY ELEMENTS OF AN EFFECTIVE EDITORIAL</li> <li>• RECOGNIZE AND AVOID FLAWS IN LOGIC AND REASONING WHEN EDITORIALIZING</li> <li>• GAIN AN AWARENESS OF ISSUES THAT AFFECT THEM</li> <li>• WRITE EFFECTIVE EDITORIALS</li> </ul> <p><b>SPECIFIC TASKS</b></p> <ul style="list-style-type: none"> <li>• Chapter 7: Editorial Writing Let's Get Fired Up! Worksheet: Issues for Kids</li> <li>• ONGOING: Production of School Newspaper</li> </ul>	<ul style="list-style-type: none"> <li>• Chapter Quiz</li> <li>• Editorial Rubric</li> <li>• ONGOING: Production of School Newspaper</li> </ul>
<p>Days 81-89</p>	<p><b>THE DIGITAL AGE, PHOTOGRAPHY, AND NEWSPAPER DESIGN</b></p> <ul style="list-style-type: none"> <li>- Digital Applications: Podcasts, Wiki's, Blogs, and Glogs</li> <li>- Photojournalism</li> </ul>	<p>R11.A.2.1.2 R11.A.2.4.1 1.6.11.A 1.6.11.B 1.8.11.A 1.8.11.B</p>	<p><b>STUDENTS WILL BE ABLE TO</b></p> <ul style="list-style-type: none"> <li>• IDENTIFY AND CREATE A PUBLICATION WITH VISUAL APPEAL</li> <li>• RECOGNIZE JOURNALISTIC QUALITIES IN PHOTOGRAPHS</li> <li>• COMMUNICATE WITH A</li> </ul>	<ul style="list-style-type: none"> <li>• Chapter Quiz</li> <li>• ONGOING: Production of School Newspaper</li> </ul>

**1.8.11.C**

**FUNCTIONAL AWARENESS OF  
DIGITAL APPLICATIONS IN  
THE WORLD OF JOURNALISM**

- **ONGOING:** Production of School Newspaper

**SPECIFIC TASKS**

- Chapters 12, 13, & 17:
- Independent Research and Presentation: Digital Media Applications
- Review and Discuss Photo Qualities: Artistic vs. Journalistic
- **ONGOING:** Production of School Newspaper