Danville Area School District
Course Overview and Scope and Sequence

Course Title: Journalism 1
Content Area: English
Grade Level:
Date Developed: June 2023

COURSE OVERVIEW:
ANCHOR STANDARDS: **CC.1.2.9–10.L and CC.1.2.11-12.L** Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently. **CC.1.2.9-10.B and CC.1.2.11–12.B** Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs. **CC.1.2.9–10.E and CC1.2.11-12.E** Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text. **CC.1.2.11–12.G** Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. **CC.1.2.9–10.C and CC1.2.11-12.C** Apply appropriate strategies to analyze, interpret, and evaluate how an author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. **CC.1.5.9–10.A and CC.1.5.11-12.A** Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. **CC.1.2.9–10.G** Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account. **CC.1.4.9–10.X and CC.1.4.11-12.X** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audience

CC.1.2.9–10.I Analyze seminal U.S. documents of historical and literary significance, including how they address related themes and concepts.
CC.1.2.11–12.I Analyze foundational U.S. and world documents of historical, political, and literary significance for their themes, purposes, and rhetorical features.
CC.1.2.9–10.J Acquire and use accurately general academic and domain specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. .
CC.1.2.9–10.K and CC.1.2.11-12.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.
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.1.4.11–12.E Write with an awareness of the stylistic aspects of composition. Use precise language, domain specific vocabulary, and techniques such as metaphor, simile, and analogy 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.1.5.9–10.D and CC.1.5.11-12.D Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning; ensure that the presentation is appropriate to purpose, audience, and task.
CC.1.5.9–10.F and CC.1.5.11-12.D Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence
CC.1.2.9–10.A and CC.1.2.11-12.A Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
CC.1.2.9–10.D Determine an author's particular point of view and analyze how rhetoric advances the point of view.
CC.1.2.11–12.D Evaluate how an author's point of view or purpose shapes the content and style of a text.
CC.1.2.9–10.L and CC.1.2.11-12.J Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.
CC.1.4.9–10.B and CC1.4.11-12.B Write with a sharp, distinct focus identifying topic, task, and audience.
CC.1.4.9–10.U Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
CC.1.2.9–10.E Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.
CC.1.2.11–12.E Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
CC.1.2.9–10.L and CC.1.2.11-12.J Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.

CC.1.4.9–10.C and CC.1.4.11-12.C Develop and analyze the topic with relevant, well-chosen, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension.
CC.1.4.9–10.D Organize ideas, concepts, and information to make important connections and distinctions; use appropriate and varied transitions to link the major sections of the text; include formatting when useful to aid comprehension; provide a concluding statement or section.
CC.1.4.11–12.D Organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a whole; use appropriate and varied transitions and syntax to link the major sections of the text; provide a concluding statement or section that supports the information presented; include formatting when useful to aiding comprehension.
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.F and CC1.4.11-12.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
CC.1.4.9–10.U Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
CC.1.4.11–12.U Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments and information.
CC.1.4.9–10.V and CC.1.4.11-12.V Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
CC.1.4.9–10.X and CC1.4.11-12.V Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CC.1.2.9-10.J and CC.1.2.11-12.J Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
CC.1.4.9-10.M and CC.1.4.11-12.M Write narratives to develop real or imagined experiences or events.
CC.1.4.9-10.O and CC.1.4.11-12.O Use narrative techniques such as dialogue, description, reflection, multiple plot lines, and pacing, to develop experiences, events, and/or characters; use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, settings, and/or characters.
CC.1.4.9-10.Q and CC1.4.11-12.Q Write with an awareness of the stylistic aspects of writing. • Use parallel structure. • Use various types of phrases and clauses to convey meaning and add variety and interest.

KEY COURSE TEXT AND MATERIALS:
KEY ASSESSMENTS: Diagnostic: Formative: Summative:

SCOPE AND SEQUENCE					
Unit	PRIORITY STANDARDS	SUPPORTING STANDARDS	ASSESSMENT	MATERIALS	TIMEFRAME
Unit 1: News Media Literacy	CC.1.2.9–10.L CC.1.2.11-12.L CC.1.2.9-10.B CC.1.2.11–12.B CC.1.2.9–10.E CC1.2.11-12.E CC.1.2.11–12.G CC.1.2.9–10.C CC1.2.11-12.C CC.1.5.9–10.A CC.1.5.11-12.A CC.1.4.9–10.X CC.1.4.11-12.X		Student engagement and participation in group discussions . Student engagement and participation in class activities. Student journals.	JEA.org Curriculum FreedomForum website Frontline video Rand corporation	10- 15 Days (Approx. 3 academic Weeks)
Unit 2: News Media Law and Ethics	CC.1.2.9–10.I CC.1.2.11–12.I CC.1.2.9–10.J		Student engagement and participation in		10- 15 Days (Approx. 3 academic Weeks)

	CC.1.2.11–12.J CC.1.2.9–10.K CC.1.2.11-12.K CC.1.2.9–10.L CC.1.2.11-12.L CC.1.4.9–10.E CC.1.4.11–12.E CC.1.4.9–10.X CC.1.4.11-12.X CC.1.5.9–10.A CC.1.5.11-12.A CC.1.5.9–10.D CC.1.5.11-12.D CC.1.5.9–10.F CC.1.5.11-12.D		group discussions Student engagement and participation in class activities. Student journals.		
Unit 3: News Gathering & Interviewing	CC.1.2.9–10.A CC.1.2.11-12.A CC.1.2.9–10.D CC.1.2.11–12.D CC.1.2.9–10.J CC.1.2.11-12.J CC.1.2.9–10.L CC.1.4.9–10.B CC1.4.11-12.B CC.1.4.9–10.U CC.1.4.9–10.V CC.1.4.11-12.V CC.1.4.9–10.X CC.1.5.9–10.A CC1.5.11-12.A		Student engagement and participation in group discussions . Student engagement and participation in class activities. Student journals.	JEA.org Curriculum Freedom Forum *The Radical Write* 3rd Edition by Bobby Hawthorne *A Newshound's Guide to Student Journalism* by Katina Paron and Javier Guelfi HumansofNewYork	10- 15 Days (Approx. 3 academic Weeks)
Unit 4: Copywriting	CC.1.2.9–10.E CC.1.2.11–12.E CC.1.2.9–10.J CC.1.2.11-12		Student engagement and participation in group discussions	JEA.org Curriculum Freedom Forum *The Radical Write*	5 - 1- Days (Approx. 1-2 Academic weeks)

	CC.1.4.11–12.E CC.1.2.9–10.L CC.1.2.11-12.J CC.1.4.9–10.B CC1.4.11-12.B CC.1.4.9–10.C CC.1.4.11-12.C CC.1.4.9–10.D CC.1.4.11–12.D CC.1.4.9–10.E CC.1.4.9–10.F CC1.4.11-12.F CC.1.4.9–10.U CC.1.4.11–12.U CC.1.4.9–10.V CC.1.4.11-12.V CC.1.4.9–10.X CC1.4.11-12.V CC.1.5.9–10.A CC1.5.11-12.A		. Student engagement and participation in class activities. Student journals.	3rd Edition by Bobby Hawthorne *A Newshound's Guide to Student Journalism* by Katina Paron and Javier Guelfi *NYT* The Learning Network	
Unit 5: Photojournalism	CC.1.2.9-10.J CC.1.2.11-12.J CC.1.4.9-10.M CC.1.4.11-12.M CC.1.4.9-10.O CC.1.4.11-12.O CC.1.4.9-10.Q CC1.4.11-12.Q		Student engagement and participation in group discussions. Student engagement and participation in class activities. Photography task completions	7-Minute starters from Jostens Youtube JEAPhoto SmugMug JEA Curriculum	10-20 days (This content is designed to be covered once a week, likely on a Friday throughout the semester course)