

**Trinity Area School District  
Curriculum Mapping**

<b>Course:</b> Journalism II, III, IV <b>Grade:</b> 9-12	<b>Overview of Course:</b> Students in this class are responsible for the production of the school newspaper, the <i>Hiller</i> . Each member of the staff will be required to write articles for the newspaper and aid with the duties related to distribution of the paper. Students will become proficient in interviewing and word processing to prepare their stories for publication in the school newspaper. Students will also become proficient in the layout and design of the school newspaper using InDesign. The modern technology and Associated Press style of writing used in this class are those used by professional newspapers nationwide. Students are encouraged to apply for section editor roles to serve as an editorial board for the school newspaper. This class is open to 10 <sup>th</sup> , 11 <sup>th</sup> , and 12 <sup>th</sup> grade students. * Please note the Journalism II, III and IV students make up the <i>Hiller</i> staff and are enrolled in the same period.
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**Overarching Big Ideas, Enduring Understandings, and Essential Questions**  
(These “spiral” throughout the entire curriculum.)

Big Idea	Standard(s) Addressed	Enduring Understanding(s)	Essential Question(s)
Ethics	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	The Code of Ethics governs journalism practices	How do people deal with ethical issues?
Communication	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.1.4.11-12.S: Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and literary non-fiction. 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	Researching and reporting must be verifiable and factual	Where and how do journalists find the news?

	<p>subject, demonstrating understanding of the subject under investigation.</p> <p>CC.1.4.11-12.W: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p> <p>CC.1.5.11-12.E: Adapt speech to a variety of contexts and tasks.</p> <p>CC.1.5.11-12.G: Demonstrate command of the conventions of standard English when speaking based on grade 11-12 level and content</p>		
Written expression	<p>CC.1.2.11-12.A: Determine and analyze the relationship between two or more central ideas of a text, including the development and interaction of the central ideas; provide an objective summary of the text.</p> <p>CC.1.2.11-12.D: Evaluate how an author's point of view or purpose shapes the content and style of a text.</p> <p>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.</p> <p>CC.1.2.11-12.F: Evaluate how words and phrases shape meaning and tone in texts.</p> <p>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.</p> <p>CC.1.3.11-12.E: Evaluate the structure of texts including how specific sentences, paragraphs and larger portions of the texts relate to each other and</p>	<p>The writing process is essential to all aspects of effective communication</p> <p>Effective writing requires factual accuracy, proper grammar, and appropriate language</p>	<p>What is the most effective method of writing, revising, and editing?</p> <p>How do sentence structure, word choice, and grammar affect meaning?</p>

the whole.

CC.1.3.11-12.F: Evaluate how words and phrases shape meaning and tone in texts.

CC.1.4.11-12.A: Write informative/ explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.

CC.1.4.11-12.B: Write with a sharp distinct focus identifying topic, task, and audience.

CC.1.4.11-12.C: Develop and analyze the topic thoroughly by selecting the most significant and relevant 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.1.4.11-12.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.
- Establish and maintain a formal style

CC.1.4.11-12.F: Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

CC.1.4.11-12.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.

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 audiences.

<p>Organization</p>	<p>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 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.1.4.11-12.J: Create organization that logically sequences claim(s), counterclaims, reasons, and evidence; Use words, phrases, and clauses as well as varied syntax to link the major sections of the text create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims; provide a concluding statement or section that follows from and supports the argument presented.</p>	<p>Organization and time management promotes efficiency</p>	<p>What is the effect of successful organization?</p>
<p>Cooperation</p>	<p>CC.1.5.11-12.A: Initiate and participate effectively in a range of collaborative discussions on grades level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p>	<p>Interpersonal and intrapersonal skills are essential to effective collaboration and</p>	<p>How do student journalists work together to achieve common goals?</p>
<p>Leadership</p>	<p>CC.1.2.11-12.L: Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.  CC.1.3.11-12.K: Read and comprehend literary fiction on grade level, reading independently and proficiently.</p>	<p>Leadership skills are essential to the production of a newspaper</p>	<p>How do I become a successful leader?</p>
<p>Technology</p>	<p>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.1.5.11-12.B: Integrate multiple sources of information presented in diverse formats and media (e.g. visually, quantitative, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p>	<p>Technology is used to demonstrate the principals of the writing process and newspaper design</p>	<p>How can technology affect the writing, editing, and design process?</p>

	<p>CC.1.5.11-12.D: Present information, findings, and supporting evidence, conveying a clear and distinct perspective; organization, development, substance, and style are appropriate to purpose, audience, and task.</p> <p>CC.1.5.11-12.F: Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence.</p>		
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**Big Ideas, Enduring Understandings, and Essential Questions Per Unit of Study**  
(These do NOT “spiral” throughout the entire curriculum, but are specific to each unit.)

<b>Month of Instruction</b>	<b>Title of Unit</b>	<b>Big Idea(s)</b>	<b>Standard(s) Addressed</b>	<b>Enduring Understanding(s)</b>	<b>Essential Question(s)</b>	<b>Common Assessment(s)*</b>	<b>Common Resource(s)* Used</b>
Monthly: August – June	Newspaper production	Ethics  Communication  Written expression  Organization  Cooperation  Leadership  Technology	CC.1.2.11-12.A: Determine and analyze the relationship between two or more central ideas of a text, including the development and interaction of the central ideas; provide an objective summary of the text. 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.1.2.11-12.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.1.2.11-12.F: Evaluate how words and phrases shape meaning and tone in texts. 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.1.2.11-12.I: Analyze foundational U.S. and world documents of historical, political, and literary significance for their themes, purposes, and rhetorical	The Code of Ethics governs journalism practices  Researching and reporting must be verifiable and factual  The writing process is essential to all aspects of effective communication  Effective writing requires factual accuracy, proper grammar, and appropriate language  Organization and time management promote efficiency  Interpersonal and intrapersonal skills are essential to effective collaboration and communication	How do people deal with ethical issues?  Where and how do journalists find the news?  What is the most effective method of writing, revising, and editing?  How do sentence structure, word choice, and grammar affect meaning?  What is the effect of successful organization?  How do student journalists work together to achieve common goals?	Brainstorming for articles  Assignment sheets for articles  Articles  Article Revisions  Layouts  Layout Revisions	Code of Ethics poster  Associated Press Manual of Style  Hiller newspaper handbook  Microsoft Word  Adobe InDesign  <i>The Observer Reporter</i>  <i>The Hiller newspaper</i>

		<p>features</p> <p>CC.1.2.11-12.L: Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.</p> <p>CC.1.3.11-12.E: Evaluate the structure of texts including how specific sentences, paragraphs and larger portions of the texts relate to each other and the whole.</p> <p>CC.1.3.11-12.F: Evaluate how words and phrases shape meaning and tone in texts. knowledge when considering a word or phrase important to comprehension or expression.</p> <p>CC.1.3.11-12.K: Read and comprehend literary fiction on grade level, reading independently and proficiently.</p> <p>CC.1.4.11-12.A: Write informative/ explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.</p> <p>CC.1.4.11-12.B: Write with a sharp distinct focus identifying topic, task, and audience.</p> <p>CC.1.4.11-12.C: Develop and analyze the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; include graphics and</p>	<p>Leadership skills are essential to the production of a newspaper</p> <p>Technology is used to demonstrate the principals of the writing process and newspaper design</p>	<p>How do I become a successful leader?</p> <p>How can technology affect the writing, editing, and design process?</p>		
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			<p>multimedia when useful to aiding comprehension.</p> <p>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 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.</p> <p>CC.1.4.11-12.E: Write with an awareness of the stylistic aspects of composition.</p> <ul style="list-style-type: none"><li>• Use precise language, domain specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</li><li>• Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.</li><li>• Establish and maintain a formal style</li></ul> <p>CC.1.4.11-12.F: Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>CC.1.4.11-12.J: Create organization that logically sequences claim(s), counterclaims, reasons, and evidence; Use words, phrases, and clauses as well as varied syntax to link the</p>			
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			<p>major sections of the text create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims; provide a concluding statement or section that follows from and supports the argument presented.</p> <p>CC.1.4.11-12.S: Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and literary non-fiction.</p> <p>CC.1.4.11-12.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.</p> <p>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.</p> <p>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</p>			
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			<p>understanding of the subject under investigation.</p> <p>CC.1.4.11-12.W: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p> <p>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 audiences.</p> <p>CC.1.5.11-12.A: Initiate and participate effectively in a range of collaborative discussions on grades level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>CC.1.5.11-12.B: Integrate multiple sources of information presented in diverse formats and media (e.g. visually, quantitative, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any</p>				
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			<p>discrepancies among the data.</p> <p>CC.1.5.11-12.D: Present information, findings, and supporting evidence, conveying a clear and distinct perspective; organization, development, substance, and style are appropriate to purpose, audience, and task.</p> <p>CC.1.5.11-12.E: Adapt speech to a variety of contexts and tasks.</p> <p>CC.1.5.11-12.F: Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence.</p> <p>CC.1.5.11-12.G: Demonstrate command of the conventions of standard English when speaking based on grade 11-12 level and content</p>				
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