

**Cocalico School District**  
**Year-at-a-Glance - Curriculum Overview**

**Department: HS English/ Communication Arts**

**Course: Journalism (022)**

**Grade Level: 11-12**

**Big Ideas**

- Effective readers use appropriate strategies to construct meaning.
- Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information.
- Active listeners make meaning from what they hear by questioning, reflecting, responding, and evaluating.
- Effective speakers prepare and communicate messages to address the audience and purpose.
- Audience and purpose influence a writer’s choice of organizational pattern, language, and literary techniques.
- Rules of grammar and language conventions support clarity of communications between writers/speakers and readers/listeners.
- An expanded vocabulary enhances one’s ability to express ideas and information.
- Effective research requires the use of varied resources to gain or expand knowledge.

Units of Study	% of Course Time	Textbooks & Supplemental Materials	Assessments	Standards Addressed
<ul style="list-style-type: none"> <li>• Journalism History and Background</li> </ul>	5%	<ul style="list-style-type: none"> <li>• Various “muckrakers” articles</li> <li>• Owl at Purdue’s “Associated Press” page</li> <li>• Weekly news exploration</li> </ul>	<ul style="list-style-type: none"> <li>• Journalism History Presentation</li> </ul>	<ul style="list-style-type: none"> <li>• CC.1.2.11-12.B</li> <li>• CC.1.2.11-12.D</li> </ul>
<ul style="list-style-type: none"> <li>• Media Literacy</li> </ul>	10%	<ul style="list-style-type: none"> <li>• Media literacy articles, videos, and graphics</li> <li>• Weekly news exploration</li> </ul>	<ul style="list-style-type: none"> <li>• Article Analysis</li> <li>• Media Bias Analysis</li> </ul>	<ul style="list-style-type: none"> <li>• CC.1.2.11-12.D</li> <li>• CC.1.2.11-12.F</li> </ul>
<ul style="list-style-type: none"> <li>• Interviewing</li> </ul>	5%	<ul style="list-style-type: none"> <li>• Interviewing articles, videos, and podcasts</li> <li>• Weekly news exploration</li> </ul>	<ul style="list-style-type: none"> <li>• Practice Interview</li> </ul>	<ul style="list-style-type: none"> <li>• CC.1.5.11-12.A</li> <li>• CC.1.5.11-12.E</li> <li>• CC.1.5.11-12.G</li> </ul>
<ul style="list-style-type: none"> <li>• News Production</li> </ul>	65%	<ul style="list-style-type: none"> <li>• <i>Scholastic Journalism</i> textbook</li> <li>• Various articles, videos, and podcasts</li> <li>• Weekly news exploration</li> </ul>	<ul style="list-style-type: none"> <li>• Podcast</li> <li>• News article</li> <li>• Feature article</li> <li>• Opinion article</li> <li>• Website</li> <li>• Photojournalism piece</li> <li>• Sports reporting article</li> </ul>	<ul style="list-style-type: none"> <li>• CC.1.2.11-12.G</li> <li>• CC.1.4.11-12.A</li> <li>• CC.1.4.11-12.B</li> <li>• CC.1.4.11-12.C</li> <li>• CC.1.4.11-12.D</li> <li>• CC.1.4.11-12.F</li> <li>• CC.1.4.11-12.G</li> <li>• CC.1.4.11-12.H</li> <li>• CC.1.4.11-12.T</li> <li>• CC.1.4.11-12.U</li> <li>• CC.1.4.11-12.V</li> <li>• CC.1.4.11-12.X</li> </ul>
<ul style="list-style-type: none"> <li>• Laws and Ethics</li> </ul>	5%	<ul style="list-style-type: none"> <li>• <i>Shattered Glass</i> movie</li> <li>• Various articles, videos, etc.</li> <li>• Various samples of professional codes of ethics</li> <li>• Weekly news exploration</li> </ul>	<ul style="list-style-type: none"> <li>• Ethical Dilemma Presentation</li> </ul>	<ul style="list-style-type: none"> <li>• CC.1.2.11-12.D</li> </ul>
<ul style="list-style-type: none"> <li>• Specialty News Stories</li> </ul>	10%	<ul style="list-style-type: none"> <li>• Various articles, videos, etc.</li> <li>• Weekly news exploration</li> </ul>	<ul style="list-style-type: none"> <li>• Student choice specialty news piece</li> </ul>	<ul style="list-style-type: none"> <li>• CC.1.4.11-12.A</li> <li>• CC.1.4.11-12.B</li> <li>• CC.1.4.11-12.C</li> <li>• CC.1.4.11-12.D</li> <li>• CC.1.4.11-12.F</li> </ul>



**Eagle P.A.C.T. Course Connections:**

Journalism encourages students to think critically about news and media, to communicate effectively in oral and written forms, to adapt and be flexible in their writing based on what they are trying to communicate, and to collaborate with others as they engage in conversations about journalism and how it applies to the world.