

# **Journalism Curriculum Maps**

**[Unit of Study: Sports Writing](#)**

**[Unit of Study: Writing Feature Stories](#)**

**[Unit of Study: Writing News Leads](#)**

**[Unit of Study: Writing the News Story](#)**

<b>Grade:</b> 9 - 12 <b>Subject:</b> Journalism	<b>Unit of Study: Sports Writing</b>
<b>Big Idea/Rationale</b>	<ul style="list-style-type: none"> <li>• Sports stories are not only play by plays but about people.</li> <li>• Sports stories ask the question why?</li> <li>• Sports stories go beyond the field.</li> </ul>
<b>Enduring Understanding (Mastery Objective)</b>	<ul style="list-style-type: none"> <li>• Students will be able to identify significant events.</li> <li>• Students will be able to use the language of the sport.</li> <li>• Students will be able to identify the players.</li> <li>• Students will understand statistics.</li> <li>• Students will be able to write the story from information gathered.</li> <li>• Students will be able to identify the types of news stories, such as the advance story, game story, and sports feature story.</li> </ul>
<b>Essential Questions (Instructional Objective)</b>	<ul style="list-style-type: none"> <li>• What trends are there in sports?</li> <li>• How are the teams in my school performing currently?</li> <li>• What is at stake?</li> <li>• Who did we lose to graduation?</li> <li>• Who is up and coming?</li> </ul>
<b>Content (Subject Matter)</b>	<ul style="list-style-type: none"> <li>• The news story</li> <li>• <i>The New York Times</i></li> </ul>
<b>Skills/ Benchmarks (CCSS Standards)</b>	<ul style="list-style-type: none"> <li>• LA.11-12.W.CCR.1 - [Anchor Standard] - Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</li> <li>• LA.11-12.W.11-12.1.d - Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> <li>• LA.11-12.W.11-12.2.b - Develop 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.</li> <li>• LA.11-12.W.11-12.2.d - Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</li> <li>• LA.11-12.W.CCR.4 - [Anchor Standard] - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</li> <li>• LA.11-12.W.CCR.5 - [Anchor Standard] - Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</li> <li>• LA.11-12.W.CCR.6 - [Anchor Standard] - Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</li> </ul>

	<ul style="list-style-type: none"> <li>• LA.11-12.W.CCR.8 - [Anchor Standard] - Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</li> <li>• LA.11-12.W.CCR.10 - [Anchor Standard] - 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 tasks, purposes, and audiences.</li> </ul>
<b>Materials and Resources</b>	<ul style="list-style-type: none"> <li>• <i>Scholastic Journalism, Tenth Edition</i></li> <li>• <i>The New York Times</i>, Electronic edition</li> </ul>
<b>Notes</b>	

<b>Grade:</b> 9 - 12 <b>Subject:</b> Journalism	<b>Unit of Study: Writing Feature Stories</b>
<b>Big Idea/Rationale</b>	<ul style="list-style-type: none"> <li>• Feature stories are factual, requiring reporting and interviewing.</li> <li>• Feature stories are not filled with the writer’s opinion.</li> <li>• Feature stories have a beginning, middle and end.</li> <li>• The inverted pyramid form is rarely used in feature stories.</li> </ul>
<b>Enduring Understanding (Mastery Objective)</b>	<ul style="list-style-type: none"> <li>• Students will be able to identify feature story ideas.</li> <li>• Students will write stories that appeal to the senses through their writing.</li> <li>• Students will be able to identify the various types of feature stories, such as profiles, human interest, and informative feature stories.</li> </ul>
<b>Essential Questions (Instructional Objective)</b>	<ul style="list-style-type: none"> <li>• What from the news would make a good feature story?</li> <li>• Who do I need to interview?</li> <li>• What questions do I need to ask?</li> <li>• What details should I include in my story?</li> <li>• How will I grab the reader’s attention?</li> <li>• What quotes will I include?</li> </ul>
<b>Content (Subject Matter)</b>	<ul style="list-style-type: none"> <li>• The news story</li> <li>• The New York Times</li> </ul>
<b>Skills/ Benchmarks (CCSS Standards)</b>	<ul style="list-style-type: none"> <li>• LA.11-12.W.CCR.1 - [Anchor Standard] - Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</li> <li>• LA.11-12.W.11-12.1.d - Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> <li>• LA.11-12.W.11-12.2.b - Develop 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.</li> <li>• LA.11-12.W.11-12.2.d - Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</li> <li>• LA.11-12.W.CCR.4 - [Anchor Standard] - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</li> <li>• LA.11-12.W.CCR.5 - [Anchor Standard] - Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</li> <li>• LA.11-12.W.CCR.6 - [Anchor Standard] - Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</li> </ul>

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<b>Materials and Resources</b>	<ul style="list-style-type: none"> <li>• <i>Scholastic Journalism, Tenth Edition</i></li> <li>• <i>The New York Times</i>, Electronic edition</li> </ul>
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<b>Grade:</b> 9 - 12 <b>Subject:</b> Journalism	<b>Unit of Study: Writing News Leads</b>
<b>Big Idea/Rationale</b>	<ul style="list-style-type: none"> <li>• Analyze how the journalist answers the essential questions of a story in the first paragraph of a story.</li> <li>• Analyze how the first paragraph of a story answers the essential questions of Who, What, Where, When, Why, and How.</li> <li>• Identify the various types of leads that can be used for a news stories, such as the vignette lead, direct address lead, and direct quotation lead.</li> <li>• Demonstrate effective lead paragraphs.</li> </ul>
<b>Enduring Understanding (Mastery Objective)</b>	<ul style="list-style-type: none"> <li>• Students will identify lead paragraphs from disassembled stories.</li> <li>• Students will analyze data and write effective lead paragraphs in 4-5 sentences.</li> <li>• Students will answer the essential questions of a news story in 4-5 sentences.</li> <li>• Students will be able to identify and employ various lead styles.</li> </ul>
<b>Essential Questions (Instructional Objective)</b>	<ul style="list-style-type: none"> <li>• What essential questions of a news story must be answered?</li> <li>• What information answers those questions?</li> <li>• How can I convey that information in an economy of words?</li> </ul>
<b>Content (Subject Matter)</b>	<ul style="list-style-type: none"> <li>• The news story</li> <li>• The New York Times</li> <li>• Lead paragraphs.</li> </ul>
<b>Skills/ Benchmarks (CCSS Standards)</b>	<ul style="list-style-type: none"> <li>• LA.11-12.W.CCR.1 - [Anchor Standard] - Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</li> <li>• LA.11-12.W.11-12.1.d - Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> <li>• LA.11-12.W.11-12.2.b - Develop 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.</li> <li>• LA.11-12.W.11-12.2.d - Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</li> <li>• LA.11-12.W.CCR.4 - [Anchor Standard] - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</li> <li>• LA.11-12.W.CCR.5 - [Anchor Standard] - Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</li> <li>• LA.11-12.W.CCR.6 - [Anchor Standard] - Use technology, including the</li> </ul>

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<p><b>Notes</b></p>	

<p>Grade: 9 - 12 Subject: Journalism</p>	<p><b>Unit of Study: Writing the News Story</b></p>
<p><b>Big Idea/Rationale</b></p>	<ul style="list-style-type: none"> <li>• Introduce to students the inverted pyramid form.</li> <li>• Students will understand the proper use of pronouns in the news story.</li> <li>• Students will understand attribution.</li> <li>• Students will be able to use indirect and direct quotes.</li> <li>• Students will be able to use the active voice in their writing.</li> <li>• Students will be able to evaluate a news story for structure and accuracy.</li> </ul>
<p><b>Enduring Understanding (Mastery Objective)</b></p>	<ul style="list-style-type: none"> <li>• Students will understand how to rank facts from an event.</li> <li>• Students will be able to take facts and organize them into a news story using the structure of the inverted pyramid.</li> <li>• Students will be able to incorporate quotations, direct and indirect in their story.</li> <li>• Students will be able to attribute their sources.</li> <li>• Students will be able to write short, effective paragraphs.</li> <li>• Students will be able to write stories that have color, emotion and appeal.</li> </ul>
<p><b>Essential Questions (Instructional Objective)</b></p>	<ul style="list-style-type: none"> <li>• What important information must be conveyed?</li> <li>• Which information is most important?</li> <li>• Which information is least important?</li> <li>• Who are your sources?</li> <li>• What approach will you use for this story?</li> </ul>
<p><b>Content (Subject Matter)</b></p>	<ul style="list-style-type: none"> <li>• The news story</li> <li>• The New York Times</li> </ul>
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<b>Notes</b>	<p><b>2011/2012: Critical Thinking/Improved Questioning Initiative</b></p> <ul style="list-style-type: none"> <li>• Employ elements of Bloom’s Taxonomy: Knowledge, Comprehension, Application, Analysis, Synthesis, Evaluation</li> </ul>