

**DARIEN PUBLIC SCHOOLS**  
CURRICULUM GUIDE

**INTRODUCTION TO  
JOURNALISM**

**Approved by the Board of Education - October 27, 2004**

# **DARIEN PUBLIC SCHOOLS**

## **BOARD OF EDUCATION**

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Mrs. Kimberly Westcott

## **CURRICULUM GUIDE AUTHORS**

### **Darien High School English Department members:**

Doug Paulsen, Coordinator		
Ann Armiger	Ivan Crowther	Amy Frontier
Jessica Ginsberg	Nancy Herman	Francis Janosco
Suzanne MacLehose	Neil Matthews	Kerry McKay*
Stephanie Nelson	Sybil O'Hare*	Matt Pavia
Elizabeth Rubin	Melanie Sala	Marissa Smith
Lynda Sorensen		

\*Denotes Curriculum Authors

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## SECTION I - Course Information

This single-semester course is designed to introduce students to the field of journalism, including the history of reporting in the United States, vocabulary, research, basic forms of journalistic writing and editing as well as some aspects of newspaper production. Materials to be studied are a journalism textbook, handouts with writing and editing exercises developed by the author of this curriculum guide, and various newspapers and magazines, including *The New York Times*. Supplementary materials include posters, documentary and feature films, and sound recordings. Additionally, students will tour a local newspaper and hear from guest speakers involved in the field of journalism

### PREFACE

This English Department curriculum guide is designed to articulate the content and context of this course within the English academic program. Its goal is to serve as a resource and instructional guide for teachers, as well as a document that describes the elements of the English academic program in the district. It is essential, in order to ensure the continued quality of the English program at Darien High School, that the curriculum template be seen as representative of the course and not complete in or of itself of the whole course curriculum. The Department's ability to add materials and to request new texts that will add dimension or depth and the teachers' ability to create new units of study based on research or resources they discover is crucial to the quality of study for students in the English program. The purpose of professional development workshops that teachers attend frequently, both in and out of the District, generate new ideas and opportunities for the curriculum. Selection for new texts is a collaborative process in the Department, and the inclusion of new titles is carefully considered in light of the curriculum's objectives. Although unit titles and essential questions might change as the course is evaluated from year to year, the instructional goals serve as the foundation of study for all students at this level. The dynamic nature of the English curriculum is one of its greatest strengths. Our goal in instructional design is to provide a combination of flexibility, cohesiveness, and integration in all of the course structures we offer as part of our program.

Since our program is skill-based, our instruction uses a variety of literature and activities to accomplish its goals. We have tried, however, to create curriculum guides that provide a consistency within their framework, so that students in one section of a course are learning common skills and experiencing similar assignments in reading, writing, research, and presentation.

Our goal in the development of the curriculum guide is to provide clear articulation that ensures the existence of consistency and the capacity for creativity in our approach to instruction.

## **STATEMENT OF PHILOSOPHY**

Students communicate with the world around them through the use of language. Language is comprised of several components, primarily reading, writing, speaking, and listening. Language Arts is the instructional program that teaches these components as interdependent and interrelated parts of the communication process.

The aim of the Darien Public Schools' Language Arts Program is threefold: to help students become effective language users; to produce graduates who demonstrate their ability to think, read, write, speak, and listen proficiently; and to assist students in developing language fluency, not only in the school setting, but in the wider world.

Acquisition, development, and mastery of both basic and advanced language arts skills are a continuous process. Students attain higher levels of skill development in incremental stages. Measurable gains in language arts skills are realized when challenging language activities occur in meaningful contexts and through purposeful applications.

(from *Darien Public Schools K-12 Language Arts Guide* – 1997)

### **Darien English Department Statement of Philosophy**

The English Department of Darien High School provides for its students a climate that fosters intellectual development, that encourages aesthetic appreciation, and that promotes critical inquiry. It offers a curriculum that recognizes the differences in abilities and goals of our students and which helps each achieve maximum growth. We wish to encourage within each student a sense both of individuality and of connection to others, and to foster a love of language and literature. Our goals include encouraging creativity, scholarship, and inquiry. We believe the English curriculum should include the important works of western literature and works that reflect multicultural diversity within the United States and throughout the world. Through interdisciplinary courses, students make connections to other academic areas and real-life contexts. We believe the English curriculum should comprise a core of required courses as well as elective courses from which students may choose on the basis of their interests, talents, and needs.

The English Department believes all forms of communication - including reading, writing, listening, speaking, and viewing - are part of the English instructional program. Though these aspects have been treated as distinct skills in the past, current thought views all forms of communication as interrelated and complementary. The Department believes that students learn in multiple ways; therefore, we support an English program that addresses multiple learning styles and encourages interpretation through various kinds of communication such as art, photography, and music, etc. We also believe the rapid advancement in communication technology requires the integration of technological skills in contemporary research, composition, and presentation so that students are better prepared to be successful learners in today's world. As a consequence, the language arts classroom is changing from a lecture hall into a communications

workplace where students learn to find meaning under the guidance of teachers who facilitate, rather than simply transmit, learning. We believe students learn best in an active learning environment where they have opportunities to collaborate in “real world” inquiry, where the process of learning is as important as the product of learning, and where the development of individual skills is integrated into complex, real-world activities and evaluated using multiple forms of authentic assessment.

The English Department believes that our philosophy of teaching and learning is as important as our course descriptions, our district, state, and national goals for student achievement, our strategies for fluency in reading, writing, and discussing, our rubrics for evaluation, and our selection of texts. We hope that new teachers as well as returning teachers will read carefully our philosophy and consider it to be the foundation of our curriculum work. “How” we teach is as important as “what” we teach.

The English Department has agreed on certain assumptions about teaching and learning:

- Teaching and learning take place in an historical, cultural context.
- Students have a better understanding of their responsibilities when they understand the goals of a course, the reason for selective texts, and the purpose of assignments.
- When possible, the input from students in the design of an assignment engages them in the process of taking responsibility for their own learning.
- Learning takes place best in a classroom where an ethic of care is observed by the teacher and the students and clearly articulated.
- A community of learners develops when both individuality and diversity are encouraged and where individual intellectual and creative abilities are respected and cultivated.
- Students achieve their potential when they are given models of excellence and when expectations are clear and challenge their intellectual and creative capabilities.
- Teachers, aware of multiple theories of intelligences, create curriculum and assignments to acknowledge a diversity of learning styles and abilities. Students should be guided to think probatively, reflectively, narratively, poetically, visually, meta-cognitively.
- Differences in a classroom are acknowledged and rewarded with availability of choices, when possible, in reading and writing assignments.

- Students develop a commitment to curriculum and performance when they are invited and encouraged to make choices among clear, humane, and responsible methods of inquiry, interpretation, and criticism.
- Choosing a topic or making a persuasive argument depend on having a sense of what other people are saying and developing a relationship to a critical community of thinkers, readers, and writers.
- Teachers inspire students to take personal possession of a text and become fluent thinkers when they offer students multiple methods of inquiry and response instead of imposing an interpretation between the students and their experience of literature.
- According to the editors of Rereading America, students develop a habit of mind necessary for academic inquiry when they acquire the ability to imagine and value points of view different from their own, then strengthen, refine, enlarge, or reshape their ideas in light of those other perspectives. This intellectual habit includes openness to new and old ideas and a willingness to test those ideas against experience, literature, belief, and history. Critical thinking, then, requires a diversity of reading experiences and exposure to multiple voices.
- As readers, our students should be concerned with both the questions posed by the text and the questions we bring to the text from our own differing interest, gender, and cultural background.
- Teachers create opportunity for responsible critical analysis when students are encouraged to enter the contemporary critical debate that has evolved around the value of teaching traditional texts of the canon and the value of teaching texts written with a diversity of ethnic, racial, and gendered voices.
- Students learn meaningfully and enthusiastically when they are invited to be active learners.
- Students who write to learn use writing as a means of interpretation and inquiry rather than a means of translating and transmitting ideas. Writing leads to thinking and re-thinking, shaping and re-shaping, questioning our questions.
- When students participate in self-evaluations, they are clear about expectations and the criteria of assessment; consequently, they take more responsibility for their performance and maturation in a course.
- Students are not isolated learners; interaction among peers is essential for sharing knowledge and experience and for appreciating each other's work.

## **PROGRAM GOALS**

### **Language Arts Goals**

The overarching goal of the Darien Public Schools' Language Arts Program is to produce students capable of demonstrating the highest levels of communication proficiency and fluency in reading, writing, speaking, and listening.

#### Basic Assumptions, Instructional Principles, and Teaching Strategies

1. Students come to school with different levels of knowledge and skill upon which further learning will be based. While specific language skills are initially taught to all students through direct instruction, students acquire more sophisticated levels of communication through the integration of the four primary language arts components in a variety of interrelated and interdependent activities and experiences.
2. Skillful communication, however, is more than a working knowledge of the primary language arts components. It is the composite of all acquired skills, achieved through the proficient use of the reading, writing, speaking, and listening components.
3. When students are immersed in an atmosphere that supports a love of learning and engaged in topics that interest them, learning how to communicate skillfully occurs in a natural, integrated way.
4. Language arts learning is enhanced when students are provided with a language-rich environment and given opportunities to communicate in a variety of ways.
5. Language arts instruction must be embedded in all curriculum areas.
6. Excellent communication models for students are essential for continued growth at all grade levels. Models of appropriate student and professional writing and speaking provide examples for students to emulate; they also set challenging standards for students to meet.
7. A wide variety of high quality literature, both fiction and non-fiction, must be read.
8. Building upon students' existing knowledge on a topic is a fundamental means of engaging students in reading, writing, speaking, and listening. Drawing upon students' current base of knowledge by challenging them to analyze, anticipate, and predict information and themes found within their reading develops readers who come to understand and relate to what they read.
9. The most effective way to teach writing systematically is as a process: brainstorming, composing, conferring, revising, editing, and polishing for others to read.
10. The teaching of writing should focus on the process of writing as a means toward an end: developing clear, thoughtful, polished pieces of writing.
11. The development of strong, basic language skills (e.g. grammar, punctuation, phonics, vocabulary, and spelling) is an essential part of the language arts program.

12. Skill development is best addressed by a combination of direct instruction and individual instruction within the context of each student's own reading and writing experiences.
13. Speaking and listening skills need to be addressed in all grade levels. Students need opportunities to speak confidently and proficiently in informal and formal settings appropriate to grade level; they need to become adept at listening for ideas and information, tone, and point of view.
14. The effective use of technological resources is an important part of developing students' skills in research and communication.
15. The Language Arts Program and its stated goals must be supported by all staff throughout the District. Regular communication among staff members and administration, as well as District support of appropriate ongoing staff development activities, is essential.

### **Introduction to Journalism Goals:**

The goals of Introduction to Journalism echo those of the Darien Public Schools' Language Arts Program. The course emphasizes the following goals:

- a) To value deadlines and assignments.
- b) To provide a curriculum that appeals to a wide range of learners: the AP English student whose goal is to be Editor-in-Chief of Neirad to the 9<sup>th</sup> grader whose goal is to become a more fluent writer.
- c) To value writing as an individual and collaborative process.
- d) To develop methods of inquiry for interviewing a subject and researching a topic.
- e) To create a community of active and collaborative learners who respect and encourage each other.
- f) To respond to news topics with questions and analysis.
- g) To sharpen writing skills.
- h) To explore the history of journalism.
- i) To value well-written news.
- j) To explore creative options for article topics and presentation of research.

## OVERVIEW

### Quarter One:

The course moves sequentially. During the first quarter, students develop a foundation so that they understand the language and history of journalism enough to talk about what they are reading and writing. Similarly, students begin to develop strategies to research, interview, write and edit for publication. They write regularly for the class, sharing their work as a means of getting comfortable with their own voices and ideas. Included as part of this writing is a personality profile. Students create and develop this assignment from its inception--practicing their interviewing, brainstorming, writing, editing and revising skills. All steps of the assignment must be completed.

### Quarter Two:

Second quarter, students focus on specific events in journalism: Watergate and a current event\*. They collaboratively build an understanding of these events, particularly from a journalistic standpoint. Students continue to practice writing informally and learn more advanced writing skills. They also begin to fine-tune their writing skills and put them to work by writing an editorial and two feature articles.

\* The current event is chosen for its timeliness, proximity, prominence and consequence. Therefore, the topic varies each semester.

### Units Available for Study:

Unit 1: History of the United States Media & Editing Symbols

Unit 2: Ethics and Responsibilities of Journalists & Appositives

Unit 3: Censorship & Verbals

Unit 4: Gathering News & Adjective Clauses

Unit 5: Effective Leads & Writing an Article

Unit 6: The Personality Profile

Unit 7: Feature Article

Unit 8: Watergate

Unit 9: Feature Article Political

Unit 10: Current Event/Final Project

## ESSENTIAL QUESTIONS

Quarter One:

### Theory

What is the history of journalism in the United States?  
How does freedom of the press affect our lives today?  
What are the responsibilities of a journalist? How have journalists abused their power?  
What are the ethics of journalism?  
Is censorship required in a school newspaper?  
How do we collect and process news? And determine reliable sources?

### Practice

What is the inverted pyramid?  
How do you write an effective lead?  
How do we differentiate between a fact and an opinion?  
How is an interview planned, conducted and transcribed?  
What is a verbal, appositive, adjective clause?  
What are the editing symbols used in journalism?  
What makes an interesting article?  
From where does the reporter find his/her ideas?

Quarter Two:

### Theory

How did the work of Woodward and Bernstein affect the field of journalism and history? Did they adhere to the ethics of journalism? Does this matter?  
How is a particular current event\* affecting us today? How is it reported? Is our view of it objective? Why or why not? What is the history leading up to this event?

### Practice

How do you research, interview for, write and edit a feature article, news article, movie critique, personality profile and editorial?

\* The current event is chosen for its timeliness, proximity, prominence and consequence. Therefore, the topic varies each semester.

## **PROCESS SKILLS**

### **READING**

Students are required to read their textbook, as well as newspaper and magazine articles. Instructor will employ schema theory to ready students for these assignments.

Students will engage in the following reading activities for skill development:

- Read texts carefully and the ideas and issues in articles act as launching points for discussion
- Read textbook chapters for information
- Read newspaper and magazine articles of varying complexities
- Interpret and analyze content
- Notice form, shape, and style of writing
- Make connections between texts, noticing similarities and differences in writing style and voice
- Appreciate and notice the use of language precision and, when appropriate, humor of reporters
- Demonstrate understanding of assigned chapters in the textbook
- Reflect on issues and ideas, which are important to the student in his or her “On My Mind”.

### **WRITING**

The writing process is appropriately scaffold for students. They learn to compose more complex sentences, focused paragraphs and thorough articles.

Students will engage in the following writing activities for skill development

- Keep a journal called “On My Mind” in which they reflect on issues important to them. Compose varied sentences, focused paragraphs, and thorough articles
- React thoughtfully to the writing of their classmates
- Write an art or movie review to gain skills in critical writing

## **ORAL LANGUAGE, VISUAL, AUDITORY, RESEARCH, AND OTHER SKILLS**

Students will engage in the following activities for skill development:

- Read aloud their writing to their classmates
- Engage in collaborative research on a current event topic and present it to the class
- Listen to the writing and ideas of their classmates and to react thoughtfully to these ideas.
- View films, posters and websites to research topics.
- Process the material they read in their textbooks and learn from the writing exercises we do in class and demonstrate their understanding in quizzes.

- Complete a number of reading, studying, researching and writing assignments independently.
- Invent a topic to research for four assignments.
- Design their research and interviews.

## **LEARNING RESOURCES AND TECHNOLOGY**

Students depend a great deal on technology. They must become very comfortable with using the computer to compose and research. They also utilize the expertise of the community, interviewing members of the faculty, student body and staff for information related to their research. Additionally, they borrow audio recorders from the audiovisual room to tape interviews. Some students also use *Neirad's* digital camera to take photos related to their article before submitting to the school paper.

## **STUDENT PERFORMANCE SUMMARY**

Quarter One:

During the first quarter students will be required to:

- Read three chapters in their textbook, take notes on these chapters and take a quiz on these chapters.
- Write four “On My Mind” papers. This is a journal in which students informally explore topics that interest them as a way of generating article ideas for the class. This assignment also allows for individual students to practice and become comfortable with their writing. Students must read these assignments aloud.
- Complete handouts on verbals, appositives and adjective clauses and then demonstrate understanding of these in their writing assignments and on a quiz.
- Write a personality profile. This includes interviewing, transcribing, writing, editing and rewriting. Students must present this assignment to the class.
- Demonstrate knowledge of basic editing symbols.

Quarter Two:

During the second quarter students will be required to:

- Write four “On My Mind” papers. This is a journal in which students informally explore topics that interest them as a way of generating article ideas for the class. This assignment also allows for individual students to practice and become comfortable with their writing. Students must read these assignments aloud.
- Write a feature article. This includes researching, interviewing, transcribing, writing, editing and rewriting. Students must present this assignment to the class.
- Write a feature article with a political or historical slant. This includes researching, interviewing, transcribing, writing, editing and rewriting. Students must present this assignment to the class.
- Working in a group, research a current event, present findings to the class, and write an editorial on the topic.

### **GRADING GUIDELINES**

	<b><u>Expectations of Students</u></b>	<b><u>% of Report Card Grade</u></b>
Worksheets	(100% of all assignments completed)	15%
Articles	(Students must show evidence of completing the entire writing process for each article)	40%
Quizzes	(Ex. All quizzes taken/made up)	15%
On My Mind	(All but one journal shared)	20%
Final Project	(All aspects completed)	10%

There is no midterm for this class. Students present final projects during this allotted time.

Class participation is part of each assignment grade when applicable and noted.

## SECTION II – Units of Study

### SUMMARY OF UNITS

<u>Unit Title</u>	<u>Duration (Weeks)</u>
<u>Quarter One</u>	
Unit 1: History of the United States Media & Editing Symbols	1
Unit 2: Ethics and Responsibilities of Journalists & Appositives	1
Unit 3: Censorship & Verbals	1
Unit 4: Gathering News & Adjective Clauses	1
Unit 5: Effective Leads & Writing an Article	2
Unit 6: The Personality Profile	2
<u>Quarter Two</u>	
Unit 7: Feature Article	2
Unit 8: Watergate	2
Unit 9: Feature Article Political	2
Unit 10: Current Event/Final Project	2

## **UNIT 1 HISTORY OF THE UNITED STATES MEDIA & EDITING SYMBOLS**

### **ESSENTIAL QUESTIONS**

- What is the history of journalism in the United States?
- How does freedom of the press affect our lives today?
- What are the editing symbols used in journalism?

### **CONTENT KNOWLEDGE OBJECTIVES**

Students will gain knowledge and initial understanding by:

- Demonstrating an understanding of how the printed press in America developed, how the American concept of freedom of the press came into being, the development and impact of radio and television, how the Internet became a tool for gathering and disseminating information, and some of the issues facing journalism at the beginning of the 21<sup>st</sup> century
- Recognizing basic editing symbols and using these symbols to edit their own writing when working on drafts.

Students will gain and develop interpretations by:

- Viewing, reading and listening to various news sources (public television, the evening news, *The Daily Show*, *The New York Times*, *Newsweek*) on a similar topic and comparing the ways in which the topic is covered.
- Processing the information and noticing the ways they are affected by the different forms of coverage.

Students will be able to make connections, synthesize and extrapolate by:

- Exploring the implications of freedom of the press
- Looking at the positive (uncovering news) and negative (manipulating the reader)
- Examining what they read and watch on television and decide what is positive and what is negative.

Students will be able to evaluate, judge, order, and take a critical stance by:

- Exploring the effects the different coverage had on them, what was and wasn't palatable and understandable.

## **VOCABULARY**

partisan press  
penny press  
wire service  
yellow journalism  
muckraking  
shock jock  
global village  
the Zenger trial  
Public Occurrences  
Nellie Bly  
William Randolph Hearst  
Joseph Pulitzer  
sensationalism  
inverted-pyramid

## **ACTIVITIES**

In this unit students will

- Read and discuss chapter 1 of textbook
- On one topic, read an article from *Newsweek*, an article from *The New York Times*, listen to a segment of the nightly news, *The Daily Show* and NPR.
- Assess these sources.
- Write about the effects the above coverage has on them.
- Edit the above writing piece using editing symbols

## **PERFORMANCE ASSESSMENT**

Reading Quizzes  
Homework  
Class Participation  
Writing Exercises

## **CAREER AWARENESS**

Students who complete and excel in this unit have a vast array of possible career options, including journalism, any career that involves analysis, synthesis of ideas, research, and various kinds of writing.

## **INTEGRATED TECHNOLOGY**

In this unit, students will use the following technology as a means to enhance learning:

**Computer / Writing Labs** will be used to allow students to write journal responses, draft and revise analytical essays, and research text and background information on the Internet

**The Technology Lab** may be used to allow students to view the video resources and respond on computer immediately after viewing parts of the film.

**The Learning Connections Center** may be used for individual and group teacher/student conference, small student group meetings.

### **CORE TEXT FOR STUDENTS**

*Journalism Today*, 6<sup>th</sup> Edition, National Textbook Company

### **ADDITIONAL TEXTS/ RESOURCES FOR USE BY STUDENTS**

Handouts developed by instructor

### **MATERIALS AND SUPPLIES**

textbook, handouts, computers, *The New York Times*, clips from television and radio, *Newsweek*

## UNIT II: ETHICS AND RESPONSIBILITIES OF JOURNALISTS & WRITING WITH APPOSITIVES

- What are the responsibilities of a journalist?
- How have journalists abused their power?
- What are the ethics of journalism?
- How do we use appositives in our writing?

### CONTENT KNOWLEDGE OBJECTIVES

Students will gain knowledge and initial understanding by:

- Learning about the functions the media must fulfill in modern society, the criteria to evaluate the performance of various media, the ethical principals of journalism, major criticisms of the press, understand libel laws and what defenses journalists have.
- Recognizing noun-phrase appositives in published writing and to using them in their own writing.

Students will gain and develop interpretation by:

- Reading and discussing several articles about *The New York Times*' Rick Bragg, a Pulitzer prize-winning correspondent who was let go for plagiarism and Jayson Blair, a young reporter whose plagiarism scandal prompted a reorganization of the *New York Times*. Additionally, students will read articles covered by Jayson Blair and an article about Senator Joseph Biden who plagiarized a speech for the 1988 presidential race.

Students will be able to make connections, synthesize and extrapolate by:

Exploring the causes of plagiarism, how and when it happens in the high school and how to prevent it both at the high school level (in the classroom and school newspaper) and in the commercial media.

Students will be able to take a critical stance by:

- Experimenting with plagiarism in order to recognize it.
- Researching a topic and writing a one-page article on it plagiarizing and then one where they don't plagiarize.
- Noting the difference between the articles and the implications of plagiarizing.

## VOCABULARY

ethics  
composite characters  
credibility  
libel  
prior restraint  
objectivity  
right of reply  
plagiarism  
slander  
privileged statements  
sentry  
fair comment

## ACTIVITIES

Students will engage in the following activities:

- Complete appositive handouts.
- Read and discuss pages 26-44 of chapter 2 of textbook
- Read an article from *Rueters* on Jayson Blair, Rick Bragg and Joseph Biden. Read articles “written” by Jayson Blair.
- Research a new topic. Write a one-page article consciously plagiarizing. Then write an original article on this topic, using appositives.
- Edit the original piece using editing symbols.

## PERFORMANCE ASSESSMENT

Reading Quizzes  
Homework  
Class Participation  
Writing Exercises

## CAREER AWARENESS

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Students who complete and excel in this unit have a vast array of possible career options, including journalism, any career that involves analysis, synthesis of ideas, research, and various kinds of writing.

## INTEGRATED TECHNOLOGY

In this unit, students will use the following technology as a means to enhance learning:

**Computer / Writing Labs** will be used to allow students to write journal responses, draft and revise analytical essays, and research text and background information on the Internet

**The Technology Lab** may be used to allow students to view the video resources and respond on computer immediately after viewing parts of the film.

**The Learning Connections Center** may be used for individual and group teacher/student conference, small student group meetings.

### **CORE TEXT FOR STUDENTS**

*Journalism Today*, 6<sup>th</sup> Edition, National Textbook Company

### **ADDITIONAL TEXTS/ RESOURCES FOR USE BY STUDENTS**

Handouts developed by instructor

### **MATERIALS AND SUPPLIES**

Textbook, handouts, computers, *The New York Times*

## **UNIT III: CENSORSHIP & WRITING WITH VERBALS**

### **ESSENTIAL QUESTIONS**

- Is censorship required in a school newspaper?
- How do we use verbals in our writing?

### **CONTENT KNOWLEDGE OBJECTIVES**

Students will gain knowledge and initial understanding by:

- Discussing pages 44-48 of chapter 2 in their textbook, students will understand the limits on scholastic journalism, the Tinker Decision, and the Hazelwood Decision.

Students will develop an interpretation by:

- Reading articles both pro and con on student press censorship
- Taking a stand on the issue.

Students will make connections by:

- Exploring the implications of freedom of the press in the school, looking at past incidents where this was abused. They will brainstorm situations that could occur if there was no censorship in school publications.
- Brainstorming problems that can occur with too much censorship.

Students will take a critical stance by:

- Deciding a process for keeping *Neirad* ethical.

### **VOCABULARY**

The Hazelwood Decision  
The Tinker Decision

## **ACTIVITIES**

- Complete verbal assignments.
- Read and discuss pages 44-48 of chapter 2 of textbook
- On one topic, read articles both pro and con student publication censorship.
- Write about the effects of student censorship, using verbals in this writing.
- Edit the above writing piece using editing symbols
- Make a list of ethical by-laws for *Neirad*.

## **PERFORMANCE ASSESSMENT**

Reading Quizzes  
Homework  
Class Participation  
Writing Exercises

## **CORE TEXT FOR STUDENTS**

*Journalism Today*, 6<sup>th</sup> Edition, National Textbook Company

## **ADDITIONAL TEXTS/ RESOURCES FOR USE BY STUDENTS**

Handouts developed by instructor

## **MATERIALS AND SUPPLIES**

textbook, handouts, computers, *The New York Times*.

## **UNIT IV: GATHERING NEWS & WRITING WITH ADJECTIVE CLAUSES**

- How do you read a newspaper?
- What news sources are available online?
- What news sources are available on television?
- What news sources are available on the radio?
- How do we use adjective clauses in our writing?

### **CONTENT KNOWLEDGE OBJECTIVES**

Students will gain knowledge and initial understanding by:

- Exploring all the sections of the *New York Times*
- Sharing their resources with the class.

Students will gain knowledge in developing an interpretation by:

- Choosing two news sources that they are interested in becoming familiar with.
- Scanning these sources, paying close attention to one article or clip
- Sharing what they notice with the class.

Students will make connections by:

- Talking with family members and informally interviewing them, finding out what news sources they favor and why.
- Typing up this information and then sharing it with the class. The idea is for students to be exposed to various resources.

Students will gain skill in taking a critical stance by:

- Deciding how they would like to keep up with the news, local and world.

### **VOCABULARY**

feature story  
editorial  
hard news  
column

## ACTIVITIES

- Complete adjective clause assignments.
- Read and discuss *New York Times*.
- Research two new news sources.
- Interview family members.
- Present information regarding family members to the class.
- Write a process piece in which student reflects on unit, using adjective clauses, and recognizes how they want to sort through the news.

## PERFORMANCE ASSESSMENT

Homework  
Class Participation  
Writing Exercises

## CAREER AWARENESS

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Students who complete and excel in this unit have a vast array of possible career options, including journalism, any career that involves analysis, synthesis of ideas, research, and various kinds of writing. Students also will be proficient in preparing and giving presentations as well as reviewing text and film in a discussion or written format.

## INTEGRATED TECHNOLOGY

In this unit, students will use the following technology as a means to enhance learning:

**Computer / Writing Labs** will be used to allow students to write journal responses, draft and revise analytical essays, and research text and background information on the Internet

**The Technology Lab** may be used to allow students to view the video resources and respond on computer immediately after viewing parts of the film.

**The Learning Connections Center** may be used for individual and group teacher/student conference, small student group meetings for project work, display area

**CORE TEXT FOR STUDENTS**

*Journalism Today*, 6<sup>th</sup> Edition, National Textbook Company

**ADDITIONAL TEXTS/ RESOURCES FOR USE BY STUDENTS**

Handouts developed by instructor

**MATERIALS AND SUPPLIES**

textbook, handouts, computers, *The New York Times*.

## **UNIT V: EFFECTIVE LEADS AND WRITING AN ARTICLE**

### **ESSENTIAL QUESTIONS**

- How do we write leads? What are they?
- What are the differences among the scenic, storytelling, punch, opposite, blind and summary leads?
- What are the elements of news and how does this affect the leads we write?
- After we gather the facts, how do we compose an article?

### **CONTENT KNOWLEDGE OBJECTIVES**

Students will gain knowledge and initial understanding by:

- Examining different types of leads as well as the elements of news.

Students will gain skills in developing an interpretation by:

- Reading articles from various sources
- Locating the leads
- Identifying both the news elements and lead type.

Students will gain skills in making connections, synthesizing and extrapolating by:

- Sorting through various types of information and creating possible leads
- Differentiating between facts and opinions.

Students will gain skills in taking a critical stance by:

- Writing a practice article.

### **VOCABULARY**

scenic lead  
storytelling lead  
punch lead  
opposite lead  
blind lead  
summary lead

proximity  
prominence  
consequence  
conflict  
human interest  
timeliness

## ACTIVITIES

- Complete fact and opinion handout.
- Identify leads in actual published articles.
- Practice writing different leads.
- Write a practice article with given facts. This article must contain at least one underlined verbal, appositive and adjective clause.
- Students will edit their peer's first draft using editing symbols.

## PERFORMANCE ASSESSMENT

Homework  
Class Participation  
Writing Exercises

## CAREER AWARENESS

Students who complete and excel in this unit have a vast array of possible career options, including journalism, any career that involves analysis, synthesis of ideas, research, and various kinds of writing. .

### INTEGRATED TECHNOLOGY

In this unit, students will use the following technology as a means to enhance learning:

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**The Learning Connections Center** may be used for individual and group teacher/student conference, small student group meetings.

## CORE TEXT FOR STUDENTS

*Journalism Today*, 6<sup>th</sup> Edition, National Textbook Company

## **ADDITIONAL TEXTS/ RESOURCES FOR USE BY STUDENTS**

Handouts developed by instructor

## **MATERIALS AND SUPPLIES**

textbook, handouts, computers, *The New York Times*.

## **UNIT VI: THE PERSONALITY PROFILE**

### **ESSENTIAL QUESTIONS**

- How do we choose a person to write about?
- How do we prepare interview questions?
- What do we need to bring to the interview?
- How do we transcribe an interview tape?
- How do we write a personality profile?

### **CONTENT KNOWLEDGE OBJECTIVES**

Students will gain knowledge and initial understanding by:

- Reading sample personality profiles written by previous students.

Students will gain skills in developing an interpretation by:

- Demonstrating interpretation through the process of writing a personality profile and brainstorming possible subjects.

Students will gain skills in making connections and synthesizing by:

- Preparing for an interview
- Creating appropriate questions in an appropriate sequence
- Transcribing the interview
- Compose the article
- Peer editing

Students will gain skill in taking a critical stance by:

- Sharing their articles with the class and talking about the process.

### **VOCABULARY**

transcribe  
personality profile

## ACTIVITIES

- Read personality profiles.
- Brainstorm subjects, questions, and sequencing of questions.
- Transcribe interviews.
- Write articles.
- Peer edit articles.
- Rewrite articles.
- Share final pieces.

## PERFORMANCE ASSESSMENT

Homework  
Class Participation and preparation  
Writing Exercises  
Completing the process of the personality profile

## CAREER AWARENESS

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Students who complete and excel in this unit have a vast array of possible career options, including journalism, any career that involves analysis, synthesis of ideas, research, and various kinds of writing.

## INTEGRATED TECHNOLOGY

In this unit, students will use the following technology as a means to enhance learning:

**Computer / Writing Labs** will be used to allow students to write journal responses, draft and revise analytical essays, and research text and background information on the Internet

**The Technology Lab** may be used to allow students to view the video resources and respond on computer immediately after viewing parts of the film.

**The Learning Connections Center** may be used for individual and group teacher/student conference, small student group meetings.

## CORE TEXT FOR STUDENTS

*Journalism Today*, 6<sup>th</sup> Edition, National Textbook Company

## **ADDITIONAL TEXTS/ RESOURCES FOR USE BY STUDENTS**

Handouts developed by instructor

## **MATERIALS AND SUPPLIES**

textbook, handouts, computers, *The New York Times*.

## **UNIT VII: THE FEATURE ARTICLE**

### **ESSENTIAL QUESTIONS**

- How do we choose a topic?
- How do we research a topic?
- When is an interview needed?
- How do we write a feature article?

### **CONTENT KNOWLEDGE OBJECTIVES**

Students will gain knowledge and initial understanding by:

- Reading sample feature articles written by previous students.

Students will gain skills in interpretation by:

- Using the process of writing a feature article and brainstorming possible topics.

Students will gain skills in synthesis by:

- Researching the topic
- Interviewing appropriate subjects
- Sorting the information
- Composing the article
- Peer editing

Students will gain skill in taking a critical stance by:

- Sharing their articles with the class
- Evaluating the process

### **ACTIVITIES**

- Read feature articles.
- Brainstorm topics.
- Research articles.
- Write articles.
- Peer edit articles.
- Rewrite articles.

- Share final pieces.

## **PERFORMANCE ASSESSMENT**

Homework  
Class Participation and preparation  
Writing Exercises  
Completing the process of the feature article

## **CAREER AWARENESS**

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Students who complete and excel in this unit have a vast array of possible career options, including journalism, any career that involves analysis, synthesis of ideas, research, and various kinds of writing. Students also will be proficient in preparing and giving presentations as well as reviewing text and film in a discussion or written format.

## **INTEGRATED TECHNOLOGY**

In this unit, students will use the following technology as a means to enhance learning:

**Computer / Writing Labs** will be used to allow students to write journal responses, draft and revise analytical essays, and research text and background information on the Internet

**The Technology Lab** may be used to allow students to view the video resources and respond on computer immediately after viewing parts of the film.

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## **CORE TEXT FOR STUDENTS**

*Journalism Today*, 6<sup>th</sup> Edition, National Textbook Company

## **ADDITIONAL TEXTS/ RESOURCES FOR USE BY STUDENTS**

Handouts developed by instructor

## **MATERIALS AND SUPPLIES**

textbook, handouts, computers, *The New York Times*.

## **UNIT VIII: WATERGATE**

### **ESSENTIAL QUESTIONS**

- What was Watergate?
- Who were the key persons involved?
- How were Woodward and Bernstein involved?
- How did the work of Woodward and Bernstein affect the field of journalism and history? Were they ethical? Does this matter?

### **CONTENT KNOWLEDGE OBJECTIVES**

Students will gain knowledge and initial understanding by:

- Researching Watergate in the library and on the Internet.

Students will gain skills in interpretation by:

- Sharing information with one another
- Developing an understanding of this part of history (Class watches *All The President's Men* and discusses it.

Students will gain knowledge in making connections by:

- Looking at the work of Woodward and Bernstein through a journalistic lens.

Students will gain knowledge in taking a critical stance by:

- Debating the ethics of Woodward and Bernstein and the implications of their actions.

### **VOCABULARY**

Watergate  
Deep Throat  
Richard Nixon  
Pentagon Papers

Democratic National Committee  
John Mitchell  
Washington Post  
G. Gordon Liddy  
James W. McCord  
H.R. Haldeman  
John Ehrlichman  
Saturday Night Massacre  
Bob Woodward  
Carl Bernstein  
Ben Bradlee

## ACTIVITIES

- Research Watergate.
- Watch *All The President's Men*.
- Discuss film in light of ethics involved.

## PERFORMANCE ASSESSMENT

Homework  
Class Participation and preparation  
Writing Exercises  
Interactive quiz on Watergate from [washingtonpost.com](http://washingtonpost.com)

## CAREER AWARENESS

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Students who complete and excel in this unit have a vast array of possible career options, including journalism, any career that involves analysis, synthesis of ideas, research, and various kinds of writing. Students also will be proficient in preparing and giving presentations as well as reviewing text and film in a discussion or written format.

## INTEGRATED TECHNOLOGY

In this unit, students will use the following technology as a means to enhance learning:

**Computer / Writing Labs** will be used to allow students to write journal responses, draft and revise analytical essays, and research text and background information on the Internet

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### **CORE TEXT FOR STUDENTS**

*Journalism Today*, 6<sup>th</sup> Edition, National Textbook Company

### **ADDITIONAL TEXTS/ RESOURCES FOR USE BY STUDENTS**

Handouts developed by instructor

### **MATERIALS AND SUPPLIES**

textbook, handouts, computers, *The New York Times*, [washingtonpost.com](http://washingtonpost.com)

## **UNIT IX: THE FEATURE ARTICLE: POLITICAL**

- How do we choose a political topic?
- How do we research a political topic?
- When is an interview needed/possible?
- How do we write a feature article?

### **CONTENT KNOWLEDGE OBJECTIVES**

Students gain skills in initial understanding by:

- Reading sample political feature articles written by professionals.

Students gain skills in interpretation by:

- Writing a political feature article
- Brainstorming possible topics.

Students gain skills in making connections by:

- Researching the topic
- Interviewing subjects.
- Sorting the information
- Composing the article
- Peer editing

Students gain skills in synthesizing by:

- Sharing their articles with the class
- Describing and evaluating the process.

### **ACTIVITIES**

- Read political feature articles.
- Brainstorm topics.
- Research articles.

- Write articles.
- Peer edit articles.
- Rewrite articles.
- Share final pieces.

## **PERFORMANCE ASSESSMENT**

Homework  
 Class Participation and preparation  
 Writing Exercises  
 Completing the process of the feature article

## **CAREER AWARENESS**

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Students who complete and excel in this unit have a vast array of possible career options, including journalism, any career that involves analysis, synthesis of ideas, research, and various kinds of writing. Students also will prepare and give presentations.

## **INTEGRATED TECHNOLOGY**

In this unit, students will use the following technology as a means to enhance learning:

**Computer / Writing Labs** will be used to allow students to write journal responses, draft and revise analytical essays, and research text and background information on the Internet

**The Technology Lab** may be used to allow students to view the video resources and respond on computer immediately after viewing parts of the film.

**The Learning Connections Center** may be used for individual and group teacher/student conference, small student group meetings for project work.

## **CORE TEXT FOR STUDENTS**

*Journalism Today*, 6<sup>th</sup> Edition, National Textbook Company

## **ADDITIONAL TEXTS/ RESOURCES FOR USE BY STUDENTS**

Handouts developed by instructor

## **MATERIALS AND SUPPLIES**

textbook, handouts, computers, *The New York Times*.

## **UNIT X: CURRENT EVENT/FINAL PROJECT**

The current event is chosen for its timeliness, proximity, prominence and consequence. Therefore, topics vary each semester. Past topics have included: the war in Iraq and the Palestinian/Israeli conflict.

### **ESSENTIAL QUESTIONS:**

- How is this particular current event affecting us today? How is it reported? Is our view of it objective? Why or why not? What is the history leading up to this event?

### **CONTENT KNOWLEDGE OBJECTIVES**

Students will gain knowledge and initial understanding by:

- Representing one side or aspect of the topic in pairs or groups.

Students will gain skills in developing an interpretation by:

- Researching their topic
- Assuming different roles
- Constructing knowledge

Students will gain skills in making connections by:

- Presenting their findings to the class.
- Examining how this topic affects our lives.

Students gain skills in taking a critical stance by:

- Analyzing the exposure we are getting to this topic. Is it one-sided? Is it objective? Are our views consequently slanted?
- Writing an editorial or column about the topic.

### **VOCABULARY**

Depends on the topic

## ACTIVITIES

- Groups research topics.
- Groups prepare handouts and posters to present their findings.
- Groups present to the class.
- Audience (the rest of the class) interacts with the presenters.
- Groups write an editorial or column about this topic.

## PERFORMANCE ASSESSMENT

Homework  
Class Participation and preparation  
Writing Exercises  
Entire process of project is completed

## CAREER AWARENESS

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Students who complete and excel in this unit have a vast array of possible career options, including journalism, any career that involves analysis, synthesis of ideas, research, and various kinds of writing. Students also will be proficient in preparing and giving presentations.

## INTEGRATED TECHNOLOGY

In this unit, students will use the following technology as a means to enhance learning:

**Computer / Writing Labs** will be used to allow students to write journal responses, draft and revise analytical essays, and research text and background information on the Internet

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**The Learning Connections Center** may be used for individual and group teacher/student conference, small student group meetings for project work.

## CORE TEXT FOR STUDENTS

*Journalism Today*, 6<sup>th</sup> Edition, National Textbook Company

## **ADDITIONAL TEXTS/ RESOURCES FOR USE BY STUDENTS**

Handouts developed by instructor

## **MATERIALS AND SUPPLIES**

textbook, handouts, computers, *The New York Times*.

## **SECTION III - Goals and Standards**

### **RELATED GOALS and STANDARDS**

#### **Darien Public Schools' K-12 Curricular Language Arts Goals**

The overarching goal of the Darien Public Schools' Language Arts Program is to produce students capable of demonstrating the highest levels of communication proficiency and fluency in reading, writing, speaking, and listening.

#### **Basic Assumptions, Instructional Principles, and Teaching Strategies**

1. Students come to school with different levels of knowledge and skill upon which further learning will be based. While specific language skills are initially taught to all students through direct instruction, students acquire more sophisticated levels of communication through the integration of the four primary language arts components in a variety of interrelated and interdependent activities and experiences.
2. Skillful communication, however, is more than a working knowledge of the primary language arts components. It is the composite of all acquired skills, achieved through the proficient use of the reading, writing, speaking, and listening components.
3. When students are immersed in an atmosphere that supports a love of learning, and engaged in topics that interest them, learning how to communicate skillfully occurs in a natural, integrated way.
4. Language arts learning is enhanced when students are provided with a language-rich environment and given opportunities to communicate in a variety of ways.
5. Language arts instruction must be imbedded in all curriculum areas.
6. Excellent communication models for students are essential for continued growth at all grade levels. Models of appropriate student and professional

- writing and speaking provide examples for students to emulate; they also set challenging standards for students to meet.
7. A wide variety of high quality literature, both fiction and non-fiction, must be read.
  8. Building upon students' existing knowledge on a topic is a fundamental means of engaging students in reading, writing, speaking, and listening. Drawing upon students' current base of knowledge by challenging them to analyze, anticipate, and predict information and themes found within their reading develops readers who come to understand and relate to what they read.
  9. The most effective way to teach writing systematically is as a process: brainstorming, composing, conferring, revising, editing, and polishing for others to read.
  10. The teaching of writing should focus on the process of writing as a means toward an end: developing clear, thoughtful, polished pieces of writing.
  11. The development of strong, basic language skills (e.g. grammar, punctuation, phonics, vocabulary, and spelling) is an essential part of the language arts program. Skill development is best addressed by a combination of direction instruction and individual instruction within the context of each student's own reading and writing experiences.
  12. Speaking and listening skills need to be addressed in all grade levels. Students need opportunities to speak confidently and proficiently in informal and formal settings appropriate to grade level; they need to become adept at listening for ideas and information, tone and point of view.
  13. The effective use of technological resources is an important part of developing students' skills in research and communication.
  14. The Language Arts Program and its stated goals must be supported by all staff throughout the District. Regular communication among staff members and administration, as well as District support of appropriate ongoing staff development activities, is essential.

### **The Connecticut Framework: K-12 Curricular Goals and Standards**

1. Reading and Responding. Students will read and respond in individual, literal, critical, and evaluative ways to literary, informational, and persuasive texts.
2. Producing Texts. Students will produce written, oral, and visual texts to express, develop, and substantiate ideas and experiences.
3. Applying English Language Conventions. Students will apply the conventions of standard English in oral and written communication
4. Exploring and Responding to Texts. Students will use the language arts to explore and respond to classical and contemporary texts from many cultures and literary periods.

### **National Standards for the English Language Arts (sponsored by NCTE and IRA):**

1. Students read a wide range of print and non-print texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.
2. Students read a wide range of literature from many periods in many genres to build an understanding of the many dimensions (e.g., philosophical, ethical, aesthetic) of human experience.
3. Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).
4. Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.
5. Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.
6. Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and non-print texts.
7. Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources (e.g., print and non-print texts, artifacts, people) to communicate their discoveries in ways that suit their purpose and audience.
8. Students use a variety of technological and information resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge.
9. Students view film as a genre that makes literature visual and they explore the connections and contrasts between written and visual texts.
10. Students participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities.

## SECTION IV – Learning Resources

### **Guest Speakers**

Each semester the class has at least one guest speaker visit to talk about the work he or she does in the field of journalism.

### **Field Trip**

Each semester the class tours *The Stamford Advocate*.

### **Core Texts**

*The Associated Press Style Book and Libel Manual*  
*Journalism Today*: ed. Ferguson, Patten, Wilson  
*Writing for the Media*: Pesman

## Websites

[http://www.miami.com/mld/miamiherald/living/columnists/dave\\_barry/](http://www.miami.com/mld/miamiherald/living/columnists/dave_barry/)

<http://nytimes.com/>

<http://imdb.com/>

<http://us.cnn.com/2003/US/Northeast/06/05/nytimes.resigns/>

<http://www.theage.com.au/articles/2003/06/06/1054700365953.html>

<http://highschooljournalism.org/teachers//tipsstoryideashsinstitute.htm.npr.org>

<http://www.teachwithmovies.org/guides/all-the-presidents-men.html>

## Periodicals

*The New York Times*

*Newsweek*

*The Economist*

*The Wall Street Journal*

*The Stamford Advocate*

*The Washington Post*

*The Miami Herald*