

Curriculum Outline



Campbell High School

Character – Courage – Respect – Responsibility

Course & Level: Journalism

Department: English

Teacher: Various

Grade level: 11 and 12

Description of Course:

This course will focus on the various elements of journalism including style, hard vs. soft news, and the effects of mass media on contemporary issues. Students will be expected to read a variety of periodical literature and to write several newspaper articles, following traditional journalistic guidelines. Students will also be encouraged to participate in publishing the school newspaper. Strong writing skills are necessary. One Semester.

School – Wide Expectations:

Academic:

1. Read, write and speak effectively
2. Exhibit critical thinking and problem solving skills
3. Use resources to obtain information and facilitate learning

Civic/Social:

2. Work cooperatively in an atmosphere of mutual respect

The school-wide expectations are incorporated into all courses at Campbell High School. Underlined words in the following text illustrate this alignment between the school-wide expectations and the course curriculum.

Core Competencies and State Standards:

1. Writing — Students will apply the rules of journalistic style (including grammar and mechanics) to complete several formal and informal writing assignments. Assignments include feature and editorial writing, as well as writing strong leads.

- a. **Expressive Writing** Stem W:EW:1:1: In written narratives, organize and relate a story line/plot/series of events; W:EW:2: Demonstrate use of narrative strategies.
- b. **Writing Conventions** Stem W:C:1: In independent writing, demonstrate command of appropriate English conventions.
- c. **Habits of Writing** Stem W:C:1: In independent writing, demonstrate command of appropriate English conventions

2. Theory/Content — Students will demonstrate an understanding of different perspectives and theories of journalism. Along with writing assignments, assessments will include tests, quizzes, class participation, and homework.

- a. **Breadth of Vocabulary** Stem R-11-3: Show breadth of vocabulary knowledge through demonstrating understanding of word meanings and relationships.
- b. **Reading Connection** Stem W:RC:2: In response to literary or informational text read aloud, make and support analytical judgments about text.
- c. **Structures of Language** Stem W:SL:1: Student demonstrate command of the structures of sentences, paragraphs, and text.

Suggested Texts and Media (Software, A/V, etc.):

We utilize a variety of instructional resources beyond the identified textbooks and materials throughout the school year to enhance your student's educational experience. Parents/Guardians are welcome to review the available resources throughout the school year by contacting their student's teacher. Alternative assignments may be available upon request. Please contact the classroom teacher for further details.

1. Texts: *Scholastic Journalism*, 11th edition
2. Films: Outfoxed; All the President's Men; The Insider
3. *The Manchester Union Leader*, *The Nashua Telegraph*, other local and national news publications
4. Other news stories from a variety of sources.

Suggested Instructional Strategies:

1. Textual analysis of news stories
2. Oral reading, discussion, and guided reading questions
3. Daily Oral Language and Worksheets on grammar and punctuation
4. Presentation of written work
5. Publication of school newspaper
6. Cooperative groups and peer editing

Suggested Assessment Strategies:

1. Formative writing assignments
2. Summative writing assignments including news articles written for publication
3. Unit exams
4. Peer editing and individual conferencing

Sample Syllabus