

# **Journalism Curriculum**

**Francis Howell  
School District**



**Board Approved: May 7, 2009**

## **Francis Howell School District Mission Statement**

Francis Howell School District is a learning community where all students reach their full potential.

### **Vision Statement**

Francis Howell School District is an educational leader that builds excellence through a collaborative culture that values students, parents, employees, and the community as partners in learning.

### **Values**

Francis Howell School District is committed to:

- Providing a consistent and comprehensive education that fosters high levels of academic achievement for all
- Operating safe and well-maintained schools
- Promoting parent, community, student, and business involvement in support of the school district
- Ensuring fiscal responsibility
- Developing character and leadership

### **Francis Howell School District Graduate Goals**

Upon completion of their academic study in the Francis Howell School District, students will be able to:

1. Gather, analyze and apply information and ideas.
2. Communicate effectively within and beyond the classroom.
3. Recognize and solve problems.
4. Make decisions and act as responsible members of society.

### **Communication Arts Graduate Goals**

Upon completion of their Communication Arts study in the Francis Howell School District, students will be able to:

1. Speak and write standard English with fluency and facility using proper grammar usage, punctuation, spelling and capitalization.
2. Read a variety of genre with facility, fluency and comprehension and be able to analyze and evaluate what they read.
3. Develop a comprehensive research plan while evaluating resources for their reliability and validity.
4. Compose well-developed pieces of writing, both formally and informally, with clarity and awareness of audience and form.
5. Orally make presentations on issues and ideas.
6. Identify and evaluate relationships between language and cultures.

### **Communication Arts Rationale for Journalism**

One of the goals of Journalism is to introduce the student to the various forms of mass media and the writing styles that accompany those specific types of communication. Students will focus on practicing all communication skills including reading, writing, speaking, listening, viewing, and finding and interpreting information. They will also be expected to combine their knowledge and experience by reflecting, exploring, and generating new ideas to solve problems and make decisions. They will also practice effectively communicating their ideas and experiences to others through speaking, writing, listening, and information gathering.

### **Course Description for Journalism**

The student will explore all aspects of newspaper, magazines, and yearbooks and/or broadcast and emergent media while they write, interview, edit, design and apply media law and ethics.

### **Curriculum Committee**

Aaron Manfull

Francis Howell North

### **High School Department Chairs**

Mary Baker  
Deb Blessman  
Jessica Bulva

Francis Howell North  
Francis Howell  
Francis Howell Central

Secondary Content Leader  
Literacy Coordinator  
Director of Student Learning  
Chief Academic Office  
Superintendent

Nicole Shaffer  
Shelley Willott, NBCT  
Sharon Wall  
Dr. Pam Sloan  
Dr. Renee Schuster

<b>Content Area:</b> Communication Arts	<b>Course:</b> Journalism	<b>Strand:</b> Historical Perspective
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**Learner Objectives:** Students will understand how historical events shaped journalism and its role in our society.

**Concepts:** A: function of the free press B: first amendment rights C: scholastic journalism

Students Should Know	Students Should Be Able to
<ul style="list-style-type: none"> <li>● The United States has a free press. Other countries have restricted access to information in the media.</li> <li>● The free press in the United States was a key component as the colonists broke away from England and developed our own democratic principles.</li> <li>● Several Americans played key roles in the development of the free press including but not limited to Ben Franklin, John Peter Zenger, Horace Greeley, Nellie Bly, Joseph Pulitzer, William Randolph Hearst, Ernie Pyle, and Edward R. Murrow.</li> <li>● Journalism as we know it has evolved over time as new methods of disseminating information became available.</li> <li>● As technologies become available, the way people receive information changes.</li> </ul>	<ul style="list-style-type: none"> <li>● Explain the function of the press in a free society vs. a non-free society.</li> <li>● Explain how having a free press helped develop our new republic and protected our democratic principles.</li> <li>● Evaluate the impact of significant individuals and their roles in the development of the independent press.</li> <li>● Identify and describe significant trends in the development of journalism.</li> <li>● Explain how new technologies have affected how the American public receives information.</li> <li>● Explain various business models of newspapers, how they have evolved over time and what they must do to remain in business.</li> </ul>

## Instructional Support

### Student Essential Vocabulary

- FREE PRESS - a press not restricted or controlled by government censorship regarding politics or ideology
- FIRST AMENDMENT - Amendment to the U.S. Constitution that guarantees freedom of speech and of the press. It also forbids the establishment of a government religion and guarantees the rights to petition for a redress of grievances and peaceably assemble. It is part of the Bill of Rights.
- MEDIA TRENDS - those ideas, actions or plans that tend to take place within a majority of the media during a certain time period
- BUSINESS MODELS - the plan chosen by the publication's business department to ensure that the publication remains solvent

### Sample Learning Activities

#### Learning Activity #1 :

#### 5 Ways Newspaper Botched the Web

1. Students will read the article “5 Ways Newspapers Botched the Web” on the website  
<http://valleywag.gawker.com/5039619/5-ways-the-newspapers-botched-the-web>
2. Students will read the article and create a cause/effect graphic organizer that contains the causes of change in media trends and the effects of those changes. After creating the graphic organizer, students will draw conclusions and write a paragraph explaining where they think newspapers will be in the future based on what they read (see appendix document A1).
3. Students will pair with a partner and discuss what they determined.
4. The teacher will then hold a whole class discussion based on what the students learned.

#### Activity's Alignment

GLE	R1H
CONTENT	CA 3
PROCESS	1.5 comprehend and evaluate written, visual and oral presentations and works 1.6 discover and evaluate patterns and relationships in information, ideas and structures 3.5 reason inductively and deductively
DOK	2
INSTRUCTIONAL STRATEGIES	homework and practice, summarizing and notetaking, nonlinguistic representations

### Sample Assessments

#### Assessment #1:

#### 5 Ways Newspaper Botched the Web

1. The teacher will collect the graphic organizers and summaries that the students created for the activity and will score them according to the attached scoring guide (see appendix document A2).
2. The teacher will provide students with feedback and expect them to make corrections before turning it back in for a grade.

#### Assessment's Alignment

GLE	R1H
CONTENT	CA 3
PROCESS	1.5 comprehend and evaluate written, visual and oral presentations and works 1.6 discover and evaluate patterns and relationships in information, ideas and structures 3.5 reason inductively and deductively
DOK	2
LEVEL OF EXPECTATION	Mastery Level—100%

**Learning Activity #2:****Analyzing Newspaper Business Models**

1. Students will read the online article from Time magazine, <http://www.time.com/time/business/article/0,8599,1877171-1,00.html> . As they read, students will complete the attached questions (see appendix document A3).
2. The class will discuss their responses and predict what they think this will lead to in the future.
3. They will then discuss various business models for newspaper.

**Assessment #2:****Analyzing Newspaper Business Models**

1. Students will be given a business model for a newspaper. Working in a small group, students will be asked to develop a successful business plan for a newspaper (see appendix document A4).
2. The group will present and justify their answers to the class while the teacher will score the attached scoring guide (see appendix document A5).

**Activity's Alignment**

GLE	R1H, R3C
CONTENT	CA 3
PROCESS	1.5 comprehend and evaluate written, visual and oral presentations and works 1.6 discover and evaluate patterns and relationships in information, ideas and structures 2.4 present perceptions and ideas regarding works of the arts, humanities and sciences 3.5 reason inductively and deductively
DOK	2
INSTRUCTIONAL STRATEGIES	cooperative learning, questions, cues and advanced organizers

**Assessment's Alignment**

GLE	R1H, R3C
CONTENT	CA 3
PROCESS	1.5 comprehend and evaluate written, visual and oral presentations and works 1.6 discover and evaluate patterns and relationships in information, ideas and structures 2.4 present perceptions and ideas regarding works of the arts, humanities and sciences 3.5 reason inductively and deductively
DOK	3
LEVEL OF EXPECTATION	Mastery Level—85%

**Teacher Resources****Student Resources**

<ul style="list-style-type: none"> <li>● Associate Press Stylebook</li> <li>● Scholastic Journalism (textbook)</li> <li>● <i>Inside Reporting: A Practical Guide to the Craft of Journalism</i> by Tim Harrower</li> <li>● Films: <i>All the President's Men</i> <i>Shattered Glass</i> <i>Good Night and Good Luck</i> <i>Newsies</i> <i>Absence of Malice</i></li> </ul>	<ul style="list-style-type: none"> <li>● Associate Press Stylebook</li> <li>● <i>Inside Reporting: A Practical Guide to the Craft of Journalism</i> by Tim Harrower</li> </ul>
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<b>Content Area:</b> Communication Arts	<b>Course:</b> Journalism	<b>Strand:</b> Journalistic Writing Process
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**Learner Objectives:** Students will be able to develop and apply an effective research process to gather, analyze and evaluate information for their writing.

**Concepts:** A: writing process B: elements of news C: research plan D: acquire information

Students Should Know	Students Should Be Able to
<ul style="list-style-type: none"> <li>● Journalists follow a writing process each time they approach a new piece.</li> <li>● Journalists meet with colleagues to discuss potential story ideas.</li> <li>● Writing topics for the media should have one or more of the following qualities: timeliness, proximity, conflict, prominence and human interest.</li> <li>● Journalists develop a writing plan when assigned stories. The plan consists of identifying sources, developing questions and conducting background research.</li> <li>● Journalists plan their questions and interviews with great thought, research and in a timely manner in order to include all relevant information and meet their deadlines.</li> </ul>	<ul style="list-style-type: none"> <li>● Follow a writing process to <ul style="list-style-type: none"> <li>--use appropriate prewriting strategies as needed</li> <li>--generate a draft</li> <li>--revise in response to feedback (peer and/or teacher)</li> <li>--edit for conventions</li> <li>--share writing (W1A ENG I; DOK 3, 1.8, 2.1, 2.2)</li> </ul> </li> <li>● Brainstorm story topics both individually and as a group.</li> <li>● Develop an appropriate plan to guide investigation and research of focus questions for stories (IL1A ENG I-IV; 1.1, 1.4, 4.5).</li> <li>● Develop a timely research plan where information will be gathered by deadline.</li> <li>● Determine the best sources to gather information (IL1B ENG I-IV; 1.2, 1.4, 1.7).</li> <li>● Effectively conduct a poll using an appropriate sample audience. (LS1A ENG I-IV; 1.6, 3.5)</li> </ul>



## Instructional Support

### Student Essential Vocabulary

- CONVENTIONS - capitalization, punctuation, spelling, grammar
- PREWRITING - preparing for the writing process
- FEEDBACK - questions, thoughts or ideas provided to a writer after he/she has written a draft of a paper
- SOURCES OF INFORMATION - there are a variety of places to gather information from including individuals, libraries, public records, the internet etc.
- INTERVIEWER - the person who is asking the questions and conducting the interview.
- INTERVIEWEE - the person who is being interviewed.
- POLL - asking a group of population what they think about a particular topic
- SAMPLE AUDIENCE - the group of people sampled in a poll that is representative of the population. Their answers will be representative of the whole.
- EDITING - to prepare for publication or presentation by changing, correcting or adapting.
- ASSOCIATED PRESS - a worldwide news-gathering cooperative owned by its subscribers
- AP STYLEBOOK - a book of standard usage within newspaper text. It includes rules on grammar, punctuation, capitalization and abbreviation. The AP and stylebook is used by most papers.

### Sample Learning Activities

### Sample Assessments

**Learning Activity #1 :**  
**Develop Effective Questions to Use During Interviews**

1. The teacher will introduce the lesson by explaining how reporters need to prepare for interviews. While they do need to be flexible enough to add questions and follow the direction the interview is going, they need to have a solid base of questions so they gather the majority of the information while they are there. They just can't shoot off the hip with questions. To do this, reporters in this class will use the 21 question handout (see appendix document B1).
2. The teacher will explain how to plan for interviews asking students to take notes on key points using a Marzano notetaking strategy. At the end of the lesson, the teacher will give them the handout.
3. The teacher will then explain that questions need to be organized so that like questions are by one another and so that the toughest questions are not the first ones asked. The students will then be placed in small groups to categorize the questions in a way that makes sense to the group. The groups will then share how they categorized the questions. When they are finished, the teacher will go through the questions explaining how he/she sees that they should be categorized. The questions on the worksheet should be grouped together as follows: Q1-5, 6, 7-12, 13-19, 20, & 21.

Activity's Alignment	
GLE	ILA
CONTENT	CA 3
PROCESS	1.1 develop questions and ideas to initiate research 4.5 develop, monitor and revise plans of action to meet deadlines and accomplish goals
DOK	2
INSTRUCTIONAL STRATEGIES	cooperative learning; homework and practice

**Learning Activity #2 :**  
**Determine the Best Sources to Gather Information**

1. Prior to their first story assignment, the teacher will explain the importance of interviewing the proper sources for stories. Too many

**Assessment #1:**  
**Develop Effective Questions to Use During Interviews**

1. Students will develop a set of 21 questions for a story about the biggest news event that happened during one of their relative's lifetime.
2. Students individually create a set of questions and the teacher then collects the questions and assesses them using the attached scoring guide (see appendix document B2). They then pair up in small groups to combine questions to choose the strongest ones.
3. Finally, the group comes together and combines all the individual group questions into one master set. This lets everyone see how the question writing process works.

Assessment's Alignment	
GLE	ILA
CONTENT	CA 3
PROCESS	1.1 develop questions and ideas to initiate research 4.5 develop, monitor and revise plans of action to meet deadlines and accomplish goals
DOK	2
LEVEL OF EXPECTATION	Mastery Level—90%

**Assessment #2:**  
**Determine the Best Sources to Gather Information**

1. Students will be assigned a news story to write. They will need to conduct all prewriting and planning steps in order to complete their task.

times students want to find easy people to interview, such as their friends or teachers they have in class. However, these aren't always the best sources to gather information from. The teacher will discuss what makes a strong source for a story. The teacher will explain the difference between a primary and a secondary source. Primary sources are generally regarded as the experts who give reporters the most information. Secondary sources are more like the "supporting cast" where reporters get reaction, evaluation and analysis.

2. Students will then be given a half-sheet with three story topics and the sources that the reporter was planning on using for each. Students will be placed in small groups in order to discuss whether the reporter made the best choices or not. They will then report out in full group, justifying their answers to the class.
3. The teacher will then give students a series of stories and have them write down who they think would be good primary sources and who would be good secondary sources. Topics for stories could include:
  - a. Student Council plans the homecoming dance
  - b. Lunch prices in the cafeteria go up
  - c. The volleyball team wins a big tournament
  - d. The band gets a new director
  - e. The 5<sup>th</sup> hour biology class dissects a chicken wing
  - f. The national honor society cleans up the campus
4. Students will individually write down who they think the best sources for those stories would be and explain why they drew that conclusion. They will then share what their reasoning with a partner. The teacher will then ask each pair to present their findings so the whole group can analyze and discuss.

2. Students will complete the entire writing process with the story.
3. The teacher will assess the story with a focus on the sources used (see appendix document B3).

Activity's Alignment	
GLE	ILB
CONTENT	CA 3
PROCESS	1.2 conduct research to answer questions and evaluate information and ideas 1.7 evaluate the accuracy of information and reliability of its sources
DOK	2
INSTRUCTIONAL STRATEGIES	cooperative learning; cues, questions and advanced organizers

Assessment's Alignment	
GLE	ILB
CONTENT	CA 3
PROCESS	1.2 conduct research to answer questions and evaluate information and ideas 1.7 evaluate the accuracy of information and reliability of its sources
DOK	3
LEVEL OF EXPECTATION	Mastery Level—90%

Teacher Resources	Student Resources
<ul style="list-style-type: none"> <li>● <i>Scholastic Journalism</i> (textbook)</li> <li>● 21 Question Handout</li> <li>● <i>Inside Reporting: A Practical Guide to the Craft of Journalism</i> by Tim Harrower</li> <li>● <i>The Book of Questions</i> by Gregory Stock</li> <li>● <i>Creative Interviewing: The Writer's Guide to Gathering Information by Asking Questions</i> by Ken Metzler</li> <li>● <a href="http://www.poynter.org">www.poynter.org</a></li> <li>● <i>The Radical Write</i> by Bobby Hawthorne</li> <li>● <i>High School Journalism</i> by H.L. Hall</li> <li>● <i>Writing Tools: 50 Essential Strategies for Every Writer</i> by Roy Peter Clark</li> <li>● <i>A Novel Approach to Copywriting</i> by H.L Hall &amp; Marvin Puntney</li> <li>● <i>Journalism: Writing for Publication</i> by Sheryl Hinman &amp; Tom Winski</li> <li>● <i>Coaching Writers: Editors and Reporters Working Together Across Media Platforms</i> by Roy Peter Clark and Don Fry</li> </ul>	<ul style="list-style-type: none"> <li>● 21 Question Handout</li> <li>● <i>Inside Reporting: A Practical Guide to the Craft of Journalism</i> by Tim Harrower</li> </ul>

<b>Content Area:</b> Communication Arts	<b>Course:</b> Journalism	<b>Strand:</b> Journalistic Writing Process
<p><b>Learner Objectives:</b> The student will acquire and record information effectively during the writing process.</p>		

**Concepts:** A: acquire information B: record information C: reliability/credibility D: interviewing E: information Gathering F: Listening

<b>Students Should Know</b>	<b>Students Should Be Able to</b>
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- Journalists need to have multiple sources of information to tell the complete story in a balanced and fair way.
- Journalists discriminate between important and non-essential information obtained during the information gathering stage.
- Some sources of information are more credible than others.
- Just because someone says something, doesn't mean it's true. Journalists need to check all information for accuracy.
- Information is cited in a specific way in stories.
- Interviewing is the most crucial part of information gathering for stories and other text features.
- There are skills to help one conduct an effective interview.
- Journalists should be able to discriminate between important and unimportant information during the interviewing process.
- Journalists should be able to evaluate what the person they are interviewing is saying and make determinations about what they are saying in terms of validity and reliability.
- There are non-verbal clues given during interviews to assist in the information gathering process.
- Actively listening during the interview is crucial to processing the information and adjusting the interview questions as needed.

- Locate and use multiple primary and secondary sources appropriate to the assignment. (IL1B 9-12; DOK 1.2, 1.4, 1.7)
- Record relevant information from multiple primary and secondary sources. (IL1B 9-12; DOK 1.2, 1.4, 1.7)
- Select relevant and credible information from the information gathered.
- Evaluate reliability of information gathered. (IL1B 9-12; DOK 1.2, 1.4, 1.7)
- Evaluate reliability of the sources.
- Document sources of information using standard journalism citation conventions.
- Effectively interview sources.
- Properly gather information to be used for stories.
- Analyze information and sources to use the best information for stories, classifying that information as informational, entertaining, or persuasive.
- Analyze what the interviewee is saying and their non-verbal cues to evaluate what they are saying.
- Take notes quickly and effectively during interviews.
- Determine if information is valid and reliable.

## Instructional Support

### Student Essential Vocabulary

- **RELIABILITY** - the extent to which a source and/or information is dependable, stable, and consistent
- **CREDIBILITY** – the believability or trustworthiness of a source.
- **BALANCE** –providing the reader or viewer with both sides of a story. Journalists must be aware that there are always at least two sides to a story.
- **OBJECTIVITY** –the ability to remain free from The writer must keep his/her opinions out when writing news stories.
- **ATTRIBUTION** – giving credit to sources in articles. Direct quotes and paraphrased information that comes from sources should include an attribution. In news stories, opinions should always be attributed to someone else as the writer is not allowed to give an opinion.
- **PRIMARY SOURCES** – the main sources for stories. Primary sources would be the ‘experts’ on a topic. Often this would be the coach, adviser, club president or principal depending on the topic and focus of the story.
- **SECONDARY SOURCES** –the “supporting cast” of subjects that need to be interviewed who help paint a complete picture of the topic and focus.
- **QUOTE**--As a noun, the term refers to a source's exact words, as in, "I have a great quote here." As a verb, it means to report those words inside quotation marks.
- **AP STYLEBOOK** -- a book of standard usage within newspaper text. It includes rules on grammar, punctuation, capitalization and abbreviation. The AP and stylebook is used by most papers.
- **INVERTED PYRAMID**—the organization of a news story in which information is arranged in descending order of importance.
- **LEAD**—(1) The first paragraph or first several paragraphs of a newspaper story (sometimes spelled lede); (2) the story given the best display on Page One; (3) a tip.
- **DIRECT QUOTE**—using the exact words said by the interviewee
- **INDIRECT QUOTE**—presenting the interviewee’s ideas in your own words. Attribution must still be used in an indirect quote.
- **CREDIBLE SOURCE**—a source that has direct involvement in the story.

**Sample Learning Activities**

**Sample Assessments**

**Learning Activity #1:****Evaluate Reliability of Information Gathered**

1. The teacher will explain that while it is important to have reliable sources of information for stories, it is equally important to correctly record information from interviews. For this learning activity, students will have the ability to ask an interviewee 10 questions.
2. The interviewee will answer the 10 questions and the students will take interview notes writing down all the answers.
3. The teacher will record the interview with an audio device.
4. At the end of the Q and A, students will switch papers with one another and check one another's papers while the teacher plays back the audio answer. Anything less than word for word answers will be counted incorrectly.
5. Students will discuss what they learned in small groups. Each group will record a list of "big ideas" that they can take away from the experience.
6. Following the small group activity, the teacher will discuss with the class, what they learned about taking notes during an interview determining which information is most important.

**Activity's Alignment**

GLE	IL1c
CONTENT	CA 3, CA 4
PROCESS	1.2 conduct research to answer questions and evaluate information and ideas 1.8 organize data, information and ideas into useful forms 2.1 plan and make written , oral and visual presentations for a variety of purposes and audiences
DOK	3
INSTRUCTIONAL STRATEGIES	homework and practice, cooperative learning, setting objectives and providing feedback

**Learning Activity #2:****Assessment #1:****Evaluate Reliability of Information Gathered**

1. For this, students are going to have their information gathering ability evaluated. There will be an open-ended Q-A time with another person. This can be the teacher or another guest in the classroom. The students will have 30-45 minutes to ask questions of this source, as a class, and write down answers the source gives.
2. Once the interview has concluded, students will then be asked to write a 200-word story about the source. Students will be asked to include information from the interview and at least two quotes.
3. Stories will then be turned in and assessed and evaluated for the accuracy of their information using the attached scoring guide. (see appendix document B4).

**Assessment's Alignment**

GLE	IL1c
CONTENT	CA 3, CA 4
PROCESS	1.2 conduct research to answer questions and evaluate information and ideas 1.8 organize data, information and ideas into useful forms 2.1 plan and make written , oral and visual presentations for a variety of purposes and audiences
DOK	3
LEVEL OF EXPECTATION	homework and practice, cooperative learning, setting objectives and providing feedback

**Assessment #2:**

**Document Sources of Information Using  
Standard Journalism Citation Conventions**

1. Using two different stories from a local newspaper or a site such as CNN.com, show students different ways stories attribute information to sources. This can be direct quotes, formatted accordingly, or indirect quotes where phrases like “according to” or “in a statement released by” are used.
2. Have students circle and label all the different forms of citation in the stories that have been selected.
3. Students then discuss in small groups the similarities and differences between the citations.
4. Review all the citations in the stories to see whether students discovered them all or missed some of them.
5. Once that is complete, have students use the information they have gathered from sources for their stories and work to make a direct quote and an indirect quote that are attributed properly.

**Activity’s Alignment**

GLE	IL1d
CONTENT	CA 4
PROCESS	1.7 evaluate the accuracy of information for reliability of its sources 1.8 organize data, information and ideas into useful forms 2.3 exchange information questions and ideas 4.4 recognize and practice honesty and integrity
DOK	2
INSTRUCTIONAL STRATEGIES	homework and practice

**Document Sources of Information Using  
Standard Journalism Citation Conventions**

1. For this assessment, students will turn in one of their stories to be assessed according to how they used standard journalism citations.
2. It is important to make sure that it is the same type of story for all students.
3. Assess the stories based on the attached scoring guide. (see appendix document B5)

**Assessment’s Alignment**

GLE	IL1d
CONTENT	CA 4
PROCESS	1.7 evaluate the accuracy of information for reliability of its sources 1.8 organize data, information and ideas into useful forms 2.3 exchange information questions and ideas 4.4 recognize and practice honesty and integrity
DOK	2
LEVEL OF EXPECTATION	Mastery—90%



Teacher Resources	Student Resources
<ul style="list-style-type: none"> <li>● <i>Scholastic Journalism</i> (textbook)</li> <li>● 21 Question Handout</li> <li>● <i>Inside Reporting: A Practical Guide to the Craft of Journalism</i> by Tim Harrower</li> <li>● <i>The Book of Questions</i> by Gregory Stock</li> <li>● <i>Creative Interviewing: The Writer's Guide to Gathering Information by Asking Questions</i> by Ken Metzler</li> <li>● <a href="http://www.poynter.org">www.poynter.org</a></li> <li>● <i>The Radical Write</i> by Bobby Hawthorne</li> <li>● <i>High School Journalism</i> by H.L. Hall</li> <li>● <i>A Novel Approach to Copywriting</i> by H.L Hall &amp; Marvin Puntney</li> <li>● <i>Journalism: Writing for Publication</i> by Sheryl Hinman &amp; Tom Winski</li> <li>● <i>Coaching Writers: Editors and Reporters Working Together Across Media Platforms</i> by Roy Peter Clark and Don Fry</li> <li>● <i>Writing Tools: 50 Essential Strategies for Every Writer</i> by Roy Peter Clark</li> </ul>	<ul style="list-style-type: none"> <li>● 21 Question Handout</li> <li>● <i>Inside Reporting: A Practical Guide to the Craft of Journalism</i> by Tim Harrower</li> </ul>

<b>Content Area:</b> Communication Arts	<b>Course:</b> Journalism	<b>Strand:</b> Journalistic Writing Structure
<b>Learner Objectives:</b> Students will compose well-developed text with effective organization and sentence structure.		

**Concepts:** A: organization    B: sentence structure    C: ideas    D: content

Students Should Know	Students Should Be Able to
<ul style="list-style-type: none"> <li>● Journalists write their stories using the organizational style that best fits their audience and the content being presented.</li> <li>● Stories are composed with consistency using relevant information throughout.</li> <li>● Paragraphing in journalism stories tends to be more frequent than paragraphing in other types of writing.</li> <li>● Journalists vary their sentence structure to help change the pace, tone and mood of the story.</li> <li>● Journalists use cohesive adverbials to unify the story and transition from one topic to the next.</li> <li>● Journalists need to write in a clear, concise manner for their audiences. If the writer is not clear, it will most likely cause the reader to stop reading.</li> <li>● Journalistic stories are written in the active voice.</li> <li>● Journalists create text features, such as infographics and step-by-step instruction when needed.</li> <li>● Each story needs a clear purpose (ie. information, persuasion, entertainment).</li> </ul>	<ul style="list-style-type: none"> <li>● Create an effective lead, middle and end to their stories.</li> <li>● Compose stories in a logical order.</li> <li>● Utilize effective paragraphing.</li> <li>● Effectively use cohesive devices.</li> <li>● Use varied sentence structure.</li> <li>● Write with clarity of expression.</li> <li>● Write in the active voice.</li> <li>● Create a strong, controlling idea</li> <li>● Use relevant, specific details.</li> <li>● Use complex ideas.</li> <li>● Write with a freshness of thought</li> <li>● Determine a hierarchy of information to suit the story structure</li> <li>● Create text features such as infographics and step-by-step directions.</li> <li>● Choose a form and point of view appropriate to purpose and audience.</li> <li>● Edit writing for conventions.</li> </ul>

### Instructional Support

### Student Essential Vocabulary

- PREVIEW STORY - a story that highlights something that is coming up in the future.
- RECAP STORY - a story that recaps something that has already happened.
- PRIOR KNOWLEDGE - Knowledge which the reader has prior to engaging in the lesson or reading.
- PREDICT - to forecast or declare an outcome about a future event based on current evidence or past experience
- COMPREHENSION - understanding the communication that has been presented.
- SOFT NEWS - news that is widely read but not as important as hard news. Feature stories are found here.
- HARD NEWS - news that is important such as politics, education, the economy, etc. Not as widely read as soft news.
- BIG NEWS - stories that combine hard news and soft news. These are the most widely read stories of hard, soft and big news classifications.
- PURPOSE - is the anticipated aim which guides action
- INVERTED PYRAMID - the format used for news stories that presents information from most important information to least important information.
- NUT GRAF - the second paragraph of the story that contains the next most important pieces of news in the story.
- ANGLE - the direction from which you are writing the story; the entrance way to the story
- LEAD - mentions the most important news in the story; is written to capture the reader's attention. The lead is located at the top of the inverted pyramid and is typically 25-45 words and 1-3 sentences long.

### Sample Learning Activities

#### Learning Activity #1 :

##### **Preview the Story Using Text Features & Inverted Pyramid Structure**

1. The teacher will give the students a hard news story that is at least 300 words long. Make sure to include the original headline and any subheads that may have gone along with it. Make sure the story has a photo and outline that go with it and have those included on the handout students are given to read.
2. Give the students the article upside down. Give them the instructions that you are going to give them 15 seconds to scan the article and then predict what it's going to be about.
3. Have the students flip over the article and give them 15 seconds to scan it. After 15 seconds have them turn the article back over.
4. On the back of the article, have them write what they think the entire article is about in as much depth as they possibly can.
5. Next, ask students where they found information to complete the exercise. The teacher can then lead a discussion about how news stories are often organized using the inverted pyramid format. The can also discuss how after reading the headline, the subheads and lead of a story, readers should have the main idea of what the story is going to be about. Generally, those items tell the 'what' and the rest of the piece is devoted to how and why.

### Sample Assessments

#### Assessment #1:

##### **Preview the Story Using Text Features & Inverted Pyramid Structure**

1. Students will be given information and notes about a news event.
2. The student will write a story using the inverted pyramid structure. They will be expected to include a lead and nut graf. The assessment will be scored using the attached scoring guide. (see appendix document C1)

Activity's Alignment	
GLE	R1F; W2C
CONTENT	CA 3
PROCESS	1.5 comprehend and evaluate written works 1.6 discover and evaluate patterns and relationships 3.5 reason inductively and deductively
DOK	2
INSTRUCTIONAL STRATEGIES	homework and practice, summarizing and notetaking

**Learning Activity #2:**

**Determining Publications Story Genre**

1. The teacher will explain and provide models of the various genre of journalistic stories. The discussion will focus on determining audience and purpose before writing and how that determines our genre. As the teacher shows students models, they will take notes using the attached handout (appendix document C2).
2. After the lesson is completed, the teacher will give students a handout containing the first two paragraphs of 10 stories from a current newspaper placed with ample space between them. The stories will come from a variety of genre: feature stories, opinion columns, and some that are hard news stories.
3. Students will read the paragraphs and determine what genre of story they think it came from such as features, news or opinions and what clues lead them to those conclusions.
4. Once students have worked through the sheet individually, the teacher will lead a full class discussion to determine the correct answers and what clues are given in the text to tip off the readers.

<b>Activity's Alignment</b>
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Assessment's Alignment	
GLE	R1F; W2C
CONTENT	CA 3
PROCESS	1.5 comprehend and evaluate written works 1.6 discover and evaluate patterns and relationships 3.5 reason inductively and deductively
DOK	2
LEVEL OF EXPECTATION	Mastery Level—80%

**Assessment #2:**

**Determining Publications Story Genre**

1. Students will be given 5 excerpts of stories.
2. For each story, students will need to classify them and provide a rationale as to why they think the excerpt is a hard news, feature, or opinion story by using specific examples from the text. A sample assessment and scoring guide is attached. (see appendix document C3).

<b>Assessment's Alignment</b>
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GLE	R1Fc
CONTENT	CA 3
PROCESS	1.5 comprehend and evaluate written works 1.6 discover and evaluate patterns and relationships 3.5 reason inductively and deductively
DOK	2
INSTRUCTIONAL STRATEGIES	homework and practice, similarities and differences

GLE	R1Fc
CONTENT	CA 3
PROCESS	1.5 comprehend and evaluate written works 1.6 discover and evaluate patterns and relationships 3.5 reason inductively and deductively
DOK	2
LEVEL OF EXPECTATION	Mastery Level—85%

**Learning Activity #3 :**

**Choosing a Form and Point of View Appropriate to Purpose and Audience**

1. The teacher will introduce the lesson by talking about why form is important for journalistic writing. There are a variety of forms that can be used to write stories depending on the audience and purpose. Also, there can be different points of view used for different types of stories, again depending on purpose and audience.
2. Prior to this lesson student will have learned about a variety of forms and they will have knowledge of point of view.
3. For this learning activity, students will be given a fact write-off handout for a news story (see appendix document C4).
4. Students will have the hour to write a story based on the information in the handout.
5. The next day, the class will discuss the form and point of view that they chose for this story. The teacher will discuss that the story should have been written in the 3<sup>rd</sup> person point of view and the form should have been the inverted pyramid. This activity will lead the class into writing their first news story.

**Assessment #3:**

**Choosing a Form and Point of View Appropriate to Purpose and Audience**

1. Students will write a news story. They will work to keep form and point of view appropriate to the purpose and audience. They will generate ideas, gather the information, write the story, edit, revise and share.
2. Scoring will focus on form, point of view, purpose and audience using the attached scoring guide (see appendix document C5).

**Activity's Alignment**

**Assessment's Alignment**

GLE	W2A
CONTENT	CA 4
PROCESS	2.1 plan and make oral and visual presentations for a variety of purposes
DOK	2
INSTRUCTIONAL STRATEGIES	homework and practice

GLE	W2A
CONTENT	CA 4
PROCESS	2.1 plan and make oral and visual presentations for a variety of purposes
DOK	3
LEVEL OF EXPECTATION	Mastery Level—85%

Teacher Resources	Student Resources
<ul style="list-style-type: none"> <li>● Associate Press Stylebook</li> <li>● <i>Scholastic Journalism</i> (textbook)</li> <li>● <i>High School Journalism</i> by H.L. Hall</li> <li>● <i>A Novel Approach to Copywriting</i> by H.L. Hall &amp; Marvin Puntney</li> <li>● <i>Journalism: Writing for Publication</i> by Sheryl Hinman &amp; Tom Winski</li> <li>● <i>UIL/ILPC Editing Exercises</i> by Bobby Hawthorne</li> <li>● <i>Associate Press Guide to Punctuation</i> by Rene Cappon</li> <li>● <i>Eats, Shoots and Leaves</i> by Lynn Truss</li> <li>● <i>Coaching Writers: Editors and Reporters Working Together Across Media Platforms</i> by Roy Peter Clark and Don Fry</li> <li>● <i>Inside Reporting: A Practical Guide to the Craft of Journalism</i> by Tim Harrower</li> <li>● <i>Writing Tools: 50 Essential Strategies for Every Writer</i> by Roy Peter Clark</li> </ul>	<ul style="list-style-type: none"> <li>● Associate Press Stylebook</li> <li>● <i>Inside Reporting: A Practical Guide to the Craft of Journalism</i> by Tim Harrower</li> </ul>

<b>Content Area:</b> Communication Arts	<b>Course:</b> Journalism	<b>Strand:</b> Media Analysis—Non-Print Media
<b>Learner Objectives:</b> Students will develop and apply effective skills and strategies to analyze and evaluate non-print media (videocasts, podcasts, blogs, forums, websites).		

**Concepts:** A: oral and visual communications B: reliability C: credibility

<b>Students Should Know</b>	<b>Students Should Be Able to</b>
<ul style="list-style-type: none"><li>• While messages in oral and visual media are often the same as print media, the messages are displayed in a different format and can be displayed in a variety of ways.</li><li>• Oral and visual media messages should be evaluated for reliability and credibility to determine how fair and balanced the source is.</li></ul>	<ul style="list-style-type: none"><li>• Analyze, describe and evaluate the elements of messages projected in various media including audio slideshows, audio podcasts, video podcasts, blogs, and forums.</li><li>• Evaluate oral and visual sources to determine how fair and balanced the message is.</li></ul>

### Instructional Support

<b>Student Essential Vocabulary</b>
<ul style="list-style-type: none"><li>• <b>MEDIUM</b> - a medium is one form of the media. For example, if we were to refer to the St. Louis Post-Dispatch we would talk about it as a medium.</li></ul>

- MEDIA - This is the plural of medium. If we were to discuss all the newspapers, magazines and TV stations in the metro area and lump them into one group, we would call them the media.
- AUDIO SLIDESHOWS - This is where photos are put in a slideshow format with audio.
- AUDIO PODCASTS - This is audio broadcasting on the internet. It would be similar to an internet radio show that can be live or downloaded for use later.
- VIDEO PODCASTS – same as audio podcasts but includes video.
- NEWS WEB SITES - There are a variety of news organizations out there that have web sites dedicated to news. Sources of information on the web should be scrutinized for reliability, credibility and bias.
- BLOGS - A blog is a website where entries are made in journal style and displayed in a reverse chronological order.
- FORUM - is a web application for holding discussions and posting user-generated content
- PUBLIC RELATIONS - Communication with various sectors of the public to influence their attitudes and opinions in the interest of promoting a person, product, or idea
- ADVERTISING - Advertising is a paid communication through medium in which the sponsor is identified and the message is controlled
- BIAS - inclination towards something
- BROADCAST - to communicate by radio, television or podcast.
- MARKETING - the act or process of buying and selling in a market.

**Sample Learning Activities**

**Sample Assessments**



**Learning Activity #1 :****Evaluate Oral and Visual Sources to Determine Fairness and Balance**

1. Students will work to evaluate internet sites to determine how to tell whether sites are fair, balanced and credible.
2. The teacher will begin by asking students what they look for on a web page and what makes web pages useful.
3. The teacher will then define bias and how it can affect a message showing students examples of bias in websites as they discuss.
4. The teacher will then model the lesson by showing the students a web page and running through the questions on the “Authority” handout. (see appendix document D1) Use the smoking site examples listed (see appendix document D2)
5. Have students complete the Evaluation Worksheet (see appendix document D3) with the five sites listed on #4 on document D1.
6. For the student’s next story, have them properly use and cite at least one valid and relevant web source.

**Activity’s Alignment**

GLE	IL1B
CONTENT	CA 3
PROCESS	1.2 conduct research to analyze questions and evaluate information and ideas 1.4 use technological tools and other resources to locate, select and organize information 1.7 evaluate the accuracy of information and the reliability of its sources
DOK	2
INSTRUCTIONAL STRATEGIES	similarities and differences, homework and practice

**Learning Activity #2 :****Assessment #1:****Evaluate Oral and Visual Sources to Determine Fairness and Balance**

Students will be given two web pages to examine. They will be asked to compare and contrast the two sites, comparing the credibility, fairness and balance of each. Students will need to provide specific examples to support their opinions. A sample assessment and scoring guide is attached. (see appendix document D4)

**Assessment’s Alignment**

GLE	IL1B
CONTENT	CA 3
PROCESS	1.2 conduct research to analyze questions and evaluate information and ideas 1.4 use technological tools and other resources to locate, select and organize information 1.7 evaluate the accuracy of information and the reliability of its sources
DOK	2
LEVEL OF EXPECTATION	Mastery Level—80%

**Assessment #2:**

**Analyze, Describe and Evaluate the Elements of Messages Projected in Various Media**

1. The teacher will use the Media Literacy handout (see appendix D5) having students view a commercial and answer the questions that the handout asks.
2. Commercials can be found many places including: <http://sports.aol.com/nfl/superbowlads>
3. Once students have worked through a sample commercial as a class, the teacher will break the students into groups of 2 or 3 and have them work through three more commercials on their own to interpret the media messages in each.

**Activity's Alignment**

GLE	IL2A
CONTENT	CA 5
PROCESS	1.5 comprehend and evaluate written, visual and oral presentations and works 1.7 evaluate the accuracy of information and reliability of its sources 2.7 use technological tools to exchange information and ideas
DOK	2
INSTRUCTIONAL STRATEGIES	cooperative learning, homework and practice

**Analyze, describe and evaluate the elements of messages projected in various media.**

1. Students will create a commercial that includes an impactful media message. They will be asked to analyze, describe and evaluate the media message within their commercial. A sample assessment and scoring guide is attached (see appendix document D6).

**Assessment's Alignment**

GLE	IL2A
CONTENT	CA 5
PROCESS	1.5 comprehend and evaluate written, visual and oral presentations and works 1.7 evaluate the accuracy of information and reliability of its sources 2.8 use technological tools to exchange information and ideas
DOK	3
LEVEL OF EXPECTATION	Mastery Level—85%

**Teacher Resources**

- Associate Press Stylebook
- *Scholastic Journalism* (textbook)
- Inside Reporting: A practical guide to the craft of Journalism
- *AP Press Guide to Photojournalism* by Brian Horton
- *The Great Picture Hunt* by Dave LaBell
- *AP Broadcast News Handbook* by Brad Kalbfeld

**Student Resources**

- Associate Press Stylebook
- Inside Reporting: A practical guide to the craft of Journalism

**Content Area:** Communication Arts

**Course:** Journalism

**Strand:** Media Analysis—Print Media

**Learner Objectives:** Students will develop and apply effective skills and strategies to analyze and evaluate print media.

**Concepts:** A: literary techniques B: tone C: text features D: main idea E: purpose

Students Should Know	Students Should Be Able to
<ul style="list-style-type: none"> <li>● Journalists use a variety of literary techniques to communicate more effectively with their readers.</li> <li>● Journalists use specific literary techniques to establish their main point and tone.</li> <li>● Journalistic stories are classified according to genre.</li> <li>● There are a variety of organizational patterns journalists use in their writing. The most common for news stories is the inverted pyramid.</li> <li>● When print publications are produced, a variety of text features are used to clarify meaning, guide and inform the reader.</li> <li>● Readers must be able to evaluate editorials, reviews and critiques for faulty reasoning and unfounded inferences.</li> <li>● Journalists use emotional, ethical and logical appeals when writing editorials, critiques and reviews.</li> </ul>	<ul style="list-style-type: none"> <li>● Identify, explain and analyze literary techniques in non-fiction emphasizing the following:               <ul style="list-style-type: none"> <li>-understatement -allusion -analogy</li> <li>-slang -hyperbole</li> <li>-imagery -propaganda -alliteration -onomatopoeia</li> <li>-simile -metaphor -personification</li> </ul> </li> <li>● Evaluate the author's tone               <ul style="list-style-type: none"> <li>-for the overall meaning of the work</li> <li>-for bias</li> </ul> </li> <li>● Classify the type of story they are reading:               <ul style="list-style-type: none"> <li>news feature recap preview sports</li> <li>narrative personality soft news hard news inverted pyramid</li> </ul> </li> <li>● Analyze and evaluate the organizational patterns of journalistic writing.</li> <li>● Identify and evaluate faulty reasoning and unfounded inferences in editorials, reviews and critiques.</li> <li>● Evaluate for accuracy and adequacy of evidence</li> <li>● Analyze and evaluate the type of appeal (emotional, ethical and logical)</li> <li>● Explain, analyze and evaluate the author's use of text features to clarify meaning. Text features include:               <ul style="list-style-type: none"> <li>-headlines -subheads -bold text -masthead</li> <li>-photos -illustrations -infographics -italicized text</li> <li>-captions -glossary</li> </ul> </li> <li>● Infer within the text to come to conclusions.</li> <li>● Draw conclusions after reading and support those conclusions with information from the text.</li> <li>● Summarize the article.</li> <li>● Pre-reading               <ul style="list-style-type: none"> <li>--access prior knowledge at the beginning of the reading process</li> <li>--preview the story to get an idea of what it's about</li> <li>--predict what might happen in the story with text support and rationale</li> </ul> </li> </ul>

## Instructional Support

### Student Essential Vocabulary

- BIAS - an inclination that prevents objective consideration of an issue or situation. In journalism, political bias is the most common complaint.
- PREVIEW STORY - a story that highlights something that is coming up in the future.

- RECAP STORY - a story that recaps something that has already happened.
- PRIOR KNOWLEDGE - Knowledge which the reader has prior to engaging in the lesson or reading.
- PREDICT - to forecast or declare an outcome about a future event based on current evidence or past experience
- COMPREHENSION - understanding the communication that has been presented.
- SOFT NEWS - news that is widely read but not as important as hard news. Feature stories are found here.
- HARD NEWS - news that is important such as politics, education, the economy, etc. Not as widely read as soft news.
- BIG NEWS - stories that combine hard news and soft news. These are the most widely read stories of hard, soft and big news classifications.
- PURPOSE - is the anticipated aim which guides action
- UNDERSTATEMENT - deliberately expresses an idea as less important than it actually is, either for ironic emphasis or for politeness and tact
- ALLUSION - is a short, informal reference to a famous person or event
- ANALOGY - an expression showing similarities between two things. (Analogies deal with the relationships between relationships).
- JARGON - technical terms, acronyms, and language used by people of the same profession or specialized interest group
- SLANG - informal words or phrases used in casual conversation
- HYPERBOLE - figurative language in which exaggeration is used to convey meaning (Understatement is the opposite of hyperbole.)
- IMAGERY - figurative language that appeals to the five senses: touch, taste, smell, hearing, and sight; mental pictures evoked through use of simile and metaphor; sensory language
- PROPAGANDA - methods used to make arguments more persuasive
- SIMILE - figurative language in which two unlike things are compared, using the words “like” or “as”
- METAPHOR - figurative language that makes a direct comparison between two unlike things; a comparison that *does not* use the connective words “like” or “as”
- PERSONIFICATION - figurative language in which a non-living or non-human thing (animal, plant, object, natural force, emotion, idea) is endowed with human senses, characteristics, and qualities
- NEWS - Information about recent events or happenings, especially as reported by newspapers, periodicals, radio, or television; a presentation of such information, as in a newspaper or on a newscast.
- FEATURE - Extended articles or items about events, persons or circumstances that go into more detail than most.
- NARRATIVE - form of writing that tells a story
- INVERTED PYRAMID - The organization of a news story in which information is arranged in descending order of importance.

<b>Sample Learning Activities</b>	<b>Sample Assessments</b>
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**Learning Activity #1:****Identify, Explain and Analyze Literary Techniques in Non-fiction**

1. The teacher will show students a piece of narrative journalism. The teacher will model how to find the figurative language in the story and explain how the author’s use of the figurative language helped create meaning.
2. Students will then be placed in small groups. Each group will be given a piece of narrative journalism. The group will need to identify the figurative language the author used and explain how the use of the language contributes to the overall meaning of the story.
3. The teacher will then give the students an example of a student-produced piece of narrative writing. The student will note literary techniques in the margins of the story.
4. Students will next identify, explain and analyze each of the literary techniques the author has used in the story. The teacher will assess how well the students identified, explained and analyzed the techniques.

**Activity’s Alignment**

GLE	R3B
CONTENT	CA 3
PROCESS	1.5 comprehend and evaluate written, visual and oral presentations and works 1.6 discover and evaluate patterns and relationships in information, ideas and structures 2.4 present perceptions and ideas regarding works of the arts, humanities and sciences 3.5 reason inductively and deductively
DOK	3
INSTRUCTIONAL STRATEGIES	identifying similarities and differences, cooperative learning, homework and practice

**Learning Activity #2:****Assessment #1:****Identify, Explain and Analyze Literary Techniques in Non-fiction**

1. Students will write a piece of narrative journalism assigned by the teacher. Students will be expected to use figurative language in at least three places in their story.
2. Students will mark the figurative language they have used, explain the language and analyze it for meaning using the attached chart.
3. The teacher will score the use of figurative language using the attached scoring guide (see appendix document E1).

**Assessment’s Alignment**

GLE	R3B
CONTENT	CA 3
PROCESS	1.5 comprehend and evaluate written, visual and oral presentations and works 1.6 discover and evaluate patterns and relationships in information, ideas and structures 2.4 present perceptions and ideas regarding works of the arts, humanities and sciences 3.5 reason inductively and deductively
DOK	3
LEVEL OF EXPECTATION	Mastery Level—75%

**Assessment #2:**

**Evaluate Tone Within Writing**

1. The teacher will begin the lesson talking about tone and how the words that authors choose to use work together to evoke a certain tone in their pieces. During the discussion, the teacher will discuss connotation and denotation while showing students examples of each.
2. The teacher will then provide students with two opinion stories published in the same week about the same topic, but that have different tones.
3. The students will read the stories, and complete the graphic organizer comparing the language used in the two pieces and explaining how the language contributed to the tone.
4. The class will then discuss the difference in tone between the two stories and how effective each was. Students will be allowed question and answer time to help understand how tone can make a difference in the same message.

**Activity's Alignment**

<b>Activity's Alignment</b>	
GLE	R3C
CONTENT	CA 3
PROCESS	1.5 comprehend and evaluate written, visual and oral presentations and works 1.6 discover and evaluate patterns and relationships in information, ideas and structures 2.4 present perceptions and ideas regarding works of the arts, humanities and sciences 3.5 reason inductively and deductively
DOK	2
INSTRUCTIONAL STRATEGIES	Identifying similarities and differences, nonlinguistic representations

**Evaluate Tone Within Writing**

1. The students will write an opinion piece that includes a distinct, appropriate tone.
2. The student will identify the tone and explain how its use contributed to the overall meaning of the story (see appendix E2) A sample assessment and scoring guide is attached (see appendix document E3).

**Assessment's Alignment**

<b>Assessment's Alignment</b>	
GLE	R3C
CONTENT	CA 3
PROCESS	1.5 comprehend and evaluate written, visual and oral presentations and works 1.6 discover and evaluate patterns and relationships in information, ideas and structures 2.4 present perceptions and ideas regarding works of the arts, humanities and sciences 3.5 reason inductively and deductively
DOK	3
LEVEL OF EXPECTATION	Mastery Level—80%

**Teacher Resources**

**Student Resources**

- Associate Press Stylebook
- *Scholastic Journalism* (textbook)
- *Inside Reporting: A Practical Guide to the Craft of Journalism* by Tim Harrower

- Associate Press Stylebook
- Inside Reporting: A practical guide to the craft of Journalism

**Content Area:** Communication Arts

**Course:** Journalism

**Strand:** Media Law and Ethics



**Learner Objectives:** Students will apply media law and ethics as they prepare, plan and write their stories.

**Concepts:** A: first amendment rights B: legal rights of scholastic press C: journalistic ethics

Students Should Know	Students Should Be Able to
<ul style="list-style-type: none"> <li>● With the free and independent press, comes rights and responsibilities for journalists to guide their practice.</li> <li>● The First Amendment, Bill of Rights and Missouri Constitution affect the rights and responsibilities of the press.</li> <li>● Supreme Court rulings in key cases have affected the free press rights of the scholastic press.</li> <li>● There are legal and ethical boundaries that journalists follow.</li> </ul>	<ul style="list-style-type: none"> <li>● Compare and contrast the rights, responsibilities and roles played by a free and independent press in a democratic society in order to maintain               <ul style="list-style-type: none"> <li>--accuracy</li> <li>--balance</li> <li>--fairness</li> <li>--objectivity</li> </ul> </li> <li>● Analyze how the First Amendment, Bill of Rights and Missouri Constitution affect the rights and responsibilities of the press.</li> <li>● Describe key Supreme Court decisions that affect the scholastic press including               <ul style="list-style-type: none"> <li>--Tinker vs. Des Moines</li> <li>--Hazelwood School District vs. Kuhlmeier</li> </ul> </li> <li>● Apply the legal boundaries and concepts affecting journalism to scholastic journalism including               <ul style="list-style-type: none"> <li>--censorship</li> <li>--copyright</li> <li>--libel</li> <li>--slander</li> <li>--obscenity</li> <li>--prior review</li> <li>--retraction</li> <li>--student expression</li> </ul> </li> <li>● Identify and explain ethical principles that journalists use to support the integrity of their work including               <ul style="list-style-type: none"> <li>--confidentiality</li> <li>--fabrication</li> <li>--photo-manipulation</li> <li>--plagiarism</li> <li>--off-the-record remarks</li> <li>--anonymous sources</li> </ul> </li> <li>● Analyze ethical guidelines and codes of ethics to explain how or why they are important to media organization such as:               <ul style="list-style-type: none"> <li>--The Poynter Institute for Media Studies</li> <li>--Society of Professional Journalists</li> <li>--Journalism Education Association</li> <li>--National School Press Association</li> </ul> </li> </ul>

**Instructional Support**

### Student Essential Vocabulary

- ACCURACY—making sure that all information has been reported correctly
- BALANCE--making sure that all sides of the story have been covered equally
- FAIRNESS—making sure that every party involved in the story has had the opportunity to respond equally
- OBJECTIVITY-- the ability to remain free from The writer must keep his/her opinions out when writing news stories
- CENSORSHIP—the act or practice of withholding information from publication
- COPYRIGHT—holding the legal right to reproduce, publish, sell or distribute the matter or form of something (as a literary, musical or artistic work)
- LIBEL--Damage to a person's reputation caused by a false written statement that brings the person into hatred, contempt or ridicule, or injures his or her business or occupational pursuit.
- SLANDER—damage to a person’s reputation caused by a false spoken statement that brings the person into hatred, contempt or ridicule, or injures his or her business or occupational pursuit.
- OBSCENITY--A word or phrase usually referring to sexual parts or functions in an offensive way.
- PRIOR REVIEW--for student media, the term refers to the practice of school officials - or anyone in a position of authority outside the editorial staff - demanding that they be allowed to read (or preview) copy prior to publication and/or distribution.
- RETRACTION—a published acknowledgement that a news agency has made a mistake and misreported information
- FREEDOM OF EXPRESSION—Freedom of expression refers to the ability of an individual or group of individuals to express their beliefs, thoughts, ideas and emotions about different issues free from government censorship. The First Amendment of the U.S. Constitution protects the rights of individuals to freedom of religion, speech, press, petition and assembly. Some scholars group several of those freedoms under the general term “freedom of expression.”
- CONFIDENTIALITY--The ethical principle or legal right that a journalist will hold secret all information relating to a patient, unless the source gives consent permitting disclosure.
- FABRICATION—making up information for a story
- PHOTO-MANIPULATION—altering a photo digitally
- PLAGIARISM--The use of any part of another's writing and passing it off as your own.
- OFF-THE-RECORD REMARKS--Usually means, "Don't quote me." Some sources and reporters, however, use it to mean, "Don't print this." Phrases with similar, and equally ambiguous, meanings are "not for attribution" and "for background only."
- ANONYMOUS SOURCES—someone who is interviewed by a reporter, but does not want to be named in the article the reporter writes
- PRIOR RESTRAINT--blocking a story before it is published or broadcast.

Sample Learning Activities

Sample Assessments

**Learning Activity #1 :**

**First Amendment Legal Cases**

1. Students will be placed in groups to research one of eight legal cases that relate to First Amendment Rights (see appendix document F1).
2. The teacher will ask the librarian to speak with students about developing a research process, evaluating sources and finding primary and secondary resources.
3. Students will research their case and answer the questions on the handout. (see appendix document F2). They will then present their findings to the class.
4. Students will take notes on the presentations as they listen. The teacher will model various notetaking methods prior to the presentations and the students will be able to choose the method that best suits them.

**Activity's Alignment**

Activity's Alignment	
GLE	R1B, R1C
CONTENT	CA 3
PROCESS	1.2 conduct research to answer questions and evaluate information 1.4 use technological tools to locate, select and organize information 1.7 evaluate the accuracy of information and the reliability of resources 1.8 organize data, information and ideas into useful forms 2.1 plan and make written, oral and visual presentations for a variety of purposes
DOK	3
INSTRUCTIONAL STRATEGIES	summarizing and notetaking, homework and practice, cooperative learning

**Learning Activity #2:**

**Assessment #1:**

**First Amendment Legal Cases**

1. The teacher will assess the students on the following aspects of their legal cases project.
  - use of library skills and the research process
  - evaluation of sources
  - final presentation
2. Students will complete the attached handout (see appendix document F3). The teacher will provide feedback and hold a conference with each group to discuss.

**Assessment's Alignment**

Assessment's Alignment	
GLE	R1B, R1C
CONTENT	CA 3
PROCESS	1.2 conduct research to answer questions and evaluate information 1.4 use technological tools to locate, select and organize information 1.7 evaluate the accuracy of information and the reliability of resources 1.8 organize data, information and ideas into useful forms 2.1 plan and make written, oral and visual presentations for a variety of purposes
DOK	3
LEVEL OF EXPECTATION	Mastery Level—80%

**Assessment #2:**

**Identifying and Explaining the Arguments Presented in the Hazelwood v. Kuhlmeier Case**

1. The teacher will present the first portion of the attached PowerPoint regarding the Hazelwood v. Kuhlmeier case to the class.
2. The teacher will assign various roles from the case to students in the class. The students will need to conduct research to prepare for a class simulation of the court case in class.
3. The teacher will refer to the “To Prepare for the Case” slide in order to give students their specific directions for the simulation. Each student will need to complete their written preparation and turn it in to the teacher for feedback.
4. The class will conduct the simulation. As the simulation takes place, students will use a self-chosen notetaking strategy to record the details of the case.
5. The teacher will review the case afterwards and students will complete a written response to the following questions:  
 --Can school authorities control the free expression of ideas in the school newspaper? Provide examples from the court case to support your point.  
 --Was the principal’s censorship reasonable? Provide examples from the court case to support your point.

**Activity’s Alignment**

GLE	R1B, R1C
CONTENT	CA 3
PROCESS	1.2 conduct research to answer questions and evaluate information 1.4 use technological tools to locate, select and organize information 1.7 evaluate the accuracy of information and the reliability of resources 1.8 organize data, information and ideas into useful forms 2.1 plan and make written, oral and visual presentations for a variety of purposes
DOK	3
INSTRUCTIONAL STRATEGIES	Summarizing and notetaking, cooperative learning

**Identifying and Explaining the Arguments Presented in the Hazelwood v. Kuhlmeier Case**

1. The student will complete a piece of writing explaining how the Hazelwood Ruling applies to what is happening at Adelai Stevenson High School.
2. Within the piece, students will be required to apply what they learned about Hazelwood using specific examples from the PowerPoint slides.

**Assessment’s Alignment**

GLE	R1B, R1C
CONTENT	CA 3
PROCESS	1.2 conduct research to answer questions and evaluate information 1.4 use technological tools to locate, select and organize information 1.7 evaluate the accuracy of information and the reliability of resources 1.8 organize data, information and ideas into useful forms 2.1 plan and make written, oral and visual presentations for a variety of purposes
DOK	3
LEVEL OF EXPECTATION	Mastery Level-- 80%

Teacher Resources	Student Resources
<ul style="list-style-type: none"> <li>● Associate Press Stylebook</li> <li>● <i>Scholastic Journalism</i> (textbook)</li> <li>● <i>Inside Reporting: A Practical Guide to the Craft of Journalism</i> by Tim Harrower</li> <li>● <i>The First Amendment in Schools</i> by Charles Haynes</li> <li>● <i>Scholastic Yearbook Fundamentals</i> by Martha Akers</li> <li>● <i>Scholastic Newspaper Fundamentals</i> by Helen Smith</li> </ul>	<ul style="list-style-type: none"> <li>● Associate Press Stylebook</li> <li>● <i>Inside Reporting: A Practical Guide to the Craft of Journalism</i> by Tim Harrower</li> </ul>

<b>Content Area:</b> Communication Arts	<b>Course:</b> Journalism	<b>Strand:</b> Technology & Design
<b>Learner Objectives:</b> Students will develop and apply skills and strategies associated with the various technologies used in journalism.		

**Concepts:** A: principles of graphic design B: graphic arts C: media formats

<b>Students Should Know</b>	<b>Students Should Be Able to</b>
<ul style="list-style-type: none"> <li>● Journalists use the principles of graphic design when planning and developing publications, both print and online.</li> <li>● Typography and layout are key parts of developing appealing publications.</li> <li>● Photography, graphic arts, original graphics are used to enhance copy and readability.</li> <li>● A variety of media formats can be used to convey messages.</li> </ul>	<ul style="list-style-type: none"> <li>● Use and analyze elements and principles of graphic design to develop visual presentations that reinforce and enhance written messages with special attention to typography and layout.</li> <li>● Follow basic rules of newspapers and online publications design related to layout.</li> <li>● Use photography, art or graphic arts to accompany copy, enhance readability and appeal to a variety of audiences.</li> <li>● Create original graphics that accompany copy, enhance readability and appeal to a variety of audiences.</li> <li>● Analyze and use a variety of media formats that include <ul style="list-style-type: none"> <li>--media convergence</li> <li>--Internet and evolving technologies</li> <li>--podcasts and blogs</li> <li>--satellite communications</li> </ul> </li> </ul>

## Instructional Support

### Student Essential Vocabulary

- STORIES--the main source of news
- PHOTOGRAPHS--the main illustration of the news
- CUTLINES--tells the reader what is going on in the photo, the names of persons in the frame and the photographers name
- SIDEBARS-- information related to the story that is significant on its own, pertinent to the reader and fills out the whole news package
- HEADLINES--brief description of the story
- REFERS--a text element that refers the reader to another page in the paper or to online content
- PULLQUOTES--interesting quotes from the story that can be understood without reading the story, but make the reader want to
- MUGSHOTS--tightly cropped photos of a person's head that are used to identify the main players in the article
- BREAKOUT BOXES--similar to sidebars but contain information from the story that calls the reader to action, such as the time and location of an event being reported on
- BYLINE—The name of the writer printed at the top of a story
- SUBHEAD--small, one-line headline inserted in the body of a story to break up the monotony of a solid column of small type.
- WIDOW--a single word or short line of type at the end of a paragraph, particularly at the top or bottom of a column or page.
- SLUG--An internal name for a story, usually just one word. Elex might be the slug for a story on school elections.
- BUG--A short bit of type, such as (AP). In this case, it would signify that the story is from the Associated Press.
- DUMMY--a diagram or layout of a newspaper page, showing the placement of stories, headlines, pictures and advertisements.
- TABLOID--a newspaper of the approximate size of a standard newspaper folded in half (slang "tab").
- DOMINANT ELEMENT—the element on the page that carries emphasis and visual weight
- MODULAR DESIGN—designing a page using a series of rectangular and square shapes that can be arranged or fitted together in a variety of ways
- INFOGRAPHICS—a variety of alternative copy forms that supplement stories. These can be pie charts, bar graphs, ratings, diagrams, timelines, etc. Also called charticles.

Sample Learning Activities		Sample Assessments	
<p><b>Learning Activity #1 :</b></p> <p style="text-align: center;"><b>The Basics of Newspaper Page Design</b></p> <ol style="list-style-type: none"> <li>1. The teacher will show the students a sample newspaper page.</li> <li>2. The teacher will explain the various design elements on the page and what they are called.</li> <li>3. The teacher will also give students various design tips about how to place photos, headlines and graphics on the page.</li> <li>4. The teacher will model how to lay out a “dummy “ newspaper page, demonstrating how the terminology and design tips all play a role in creating a visually aesthetic layout.</li> <li>5. The students will be placed in small groups with an additional front page of a newspaper. They will label the parts of the newspaper and share what the activity in a large group discussion.</li> <li>6. Next, the teacher will give each student a packet containing all the pieces for the front page of a newspaper (see appendix document G1).</li> <li>7. The teacher will explain to students that their task is to follow the layout and design tips and create an aesthetically pleasing page.</li> <li>8. Students will be graded using the attached scoring guide (see appendix document G2).</li> </ol>		<p><b>Assessment #1:</b></p> <p style="text-align: center;"><b>The Basics of Newspaper Page Design</b></p> <ol style="list-style-type: none"> <li>1. Students will create a “dummy” page of their own. They will be given a series of stories, photos and graphics in order to complete this project. They will apply the principles of design to their work.</li> <li>2. When they are finished, each student will conference with the teacher for feedback and further advice before completing their final “dummy” project.</li> <li>3. The final project will be assessed using the attached scoring guide (see appendix document G3).</li> </ol>	
<b>Activity’s Alignment</b>		<b>Assessment’s Alignment</b>	
GLE	W3A	GLE	W3A
CONTENT	FA 2	CONTENT	FA2
PROCESS	2.1 plan and make written, visual and oral presentations 3.1 identify problems and define their scope and elements 3.6 evaluate the problems and proposed solutions from multiple perspectives	PROCESS	2.1 plan and make written, visual and oral presentations 1.1 identify problems and define their scope and elements 3.6 evaluate the problems and proposed solutions from multiple perspectives
DOK	2	DOK	3
INSTRUCTIONAL STRATEGIES	Nonlinguistic representations, homework and practice	LEVEL OF EXPECTATION	Mastery Level—80%



**Learning Activity #2:**

**Creating Strong Infographics**

1. The teacher will explain the basics of sidebars and infographics to the students using the “Sidebars & Infographics” handout. The teacher will show additional examples to students as well.
2. The teacher will give students several examples of stories and the infographics that were used to support them.
3. The students will evaluate each infographic and determine whether it was the best choice or whether a different infographic should have been used. They will have to justify their choices and explain why or why not a different choice would have been better.
4. Students will share their ideas in a small group, then each small group will report out to the larger group.

**Assessment #2:**

**Creating Strong Infographics**

1. The teacher will give the students a handout containing a handout and 4 boxes (see appendix document G3).
2. Students will read the boxes and provide 4 different types of infographics based on the story.
3. The teacher will provide feedback and allow students to revise their work until it is satisfactory according to the scoring guide (see appendix document G4).

Activity’s Alignment	
GLE	W3A
CONTENT	FA 2
PROCESS	2.2 plan and make written, visual and oral presentations 3.2 identify problems and define their scope and elements 3.7 evaluate the problems and proposed solutions from multiple perspectives
DOK	2
INSTRUCTIONAL STRATEGIES	cooperative learning, homework and practice nonlinguistic representations

Assessment’s Alignment	
GLE	W3A
CONTENT	FA 2
PROCESS	2.3 plan and make written, visual and oral presentations 3.3 identify problems and define their scope and elements 3.8 evaluate the problems and proposed solutions from multiple perspectives
DOK	3
LEVEL OF EXPECTATION	Mastery Level—80%

Teacher Resources	Student Resources
<ul style="list-style-type: none"> <li>● Associate Press Stylebook</li> <li>● <i>Scholastic Journalism</i> (textbook)</li> <li>● <i>Inside Reporting: A Practical Guide to the Craft of Journalism</i> by Tim Harrower</li> <li>● <i>The Non-Designer’s Design Book</i> by Robin Williams</li> </ul>	<ul style="list-style-type: none"> <li>● Associate Press Stylebook</li> <li>● <i>Inside Reporting: A Practical Guide to the Craft of Journalism</i> by Tim Harrower</li> </ul>