



## **Journalism II**

**Arkansas  
English Language Arts Standards**

**2016**

Course Title: Journalism II  
Course/Unit Credit: 1  
Course Number: 415010  
Teacher Licensure: Please refer to the Course Code Management System (<https://adedata.arkansas.gov/ccms/>) for the most current licensure codes.  
Grades: 9-12  
Prerequisite: Journalism I

## Journalism II

Journalism I is a prerequisite for Journalism II. Students entering Journalism II, III, or IV must have successfully completed the preceding year of study. Journalism I is a foundational course and cannot be combined with other courses. Journalism II-IV may be taught within the same class period; however, the student learning expectations for each level are different and must be addressed.

Journalism II is a two-semester course designed to provide students with an intermediate study of media applications above Journalism I. This course can serve as further preparation for advanced media applications. Students in Journalism II will become active participants in the world of media to enhance their communication skills. Students will progress in their academic knowledge through the roles of reporters, photographers, ad sales, and marketing team members. Writing, technology, and visual and electronic media are used as tools for learning as students create, assess, and produce.

Journalism II does not require Arkansas Department of Education approval.

| Strand                      | Content Standard   |
|-----------------------------|--|
| Law and Ethics              |  |
|                             | 1. Students will evaluate legal and ethical issues.  |
| History                     |  |
|                             | 2. Students will demonstrate a working knowledge of the history and role of journalism in society. |
| Management and Organization |  |
|                             | 3. Students will demonstrate a working knowledge of staff management and organization.             |
| Design                      |  |
|                             | 4. Students will create designs for media.   |
| Writing                     |  |
|                             | 5. Students will create various pieces of journalistically sound writing.                          |
| Photography                 |  |
|                             | 6. Students will demonstrate a working knowledge of photographic principles.                       |
| Publishing                  |  |
|                             | 7. Students will publish journalistically sound media.   |

Notes:

1. Each level continues to address earlier Student Learning Expectations (SLEs) as needed.
2. Student Learning Expectations (SLEs) may be taught in any sequence.
3. Italicized words in this document appear in the glossary.
4. All items in a bulleted list are required to be taught.
5. The examples given (e.g.,) are suggestions to guide the instructor.
6. Publishing can include, but is not limited to, school publications (e.g., yearbook, newspaper, literary magazine, online media) and community media.

## How the Anchor Standards are Labeled

**R**

•

**CCR**

•

**1**

The letter in the first position of the anchor standard numbering system represents the strand:

- Reading (R)
- Writing (W)
- Speaking and Listening (SL)
- Language (L)

The symbol in the second position of the anchor standard numbering system represents college and career readiness.

The number in the third position of the anchor standard numbering system represents the standard.

## How the SLEs are Labeled

**D** . **10** . **DIII** . **2**

Letters in the first position represent the Strand name (e.g., Delivery).

Numbers in the second position represent the Standard number (e.g., Standard 10).

Symbols in the third position represent the Course name and level (e.g., Debate III).

Numbers in the fourth position represent the SLE number (e.g., SLE 2).

Strand: Law and Ethics

Content Standard 1: Students will evaluate legal and ethical issues.

|            |  | AR ELA Alignment  |
|------------|--|---|
| LE.1.JII.1 | Analyze current legal and ethical issues pertaining to freedom of the press  | R.CCR.1, R.CCR.2,<br>R.CCR.4, R.CCR.8,<br>SL.CCR.1, SL.CCR.2<br>L.CCR.6   |
| LE.1.JII.2 | Explain various legal restrictions placed on the press and electronic media  | R.CCR.1, R.CCR.2,<br>R.CCR.4, R.CCR.8,<br>W.CCR.2, W.CCR.4,<br>W.CCR.7, SL.CCR.1,<br>SL.CCR.2, SL.CCR.4,<br>SL.CCR.6, L.CCR.6 |
| LE.1.JII.3 | Explain ethical responsibilities regarding sourcing (e.g., <i>code of ethics</i> , student media policies)                       | R.CCR.1, R.CCR.2,<br>R.CCR.4, W.CCR.2,<br>W.CCR.4, W.CCR.9,<br>SL.CCR.1, SL.CCR.4,<br>SL.CCR.6, L.CCR.6                       |
| LE.1.JII.4 | Explain ethical responsibilities regarding technological aspects of media (e.g., <i>code of ethics</i> , student media policies) | R.CCR.1, R.CCR.2,<br>R.CCR.4, W.CCR.2,<br>W.CCR.4, W.CCR.9,<br>SL.CCR.1, SL.CCR.4,<br>SL.CCR.6, L.CCR.6                       |

Strand: History

Content Standard 2: Students will demonstrate a working knowledge of the history and role of journalism in society.

|           |   | AR ELA Alignment  |
|-----------|---|---|
| H.2.JII.1 | Explain the role of journalism in a democratic society  | R.CCR.1, R.CCR.2,<br>R.CCR.4, W.CCR.2,<br>W.CCR.4, W.CCR.9,<br>SL.CCR.1, SL.CCR.4,<br>SL.CCR.6, L.CCR.6 |
| H.2.JII.2 | Explain the impact of journalism on contemporary events (e.g., call to action; credibility of media; how media shapes events, policy, public opinion) | R.CCR.1, R.CCR.2,<br>R.CCR.4, W.CCR.2,<br>W.CCR.4, W.CCR.9,<br>SL.CCR.1, SL.CCR.4,<br>SL.CCR.6, L.CCR.6 |
| H.2.JII.3 | Describe the impact of photography on contemporary journalism (e.g., emotional connection, how photos enhance text, reader response)                  | R.CCR.1, R.CCR.2,<br>R.CCR.4, W.CCR.2,<br>W.CCR.4, W.CCR.9,<br>SL.CCR.1, SL.CCR.4,<br>SL.CCR.6, L.CCR.6 |

Strand: Management and Organization

Content Standard 3: Students will demonstrate a working knowledge of staff management and organization.

|            |   |          |
|------------|---|----------|
| MO.3.JII.1 | Apply organizational and time management skills necessary to meet student media production schedules          | W.CCR.10 |
| MO.3.JII.2 | Apply existing staff plan for financing student media   |          |
| MO.3.JII.3 | Apply existing staff plan to maximize the circulation of student media  | W.CCR.6  |
| MO.3.JII.4 | This skill is taught in Journalism I and should be reinforced as needed.<br>Investigate careers in journalism |          |

Strand: Design

Content Standard 4: Students will create designs for media.

AR ELA Alignment

|           |   |                   |
|-----------|---|-------------------|
| D.4.JII.1 | Apply available technologies used in publishing to create designs appropriate for media (e.g., desktop publishing, photo editing, Web-based media, word processing) | W.CCR.6, SL.CCR.5 |
| D.4.JII.2 | Apply design principles and elements for media (e.g., <i>color harmony</i> , <i>column layout</i> , graphic effects, <i>typography</i> , Web design)                | W.CCR.6, SL.CCR.5 |
| D.4.JII.3 | Apply design trends in media (e.g., Pantone color of the year, <i>typography</i> )  | W.CCR.6, SL.CCR.5 |

Strand: Writing

Content Standard 5: Students will create various pieces of journalistically sound writing.

|           |   | AR ELA Alignment   |
|-----------|---|--|
| W.5.JII.1 | Write original interview questions, using advanced research skills for various forms of writing   | W.CCR.4, W.CCR.5, W.CCR.7, SL.CCR.1, SL.CCR.6, L.CCR.1, L.CCR.6  |
| W.5.JII.2 | Conduct interviews for use in media   | L.CCR.1, L.CCR.2, L.CCR.3, L.CCR.6   |
| W.5.JII.3 | Gather information from valid sources   | R.CCR.6, R.CCR.7, R.CCR.8, R.CCR.9, R.CCR.10, W.CCR.8, SL.CCR.2  |
| W.5.JII.4 | Write <i>journalistically sound</i> leads   | W.CCR.4, W.CCR.5, W.CCR.6, W.CCR.10, L.CCR.1, L.CCR.2  |
| W.5.JII.5 | Write a news story using the fundamental questions of journalism <ul style="list-style-type: none"> <li>• who</li> <li>• what</li> <li>• when</li> <li>• where</li> <li>• why</li> <li>• how</li> </ul> | W.CCR.2, W.CCR.4, W.CCR.5, W.CCR.6, W.CCR.7, W.CCR.8, W.CCR.10, L.CCR.1, L.CCR.2, L.CCR.3, L.CCR.6                   |
| W.5.JII.6 | Apply news elements (e.g., conflict, consequence, human interest, prominence, proximity, timeliness) to original pieces   | W.CCR.1, W.CCR.2, W.CCR.4, W.CCR.5, W.CCR.6, W.CCR.7, W.CCR.8, W.CCR.9, W.CCR.10, L.CCR.1, L.CCR.2, L.CCR.3, L.CCR.6 |
| W.5.JII.7 | Use direct and indirect quotes in copy with appropriate <i>attribution</i> (e.g., punctuation, identification, verb choice)   | W.CCR.8, W.CCR.9, W.CCR.10   |

Strand: Writing

Content Standard 5: Students will create various pieces of journalistically sound writing.

|            |  | AR ELA Alignment   |
|------------|--|--|
| W.5.JII.8  | Write <i>journalistically sound</i> pieces (e.g., reviews, columns, news, features, advertising copy, editorials, blogs, essays, narratives)                                   | W.CCR.1, W.CCR.2,<br>W.CCR.4, W.CCR.5,<br>W.CCR.6, W.CCR.10,<br>L.CCR.1, L.CCR.2,<br>L.CCR.3 |
| W.5.JII.9  | Self-edit a variety of original pieces (e.g., basic features, basic news, captions, headlines, poetry, <i>secondary coverage</i> ) suitable for publishing using a style guide | W.CCR.5, L.CCR.1,<br>L.CCR.2, L.CCR.3  |
| W.5.JII.10 | Revise original pieces for content and style   | W.CCR.4, W.CCR.5,<br>L.CCR.1, L.CCR.2,<br>L.CCR.3  |
| W.5.JII.11 | Create content for media (e.g., feature story, news story, <i>secondary coverage</i> , blog, social media)   | W.CCR.1, W.CCR.2,<br>W.CCR.4, W.CCR.6,<br>W.CCR.10, L.CCR.1,<br>L.CCR.2, L.CCR.3             |
| W.5.JII.12 | Write captions in <i>journalistic style</i> (e.g., verb tense, identification, validity of information, style)   | W.CCR.4, W.CCR.5,<br>W.CCR.6, L.CCR.1,<br>L.CCR.2, L.CCR.3                                   |
| W.5.JII.13 | Write headlines in <i>journalistic style</i> (e.g., verb tense, validity of information, style)  | W.CCR.4, W.CCR.5,<br>W.CCR.6, L.CCR.1,<br>L.CCR.2, L.CCR.3                                   |

Strand: Photography

Content Standard 6: Students will demonstrate a working knowledge of photographic principles.

|            |  | AR ELA Standards   |
|------------|--|--|
| PH.6.JII.1 | Produce visual content for media (e.g., photos, video, <i>vlogs</i> )  | SL.CCR.4, SL.CCR.5   |
| PH.6.JII.2 | Describe different types of cameras and lenses   | SL.CCR.4, SL.CCR.4,<br>SL.CCR.6                            |
| PH.6.JII.3 | Analyze the use of composition skills of photography (e.g., angle, dominant element, leading lines, rule of thirds, selective focus) | R.CCR.7  |
| PH.6.JII.4 | Apply composition skills of photography (e.g., angle, dominant element, leading lines, rule of thirds, selective focus)              |  |
| PH.6.JII.5 | Analyze roles of photojournalism   | R.CCR.1, R.CCR.2,<br>R.CCR.4, R.CCR.6,<br>R.CCR.9, L.CCR.6 |

Strand: Publishing  
 Content Standard 7: Students will publish journalistically sound media.

AR ELA Alignment

|           |  |  |
|-----------|--|--|
| P.7.JII.1 | This skill is taught in Journalism I and should be reinforced as needed.<br>Describe forms of publishing (e.g., newspaper, yearbook, literary magazine, Web, social media) |  |
| P.7.JII.2 | Create content for media through reporting, writing, editing, photography, layout, and design  | W.CCR.1, W.CCR.2,<br>W.CCR.3, W.CCR.4,<br>W.CCR.5, W.CCR.6,<br>W.CCR.7, W.CCR.8,<br>W.CCR.9, W.CCR.10,<br>SL.CCR.4, SL.CCR.5,<br>SL.CCR.6, L.CCR.1,<br>L.CCR.2, L.CCR.3,<br>L.CCR.5, L.CCR.6 |
| P.7.JII.3 | Publish a variety of original <i>journalistically sound</i> pieces   | W.CCR.1, W.CCR.2,<br>W.CCR.3, W.CCR.4,<br>W.CCR.5, W.CCR.6,<br>W.CCR.7, W.CCR.8,<br>W.CCR.9, W.CCR.10,<br>SL.CCR.4, SL.CCR.5,<br>SL.CCR.6, L.CCR.1,<br>L.CCR.2, L.CCR.3,<br>L.CCR.5, L.CCR.6 |

## Glossary for Journalism II

|                        |  |
|------------------------|--|
| Attribution            | Using a source's full name and title when quoting; see style guide for publication (e.g., Associated Press [AP], National Press, Columbia Scholastic Press Association [CSPA]) |
| Code of Ethics         | Moral code and standards to which journalists adhere   |
| Color harmony          | A pleasing arrangement of color  |
| Column layout          | Vertical lines that provide a framework for a page   |
| Journalistically sound | Adheres to the journalistic guidelines for writing and design based on objectivity, responsibility, and credibility  |
| Journalistic style     | Style that is determined by journalism organizations in order to maintain consistency in media (e.g., Associated Press, student press organizations)                           |
| Photo essay            | A story told primarily with images   |
| Secondary coverage     | Additional coverage of material not provided in the main/primary coverage of the story (e.g., diagrams, informational graphics, maps, quote collections, sidebars, timelines)  |
| Typography             | The use of text as a graphic element in design   |
| Vlogs                  | Video log embedded in online media   |

## Contributors

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