

Journalism I

Curriculum Framework

2012

Course Title: Journalism I
 Course/Unit Credit: 1
 Course Number: 415000
 Teacher Licensure: Please refer to the Course Code Management System (<https://adedata.arkansas.gov/ccms/>) for the most current licensure codes.
 Grades: 9-12

Journalism I

Journalism I is a two-semester course designed to introduce students to the world of media. Students in Journalism I will become analytical consumers of media and technology to enhance their communication skills. Writing, technology, and visual and electronic media are used as tools for learning as students create, clarify, critique, and produce effective communication. Students will learn journalistic guidelines for writing, design, and photography, which include objectivity, responsibility, and credibility. Journalism I 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 develop 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 and Production	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.

Note: In this document specific grade bands (9-10 and 11-12) are not included in the connections to the Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects (CCSS-ELA). The appropriate grade band should be selected based on the desired level of rigor.

Strand: Law and Ethics

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

Connections to
CCSS – ELA

LE.1.JI.1	<p>Describe the meaning and limitations of freedom of the press:</p> <ul style="list-style-type: none"> • First Amendment • Fourteenth Amendment • legal precedents, including but not limited to <u>Tinker v. Des Moines Independent School District</u>, <u>Bethel School District v. Fraser</u>, <u>Hazelwood School District v. Kuhlmeier</u> • pending issues 	<p>RI.8, RI.9, RI.10 W.2, W.4, W.9 SL.1, SL.2, SL.4, SL.6 L.1, L.2, L.3, L.4, L.5, L.6</p>
LE.1.JI.2	<p>Identify the various legal restrictions placed on the press and electronic media:</p> <ul style="list-style-type: none"> • <i>Arkansas Student Publications Policy</i> • <i>censorship</i> • copyright/fair use • defamation (e.g., libel, slander) • district publication policy • invasion of privacy • obscenity • plagiarism 	<p>RI.4, RI.8, RI.9 W.8, W.10 SL.1, SL.2, SL.4, SL.5, SL.6 L.1, L.2, L.3, L.4, L.5, L.6</p>
LE.1.JI.3	<p>Identify responsibilities that accompany the right of a free press by examining the journalistic <i>Code of Ethics</i></p>	<p>RI.1, RI.2, RI.3, RI.8 W.2, W.4, W.9 SL.1, SL.2, SL.4 L.1, L.2, L.3, L.4, L.5, L.6</p>
LE.1.JI.4	<p>Identify responsibilities regarding current technological aspects of media (e.g., photo manipulation via software, social network sites for sourcing)</p>	<p>RI.1 W.8, W.10 SL.1, SL.2, SL.3, SL.4</p>

Strand: History

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

Connections to
CCSS – ELA

H.2.JI.1	Identify the role media has played and now plays in a democratic society (e.g., <i>citizen journalists</i> , <i>convergent media</i> , embedded journalism, <i>mobile journalists</i> , White House Press Corps)	RI.7, RI.8, RI.9 W.1, W.2, W.9 SL.1, SL.2, SL.4, SL.5, SL.6 L.1, L.2, L.3, L.4, L.5, L.6
H.2.JI.2	Identify individuals and major events in the development of journalism (e.g., Horace Greeley, Joseph Pulitzer, Nellie Bly, Robert S. Abbott, William Randolph Hearst, Internet, invention of Gutenberg Press, minority media, muckraking, radio, shock jocks, telegraph, television, yellow journalism)	RL.1 RI.4, RI.7, RI.8, RI.9, RI.10 W.2, W.4, W.5, W.7, W.8, W.9, W.10 SL.1, SL.4, SL.6 L.1, L.2, L.3, L.4, L.5, L.6
H.2.JI.3	Identify individuals and major developments in the history of photography (e.g., George Eastman, Joseph Niepce, Louis Daguerre, Matthew Brady, digital vs. print, technological developments of cameras)	RI.1, RI.2, RI.3, RI.7, RI.8 W.2, W.4, W.5, W.7, W.10 SL.1, SL.2, SL.3, SL.4, SL.5 L.1, L.2, L.3, L.4, L.5, L.6

Strand: Management and Organization

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

Connections to
CCSS – ELA

MO.3.JI.1	Explain organizational and time management skills necessary to meet production schedules	RI.4, RI.10 W.4, W.6, W.8, W.10 L.1, L.2, L.4, L.6
MO.3.JI.2	Describe the existing staff plan for financing media production(s)	RI.7 W.4, W.5, W.6, W.7 W.8, W.9, W.10 SL.2, SL.4 L.1, L.2, L.3, L.6
MO.3.JI.3	Describe the existing staff plan to maximize the circulation of media	RI.7 W.2, W.4, W.5, W.6, W.8, W.9, W.10 SL.2, SL.4, SL.5, SL.6 L.1, L.2, L.4, L.6
MO.3.JI.4	Investigate careers in journalism	RL.1 RI.1, RI.5, RI.7 W.4, W.5, W.6, W.7, W.8, W.9, W.10 SL.1, SL.2, SL.4, SL.5 SL.6 L.1, L.2, L.3, L.4, L.6

Strand: Design and Production
 Content Standard 4: Students will create designs for media.

Connections to
 CCSS – ELA

DP.4.JI.1	Use the principles of publishing through design, applying available technologies (e.g., desktop publishing, photo editing, <i>Web-based media</i> , word processing)	W.2, W.4, W.5, W.6, W.7, W.8, W.9, W.10 SL.5 L.1, L.2, L.3, L.6
DP.4.JI.2	Apply basic design principles and elements as related to media production	RI.7 W.6 SL.2, SL.5 L.6
DP.4.JI.3	Incorporate current design trends in selected media	RI.2, RI.3, RI.7 W.6, W.8 SL.1, SL.2, SL.4, SL.5 L.6
DP.4.JI.4	Apply content for selected media through reporting, writing, editing, photography, layout, and design	RI.5, RI.6, RI.7 W.5, W.6 SL.1, SL.3, SL.5 L.1, L.2, L.3, L.4, L.5, L.6

Strand: Writing

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

Connections to
CCSS – ELA

W.5.JI.1	Write relevant questions for an interview or research, using criteria provided by the instructor	RI.5 W.5, W.10 SL.2 L.1, L.2, L.6
W.5.JI.2	Demonstrate effective interviewing skills through guided practice	RI.7 W.1, W.2, W.4, W.6, W.7 SL.1, SL.6 L.1, L.2, L.3, L.6
W.5.JI.3	Evaluate the validity of background information from a variety of sources (e.g., books, Internet sources, qualified persons, reports)	RL.1, RL.4 RI.1, RI.2, RI.4, RI.5, RI.6, RI.7 W.1, W.2, W.3, W.4, W.5, W.6, W.10 SL.1, SL.2, SL.3, SL.4, SL.5, SL.6 L.1, L.2, L.3, L.4, L.5, L.6
W.5.JI.4	Write guided <i>journalistically sound leads</i>	RL.1, RL.4 RI.1, RI.2, RI.4, RI.5, RI.7 W.1, W.2, W.3, W.4, W.5, W.6, W.10 SL.1, SL.2, SL.3, SL.4, SL.5, SL.6 L.1, L.2, L.3, L.4, L.5, L.6

Strand: Writing

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

Connections to
CCSS – ELA

W.5.JI.5	Incorporate the most important elements of a news story using assigned prompts (e.g., who, what, where, when, why, how)	RL.1, RL.4 RI.1, RI.2, RI.4, RI.5, RI.7 W.1, W.2, W.3, W.4 W.5, W.6, W.10 SL.1, SL.2, SL.3, SL.4, SL.5, SL.6 L.1, L.2, L.3, L.4, L.5, L.6
W.5.JI.6	Apply direct and indirect quotes into copy using assigned prompts	RI.4, RI.5, RI.6, RI.7 W.2, W.4, W.5, W.6, W.7, W.8, W.9 L.1, L.2, L.3, L.4, L.5, L.6
W.5.JI.7	Write different guided forms of <i>journalistically sound</i> pieces such as reviews, columns, news, features, advertising copy, and editorials to inform, entertain, and/or persuade	RL.1, RL.2, RL.3, RL.4, RL.5 RI.1, RI.2, RI.3, RI.4, RI.5, RI.6, RI.7, RI.8 W.1, W.2, W.3, W.4, W.5, W.6, W.7, W.8, W.9, W.10 SL.1, SL.2, SL.3, SL.4, SL.5, SL.6 L.1, L.2, L.3, L.4, L.5, L.6

Strand: Writing

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

Connections to
CCSS – ELA

W.5.JI.8	Edit assigned pieces for content, grammar, spelling, and style, using a professional style guide	RI.1, RI.2, RI.3, RI.4, RI.5, RI.6, RI.7 RL.4, RL.5, RL.6 SL.1, SL.2, SL.3, SL.4, SL.5 W.5
W.5.JI.9	Revise assigned pieces for content and style as needed	RL.4, RL.5, RL.6, RI.1, RI.2, RI.3, RI.4, RI.5, RI.6, RI.7 W.5
W.5.JI.10	Identify the elements of news (e.g., conflict, consequence, human interest, prominence, proximity, timeliness)	RI.1, RI.2, RI.6 W.8, W.10 SL.1, SL.4 L.4, L.6
W.5.JI.11	Select the most appropriate journalistic format to present content (e.g., features, news story, <i>secondary coverage</i>)	RI.4, RI.5, RI.6, RI.7 W.1, W.2, W.3, W.4, W.5, W.6, W.7, W.8, W.9, W.10 SL.1, SL.2, SL.4, SL.5, SL.6 L.1, L.2, L.3
W.5.JI.12	Write captions in <i>journalistic style</i> using assigned prompts	RI.1, RI.2, RI.6 W.2, W.4, W.5, W.6, W.10 SL.1, SL.4, SL.5, SL.6 L.1, L.2, L.3, L.4, L.5, L.6
W.5.JI.13	Write headlines in <i>journalistic style</i> using assigned prompts	RI.2, RI.4 W.2a, W.2b, W.2d, W.4, W.5, W.6 L.1, L.2, L.3, L.4, L.5, L.6

Strand: Photography

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

Connections to
CCSS – ELA

P.6.JI.1	Identify the types of photography used in media (e.g., <i>photo essay</i> , pictures, <i>video streams</i>)	RI.7 SL.2, SL.4
P.6.JI.2	Identify the composition skills of photography (e.g., angle, dominant element, leading lines, rule of thirds, selective focus)	RI.7 SL.2
P.6.JI.3	Describe the role of <i>photojournalism</i>	SL.2, SL.5 W.6, W.10 L.1, L.2, L.3, L.4, L.5, L.6

Glossary for Journalism I

Arkansas Student Publications Policy	An Arkansas law that provides student journalists additional safeguards against censorship
Censorship	Speech or written material that is suppressed by an authoritative body
Citizen journalists	Individuals without formal journalism training who use modern technology to contribute to the media
Code of Ethics	Moral code and standards to which journalists adhere
Convergent media	Multiple media that combines to form one product
Journalistic style	Style that is determined by professional journalism organizations in order to maintain consistency in media (e.g., Associated Press)
Journalistically sound	Adheres to the journalistic guidelines for writing and design based on objectivity, responsibility, and credibility
Leads	The first paragraph of news stories
Mobile journalist(s)	Journalist(s) with the ability to report from anywhere around the globe in real time
Photo essay	A story told primarily with images
Photojournalism	Telling a story for publication through the medium of photography
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)
Video stream(s)	Video(s) embedded within a story
Web-based media	Any electronic production of media (e.g., blogs, social networking, Web sites)