

**Course Numbers**

* LA213
* LA213IB

**Journalism**

2019-2020

0.5 Elective credit.

Journalism allows students to explore the fundamental concepts behind the communications industry, including print, broadcast and advertising and the Internet. Students will study history, writing, editing, law and the packaging process, as well as obtain the understanding of deadlines and interviewing through practical application.

<http://secondaryliteracy.dmschools.org/>

<http://grading.dmschools.org>

Version: 1.0

**Standards-Referenced Grading Basics**

**Our purpose in collecting a body of evidence is to:**

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| **Evidence shows the student can...** | **Topic Score** |
| Demonstrate all learning targets from Level 3 and Level 4 | 4.0 |
| Demonstrate all learning targets from Level 3 with partial success at Level 4 | 3.5 |
| Demonstrate all learning targets from Level 3 | 3.0 |
| Demonstrate at least half of the Level 3 learning targets | 2.5 |
| Demonstrate foundational\* knowledge toward level 3 (could include Level 2 learning targets or success criteria) | 2.0 |
| Demonstrate some foundational\* knowledge of Level 2 learning targets | 1.5 |
| Demonstrate fewer than half of the learning targets from Level 2 and none of the Level 3 learning targets | 1.0 |
| Produce no evidence appropriate to the learning targets at any level | 0 |
| “foundational” as defined on p. 6 of the grading handbook = “Targets written below the level of cognitive complexity of the standard and found in level 2” | |

• Allow teachers to determine a defensible and credible topic score based on a representation of student learning over time.

• Clearly communicate where a student’s learning is based on a topic scale to inform instructional decisions and push student growth.

• Show student learning of Level 3 targets through multiple and varying points of data

• Provide opportunities for feedback between student and teacher.

**Scoring**

A collaborative scoring process is encouraged to align expectations of the scale to artifacts collected. Routine use of a collaborative planning and scoring protocol results in calibration and a collective understanding of evidence of mastery. Enough evidence should be collected to accurately represent a progression of student learning as measured by the topic scale. Teachers look at all available evidence to determine a topic score. All topic scores should be defensible and credible through a body of evidence.

**\*\*\*Only scores of 4, 3.5, 3, 2.5, 2, 1.5, 1, and 0 can be entered as Topic Scores**.

Some topics in ELA have clearly outline learning targets (3a, 3b, 3c) while others are listed with bullet points. Due to the nature of certain writing or speaking topics, these bullet points have been determined to act more like success criteria as they cannot be taught or assessed in isolation of the others. All bullet points are vital to the success of the overall standard and in student feedback but do not need to be reported out separately.

**Guiding Practices of**

**Standards-Referenced Grading**

**1.** A consistent 4-point grading scale will be used.

**2.** Student achievement and behavior will be reported separately.

**3.** Scores will be based on a body of evidence.

**4.** Achievement will be organized by learning topic and converted to a grade at semester’s end.

**5.** Students will have multiple opportunities to demonstrate proficiency.

**6.** Accommodations and modifications will be provided for exceptional learners.

**Multiple Opportunities**

Philosophically, there are two forms of multiple opportunities, both of which require backwards design and intentional planning. One form is opportunities planned by the teacher throughout the unit of study and/or throughout the semester. The other form is reassessment of learning which happens after completing assessment of learning at the end of a unit or chunk of learning (see information in [SRG Handbook](http://gradingsecondary.dmschools.org/uploads/1/3/2/2/13224522/2018-19_dmps_srg_handbook_for_printing_forrest_yes_asof_4-9-19.pdf))

Students will be allowed multiple opportunities to demonstrate proficiency. Teachers need reliable pieces of evidence to be confident students have a good grasp of the learning topics before deciding a final topic score. To make standards-referenced grading work, the idea of “multiple opportunities” is emphasized. If after these opportunities students still have not mastered Level 3, they may then be afforded the chance to reassess.

**Course Map**

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| **Grading Topic** | **Content Standards** |
| **Journalistic Writing** | * Journalism Education 11 * Writing 2 * Writing 4 * Language 1 |
| **Design** | * Journalism Education 1 * Speaking and Listening 5 |
| **Ethics** | * Journalism Education 4 |
| **Professional Responsibility** | * Journalism Education 3 * Journalism Education 5 |
| **Digital Media** | * Journalism Education 9 |

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| **Journalistic Writing** | | |
| **LEVEL 4: (ET)**  A level four task should include the following: prior learning; cognitive complexity; integrated skills; real world relevance; authentic application beyond the classroom. | **LEVEL 3 LEARNING GOAL: (AT)**  ***Students demonstrate they have the ability to:***   1. **Apply** the principles of fair, balanced, and accurate reporting 2. **Write** for a variety of purposes using journalistic writing styles (news, features, opinions) 3. **Write** using clear, precise language | **Level 2: (PT)**  *Level 2 knowledge should be clarified by the building level PLC as they collaborate to unpack the Level 3 targets.*  **Guiding Question for the PLC to complete this process:**   * *What are the essential pieces of knowledge students need to have to show partial (****but still acceptable****) levels of understanding of the grade level standard/expectation (level 3)?*   **Possible Level 2 Guidance:**   * **Examine** a topic by selecting, organizing, and analyzing relevant content (prewriting, researching, analyzing various perspectives/angles on the topic, etc.) * **Employ** facts, definitions, details, quotations, and research and/or interviews * **Establish** and **maintain** a formal style * Correctly **capitalize** words in a sentence and **punctuate** the sentence correctly using commas, semicolons, and colons where needed * **Explain** a topic in writing * **Identify** the difference between clear and unclear writing |
| **Standard Language: Journalism 11**  The JEA suggests an emphasis on Writing Skills in its 11th curricular standard.  **Standard Language: CCSS ELA W.9-10.2**  Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.  **Standard Language: CCSS ELA W.9-10.4**  Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.  **Standard Language: CCSS ELA L.9-10.1**  Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. | | |

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| **Multiple Opportunities** | **Teacher Clarifications** |
| **Academic Vocabulary**  Angles, Journalistic Writing | **Additional Resources** |

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| **Design** | | |
| **LEVEL 4: (ET)**  A level four task should include the following: prior learning; cognitive complexity; integrated skills; real world relevance; authentic application beyond the classroom. | **LEVEL 3 LEARNING GOAL: (AT)**  ***Students demonstrate they have the ability to:***   1. **Apply** design elements to create a layout that is visually appealing and effectively communicates the idea of the page to the reader 2. **Employ** various graphic elements to enhance the readability and attractiveness of the layout | **Level 2: (PT)**  *Level 2 knowledge should be clarified by the building level PLC as they collaborate to unpack the Level 3 targets.*  **Guiding Question for the PLC to complete this process:**  *What are the essential pieces of knowledge students need to have to show partial (****but still acceptable****) levels of understanding of the grade level standard/expectation (level 3)?*  **Possib**l**e Level 2 Guidance:**   * Create a design that accurately fits the content * Place text in columns * Use pica separation * Use text in a visually pleasing way that represents the story * Select fonts that support (instead of distract from) the content of the page |
| **Standard Language: Journalism 8**  The JEA suggests an emphasis on News Literacy Skills in its 8th curricular standard. | | |

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| **Multiple Opportunities** | **Teacher Clarifications**  See the chart on the following page for the complete list of requirements of the genres of writing referred to in the Learning Goal. |
| **Academic Vocabulary**  Layout, Elements, Design, Readability, Attractiveness,  Pica Separation, Font | **Additional Resources** |

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| **Ethics** | | |
| **LEVEL 4: (ET)**  A level four task should include the following: prior learning; cognitive complexity; integrated skills; real world relevance; authentic application beyond the classroom. | **LEVEL 3 LEARNING GOAL: (AT)**  ***Students demonstrate they have the ability to:***   1. **Apply** the rights guaranteed by the First Amendment to the U.S. Constitution, the Iowa Student Free Expression Law (Iowa Code Sec. 280.22) and the school district publication policy in order to understand pertinent court cases related to the student freedom of expression (ex: Tinker, Hazelwood, etc.) 2. **Investigate** a journalist’s responsibility to be fair, balanced, and accurate in reporting and writing 3. **Analyze** media for bias, inaccurate information, and reliability of sources | **Level 2: (PT)**  *Level 2 knowledge should be clarified by the building level PLC as they collaborate to unpack the Level 3 targets.*  **Guiding Question for the PLC to complete this process:**  *What are the essential pieces of knowledge students need to have to show partial (****but still acceptable****) levels of understanding of the grade level standard/expectation (level 3)?*  **Possib**l**e Level 2 Guidance:**   * Identify the rights guaranteed by the First Amendment * Identify court cases of relevance to a student journalist or a student journalistic publication |
| **Standard Language: Journalism 4**  The JEA suggests an emphasis on Law and Ethics Skills in its 4th curricular standard. | | |

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| **Multiple Opportunities** | **Teacher Clarifications** |
| **Academic Vocabulary**  Ethics, Freedom of Expression, Responsibility | **Additional Resources** |

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| **Digital Media** | | |
| **LEVEL 4: (ET)**  A level four task should include the following: prior learning; cognitive complexity; integrated skills; real world relevance; authentic application beyond the classroom. | **LEVEL 3 LEARNING GOAL: (AT)**  ***Students demonstrate they have the ability to:***   1. **Apply** the rules of composition when shooting or editing media 2. **Produce** a media that connects with the target audience/market | **Level 2: (PT)**  *Level 2 knowledge should be clarified by the building level PLC as they collaborate to unpack the Level 3 targets.*  **Guiding Question for the PLC to complete this process:**  *What are the essential pieces of knowledge students need to have to show partial (****but still acceptable****) levels of understanding of the grade level standard/expectation (level 3)?*  **Possib**l**e Level 2 Guidance:**   * Select appropriate media for content * Develop/utilize a plan for implementing media (storyboard, sketch, outline, layout) |
| **Standard Language: Journalism 6**  The JEA suggests an emphasis on Multimedia Broadcast Skills in its 6th curricular standard. | | |

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| **Multiple Opportunities** | **Teacher Clarifications**  This topic could equally apply to photographs, video footage, and any other media or multimedia composition with a strong visual component. |
| **Academic Vocabulary**  Composition, Focus, Complementary | **Additional Resources** |

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| **Professional Responsibilities** | | | | | | |
| ***Students demonstrate they have the ability to understand the importance of deadlines and how meeting deadlines applies to working with others by:*** | | | | | | |
| **4**   * Meeting **100%** of key assignment deadlines | **3.5**   * Meeting **95%** of key assignment deadlines | **3**   * Meeting **90%** of key assignment deadlines | **2.5**   * Meeting **80%** of key assignment deadlines | **2**   * Meeting **75%** of key assignment deadlines | **1.5**   * Meeting **70%** of key assignment deadlines | **1**   * Meeting **some** key assignment deadlines |
| **Standard Language: Journalism 3**  The JEA suggests an emphasis on Entrepreneurship Skills in its 3rd curricular standard.  **Standard Language: Journalism 5**  The JEA suggests an emphasis on Leadership and Team Building Skills in its 5th curricular standard. | | | | | | |

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| **Multiple Opportunities** | **Teacher Clarifications**  The teacher must make it abundantly clear which assignments constitute key assignments for the purposes of this topic. |
| **Academic Vocabulary**  Key Assignment, Deadline | **Additional Resources** |