Journalism

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Foreword

- A fully developed Canvas course is available <mark>here</mark>. This course can serve as a shell for instructors to personalize and contains all necessary documents and assignments aligned by target.
- Journalism is a hybrid course that is informed by both CCSS Literacy Standards and Standards for Journalism Educators provided by the JEA.

How to use this document:

This curriculum guide is *not…*

- A lock-step instructional guide detailing exactly when and how you teach.
- Meant to restrict your creativity as a teacher.
- A ceiling of what your students can learn, nor a set of unattainable goals.

Instead, the curriculum guide *is* meant to be a common vision for student learning and a set of targets and success criteria directed related to grade-level standards by which to measure and report student progress and provide meaningful feedback.

The curriculum guide outlines the learning that is **most essential** for student success; it is our district's guaranteed and viable curriculum. The expectation is that every student in our district, regardless of school or classroom, will have access to and learn these targets. As the classroom teacher, you should use the curriculum guide to help you to decide how to scaffold up to the learning targets and extend your students' learning beyond them.

Within this document, you will find a foundational structure for planning sequential instruction in the classroom which can be supplemented with materials from any number of the linked resources.

Please consider this guide a living and dynamic document, subject to change and a part of a continuous feedback loop.

JOURNALISM Semester at a Glance

This class will provide students with experiences in interviewing, drafting, word processing, editing and producing their own news, feature and opinion stories. Students gain knowledge of press law that affects them as student journalists and the deadline process that all publications operate on. Students will develop skills in: News judgment, interviewing, editing, headline/caption writing and page design. Students will have the opportunity to work with Adobe InDesign and Adobe Photoshop. Journalism serves as the pre-requisite to both yearbook and newspaper publications labs.

Primary Resources: Learning Targets are linked below each unit scale. These include all required sources for the course.

Semester 1	**Topic 1: Writing** **Topic 1 Resource Folder**	**Topic 2: Ethics** **Topic 2 Resource Folder**	**Topic 3: Design** **Topic 3 Resource Folder**	**Topic 4: Professional Responsibility**
<u>Reporting frequency of topic scores</u>	**Every 6 weeks**	**Every 6 weeks**	**Every 6 weeks**	
Standards Aligned	*Journalism Education 11* *Writing 2* *Writing 4* *Language 1*	*Journalism Education 4*	*Journalism Education 1* *Speaking and Listening 5*	*Journalism Education 3* *Journalism Education 5*

Standards-Referenced Grading Basics

Our purpose in collecting a body of evidence is to:

• Allow teachers to determine a defensible and credible topic score based on representation of student learning over time.
• Clearly communicate where a student's learning is based on a topic scale to 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.

Start at Level 3 when determining a topic → score.

Evidence shows the student can...	Topic Score
Demonstrates proficiency (AT) in all learning targets from Level 3 & Level 4	4.0
Demonstrates proficiency (AT) in all learning targets from Level 3 with partial success at Level 4	3.5
Demonstrates proficiency (AT) in **all** learning targets from Level 3	3.0
Demonstrates proficiency (AT) in **at least half** of the Level 3 learning targets	2.5
Demonstrates some foundational knowledge (PT) toward **all** Level 3 targets	2.0
Demonstrates some foundational knowledge (PT) of **some** of the Level 3 learning target or standard	1.5
Does not meet minimum criteria for the standard or target.	1.0
Produces no evidence appropriate to the learning targets at any level (Is missing for one or more targets)	0

* foundational knowledge is defined by the success criteria for the learning targets or standards.

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**.

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.

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.

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.

Anatomy of a Scale

Unit Narrative:

Provide an overview and context of the unit, big understandings, and student experience—including by not limited to vocabulary, inquiry-based questions/concepts, pacing and number of lessons

Topic Title:

Named topic in infinite campus, with approximate number of paced weeks

Exceeding Grade Level (ET):

Possible level four task listed including prior learning, cognitive complexity, integrated skills, real world relevance: authentic application beyond the classroom.

Achieving Grade Level (AT):

Level 3 targets are listed within the topic scale and are the grade level expectation for students in all classes.

***Success Criteria** (listed below the target) should be clarified/revised by the building level PLC as they collaborate to unpack the Level 3 targets.*

Item Bank:

Linked resources for each learning target. Guiding/Inquiry questions, ideas, and/or concepts are below the base line examples to ensure district wide coherence.

Unit 1:		

Unit Narrative: *In this unit, students*

Topic	Exceeding Grade Level (ET)	Achieving Grade Level (AT)
When collecting evidence related to the 3, it will be recorded in these topics in Infinite Campus.		The **Level 3 Targets** are the grade level expectation for students in all classes. **Success Criteria** *(listed below the target) should be clarified/revised by the building and PLC as they collaborate to unpack the Level 3 targets.* **Guiding Question: complete this process:** *What are the essential pieces of knowledge students need to have to show progression towards the grade level standard/expectation (level 3)?*
Topic Title (weeks)	**Possible Task:** ★ *A level four task should include the following: prior learning; cognitive complexity; integrated skills; real world relevance; authentic application beyond the classroom.*	**LT1-** **Learning that shows evidence of progressing towards the grade level learning target:** ☐ ☐ ☐ **LT2-** **Learning that shows evidence of progressing towards the grade level learning target:** ☐ ☐ ☐ **LT3-** **Learning that shows evidence of progressing towards the grade level learning target:** ☐ ☐ ☐

Item Bank:		
Target: **Resources to teach:**	*Target:* **Resources to teach:**	*Target:* **Resources to teach:**
Standard Language	**Standard Language**	**Standard Language**
Guiding Questions, Ideas, and/or Concepts *Ideas and concepts in the spaces below are base line examples for all to use to ensure district wide coherence. Please add to these as you see instructional opportunities.*		

Topic 1:

Topic Narrative/Overview: *In this topic, students will explore the basics of news writing, feature writing, and opinion writing. Teachers should capture evidence from all three types of journalistic writing as appropriate for each Learning Target.*

Topic	Achieving Grade Level (AT)
When collecting evidence related to the 3, it will be recorded in these topics in Infinite Campus.	The **Level 3 Targets** are the grade-level expectation for students in all classes. These are directly related to State of Iowa standards. *Success Criteria* (listed below the target) should be clarified/revised by the building level PLC as they collaborate to unpack the Level 3 targets. **Guiding Question to complete this process:** 📌 *What are the essential pieces of knowledge students need to have to show progression towards the grade level standard/expectation (level 3)?*
Journalistic Writing	**LT1A- Apply the principles of fair, balanced, and accurate reporting** **Learning that shows evidence of progressing towards grade-level learning target:** ☐ Writing is structured with no reporter opinion/ is objective ☐ Employs facts, definitions, details, quotes, and research and/or interviews **LT1B- Write for a variety of purposes using journalistic writing styles (news, features, opinions)** **Learning that shows evidence of progressing towards grade-level learning target:** ☐ Writing is in format assigned (Feature/News/Opinion) ☐ Writing examines a topic by selecting, organizing, and analyzing relevant content (Focused angle to story) **LT1C- Write using clear, precise language** **Learning that shows evidence of progressing towards grade-level learning target:** ☐ Correctly capitalize words in a sentence ☐ Correctly punctuate the sentence using commas, semicolons, and colons ☐ Writing language is overall clear/ writing makes sense (grammar, readability)

Item Bank:

News Writing: Resources to teach:	*Feature Writing:* Resources to teach:	*Opinion/Review Writing:* Resources to teach:
☐ **News Writing** News Writing quizlet News example	☐ **Features** Feature example	**Opinion/Review**

Topic 2:

Topic Narrative/Overview: *In this topic, students will explore the process of applying the First Amendment and other important documents/laws pertinent to student journalism.*

Topic	Achieving Grade Level (AT)
When collecting evidence related to the 3, it will be recorded in these topics in Infinite Campus.	The **Level 3 Targets** are the grade-level expectation for students in all classes. These are directly related to State of Iowa standards. *Success Criteria* (listed below the target) should be clarified/revised by the building level PLC as they collaborate to unpack the Level 3 targets. **Guiding Question to complete this process:** ☛ *What are the essential pieces of knowledge students need to have to show progression towards the grade level standard/expectation (level 3)?*
Ethics	**LT2A- Understand 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** **Learning that shows evidence of progressing towards grade-level learning target:** ☐ Identify the rights guaranteed by the First Amendment. ☐ Identify the rights guaranteed by the Student Free Expression Law ☐ Identify the rights guaranteed by the school district publication policy ☐ Explain how each of these rights affect students in schools **LT2B- Understand pertinent court cases related to the Student Freedom of Expression Act.** **Learning that shows evidence of progressing towards grade-level learning target:** ☐ Identify court cases of relevance to a student journalist or a student journalistic publication ☐ Explain how these court cases relate to student journalists or a student journalistic publication **LT2C- Understand a journalist's responsibility to be fair, balanced, and accurate in reporting and writing.** **Learning that shows evidence of progressing towards grade-level learning target:** ☐ Write a claim for an ethical scenario ☐ Provide evidence that proves your claim using the SPJ or Photojournalism Code of Ethics

Item Bank:

2ATarget: Resources to teach:	2BTarget: Resources to teach:	2CTarget: Resources to teach:
Journalism Resources by Target\Ethics\2A ☐ The New York Times: The Awakening of Colin Kaepernick ☐ First Amendment Watch: A timeline of political protest on the field	**Journalism Resources by Target\Ethics\2B**	**Journalism Resources by Target\Ethics\2C** ☐ Fake news vocabulary ☐ *Fake News: How A Partying Macedonian Teen Earns Thousands Publishing Lies (video)*

Topic 3:

Topic Narrative/Overview: *In this topic, students will explore the basics of journalistic design and begin the process of designing their own pages using InDesign and editing photos using Photoshop.*

Topic	Achieving Grade Level (AT)
When collecting evidence related to the 3, it will be recorded in these topics in Infinite Campus.	The **Level 3 Targets** are the grade level expectation for students in all classes. These are directly related to State of Iowa standards. *Success Criteria (listed below the target) should be clarified/revised by the building level PLC as they collaborate to unpack the Level 3 targets.* **Guiding Question to complete this process:** 🗨 *What are the essential pieces of knowledge students need to have to show progression towards the grade level standard/expectation (level 3)?*
Design	**LT3A- Apply design elements to create a layout that is visually appealing and effectively communicates the idea of the page to the reader** **Learning that shows evidence of progressing towards grade-level learning target:** ☐ Create a page that accurately reflects the story/content ☐ Uses a dominant image and ABCD caption ☐ Creates several other visual elements to provide additional info related to the content of the page (sidebar, pull-quote, infographics, etc.) **LT3B- Employ various graphic elements to enhance the readability and attractiveness of the layout** **Learning that shows evidence of progressing towards grade-level learning target:** ☐ Adheres to the style of the publication regarding fonts, sizes, indents, etc. ☐ Use text in a visually pleasing way that represents the story ☐ Use white space to enhance readability, not for it to look incomplete

Item Bank:

3ATarget: **Resources to teach:** **Journalism Resources by Target\Design\3A** Design Vocab quizlet	*3BTarget:* **Resources to teach:** **Journalism Resources by Target\Design\3B** *InDesign Basics (video)* *Photoshop (video)*

Topic 4:

Topic Narrative/Overview: *Due to the importance of meeting deadlines as a journalist, students will also be assessed on their ability to meet deadlines.*

Topic	Achieving Grade Level (AT)
When collecting evidence related to the 3, it will be recorded in these topics in Infinite Campus.	The **Level 3 Targets** are the grade level expectation for students in all classes. These are directly related to State of Iowa standards. *Success Criteria* (listed below the target) should be clarified/revised by the building level PLC as they collaborate to unpack the *Level 3 targets.* **Guiding Question to complete this process:** ☛ *What are the essential pieces of knowledge students need to have to show progression towards the grade level standard/expectation (level 3)?*
Professional Responsibility	**LT4A-** Demonstrate the ability to understand the importance of deadlines and how meeting deadlines applies to working with others.

4	3.5	3	2.5	2	1.5	1
• Meeting **100%** of key assignment deadlines	• Meeting **95%** of key assignment deadlines	• Meeting **90%** of key assignment deadlines	• Meeting **80%** of key assignment deadlines	• Meeting **75%** of key assignment deadlines	• Meeting **70%** of key assignment deadlines	• Meeting **some** key assignment deadlines

Item Bank:

3ATarget:
Resources to teach:
[Deadlines and Struggles: The Everyday Issues Journalists Face](#) (article)
[Why media deadlines are serious](#) (article)