



Journalism 2024/2025


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Topic 1: Journalistic Writing

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)
Journalistic Writing	<p>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.</p> <p>Guiding Question to complete this process:  <i>What are the components of a journalistic article?</i></p>
	<p>LT1A- Apply the principles of fair, balanced, and accurate reporting. (W. 9-10.4; W.9-10.5; W.9-10.6, W.9-10.1.D; W.9-10.2B; W.9-10.8)</p>
	<ul style="list-style-type: none"> <input type="checkbox"/> Writing is structured with no reporter opinion/is objective. <input type="checkbox"/> Use facts, research, and/or interviews. <input type="checkbox"/> Employs quotes from interviews.
	<p>LT1B- Write for a variety of purposes using multiple journalistic writing styles. (W.9-10.4; W.9-10.5; W.9-10.6; W.9-10.1.D; W.9-10.2.C; W.9-10.10)</p>
	<ul style="list-style-type: none"> <input type="checkbox"/> Demonstrate the ability to write a news article using the inverted pyramid/LQTQ format. <input type="checkbox"/> Demonstrate the ability to write a feature article using the LQTQ/Q&A format. (RI. 9–10.7) <input type="checkbox"/> Demonstrate the ability to write an opinion/review article in format assigned. (RI.9-10.6)
	<p>LT1C- Write using clear, precise language. (W.9-10.2.D; W.9-10.2.E; L.9-10.2)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Correctly capitalize words in a sentence. <input type="checkbox"/> Correctly punctuate the sentence using commas, semicolons, and colons <input type="checkbox"/> Use AP Style correctly. <input type="checkbox"/> Writing language is overall clear/ writing makes sense (grammar, readability). <input type="checkbox"/> Article is print ready.


Topic 2: Ethics

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)
Ethics	<p>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.</p> <p>Guiding Question to complete this process:  <i>What rights and responsibilities guide ethical decisions in journalism?</i></p>
	<p>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. (RI.9-10.2; RI.9-10.8; RI.9-10.9)</p>
	<ul style="list-style-type: none"> <input type="checkbox"/> Identify the rights guaranteed by the First Amendment, Iowa Student Exercise of Free Expression Law, and the school district publication policy. (RI.9-10.9) <input type="checkbox"/> Explain how each of these rights affect students in schools. (RI.9-10.2; RI.9-10.8) <input type="checkbox"/> Apply SPJ Code of Ethics to ethical scenarios. (RI. 9-10.8)
	<p>LT2B- Analyze pertinent court cases and current events related to the First Amendment. (RI. 9-10.2; RI.9-10.8; RI.9-10.9)</p>
	<ul style="list-style-type: none"> <input type="checkbox"/> Identify court cases of relevance to student expression. (RI.9-10.9) <input type="checkbox"/> Explain how these court cases relate to students and their First Amendment rights. (RI.9-10.2; RI.9-10.8) <input type="checkbox"/> Apply current events to the First Amendment. (RI.9-10.9)
	<p>LT2C – Evaluate sources using the principles of media literacy. (RI. 9-10.5; RI.9-10.6; RI.9-10.7; RI.9-10.8)</p>
<ul style="list-style-type: none"> <input type="checkbox"/> Identify bias, inaccurate information and determine credibility of sources and news media. (RI.9-10.5; RI.9-10.6; RI.9-10.9; SL 9-10.2) <input type="checkbox"/> Understand the effects of media on society. (RI.9-10.7; RI.9-10.8) 	


Topic 3: Design

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)
Design	<p>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/revise by the building level PLC as they collaborate to unpack the Level 3 targets.</p> <p>Guiding Question to complete this process:  <i>What are components of effective media design?</i></p>
	<p>LT3A- Apply design elements to create a layout that is visually appealing and effectively communicates the idea of the page to the reader. (W.9-10.2; SL.9-10.4, SL.9-10.5, SL.9-10.6)</p>
	<ul style="list-style-type: none"> <input type="checkbox"/> Create a design that accurately reflects the content. <input type="checkbox"/> Place text in columns. <input type="checkbox"/> Include a headline/subhead that reflects content. <input type="checkbox"/> Utilize a dominant image with an ABCD caption. <input type="checkbox"/> Create supplementary visual elements related to the content of the design (sidebar, pull-quote, infographics, etc.)
	<p>LT3B- Employ various graphic elements to enhance the readability and attractiveness of the layout. (L.9-10.3)</p>
	<ul style="list-style-type: none"> <input type="checkbox"/> Adhere to the style of the publication regarding fonts, colors, sizes, indents, etc. <input type="checkbox"/> Use text in a visually pleasing way that represents the content. <input type="checkbox"/> Use white space appropriately to enhance readability. <input type="checkbox"/> Design is print ready.


Topic 4: Digital Media

Topic Narrative/Overview: *In this topic, students will explore the basics of digital media including photojournalism, podcasts, social media, and video production. Learning experiences may vary based on classroom.*

Topic	Achieving Grade Level (AT)
Digital Media	<p>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.</p> <p>Guiding Question to complete this process:  <i>How can digital media be utilized to share information and tell journalistic stories?</i></p>
	<p>LT4A- Apply the rules of composition when shooting or editing media. (Photojournalism) (RI.9-10.7)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Selects appropriate images and write ABCD captions that support content. <input type="checkbox"/> Produce media that uses focusing techniques to capture the subject in an environment that is complementary to the assigned content complementary to a variety of shots. <input type="checkbox"/> Product is print ready.
	<p>LT4B- Apply the principles of journalism when creating social media content. (SL9-10.4-5)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Create a plan that identifies the audience and purpose of content. <input type="checkbox"/> Create engaging posts that utilize visuals that effectively communicate information. <input type="checkbox"/> Product is print ready.
	<p>LT4C- Apply the principles of journalism when creating audio/video content. (podcasting and video production) (SL.9-10.4, SL.9-10.5)</p> <p>Create a plan/script that identifies the audience and purpose of content.</p>
	<ul style="list-style-type: none"> <input type="checkbox"/> Create auditory/visually appealing content that effectively communicates content. <input type="checkbox"/> Product is print ready.

Topic 5: Professional Responsibility

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)
Professional Responsibility	<p>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.</p> <p>Guiding Question to complete this process:  Why are deadlines an essential part of journalism?</p>
	<p>LT5A- Engage in collaborative discussions to share understandings. (SL.9-10.1)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Responds thoughtfully to the perspectives of others. <input type="checkbox"/> Listens attentively and engages with peers in a discussion. <input type="checkbox"/> Expresses understanding coherently and sufficiently. <input type="checkbox"/> Provides evidence to support ideas/feedback.
	<p>LT5B- Engage in components of the writing process to develop and strengthen writing. (W.9-10.5; W.10.10)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Develop a plan for writing, focusing on what is most significant for a specific purpose and audience. (W.9-10.5) <input type="checkbox"/> Produce clear and coherent writing in which the development is appropriate to the task, purpose and audience. (W.9-10.4) <input type="checkbox"/> Create multiple drafts, examining rough drafts and considering ways to revise through the addition or subtraction of material. (W.9-10.5) <input type="checkbox"/> Use word processing to produce a final draft. (W.9-10.6)