

# Course Content for Journalism

## Key:

The coded Learning Expectations in Curriculum are detailed on the accompanying sheet **JOURNALISM** Course Content. When the code is followed by .0, the entire Course Content applies. If the code is detailed with a .#, then that particular portion of the Content applies specifically.

**ACE Course Abilities for JOURNALISM**, defined below, apply to each **Benchmark** even though they are not specifically listed.

## ACE Course Abilities for Journalism to be applied to Content Standards:

### J1.0 Develop abilities in Communication Arts:

- A. Higher thinking (analyze, evaluate, classify, predict, generalize, solve, decide, relate, interpret, simplify).
- B. Communications (present, demonstrate, persuade, collaborate, explain, defend, recommend).
- C. Goal setting/attainment (brainstorm, envision, research, plan, organize, persist).
- D. The quality process (plan, draft, analyze and revise when producing products).

### J2.0 Read, write, speak, and listen for a variety of purposes.

- A. Read literature to develop a familiarity with values and history of various cultures.
- B. Use mass media (newspapers, magazines, radio, television, movies, Internet, CD-ROM).
- C. Conduct research (locate, observe/gather, analyze, conclude).
- D. Write a three-part expository essay using documentation of resources.
- E. Use current technology to produce:
  - instructions, reports (progress, research, lab), specifications, proposal, letters (complaint, request, application, response, recommendation), manual, form, checklist, resume, brochure, pamphlet, technical research, bid, technical analysis, summary, advertisement, announcement, multimedia presentations.
  - word processing, spreadsheet, database, desktop publishing, Internet, search tools.

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#### **J3.0 Write in clear, concise, precise and correct language: mechanics, word choice, usage, grammar**

- .1 Apply the basic style sheet rules, including mechanics and standard usage.
- .2 Write clear and concise sentences.
- .3 Select specific words with appropriate color and accurate meaning.

#### **J4.0 Write quality lead paragraphs.**

- .1 Identify the 5 W's and the "H" (who, what, when, where, why, how) in an event.
- .2 Write a basic summary lead containing the most important elements first.

#### **J5.0 Gather and write a variety of quality news stories.**

- .1 Use basic interview skills (who to ask, preparation, note-taking, social skills, questioning skills).
- .2 Select ideas, which are newsworthy, complete and appropriate to the audience.
- .3 Write a sound lead, and develop news stories in correct order of details (inverted pyramid).
- .4 Write brief and focused paragraphs with key words first.
- .5 Gather and use appropriate quotations and citations.
- .6 Write using objective language.
- .7 Use sentences which are concise, easily and quickly read, and grammatically correct.

#### **J6.0 Gather and write a variety of quality feature stories.**

- .1 Adapt interview skills to feature stories (color questions, observed details, focus questions).
- .2 Determine whether a situation has news or human interest value and whether it is appropriate to the audience.
- .3 Write an appropriate hook or summarization lead.
- .4 Select and apply correct order of details (inverted pyramid, chronological, joke to punch line, logical).
- .5 Select details and quotations for color, human interest, and completeness.
- .6 Write brief and focused paragraphs with key word first.
- .7 Write in clear, concise, precise, and correct language which reflects a controlled and fair subjectivity.

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**J7.0 Write quality editorials.**

- .1 Use a basic three-part format with a clear and correctly placed one-sentence thesis.
- .2 Write clearly and briefly in a controlled and reasoned subjective tone on a specific news event.
- .3 Write an editorial which is supported by evidence, logic, or both.

**J8.0 Explain the role and responsibility of a free press in a democracy.**

- .1 Identify applicable parts of the Constitution and significant legal cases and terms (ethics, yellow journalism, prior restraint, libel, Freedom of Information Act, National Security Act, etc.).
- .2 Analyze American legal cases that have affected the free press, by using Constitutional principles.
- .3 Know how several current free press issues affect the free press, and be able to predict future impacts.
- .4 Explain the limitations of free press in school environments.

**J9.0 Identify career options in journalism and related fields.**

- .1 Identify and explore career options: reporter, editor, technical writer, public relations, advertiser, printer and broadcaster, graphic designer, etc.