

Journalism Standards

FINAL

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JOURNALISM STANDARDS

- Standard I.** The journalism teacher understands and applies knowledge of the historical development of journalism in the United States, the role of mass media in society, and the skills needed to evaluate mass media messages and to be a critical, informed consumer of mass media.
- Standard II.** The journalism teacher understands and applies knowledge of legal and ethical principles relevant to journalistic media.
- Standard III.** The journalism teacher understands skills for gathering information using journalistic research, interviews, and news judgment and develops students' ability to use these skills to create various journalistic products.
- Standard IV.** The journalism teacher understands various forms of journalistic writing and develops students' ability to use journalistic writing and editing to create journalistic products.
- Standard V.** The journalism teacher understands principles, elements, tools, and techniques of publication design and develops students' ability to use publication design skills to create effective, aesthetically pleasing student publications.
- Standard VI.** The journalism teacher understands principles, procedures, and techniques of photojournalism and develops students' ability to create effective photographs for journalistic publications.
- Standard VII.** The journalism teacher understands principles, procedures, and techniques of broadcast journalism and develops students' ability to create effective broadcast productions.
- Standard VIII.** The journalism teacher understands the economics of student publications and develops students' ability to use business management skills and procedures to produce and distribute journalistic products.
- Standard IX.** The journalism teacher knows how to advise and mentor students; encourage students' development of organizational, collaborative, and leadership skills through the creation and distribution of journalistic products; and work collaboratively with others in the school and community.

Standard I. The journalism teacher understands and applies knowledge of the historical development of journalism in the United States, the role of mass media in society, and the skills needed to evaluate mass media messages and to be a critical, informed consumer of mass media.

Teacher Knowledge: What Teachers Know	Application: What Teachers Can Do
<i>Teachers of Students in Grades 8–12</i>	<i>Teachers of Students in Grades 8–12</i>
The beginning teacher knows and understands:	The beginning teacher is able to:
1.1k important events in the historical development of print and nonprint journalism (e.g., John Peter Zenger case, adoption of the First Amendment, development of the Penny Press, yellow journalism, introduction of radio and television, development of online journalism, consolidation of media outlets);	1.1s analyze the significance of important individuals, events, and developments in the history of print and nonprint journalism;
1.2k important individuals in the history of journalism (e.g., Johann Gutenberg, Benjamin Franklin, Frederick Douglass, Joseph Pulitzer, William Randolph Hearst, Nellie Bly, Edward R. Murrow);	1.2s examine ways in which print and nonprint journalism have influenced aspects of life in the United States (e.g., politics, social reform, popular culture);
1.3k the four functions of mass communications (i.e., transmit culture, inform, persuade, entertain);	1.3s analyze and evaluate historical and recent changes in the format, focus, style, and technology of mass media;
1.4k ways in which business and other factors influence contemporary journalism;	1.4s analyze the role and significance of online journalism in contemporary society;
1.5k full and fair media coverage and how different types of media and media techniques can shape or distort media messages; and	1.5s analyze the historical and contemporary functions of journalism in democratic and nondemocratic societies;
1.6k skills and criteria for analyzing and evaluating mass media messages.	1.6s evaluate mass media messages (e.g., evaluate message objectivity; analyze how method of presentation affects the message communicated; evaluate message content from diverse perspectives);
	1.7s develop students' understanding of the history of journalism in the United States and the evolving role of mass media in society;
	1.8s apply analytical and critical evaluation skills to journalistic communication in a variety of media, including online journalism; and
	1.9s provide students with learning experiences that enable them to be critical, informed consumers of mass media.

Standard II. The journalism teacher understands and applies knowledge of legal and ethical principles relevant to journalistic media.

Teacher Knowledge: What Teachers Know	Application: What Teachers Can Do
<i>Teachers of Students in Grades 8–12</i>	<i>Teachers of Students in Grades 8–12</i>
The beginning teacher knows and understands:	The beginning teacher is able to:
2.1k the rights and responsibilities of a free and responsible press in a democratic society;	2.1s distinguish between responsible and irresponsible media action;
2.2k laws and ethical considerations that affect journalism;	2.2s apply knowledge of legal and ethical issues and concepts related to the press and press restrictions (e.g., libel, invasion of privacy, plagiarism, obscenity, copyright, censorship, conflict of interest, prior restraint, image alteration);
2.3k ways in which laws for print and broadcast journalism differ and reasons for these differences;	2.3s analyze legal and ethical issues confronting contemporary journalists in a diverse society;
2.4k responsibilities of journalists (e.g., balanced coverage, accuracy);	2.4s analyze how the First Amendment and key laws and legal decisions reflect societal views and values and affect the rights and responsibilities of the press, including the scholastic press; and
2.5k the First Amendment and key laws (e.g., Freedom of Information Act) and legal decisions (e.g., <i>Tinker v. Des Moines</i> , <i>Hazelwood v. Kuhlmeier</i>) affecting journalism and scholastic journalism; and	2.5s develop students' awareness of and ability to adhere to legal guidelines and professional ethical standards in various journalistic contexts (e.g., ensuring that publications are responsive to the concerns of all audience segments).
2.6k the responsibility of scholastic publications to create an open forum for diverse ideas, issues, and viewpoints represented within the school community.	

Standard III. The journalism teacher understands skills for gathering information using journalistic research, interviews, and news judgment and develops students' ability to use these skills to create various journalistic products.

Teacher Knowledge: What Teachers Know	Application: What Teachers Can Do
<i>Teachers of Students in Grades 8–12</i>	<i>Teachers of Students in Grades 8–12</i>
The beginning teacher knows and understands:	The beginning teacher is able to:
3.1k types of information sources used in journalism (e.g., people, databases, Internet, reports) and criteria for selecting information sources;	3.1s identify and locate print and nonprint information sources appropriate for given journalistic purposes;
3.2k procedures for identifying relevant issues and events to cover (e.g., analyzing a publication's purpose and the interests and needs of the readership, evaluating newsworthiness);	3.2s apply criteria (e.g., bias, authoritativeness) for evaluating and selecting information sources;
3.3k the importance of addressing and being responsive to diversity in student publications;	3.3s formulate questions and refine topics for journalistic research;
3.4k procedures for gathering information (e.g., Internet sources, observation, reading and research), conducting interviews (e.g., planning questions, rehearsing interviewing techniques, taking notes, using listening skills), evaluating information obtained from various sources, and citing sources; and	3.4s compile information from primary and secondary sources using available technology and other means;
3.5k ethical issues and standards relevant to gathering information for student publications, including procedures for avoiding plagiarism.	3.5s apply procedures for gathering information through interviews;
	3.6s evaluate the credibility of information sources, including online sources;
	3.7s organize and link information and ideas from multiple sources; and
	3.8s provide students with opportunities to develop and refine skills for gathering and organizing information and for using news judgment and adhering to ethical standards in various journalistic contexts.

Standard IV. The journalism teacher understands various forms of journalistic writing and develops students' ability to use journalistic writing and editing to create journalistic products.

Teacher Knowledge: What Teachers Know	Application: What Teachers Can Do
<i>Teachers of Students in Grades 8–12</i>	<i>Teachers of Students in Grades 8–12</i>
The beginning teacher knows and understands:	The beginning teacher is able to:
4.1k types of journalistic formats (e.g., news, feature, sports, editorial, column, review) and media (e.g., print, nonprint, Internet), and writing and editing skills for various formats and media;	4.1s use different forms of journalistic writing to inform, entertain, and persuade;
4.2k roles and audiences of different types of student publications;	4.2s select an appropriate journalistic format to present content and use appropriate journalistic style;
4.3k skills and procedures for journalistic writing (e.g., selecting a format; determining a story focus and choosing material appropriate to the focus; using appropriate organizational patterns; writing leads, headlines, and captions; writing advertisements; using quotes and visual material);	4.3s demonstrate knowledge of the structure and elements of news stories;
4.4k use of the inverted pyramid and other accepted structures in journalistic writing;	4.4s use direct and indirect quotes in journalistic writing;
4.5k journalistic style for different types of media (e.g., print, nonprint, Internet);	4.5s demonstrate skills for writing leads, bodies of stories in various structures (e.g., inverted pyramid, chronological order), headlines, and captions;
4.6k appropriate grammar and usage for journalistic writing and the role of a stylebook in ensuring consistency within journalistic publications; and	4.6s apply guidelines for effective journalistic writing (e.g., keep sentences and paragraphs short, vary word usage, use active voice verbs, be specific, avoid jargon and vague words, avoid editorializing, avoid unnecessary words);
4.7k proper use of attribution in journalism.	4.7s apply criteria (e.g., brevity, clarity, focus, word use, bias, balance) for evaluating journalistic writing;
	4.8s develop and use a stylebook in journalistic writing;
	4.9s revise and edit copy using appropriate proofreading/copyediting symbols;
	4.10s revise and edit copy to ensure effective, grammatically correct journalistic products;
	4.11s develop students' skills in journalistic writing and editing, and teach students to write in a well-organized, clear, and convincing fashion; and
	4.12s provide learning experiences that enable students to evaluate and appreciate the journalistic writing of others.

Standard V. The journalism teacher understands principles, elements, tools, and techniques of publication design and develops students' ability to use publication design skills to create effective, aesthetically pleasing student publications.

Teacher Knowledge: What Teachers Know	Application: What Teachers Can Do
<i>Teachers of Students in Grades 8–12</i>	<i>Teachers of Students in Grades 8–12</i>
The beginning teacher knows and understands:	The beginning teacher is able to:
5.1k the importance of publication design for effective journalistic communication;	5.1s use elements and principles of design to develop visual presentations that reinforce and enhance written messages;
5.2k characteristics of the design of newspaper pages (e.g., front, editorial, sports, feature), literary magazines, yearbook sections (e.g., people, clubs, student life), and advertisements;	5.2s apply skills for packaging stories for various media (e.g., print, online);
5.3k design and format features of different types of student publications (e.g., yearbook, newspaper) and related terminology (e.g., signature, dummying, ladder);	5.3s apply skills for designing an advertisement for a particular audience;
5.4k principles of design (e.g., contrast, balance, center of visual interest, variety, dominance, continuity, consistency) and tools of design (e.g., color, lines, screens, art, graphics);	5.4s select appropriate typography for various presentations;
5.5k basic rules of publication design (e.g., related to bumping heads, internal margins, trapped white space) and their applications;	5.5s prepare a layout for publication;
5.6k types of pages and spread design (e.g., modular, columnar) and their characteristics;	5.6s analyze and evaluate visual presentations in student publications;
5.7k the use of typography in publication design;	5.7s demonstrate knowledge of the use of computer technology, including desktop publishing, in producing and designing visual presentations for student publications; and
5.8k techniques for using illustrations, photographs, and graphic devices (e.g., lines, screens, art) to communicate and emphasize a message; and	5.8s develop students' ability to use principles, elements, tools, and techniques of publication design to plan and create effective, aesthetically pleasing journalistic products.
5.9k the role of desktop publishing in producing student publications, features of desktop publishing, including hardware and software, and vocabulary and concepts related to the use of desktop publishing.	

Standard VI. The journalism teacher understands principles, procedures, and techniques of photojournalism and develops students' ability to create effective photographs for journalistic publications.

Teacher Knowledge: What Teachers Know

Teachers of Students in Grades 8–12

The beginning teacher knows and understands:

- 6.1k the role and history of photography in journalistic communication;
- 6.2k events and trends in the development of contemporary photography and photojournalism, including the use and effects of electronic technology and digital imaging and scanning;
- 6.3k legal and ethical issues and guidelines in photojournalism (e.g., in relation to manipulating digital images);
- 6.4k parts of a camera and their functions;
- 6.5k types of film commonly used in journalism and their uses;
- 6.6k procedures for taking, developing, and printing photographs (e.g., selecting film, using and manipulating lighting, using manual camera controls, applying principles of composition, processing photographic images, applying darkroom techniques, using darkroom chemicals safely, scanning and enhancing photographs, cropping and scaling photographs);
- 6.7k procedures for digital imaging and scanning and for using available technologies to manipulate images;
- 6.8k techniques for taking aesthetically pleasing photographs using various types of composition (e.g., rule of thirds);
- 6.9k factors in determining a photograph's interest and effectiveness, and criteria for selecting photographs to meet journalistic needs (e.g., content, composition, technical qualities);

Application: What Teachers Can Do

Teachers of Students in Grades 8–12

The beginning teacher is able to:

- 6.1s apply procedures for taking, developing, printing, and enhancing photographs;
- 6.2s evaluate the journalistic value of photographs with regard to content, composition, and technical qualities;
- 6.3s write and evaluate captions;
- 6.4s apply skills and procedures for managing and organizing assignments and deadlines in photojournalism; and
- 6.5s develop students' ability to plan, prepare, and produce photographs for journalistic publications.

Standard VI. The journalism teacher understands principles, procedures, and techniques of photojournalism and develops students' ability to create effective photographs for journalistic publications.

Teacher Knowledge: What Teachers Know

Teachers of Students in Grades 8–12

- 6.10k principles of caption writing; and
- 6.11k procedures for planning photo layouts.

Standard VII. The journalism teacher understands principles, procedures, and techniques of broadcast journalism and develops students' ability to create effective broadcast productions.

Teacher Knowledge: What Teachers Know	Application: What Teachers Can Do
<i>Teachers of Students in Grades 8–12</i> The beginning teacher knows and understands: 7.1k the historical development of broadcasting, the significance of the growth of nonprint media for journalism, and the impact of broadcast media (radio, television) on society; 7.2k issues related to news coverage and news writing in nonprint media (e.g., in relation to time constraints, legal and regulatory issues); 7.3k principles and procedures for determining the content of news broadcasts, writing effective broadcast scripts, and presenting information for broadcasts (including use of effective speaking skills); 7.4k the role of various personnel (e.g., producers, station managers, technical directors, news anchors) in broadcast journalism; and 7.5k technical elements and procedures in broadcast production used to create and deliver news.	<i>Teachers of Students in Grades 8–12</i> The beginning teacher is able to: 7.1s analyze ways in which nonprint journalism is similar to and differs from print journalism; 7.2s apply criteria for evaluating broadcast journalism products such as news reports and interviews; and 7.3s provide students with opportunities to develop skills in creating, editing, and presenting effective broadcast journalism products.

Standard VIII. The journalism teacher understands the economics of student publications and develops students' ability to use business management skills and procedures to produce and distribute journalistic products.

Teacher Knowledge: What Teachers Know Teachers of Students in Grades 8–12	Application: What Teachers Can Do Teachers of Students in Grades 8–12
The beginning teacher knows and understands: 8.1k business management skills and procedures for financing and distributing student publications; 8.2k how to create business plans for student publications; 8.3k business practices relevant to student publications (e.g., estimating costs and developing cost projections; budgeting; identifying potential revenue sources; selling advertising space; working with outside vendors and printers; making decisions about purchasing equipment, supplies, and services; developing and reviewing contracts; keeping records; using marketing to maximize circulation and sales; using ethical sales techniques); 8.4k methods of funding publications (e.g., advertisements, subscriptions, government grants); 8.5k types of advertising (e.g., classified, display, public service); 8.6k procedures for determining how much to charge for advertising; 8.7k techniques for designing and placing advertisements; and 8.8k strategies and techniques for selling student publications.	The beginning teacher is able to: 8.1s demonstrate knowledge of procedures for creating and implementing financial plans to support student publications, including sales and advertising; 8.2s analyze factors affecting the cost of producing student publications (e.g., number of pages, number of copies, type and quality of paper); 8.3s analyze relationships between advertising and mass media planning and financing; 8.4s analyze and evaluate the effectiveness of different types of advertisements (e.g., hard sell, soft sell); and 8.5s teach students to develop and implement plans for financing, producing, and distributing student publications; to apply business management skills and procedures; and to maximize the audience for student publications.

Standard IX. The journalism teacher knows how to advise and mentor students; encourage students' development of organizational, collaborative, and leadership skills through the creation and distribution of journalistic products; and work collaboratively with others in the school and community.

Teacher Knowledge: What Teachers Know	Application: What Teachers Can Do
<i>Teachers of Students in Grades 8–12</i>	<i>Teachers of Students in Grades 8–12</i>
The beginning teacher knows and understands: 9.1k ways in which students' active engagement in journalistic projects can promote development of organizational, collaborative, and leadership skills; 9.2k roles and responsibilities of individuals involved in creating and distributing journalistic products (e.g., editor, adviser); 9.3k procedures for selecting and managing student staff; and 9.4k procedures for maintaining positive public relations and working cooperatively with school personnel, community members, and parents/guardians to promote students' development of knowledge and skills in journalism.	The beginning teacher is able to: 9.1s apply skills for advising students in various contexts related to the creation and distribution of journalistic products; 9.2s guide students to take responsibility for all aspects of developing and producing journalistic products (e.g., determining team members' roles and responsibilities; determining coverage and concepts for a publication; developing deadlines and monitoring progress; ensuring adherence to ethical standards; implementing procedures for submitting, critiquing, and revising work); 9.3s provide opportunities for students to work cooperatively as a staff, share ideas, take direction, show respect for diverse views and perspectives, and contribute individual ideas and talents to develop products that reflect professional standards of journalism; and 9.4s use students' experiences in journalism to develop a broad range of student skills (e.g., problem solving, decision making, critical thinking, team building, leadership, collaboration, organization, self-management, product evaluation, self-evaluation, working within time constraints).