

# Hickman County Curriculum Map

## Journalism

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### Standard 1 - Written

Course Level Expectations	Checks for Understanding	Student Performance Indicator(s)
<p>Demonstrate appropriate language usage skills and research techniques.</p> <p>Demonstrate appropriate journalistic writing style for various media.</p> <p>Recognize the difference between fact and opinion and its appropriate use in media production.</p> <p>Use computers (if available) to compose, edit, and revise work for publication.</p> <p>Write for an intended (prescribed) audience, recognizing the importance of ethics in information gathering and reporting.</p> <p>Demonstrate editing and revision techniques to produce work suitable for publication/production.</p>	<p>Write in a variety of modes (e.g., summary, explanation, description, persuasion, informational, literary analysis, creative expression).</p> <p>Create text features (e.g., headings, subheadings, formatting) as appropriate to signal important points.</p> <p>Use precise language, considering audience and purpose (e.g., technical writing, creative expression).</p> <p>Include relevant, specific, and compelling details.</p> <p>Generate notes while collecting information, following a logical note-taking system.</p> <p>Revise papers to focus on the thesis, develop ideas, address potential objections, employ effective transitions, identify a clear beginning and ending, correct logic errors, and identify areas for further development.</p>	<p>Create feature article on a student or faculty member.</p> <p>Write news article, media review, and editorial essay to be published in the school newspaper.</p> <p>Proofread a passage for correct punctuation, mechanics, and usage.</p> <p>Evaluate the relevance of supporting sentences by deleting an irrelevant sentence in a passage.</p> <p>Revise to craft a tone, mood, and style that convey the writer's attitude and are appropriate to audience.</p>

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### Standard 2 - Visual

Course Level Expectations	Checks for Understanding	Student Performance Indicator(s)
<p>Exhibit a working knowledge for roles and procedures of management and production of various media.</p> <p>Demonstrate knowledge of business management including advertising, circulation, and/or bookkeeping procedures.</p> <p>Understand and utilize standard principles of related areas to enhance visual appeal.</p> <p>Create visual effects by utilizing graphic designs, either technologically generated (if available) or original work.</p> <p>Demonstrate knowledge of layout and design procedures by incorporating consistency of style using a desktop publishing system (if available), traditional methods, or a combination of both techniques.</p>	<p>Present clearly identifiable messages using an appropriate medium and increasingly complex visual, audio, and graphic effects and interactive features.</p> <p>Demonstrate consistent and effective audience focus through purposeful choice of medium; compelling images, words, and sounds; and focused supporting ideas.</p> <p>Demonstrate awareness of the transactional nature of media by considering audience in preparing productions.</p>	<p>Use both basic and specialized software to incorporate graphics into writing products.</p> <p>Use visual images, text, graphics, music, and/or sound effects that relate to and support clear, explicit messages.</p> <p>Determine the impact of production elements (e.g., font, color, layout, graphics, light, camera angle) on a message.</p> <p>Consider the treatment of a particular subject or event in two or more media (e.g., newspaper and visual art, narrative and poem, diary and magazine article).</p> <p>Produce an advertisement or artistic treatment to be included in the school newspaper.</p>

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### Standard 3 - Oral

Course Level Expectations	Checks for Understanding	Student Performance Indicator(s)
<p>Demonstrate speaking, listening, and research skills which will facilitate interviewing and other oral communication activities.</p> <p>Demonstrate appropriate language skills, demeanor, and attire to cultivate success and good public relations.</p> <p>Demonstrate appropriate interviewing techniques.</p> <p>Apply terms and expressions common to the industry to speaking, listening, and writing activities.</p> <p>Apply legal and ethical journalistic standards to all journalism activities.</p>	<p>Participate productively in self-directed work teams for a particular purpose (e.g., to interpret literature, solve a problem, make a decision).</p> <p>Select the most appropriate strategies for participating productively in a team (e.g., gaining the floor in orderly, respectful ways and listening with civility to the ideas of others; identifying the needs of the team and sharing various resources to respond to those needs; establishing clear group agreements and ensuring appropriate individual contributions are respected by the team).</p> <p>Practice interacting with hostile or unreliable witnesses during the interviewing and research processes.</p>	<p>Interview a student or faculty member for the purpose of creating a feature article for the school newspaper.</p> <p>Identify rhetorical devices used in a challenging speech (i.e., rhetorical questions, parallelism and repetition, analogies, and hyperbole) to find the truth behind the person being interviewed.</p> <p>Analyze the ways in which the style, structure, and rhetorical devices of a challenging speech support or confound its meaning or purpose, taking into account the speaker's nonverbal gestures, credibility, and point of view.</p> <p>Critique ideas and information presented orally by others.</p>