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|  | Grade Level: 9-12 |
| | Strand: Journalistic Law & Ethics |
| | Standard: ELAGSEJ.LE1 – Understand and be able to apply the principles behind the Society of Professional Journalists' (SPJ) official code of ethics. |

Skills/Concepts for Students:

- Understand the value of established professional standards in the workplace.
- Evaluate the behaviors of both student and professional journalists in the context of the SPJ Code of Ethics standards.
- Recognize the difference between fact and opinion. Test the accuracy of information from all sources.
- Recognize the importance of incorporating many different perspectives in a news story.
- Identify and use accurate, reputable, and accountable sources for information.
- Understand how to use attribution correctly to avoid plagiarism.
- Present stories and images truthfully.
- Understand the role of the news gatekeeper in the community.
- Identify the difference between news and gossip.
- Balance the rights of news subjects with the public's right to be informed.
- Identify conflicts of interest in reporting.
- Understand the difference between news and public relations.

Instructional Strategies for Teachers:

- Review, explain, and model the four key sections of the Society of Professional Journalists' (SPJ) official code of ethics:
 - a. to seek truth and report it.
 - b. to do no harm.
 - c. to act independently.
 - d. to be accountable and transparent.
- Provide exposure to professional journalists and professionally produced publications.
- Review fact statements vs. opinion statements.
- Allow opportunities to read various types of news stories, including hard news, feature, and opinion articles to identify fact vs. opinion.
- Define the concepts of primary and secondary sources.
- Brainstorm lists of potential additional sources for a variety of news stories from local, state, national, and international news feeds.
- Analyze the value of a variety of sources for specific news stories
- Provide opportunities for students to identify bias or unreliable/ unsuitable sources in written and broadcast material.

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- Discuss the role of the news editor/producer as the news gatekeeper for the community.
- Practice various styles of attribution; review various styles in professional publications.
- Provide examples of conflict of interest for student review.
- Discuss situations where the right to privacy and other protections outweigh the public’s right to be informed.
- Compare public relations/advertising materials, such as infomercials, to news reporting.

Essential Sample Performance-based/Standards-based Task(s):

- After reading the SPJ Code of Ethics, students seek out examples of reporters in various media in relation to these standards, either upholding the standard or disregarding it. After gathering examples, students will discuss their observations in small groups or as a class discussion, debating alternate solutions for any questionable practices observed.
- Students will research the work of disgraced journalists (e.g. Louis Seibold, Janet Cooke, Stephen Glass, Jayson Blair, and Christopher Newton) and report on their research with the goal of understanding the importance of the SPJ Code of Ethics. Advanced students will discuss concerns on ethical practice in their own reporting with their adviser and their peers.
- Students will study significant cases of investigative journalism (e.g. Woodward and Bernstein’s Watergate series) including the impact the investigation had in the community/ society with the goal of understanding the value of ethical obligation and reliable reporting, as well as the importance of the free press. Advanced students will apply the practices of investigative journalism in their own story research.

Suggested Key Terms for Teaching and Learning:

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| Accountability | Conflict | Plagiarism |
| Attribution | Consequences | Reliability |
| Audience | Context | Transparent/ Transparency |
| Authenticity | Credibility | Validity |
| Balanced coverage | Ethics | |

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|  | Grade Level: 9-12 |
| | Strand: Journalistic Law & Ethics |
| | Standard: ELAGSEJ.LE2 – Gain a working knowledge of Supreme Court cases that have affected scholastic journalism, including but not limited to: <i>Tinker v. Des Moines</i>, <i>Bethel v. Fraser</i>, <i>Hazelwood School District v. Kuhlmeier</i>, and <i>Morse v. Frederick</i>. |

Skills/Concepts for Students:

- Understand the separation of powers in the US government, and the role the Supreme Court plays in interpreting the law.
- Utilize source material to research the basis of each case.
- Analyze the case summaries and recognize the impact on student journalism.
- Identify the elements of each case with regard to constitutional rights.
- Recognize the differences between school curriculum and student journalism.
- Interpret the meaning of the “Tinker Standard” to modern student journalists.
- Understand the role of schoolteachers, advisers, and administrators in student publication and broadcast classes under the Hazelwood decision.
- Identify the elements defined in the Hazelwood decision that affect student publications.
- Recognize the boundaries established in the Bethel decision.
- Analyze the differences in the Bethel case and the Morse case.
- Familiarity with the First Amendment rights and with the responsibilities that go with those rights.

Instructional Strategies for Teachers:

- Present and review Supreme Court cases that have affected scholastic journalism, including but not limited to: a. *Tinker v. Des Moines*.
 - a. *Bethel v. Fraser*.
 - b. *Hazelwood School District v. Kuhlmeier*.
 - c. *Morse v. Frederick*.
- Define and explain the concept of the majority decision and a minority decision in a Supreme Court Case.
- Introduce and explain the concept of Prior Review.
- Define and explain the difference between censorship and prior review.
- Provide background on the four key cases to provide clarity for students
- Guide students in connecting these cases to contemporary situations they may encounter.
- Discuss the Tinker Standard and its impact on student journalism.
- Define the parameters of the Hazelwood ruling with regard to public and private schools, school curriculum, and prior review.
- Review and discuss the policies and procedures in place for production and distribution of student publications in your school.

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Essential Sample Performance-based/Standards-based Task(s):

- See the task under standard ELAGSEJ.LE3

Suggested Key Terms for Teaching and Learning:

Accountability
Censorship
Consequences

Ethics
Majority decision
Minority decision

Obscene/ Obscenity
Prior review
Protected speech

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|  | Grade Level: 9-12 |
| | Strand: Journalistic Law & Ethics |
| | Standard: ELAGSEJ.LE3 – Recognize and analyze rights and responsibilities guaranteed by the First Amendment of the Constitution of the United States. |

Skills/Concepts for Students:

- Research the history of the Bill of Rights, especially the First Amendment.
- Identify the five freedoms guaranteed in the First Amendment.
- Recognize limits on First Amendment rights defined by the Supreme Court.
- Analyze historical events that led to the establishment of the free press.
- Interpret the responsibilities of journalists in a free press.
- Analyze the impact of the First Amendment on both professional journalism and student journalism.

Instructional Strategies for Teachers:

- Provide background information and historical context for the Bill of Rights, focusing on the connections to journalism (e.g. the Magna Carta, the Stamp Act, the Peter Zenger trial)
- Define and explain the text of the First Amendment, identifying the five freedoms outlined there.
- Guide students in exploring Supreme Court cases that define limits to any of the five freedoms (e. g. *NY Times Company v. Sullivan*, *NY Times Company v. United States*, *Near v. Minnesota*, *Schenck v. United States*)
- Instruct students on the responsibilities of a professional journalist.
- Provide opportunities to explore the rights and responsibilities provided by a free press in both the school publication and professionally produced materials

Essential Sample Performance-based/Standards-based Task(s):

- Working in pairs or in small groups, students will research key Supreme Court cases related to each of the five freedoms identified in the First Amendment. Introductory investigation begins with the cases detailed in the standards. Individuals or groups may be assigned one of the five freedoms, and then report their findings back to the larger group. Reporting should include the important question defined by the majority decision in the case, and how the decision helps modern courts define the freedom explored in the case. Advanced students should specifically explore *Tinker* and *Hazelwood* and demonstrate their understanding of these cases in their practice of journalistic investigation and writing.

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Suggested Key Terms for Teaching and Learning:

Accountability
Amendment
Bill of Rights
Censorship

Ethics
Free Press
Petition
Plagiarism

Prior Review
Protected Speech

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|  | Grade Level: 9-12 |
| | Strand: Journalistic Law & Ethics |
| | Standard: ELAGSEJ.LE4 – Examine and apply the SPJ principles regarding professional and ethical issues involved in the visual and design fields. |

Skills/Concepts for Students:

- Understand the appropriate and ethical use of images, designs, and related materials in print and digital applications
- Review the differences between photo editing and photo manipulation/ illustration
- Recognize the importance of using photos and other images in a context that conveys the truth of the story to the reader/viewer.
- Understand and implement protocols for image attribution in print and digital applications
- Understand basic copyright law as applied to scholastic journalism, including fair use rules.

Instructional Strategies for Teachers:

- Explain the professional and ethical issues involved in the use of images and designs
- Implement and apply appropriate photo editing standards and practices relating to using images in context and providing accurate depictions of people and events.
- Establish and apply a protocol for image attribution.
- Review and explain copyright law as applied to scholastic journalism, including fair use rules.

Essential Sample Performance-based/Standards-based Task(s):

- Students take photos or video of a coverage event. They then sort the images for usability, rename them using a naming protocol, and upload the selected images to a digital storage area. Advanced students may also review existing protocols for image naming and storage/organization and adjust each to meet the needs of the publication.
- Students explore online sources for fair use images (e.g. Creative Commons) to find materials for use with a current events story from a national or international event.
- Advanced students use photo-editing software to manipulate photos and/ or to create photo illustration to accompany a story, making sure that the resultant image enhances the reader’s understanding of the story and does not mislead the reader.

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Suggested Key Terms for Teaching and Learning:

Accountability
Attribution
Authenticity
Context
Copyright
Credibility

Ethics
Fair use
Illustration
Medium
Obscene/ Obscenity
Photo Editing

Photo Manipulation
Plagiarism
Validity

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|  | Grade Level: 9-12 |
| | Strand: Journalistic Law & Ethics |
| | Standard: ELAGSEJ.LE5 – Recognize the differences between legal statutes and ethical obligations. |

Skills/Concepts for Students:

- Recognize examples of defamation (e. g. libel and slander).
- Understand the concept of actual malice.
- Analyze examples of privacy and confidentiality as used in scholastic journalism.
- Understand the meaning of deep background information.
- Recognize the meaning of an off the record interview.
- Identify examples of reliable source materials.
- Understand the tradition of protected sources.
- Understand the legal definition of obscenity.
- Implement resources to fact-check materials.

Instructional Strategies for Teachers:

- Explain the differences between legal statutes and ethical obligations.
- Define and explain defamation.
- Review the background and definition of actual malice.
- Explain and discuss issues of privacy and confidentiality as used in scholastic journalism.
- Discuss the use of off the record and deep background sources in journalistic investigation
- Explain the practice of protected sources.
- Define and explain the court’s definition of obscenity.
- Explain the practice of fact-checking.

Essential Sample Performance-based/Standards-based Task(s):

- Students examine the background of *NY Times Company v Sullivan* to better understand the concept of actual malice. Advanced students explore cases of public figures who have filed suit for defamation.

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- Students review examples of journalists gathering data off the record and/ or on deep background (e. g. All the President’s Men, The Pentagon Papers) to better understand the value and importance of the practice.
- Using a news story on a current event, students will use internet and other appropriate resources to fact-check the details of the story. Beginning students will identify elements of the story that should be checked and brainstorm ways they could complete the fact-checking process, while more advanced students will investigate the data and complete the fact checking to the limit of their resources.

Suggested Key Terms for Teaching and Learning:

Accountability

Actual malice

Attribution

Authenticity

Balanced coverage

Confidentiality

Credibility

Defamation

Deep background

Fact-check

Libel

Medium

Obscene/ Obscenity

Off the record Plagiarism

Protected source

Reliability

Slander

Transparent/ Transparency

Validity

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|  | Grade Level: 9-12 |
| | Strand: Journalistic Law & Ethics |
| | Standard: ELAGSEJ.LE6 – Develop a level of Information Literacy. |

Skills/Concepts for Students:

- Recognize examples of reliable source materials.
- Analyze a variety of media sources for authenticity, validity and reliability.
- Recognize the hallmarks of credible sources.
- Understand that journalist report in various mediums, including print, video, internet, and social media.
- Identify the elements that make a story newsworthy.

Instructional Strategies for Teachers:

- Define and show examples of reliable source materials as used in various media outlets.
- Guide students in analysis of media sources for authenticity, validity and reliability.
- Provide examples of news content in various mediums, including print, video, internet, and social media.
- Define and explain the elements that make a story newsworthy (e. g. timely, prominent, proximate, conflict, impact, human interest).

Essential Sample Performance-based/Standards-based Task(s):

- Students collect current events stories and analyze them for newsworthiness based on the six elements that make a story newsworthy. Advanced students identify these elements in their own stories.
- Students brainstorm a list of potential sources who would have information for a current events news story with a local angle. Advanced students will conduct these interviews and write the story.
- Students will gather news articles on the same event from a variety of news mediums and use these as text for examining valid sources, reliable reporting, and attribution protocols. After review, evaluation, and additional research on the news story, students will use the text as models as they write their own news story on the event, targeting the interests and concerns of their identified pool of readers. Students in advanced classes will incorporate the strategy with news stories from the school or community, and use their news story in their publication.

Suggested Key Terms for Teaching and Learning:

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Accountability
Amendment
Balanced coverage
Conflict
Context
Credibility

Human interest
Impact
Medium
Obscene/ Obscenity
Plagiarism
Prominence

Proximity
Reliability
Timeliness
Validity

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|  | Grade Level: 9-12 |
| | Strand: Journalistic Law & Ethics |
| | Standard: ELAGSEJ.LE7 – Gain and utilize a clear understanding of current technological aspects of digital resources including social media. |

Skills/Concepts for Students:

- Understand how and when to use social media as a source including verification and obtaining permission.
- Recognize how your own use of social media affects your credibility as a journalist.
- Make a clear connection of the conflict between timeliness (being first) and accuracy (being correct).

Instructional Strategies for Teachers:

- Follow journalists on social media.
- Discuss with students the different social media platforms, focusing on what kind of media is best represented on specific platforms.
- Examine specific cases of digital mishaps, from incorrect information, broken links, misconstrued opinions, and fake stories.
- Discuss the connections between social media persona and journalistic credibility.
- Study the features of different online presentations of journalistic sites, focusing on how technology is leveraged to enhance the experiences of readers.

Essential Sample Performance-based/Standards-based Task(s):

- Create an online publication and use social media to enhance and promote the content.

Suggested Key Terms for Teaching and Learning:

Social Media
Clicks
Fake News

Post
Traffic

Online Presence
Hits

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|  | Grade Level: 9-12 |
| | Strand: Journalistic Law & Ethics |
| | Standard: ELAGSEJ.LE8 – Gain and utilize a working vocabulary regarding law and ethics in the journalism field. |

Skills/Concepts for Students:

- Implement vocabulary in context.

Instructional Strategies for Teachers:

- Create or adapt a specific collection of specific policies concerning style and writing as applied to each specific publication.
- Regularly exhibit examples of student work, past or present, that incorporates the accepted style of the publication.
- Make sure a written copy of style policies is easily accessible to students.
- Stay abreast of style trends in the scholastic journalism realm and incorporate those as needed in the local publication.

Essential Sample Performance-based/Standards-based Task(s):

- Provide opportunities to use and explore vocabulary in context.

Suggested Key Terms for Teaching and Learning:

Accountability
Actual malice
Amendment
Attribution
Audience
Authenticity
Balanced coverage
Bill of Rights
Censorship
Confidentiality
Conflict
Consequences
Context

Copyright
Credibility
Deep background
Defamation
Ethics
Fair use
Fact-check
Free press
Human interest
Illustration
Impact
Libel
Majority decision

Medium
Minority decision
Obscene/ Obscenity
Off the record
Petition
Photo Editing
Photo Manipulation
Plagiarism
Prior review
Prominence
Protected source
Protected speech
Proximity

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Reliability
Slander

Timeliness
Transparent/ Transparency

Validity