

	<b>Grade Level: 9-12</b>
	<b>Strand: Journalistic Research and Writing</b>
	<b>Standard: ELAGSEJ.RW1 – Recognize or make decisions for publication content through news analysis, surveys, research reports, statistical data and/or audience feedback.</b>

**Skills/Concepts for Students:**

- Analyze published news reports.
- Recognize the elements that determine if information is news: proximity, prominence, timeliness or immediacy, uniqueness or oddity, conflict, suspense, emotion or human interest, and consequence.
- Conduct surveys and research.
- Determine what information is newsworthy.
- Interpret statistical data and/or audience feedback.
- Identify reliable and/or unreliable news sources.
- Recognize the impact of audience interactivity through social media/technology on the news industry.
- Use research and current trends to shape questions for surveys or polls.

**Instructional Strategies for Teachers:**

- Provide exposure to professional journalists and professional publications.
- Provide guidance concerning gathering reliable information.
- Allow opportunities for conducting surveys and other research.
- Provide daily exposure to professional news sources.
- Guide students in identifying feature articles, opinion articles and news articles and in determining which format is most appropriate in different situations.
- Instruct students in the ethical aspect of social media as it applies to the news industry.

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

- In groups of two or three, students will examine articles from a stack of current newspapers, yearbooks and/or online news sites. Each group will work together to select three news articles, three opinion articles, and three feature articles from the stack. The group will create a graphic organizer that identifies the elements of each article that make it fall into the news, feature, or opinion category. The group will then select one news article and write a feature article and an opinion article based on that news.

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- As a whole class or as smaller groups, students conduct surveys, opinion polls, or other interactive research through various forms of social media. This should involve teacher guidance concerning probability and in determining a fair cross-section of the audience. The survey conductors will then publish results of the research through the creation of infographics or other visual aids.

**Suggested Key Terms for Teaching and Learning:**

Advance story	News	Secondary source
Attribution	Op ed	Sidebar
Feature	Opinion	Staff editorial
Human interest story	Primary source	Survey
Infographic	Prominence	Timeliness
Interview	Proximity	Wire services
Lead, or lede	Quick read	
Main body copy	Reaction	

	<b>Grade Level: 9-12</b>
	<b>Strand: Journalistic Research and Writing</b>
	<b>Standard: ELAGSEJ.RW2 – Produce content that meets professional and community standards (as defined by Hazelwood v. Kuhlmeier 1988). All content will include proper grammar and conventions of writing, adequate research, clear and concise writing, unbiased/unprejudiced information and materials, an absence of vulgar or profane language or images, suitability for the audience and alignment with the community standards.</b>

**Skills/Concepts for Students:**

- Familiarity with the First Amendment rights and with the responsibilities that go with those rights.
- Recognize and understand both protected and unprotected speech.
- Utilize current guidelines of the Associated Press for journalistic writing.
- Write clearly, concisely, and informatively with consideration of purpose, audience, and format.
- Report as an unbiased outsider, even when the topic is one about which the reporter has a strong opinion.
- Conduct unbiased research on all sides or perspectives of a story.
- Consider the suitability of language and content for a community or for an audience.
- Consider the shared values of the community.

**Instructional Strategies for Teachers:**

- Provide instruction in the historical events and impact of Hazelwood and Tinker, along with more current cases that affect scholastic journalism.
- Guide students toward recognizing and understanding the elements of speech that are NOT protected by First Amendment rights as well as those that are.
- Provide individual feedback on student writing.
- Provide exposure to the use or misuse of freedom of speech in society.
- Provide opportunity for rewrites after individual writing conferences.
- Model appropriate writing/coverage of events on campus for student analysis.
- Utilize peer revision through a hierarchy of student leadership and/or peer instruction in the classroom.
- Guide students in analyzing legal and ethical issues confronting contemporary journalists in a diverse society.

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

- The classroom observes First Amendment Fridays when current news events (involving the use or abuse of First Amendment rights) are highlighted. This can be through a teacher-assigned reading of something in the news, an online review of issue involving a current court case, or an assignment involving the creation of a 3D exhibit of one of the rights.
- Students bring in a model or exhibit of one of the First Amendment rights.
- The class is set up with a hierarchy for writing, revision, and editing that involves leadership positions such as a student editor, a writing coach, a copy editor, section editors, etc. who interact with student writers throughout the writing process. The production process allows for work to progress through several of these positions for peer review and cooperative learning.
- Teacher conduct individual writing conferences at various stages of publication, providing individual feedback.

**Suggested Key Terms for Teaching and Learning:**

AP style  
B copy  
Bias  
Brevity  
Clarity  
Credibility

Editorial  
First Amendment  
Hazelwood  
Libel  
Objectivity  
Profile

Sensationalism  
Slander  
Staff editorial  
Tinker  
Transition  
Values

	<b>Grade Level: 9-12</b>
	<b>Strand: Journalistic Research and Writing</b>
	<b>Standard: ELAGSEJ.RW3 – Identify and utilize print and non-print information sources appropriate for given journalistic purposes.</b>

**Skills/Concepts for Students:**

- Synthesize information and ideas from multiple sources.
- Apply criteria such as bias, credibility, etc. for evaluating and selection sources for information.
- Appropriately attribute credit to all referenced sources according to AP guidelines.
- Refine skills for gathering and organizing information.
- Refine skills for using news judgment.
- Adhere to ethical standards in various journalistic contexts.
- Identifying “fake news” sources as opposed to credible news sources.
- Analyze ways in which non-print journalism is similar to and differs from print journalism.

**Instructional Strategies for Teachers:**

- Guide students in identifying and locating appropriate sources for information to use in journalistic writing.
- Guide students in compiling information from both primary and secondary sources using available technology and other means.
- Provide students with opportunities to develop skills for gathering and organizing information, for using news judgment, and for adhering to ethical standards
- Provide instruction and guidance in evaluating mass media messages

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

- The teacher will arrange regularly-scheduled classroom press conferences with the principal of the school. Students prepare open-ended questions ahead of time. Questions may be over a particular event or topic or may be varied, according to the situation. The press conference provides accurate information for student reporting, but it also helps to create an atmosphere of teamwork between the staff and the administration of the school.

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- The classroom operates on a beat system, with each student responsible for a specific area of coverage. Part of the beat system involves a knowledge of reputable sources for the coverage area and regularly interviewing or researching those sources. If the source is a club or group affiliated throughout the state or nation, part of the beat responsibility could be familiarity with the state or national website, social media sites, and events.
- In the beginning of the year, students participate in small groups in a selfie scavenger hunt – only instead of looking for objects, students will search for Best Sources. For example, one clue could involve finding the best source for Beta Club information. A group would need to find the most reliable source on campus for Beta Club information, race to that person, and take of selfie of that person or source with the group. Each group should have the same *number* of clues or sources for which to search, but they do not have to have the exact same clues. Make it a race! The winning group -- the one that not only finishes first but has also found the correct answer to every source search - earns a one-day extension on their first big deadline!

**Suggested Key Terms for Teaching and Learning:**

Advocacy

Attribution

Bias

Close-ended

Primary source

Secondary source

Fake news

Copy editing

Impartiality

Open records

Open-ended

Slant

Yellow journalism

	<b>Grade Level: 9-12</b>
	<b>Strand: Journalistic Research and Writing</b>
	<b>Standard: ELAGSEJ.RW4 – Develop and employ effective interview skills and practices.</b>

**Skills/Concepts for Students:**

- Research background information.
- Formulate questions that elicit valuable information.
- Observe and record details during an interview.
- Effectively conclude an interview.
- Double-check information before writing a story.
- Keep dated notes and/or interview recordings on file.
- In interviews, use both pre-prepared questions and impromptu questions that result from something revealed in the interview.

**Instructional Strategies for Teachers:**

- Model the formulation of effective interview questions.
- Develop an awareness of new technological advances that enhance information gathering and pass that awareness on to students.
- Model the use of direct quotes, indirect quotes, and paraphrasing in journalistic reporting.
- Provide opportunities for students to conduct both short and lengthy interviews with a variety of subjects.

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

- Students will conduct an interview, taking extensive notes or recording the interview and then transcribing the recording to notes. To gain a big picture of the content and to more easily recognize possible angles the story can take, students will use a series of highlighters. One color will be used to shade material that will make interesting, story-telling direct quotes. This material should add insights that reveal key parts of the story but might also reveal the personality of the source. A different color will be used to highlight specific details that add interest, such as facts and figures to show why this event stands out from those in past years. A third color will mark info that fits better into headlines or captions than into the main body text. Next, students should use a colored pen to rank in order of importance the value

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each quote, and each detail brings to the story. This hierarchy of importance helps determine the order in which information might appear in the story. The resulting multi-colored page(s) can serve as an outline for the first draft of the story or article.

- After a study of open-ended and close-ended questions, students practice their interview skills by interviewing each other. They then use the information they gained from the interview to write a short biographical profile of the interviewee. If the staff has a publication, this bio can serve as text for the publication's staff page or website.
- At the beginning of the year, teacher asks each student to fill out an index card with the names of everyone on campus they are related to, the names of their best friends, the names of people with whom they have a personal conflict, the names of people with whom they have had a dating relationship, etc. The result should be a card with the student name on one side and a list of names on the opposite side. After students have turned those cards in, the teacher tells the students journalists that in order to maintain a sense of fairness on the absence of bias, they will not be allowed to interview any of the people named on their card. (This activity helps students learn how to interview people they do not know well. It also closely aligns with Standard RW1 and RW2.)
- The teacher collects an assortment of video interviews in an online spot – Google Classroom, Binders, etc. When students finish assignments at different paces, those who finish first can be directed to this collection of interviews and watch them, looking for open-ended questions, probing questions, or any other aspects of interview skills.

**Suggested Key Terms for Teaching and Learning:**

Attribution  
Close-ended  
Open records

Open-ended  
Primary source  
Secondary source

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	<b>Grade Level: 9-12</b>
	<b>Strand: Journalistic Research and Writing</b>
	<b>Standard: ELAGSEJ.RW5 – Exhibit knowledge of the structure of journalistic writing.</b>

**Skills/Concepts for Students:**

- Experience each of the stages of writing as they apply to the production or publication process.
- Format types of writing as applicable to various publication purposes.
- Apply the current standards of AP style to journalistic writing.
- Demonstrate or enhance skills for writing leads.
- Demonstrate or enhance skills for writing under various structures – inverted pyramid, chronological coverage, etc.
- Demonstrate or enhance skills for writing headlines that entice the reader.
- Demonstrate or enhance skills for writing captions or cutlines according to AP guidelines.

**Instructional Strategies for Teachers:**

- Reinforce the differences between journalistic writing and academic writing.
- Provide examples of effective leads from professional and scholastic publications.
- Provide opportunities for students to write in a variety of journalistic structures and for a variety of media types.
- Model clear expectations for writing captions or cutlines and headlines.
- Require students to keep a portfolio of their best work in journalism courses, showing a variety of skills and journalistic endeavors.
- Model different structures of journalistic writing: inverted pyramid, graph nut, chronological, Q and A, quick reads or other infographics, etc.

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

- The teacher will provide examples of publications known for alternative writing formats, such as USA Today for their front-page infographics. Students will explore the possibilities for publishing work and which formats might be most effective for different types of information. As a culminating activity, students will create an article using an alternative writing format.

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- Students will locate printed examples of sports scoreboards published by professional news organizations. The class will compare these examples to determine the advantages and disadvantages of using each format and if applicable, will select a favorite to use in their own publication.

**Suggested Key Terms for Teaching and Learning:**

Advance copy	Feature	Post-game coverage
Angle	Gimmick	Pre-game coverage
B copy	Graf	Propaganda
Beat	Hard news	Pull quotes
Blog	Indirect quote	Q and A
Brainwash	Inverted pyramid	Scoop
Break	Jingle	Slant
Byline	Jump	Slogan
Cutline	Lead	Stringer
Direct quote	News	Tabloid
Editorial	Nutgraf	Transition
Environmental photograph	Paraphrase	
Exclusive	Personal profile	

	<b>Grade Level: 9-12</b>
	<b>Strand: Journalistic Research and Writing</b>
	<b>Standard: ELAGSEJ.RW6 – Acquire a thorough knowledge of the Associated Press Stylebook (AP Style).</b>

**Skills/Concepts for Students:**

- Understand the importance of uniformity and consistency within a publication and in some cases, across the profession.
- Apply research skills for looking-up style-related questions in the AP Style Book, printed or online.

**Instructional Strategies for Teachers:**

- Have the current AP Stylebook, either printed or electronic versions, easily accessible to students.
- Review the most common AP Style rules on a regular basis.

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

- To reinforce both AP style guidelines and local publication guidelines, the student editor(s) will open class each day with announcements and objectives for the day. He or she will also present/review one style guide rule with the class. At the end of the week, students are tested or evaluated over the style rules presented throughout that week.

	<b>Grade Level: 9-12</b>
	<b>Strand: Journalistic Research and Writing</b>
	<b>Standard: ELAGSEJ.RW7 – Recognize, use and/or develop staff-based style manuals for directing publication design.</b>

**Skills/Concepts for Students:**

- Understand the importance of uniformity and consistency within a publication and in some cases, across the profession.
- Collaboratively approach new issues that arise concerning design or writing style and work together to create a uniform policy.
- Assist in formation specific writing style elements for student publications (headline formats, acceptable fonts, etc.)
- Determine and utilize writing guidelines that aid the reader in understanding the text.

**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):**

- In small groups, students will look at examples of style guides from other scholastic publications to determine what specific style policies their own publication should adapt.
- Teacher will have students, in small groups, conduct research concerning effective writing style for publications. With web-based sources, answer questions similar to the following: What are the three easiest fonts to read in main body text on a website? Which is better for headlines and which for body copy: serif or sans serif fonts? What background colors and font colors do researchers say most inhibit readers? (Apply that questions to different forms of media.) How much difference in font size should there be between the dominant headline and other headlines? Develop more questions based on the specific publication and its needs. Incorporate the findings into the staff's style guide as needed.

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**Suggested Key Terms for Teaching and Learning:**

Associated Press  
AP Styleguide  
Writing style

Design  
Standards  
Style manual

Third person  
Past tense  
Attribution

	<b>Grade Level: 9-12</b>
	<b>Strand: Journalistic Research and Writing</b>
	<b>Standard: ELAGSEJ.RW8 – Gain and utilize a working vocabulary regarding journalistic writing and research.</b>

**Skills/Concepts for Students:**

- Incorporate appropriate vocabulary in class.

**Instructional Strategies for Teachers:**

- Provide opportunities to use vocabulary in context.

**Suggested Key Terms for Teaching and Learning:**

See terms in previous standards.