



Alignment Document  
State of Kansas and Aventa Learning Journalism

**Journalism**  
2005-2007 Benchmark Blueprint

Units	Bands	Benchmarks	Unit Name	Course Topic Description
1 The student writes effectively for a variety of audiences, purposes, and contexts.	1.1 The student writes narrative text using the writing process.	1.1.1 Composes a written piece with plot elements and also experiments with point of view and various narrative techniques.		
		1.1.2 Selects and uses		
		1.1.2.1 personal experience	Writing an Editorial	Your First Editorial
			Writing an Column	Your First Column
		1.1.2.2 personal observation	Writing an Editorial	Your First Editorial
			Writing an Column	Your First Column
		1.1.2.3 prior knowledge.	Writing an Editorial	Your First Editorial
			Writing an Column	Your First Column
		1.1.3 Writes from experiences and relies on detailed insight, a sense of how events unfold, and how people respond to life and to one another.	Writing an Editorial	Your First Editorial
			Writing an Column	Your First Column
1.1.4 Analyzes and understands implications and consequences of plagiarism (e.g. ethical, legal, professional).	Laws Ethics and Policy	Preview		
	Laws Ethics and Policy	Study Guide Assignment		
1.1.5 Applies appropriate strategies to generate narrative text (e.g. brainstorming, listing, webbing, working in	Types of News and Story Ideas	Story Ideas Assignment		

	pairs or cooperative groups and identifying information from print sources).		
	<b>1.1.6</b> Writes a piece with an inviting introduction, appropriate body, and satisfying conclusion that leaves the reader with a sense of resolution.	The Feature Story	Your First Feature Story
	<b>1.1.7</b> Selects varied transitions to connect ideas within and between paragraphs in the writing piece.	The Feature Story	Your First Feature Story
	<b>1.1.8</b> Selects vocabulary and figurative language that conveys a particular tone and personality (e.g. humor, suspense, originality, and liveliness).	Writing a Column	Your First Column
	<b>1.1.9</b> Incorporates words that are precise and suitable for narrative writing, which create appropriate imagery (e.g. explicit nouns, explicit verbs, natural modifiers).	The Feature Story	Your First Feature Story
	<b>1.1.10</b> Manages vocabulary particular to the topic and provides ease of understanding.	The Sports Story	First Sports Story
	<b>1.1.11</b> Uses a variety of sentence structures and lengths.		
	<b>1.1.12</b> Creates a variety of engaging sentence beginnings that relate to and build upon previous sentences that move the reader easily through the text.		
	<b>1.1.13</b> Uses fragments only for stylistic effect.	Writing a Column	Your First Column
	<b>1.1.14</b> Composes and selectively uses dialogue for effect and style.		
	<b>1.1.15</b> Indicator not used at this grade level.		
	<b>1.1.16</b> Uses correct mechanics and punctuation to guide the reader through the text.	The News Story The Feature Story	First News Story First Feature Story

			The Sports Story	First Sports Story	
			Writing a Column	Your First Column	
			Writing an Editorial	Your First Editorial	
		<b>1.1.17</b> Uses correct grammar and usage, which may be manipulated for stylistic effect and may contribute to clarity.	Writing an Editorial	Your First Editorial	
			Writing a Column	Your First Column	
		<b>1.1.18</b> Spells familiar and most unfamiliar words and uses available resources (e.g. dictionary, spell check).	The News Story	First News Story	
			The Feature Story	First Feature Story	
			The Sports Story	First Sports Story	
			Writing a Column	Your First Column	
			Writing an Editorial	Your First Editorial	
		<b>1.1.19</b> Uses correct paragraph divisions to reinforce the organizational structure of the text.	The News Story	First News Story	
			The Feature Story	First Feature Story	
	<b>1.2</b> The student writes expository text using the writing process.	<b>1.2.1</b> Develops a thesis statement based upon at least one main idea in response to a prompt.			
			<b>1.2.2</b> Clearly defines the main idea by selecting relevant, logical details that meet the reader's informational needs.	The News Story	First News Story
			<b>1.2.3</b> Selects and uses		
			<b>1.2.3.1</b> personal experience		
			<b>1.2.3.2</b> personal observations		
			<b>1.2.3.3</b> prior knowledge		
			<b>1.2.3.4</b> research to meet the reader's needs and to create appropriate point of view.	The News Story	First News Story
			<b>1.2.4</b> Expresses information in own words	The News Story	First News Story

	using appropriate organization, grammar, word choice, and tone sufficient to the audience.		
	<b>1.2.5</b> Analyzes and understands implications and consequences of plagiarism (e.g. ethical, legal, professional).	Laws Ethics and Policy	Preview
		Laws Ethics and Policy	Study Guide Assignment
	<b>1.2.6</b> Cites references for all sources of information and includes summarized and paraphrased ideas from other authors.	The News Story	First News Story
	<b>1.2.7</b> Constructs a bibliography with a standard style of format (e.g. MLA, APA, etc.).		
	<b>1.2.8</b> Applies appropriate strategies to generate expository text (e.g. brainstorming, listing, webbing, working in pairs or cooperative groups and identifying information from print sources).	Types Of News and Story Ideas	Story Ideas Assignment
	<b>1.2.9</b> Writes a cohesive piece that includes	The News Story	First News Story
	<b>1.2.9.1</b> an introduction that draws the reader in	The News Story	First News Story
	<b>1.2.9.2</b> a body that provides information through the logical placement of facts and data	The News Story	First News Story
	<b>1.2.9.3</b> a conclusion that reinforces the thesis statement and leaves the reader with a sense of completion.		
	<b>1.2.10</b> Arranges information within each paragraph in a logical and effective sequence to meet the readers informational needs.	The News Story	First News Story
	<b>1.2.11</b> Uses appropriate transitions to connect ideas within and between paragraphs.	The News Story	First News Story

		<b>1.2.12</b> Selects vocabulary and figurative language that convey a particular tone and personality (e.g. humor, suspense, originality, liveliness).		
		<b>1.2.13</b> Incorporates words that are precise and suitable for expository writing that create appropriate imagery (e.g. explicit nouns, vivid verbs, natural modifiers).	The News Story	First News Story
		<b>1.2.14</b> Manages specialized vocabulary particular to the subject/topic to provide ease of understanding.	The Sports Story	First Sports Story
		<b>1.2.15</b> Uses a variety of sentence structures and lengths to make the reading pleasant and natural.		
		<b>1.2.16</b> Creates a variety of engaging sentence beginnings that relate to and build upon previous sentences to move the reader easily through the text.		
		<b>1.2.17</b> Uses fragments only for stylistic effect.		
		<b>1.2.18</b> Indicator not at this grade level.		
		<b>1.2.19</b> Uses correct mechanics and punctuates to guide the reader through the text.	The News Story	First News Story
			The Feature Story	First Feature Story
			The Sports Story	First Sports Story
			Writing a Column	Your First Column
			Writing an Editorial	Your First Editorial
		<b>1.2.20</b> Uses correct grammar and usage, which may be manipulated for stylistic effect and may contribute to clarity.	The News Story	First News Story
			The Feature Story	First Feature Story
			The Sports Story	First Sports Story

			Writing a Column	Your First Column	
			Writing an Editorial	Your First Editorial	
	1.2.21 Spells familiar and most unfamiliar word correctly and uses available resources (e.g. dictionary, spell check).		The News Story	First News Story	
			The Feature Story	First Feature Story	
			The Sports Story	First Sports Story	
			Writing a Column	Your First Column	
			Writing an Editorial	Your First Editorial	
	1.2.22 Uses correct paragraph divisions to reinforce the organizational structure of the text.		The News Story	First News Story	
			The Feature Story	First Feature Story	
			The Sports Story	First Sports Story	
			Writing a Column	Your First Column	
			Writing an Editorial	Your First Editorial	
1.3 The student writes technical text using the writing process.	1.3.1 Develops a technical text focused on one main purpose				
		1.3.2 Clearly defines the main idea with selection of concise, logical details that meet the reader's informational needs.			
			1.3.3 Analyzes and understands implications and consequences of plagiarism (e.g. ethical, legal, professional).	Laws Ethics and Policy	Preview
				Laws Ethics and Policy	Study Guide Assignment
			1.3.4 Cites references for all sources of information and includes summarized and paraphrased ideas from other authors.		
1.3.5 Constructs a bibliography with a standard style of format (e.g. MLA, APA,					

		etc.).		
		<b>1.3.6</b> Applies appropriate strategies to generate technical text (e.g. brainstorming, listing, webbing, working in pairs or cooperative groups, identifying information from print sources).		
		<b>1.3.7</b> Organizes information within each section, paragraph, list, or graphic in a logical and effective sequence to meet the reader's informational needs.		
		<b>1.3.8</b> Composes a comprehensive piece with a constructive introduction, a relevant or sequential body, and a suitable conclusion.		
		<b>1.3.9</b> Uses appropriate transitions to connect ideas within the piece (e.g. enumerated lists, bullets, headings, subheadings, complex outlining elements).		
		<b>1.3.10</b> Writes with an awareness of purpose and audience (e.g. letters, complex reports, directions, graphics, brochures, electronic presentation, newsletters, memos, job searches, fliers, e-mails, Web pages, pictorials).		
		<b>1.3.11</b> Writes with authority so the voice is not distracting.		
		<b>1.3.12</b> Selects words that convey the writer's message clearly, precisely, and professionally (e.g. technical terms, jargon).		
		<b>1.3.13</b> Selects words that consider appropriate connotation for the intended task/format (e.g. persuasive, if persuading; informational, if informing, etc.).		

		<b>1.3.14</b> Writes compact sentences or phrases that make the point clear.		
		<b>1.3.15</b> Punctuates correctly.		
		<b>1.3.16</b> Uses correct grammar and usage, which may be manipulated for stylistic effect and contributes to clarity.		
		<b>1.3.17</b> Spells words correctly and uses available resources (e.g. dictionary, spell check).		
		<b>1.3.18</b> Uses graphic devices that are clear, helpful, visually appealing, and supportive of the text (e.g. charts, graphs, illustrations).		
	<b>1.4</b> The student writes persuasive text using the writing process.	<b>1.4.1</b> Asserts an arguable proposition or opinion (thesis statement).	Writing an Editorial	Your First Editorial
Writing a Column			Your First Column	
<b>1.4.2</b> Selects and uses		Writing an Editorial	Your First Editorial	
		Writing a Column	Your First Column	
<b>1.4.2.1</b> personal experience		Writing an Editorial	Your First Editorial	
		Writing a Column	Your First Column	
<b>1.4.2.2</b> observations		Writing an Editorial	Your First Editorial	
		Writing a Column	Your First Column	
<b>1.4.2.3</b> prior knowledge	Writing an Editorial	Your First Editorial		
	Writing a Column	Your First Column		
<b>1.4.2.4</b> research important for the reader to reach a conclusion and use an appropriate point of view for the piece (e.g. first person in editorial).	Writing an Editorial	Your First Editorial		
	Writing a Column	Your First Column		
<b>1.4.3</b> Develops and differentiates details necessary to expand the main topic in a balanced format to support the writer's	Writing an Editorial	Your First Editorial		
	Writing a Column	Your First Column		

	position.		
	<b>1.4.4</b> Anticipates the reader's question(s) and provides balance with a counter-argument.	Writing an Editorial Writing a Column	Your First Editorial Your First Column
	<b>1.4.5</b> Builds a focused argument that uses logical thinking and appeals to reason, authority, and/or emotion.	Writing an Editorial Writing a Column	Your First Editorial Your First Column
	<b>1.4.6</b> Analyzes and understands implications and consequences of plagiarism (e.g. ethical, legal, professional).	Laws Ethics and Policy Laws Ethics and Policy	Preview Study Guide Assignment
	<b>1.4.7</b> Applies appropriate strategies to generate persuasive text (e.g. brainstorming, listing, webbing, working in pairs or cooperative groups, identifying information from print sources).	Writing an Editorial Writing a Column	Your First Editorial Your First Column
	<b>1.4.8</b> Writes a cohesive piece that includes	Types of News and Story Ideas	Story Ideas Assignment
	<b>1.4.8.1</b> an introduction that engages the reader	Writing an Editorial Writing a Column	Your First Editorial Your First Column
	<b>1.4.8.2</b> a body that reinforces the writer's position through the logical placement of evidence	Writing an Editorial Writing a Column	Your First Editorial Your First Column
	<b>1.4.8.3</b> a conclusion that reinforces the thesis statement and the original position.	Writing an Editorial Writing a Column	Your First Editorial Your First Column
	<b>1.4.9</b> Arranges information within each paragraph in a logical and effective sequence to persuade the reader (e.g. typically 5 or more sentences).	Writing an Editorial Writing a Column	Your First Editorial Your First Column
	<b>1.4.10</b> Uses appropriate transitions to connect ideas within and between paragraphs.	Writing an Editorial Writing a Column	Your First Editorial Your First Column
	<b>1.4.11</b> Selects vocabulary and figurative	Writing an Editorial	Your First Editorial

	language that conveys a particular tone and personality (e.g. humor, suspense, cynicism, sarcasm, originality, and liveliness).	Writing a Column	Your First Column
	<b>1.4.12</b> Uses language that is appropriate for persuasive writing and easy for the audience to understand.	Writing an Editorial	Your First Editorial
		Writing a Column	Your First Column
	<b>1.4.13</b> Incorporates words that are precise, suitable for persuasive writing, and create imagery (e.g. precise nouns, powerful verbs, vivid modifiers).	Writing an Editorial	Your First Editorial
		Writing a Column	Your First Column
	<b>1.4.14</b> Uses a variety of sentence structures and lengths to make the reading pleasant and natural.	The Sports Story	First Sports Story
	<b>1.4.15</b> Creates a variety of engaging sentence beginnings that relate to and build upon previous sentences that move the reader fluidly through the subject matter.		
	<b>1.4.16</b> Uses fragments only for stylistic effect.	Writing an Editorial	Your First Editorial
		Writing a Column	Your First Column
	<b>1.4.17</b> Includes convincing dialogue, if appropriate.		
	<b>1.4.18</b> Punctuates correctly to easily guide the reader through the text	Writing an Editorial	Your First Editorial
		Writing a Column	Your First Column
	<b>1.4.19</b> Uses correct grammar and usage, which may be manipulated for stylistic effect, which may contribute to clarity.	Writing an Editorial	Your First Editorial
		Writing a Column	Your First Column
	<b>1.4.20</b> Spells words correctly and uses available resources (e.g. dictionary, spell check).	The News Story	First News Story
		The Feature Story	First Feature Story
		The Sports Story	First Sports Story

			Writing a Column	Your First Column
			Writing an Editorial	Your First Editorial
		<b>1.4.21</b> Uses correct paragraph divisions to reinforce the organizational structure of the text.	The News Story	First News Story
			The Feature Story	First Feature Story
			The Sports Story	First Sports Story
			Writing a Column	Your First Column
			Writing an Editorial	Your First Editorial
<b>2</b> The student applies reading and writing skills to demonstrate learning.	<b>2.1</b> The student uses effective research practices.	<b>2.1.1</b> Generates relevant, investigating, and researchable questions in order to create a thesis/hypothesis. Uses knowledge, comprehension, application, analysis, synthesis, and evaluation levels of questioning.	The News Story	First News Story
			The Feature Story	First Feature Story
			The Sports Story	First Sports Story
			Writing a Column	Your First Column
			Writing an Editorial	Your First Editorial
		<b>2.1.2</b> Locates appropriate print and non-print information using text and technical resources, periodicals, and book indices, including databases and internet.	Sources for News	Preview
			Sources for News	Study Guide Assignment
			Sources for News	Internet Sources Assignment
		<b>2.1.3</b> Verifies the accuracy, relevance, and completeness of information.	Laws, Ethics, and Policies	Preview
			Laws, Ethics, and Policies	Study Guide Assignment
<b>2.1.4</b> Analyzes the complexities and discrepancies in information and systematically organizes relevant information to support central ideas, concepts, and themes.				

		<b>2.1.5</b> Presents organized statements, reports, and speeches using visuals or media to support meaning, as appropriate.		
		<b>2.1.6</b> Analyzes, organizes, and converts information into different forms (e.g., charts, graphs, drawings).		
		<b>2.1.7</b> Documents sources of information using standard format.		
		<b>2.1.8</b> Uses a manual or form such as Modern Language Association (MLA) or American Psychological Association (APA).		
	<b>2.2</b> The student uses ethical research practices.	<b>2.2.1</b> analyzes and understands implications and consequences of plagiarism (e.g., ethical, legal, professional).	Laws Ethics and Policy	Preview
Laws Ethics and Policy			Study Guide Assignment	
<b>2.2.2</b> expresses information in own words using appropriate organization and grammar, word choice, and tone sufficient to the audience.		The News Story	First News Story	
		The Feature Story	First Feature Story	
		The Sports Story	First Sports Story	
<b>2.2.3</b> cites references for all sources of information including summarized and paraphrased ideas from other authors.	Writing a Column	Your First Column		
	Writing an Editorial	Your First Editorial		
			Laws Ethics and Policy	Preview
			Laws Ethics and Policy	Study Guide Assignment
			The News Story	First News Story
			The Feature Story	First Feature Story

			The Sports Story Writing a Column Writing an Editorial	First Sports Story Your First Column Your First Editorial
		<b>2.2.4</b> constructs a bibliography with author, title, publisher, year, website name and address, and copyright date using standard style format (e.g., MLA, APA).		
<b>A.6</b> Journalistic communicators effectively use and/or create products for a variety of audiences, purposes, occasions, and contexts.	<b>A.6.1</b> The student is knowledgeable about a variety of journalistic formats, such as print, online, video, radio.	<b>A.6.1.1</b> determines the effectiveness of the journalistic format(s) used.		
		<b>A.6.2</b> The student applies journalistic principles in the development of a product(s).		
		<b>A.6.2.1</b> synthesizes multiple student products into a single group product.		
		<b>A.6.2.2</b> applies the different journalistic principles to the creation of a product.	The News Story The Feature Story The Sports Story Writing a Column Writing an Editorial	First News Story First Feature Story First Sports Story Your First Column Your First Editorial
		<b>A.6.2.3</b> publishes a finished product based on the interview(s).	Interviewing	Role Play Interview Assignment
		<b>A.6.2.4</b> publishes the product using viable fact(s) and/or opinion(s).	Interviewing	Role Play Interview Assignment
		<b>A.6.2.5</b> knows and recognizes the different types of propaganda.		
		<b>A.6.2.6</b> recognizes and/or applies plagiarism, slander, and free press.	Law's Ethics and Policy Law's Ethics and Policy	Preview Study Guide Assignment

	<p><b>A.6.3</b> The student analyzes and evaluates a journalistic product(s).</p>	<p><b>A.6.3.1</b> analyzes and evaluates the quality of own journalistic product.</p> <p><b>A.6.3.2</b> analyzes and evaluates the quality of a journalistic product created by others.</p> <p><b>A.6.3.3</b> analyzes and evaluates the amount and effective use of bias and/or propaganda in own product.</p> <p><b>A.6.3.4</b> analyzes the anticipated reaction of the product on the target audience.</p>	<p>Writing a Column</p> <p>Writing a Column</p> <p>What is Journalism</p>	<p>Comparing the Columnists</p> <p>Reviewing the Reviewers</p> <p>The challenge of Journalism Assignment</p>
<p><b>A.7</b> The oral communicator will perform effectively in a variety of situations.</p>	<p><b>A.7.1</b> The student knows the different components of nonverbal communication.</p>	<p><b>A.7.1.1</b> analyzes the use of tone in an oral performance.</p> <p><b>A.7.1.2</b> analyzes the use of eye contact in an oral performance.</p> <p><b>A.7.1.3</b> adapts to audience feedback.</p> <p><b>A.7.1.4</b> analyzes the use of gestures in an oral performance.</p>		
	<p><b>A.7.2</b> The student knows the different components of verbal communication.</p>	<p><b>A.7.2.1</b> delivers a speech effectively dependant on its type.</p> <p><b>A.7.2.2</b> analyzes word choice.</p> <p><b>A.7.2.3</b> analyzes the use of different organizational patterns.</p> <p><b>A.7.2.4</b> analyzes the use of transitions.</p> <p><b>A.7.2.5</b> analyzes the effectiveness of introductions.</p> <p><b>A.7.2.6</b> analyzes the effectiveness of the body of an oral presentation.</p> <p><b>A.7.2.7</b> analyzes the effectiveness of the conclusion of an oral presentation.</p> <p><b>A.7.2.8</b> analyzes the impact of the supporting details on the oral presentation.</p> <p><b>A.7.2.9</b> analyzes the impact of the visual aids on the oral presentation.</p>		

		<b>A.7.2.10</b> analyzes and uses an audience analysis rubric to make the oral presentation appropriate for the audience.		
		<b>A.7.2.11</b> effectively uses propaganda and faulty reasoning to reach the desired effect.		
<b>A.7.3</b> The student knows the different components of interpersonal and intrapersonal communication.		<b>A.7.3.1</b> incorporates the appropriate types of interpersonal communication skills into a variety of situations.	Interviewing	Role Play Interview Assignment
		<b>A.7.3.2</b> fills various roles in a group based on its dynamics.		
		<b>A.7.3.3</b> uses psychological noise positively in interpersonal communication.		
		<b>A.7.3.4</b> uses physical noise positively in interpersonal communication.		
<b>A.7.4</b> The student knows the different components of competitive speech.		<b>A.7.4.1</b> accepts the consequences of following or not following the state and/or national rules.		
		<b>A.7.4.2</b> accepts comments from the written critique about inappropriate dress.		
		<b>A.7.4.3</b> accepts the consequences for not using appropriate etiquette.		
		<b>A.7.4.4</b> uses constructive criticism to improve his/her performance.		
		<b>A.7.4.5</b> modifies material to make a quality performance cutting.		
		<b>A.7.4.6</b> adapts characters to meet the critique's input, if appropriate.		
		<b>A.7.4.7</b> adapts to the critique's input for his/her next performance, if appropriate.		
<b>A.7.5</b> The student knows the different components of competitive policy debate.		<b>A.7.5.1</b> accepts comments from the written critique about inappropriate dress.		
		<b>A.7.5.2</b> accepts the consequences for not using appropriate etiquette.		
		<b>A.7.5.3</b> uses constructive criticism to		



		improve their performance.		
		<b>A.7.5.4</b> debates, throughout the round, the differing interpretations of the policy debate resolution.		
		<b>A.7.5.5</b> structures various effective negative positions in a policy debate.		
		<b>A.7.5.6</b> adapts the affirmative case to various negative positions in a policy debate.		
	<b>A.7.6</b> The student knows the different components of competitive Lincoln/Douglas debate.	<b>A.7.6.1</b> validates a debate as either value or policy debate.		
		<b>A.7.6.2</b> uses effectively the key value terms in a debate round.		
		<b>A.7.6.3</b> effectively argues the fundamental parts of an Lincoln/Douglas affirmative or negative case.		
		<b>A.7.6.4</b> effectively debates the different classic philosophic positions.		