



Alignment Document
State of Indiana and Aventa Learning Journalism

Journalism
2005-2007 Benchmark Blueprint

Standards	Benchmarks	Unit Name	Course Topic Description
1 Students understand the function, history, development of a free and independent press in the United States.	JRN.1.1 Define the function of an independent press in a free society and explain how the media in the United States and other free societies differ from the public media in non-free societies and have done so from Colonial times.	What is Journalism	The Challenge of Journalism
	JRN.1.2 Explain the role of the free press, such as the publication of the Federalist Papers, in the passage of the Constitution of the United States of America and in the eventual addition of the Bill of Rights.		
	JRN.1.3 Explain the impact of the First Amendment and important events on the development of freedom of speech and an independent press in the United States that includes:		
	JRN.1.3.a 1690 1st newspaper in America (Publick Occurrences, Both Forreign and Domestick),		
	JRN.1.3.b 1721 James Franklin exercises the privilege of editorial independence (The New England Courant),		
	JRN.1.3.c 1798 Sedition Act,		
	JRN.1.3.d 1841 Horace Greeley introduces the editorial page,		
	JRN.1.3.e 1887 Nellie Bly joins Pulitzer's		

	newspaper New York World		
	JRN.1.3.f 1905 Robert S. Abbott founds Chicago Defender,		
	JRN.1.3.g 1931 case of Near v. Minnesota,		
	JRN.1.3.h 1951 Edward R. Murrow pioneers television news,		
	JRN.1.3.i 1966 Freedom of Information Act,		
	JRN.1.3.j 1971 New York Times publishes the Pentagon Papers,		
	JRN.1.3.k 1980 1st online newspaper (Columbus Dispatch)		
	JRN.1.3.l 1991 World Wide Web expands online news and information, and		
	JRN.1.3.m other significant or recent events.		
	JRN.1.4 Explain how having a free press contributed to the development of our republic and the preservation of democratic principles.		
	JRN.1.5 Evaluate the impact of significant individuals and their roles in the development of an independent press in the history of American print and non-print journalism, including (in the 1700s) Benjamin Franklin, John Peter Zenger, (in the 1800s) Sara Josepha Hale, Horace Greeley, Frederick Douglass, Nellie Bly, Joseph Pulitzer, William Randolph Hearst, (in the 1900s) Robert S. Abbott, Margaret Bourke-White, Henry Luce, Malcolm Muir, Ernie Pyle, Walter Winchell, Edward R. Murrow, and William S. Paley		
	JRN.1.6 Identify and describe significant trends in the development of journalism from the introduction of the Gutenberg press to today that include:		
	JRN.1.6.a from 1446 to 1800 (newspapers, books, magazines),		

	JRN.1.6.b Industrial Revolution advances (telegraph, telephone, phonograph, photography, radio, television), and		
	JRN.1.6.c recent technological innovations (cable, digital, satellite, cellular).		
	JRN.1.7 Explain how new technologies (online newspapers using media convergence, email, blogs, podcasts, wikis and Wikipedia, talk radio, digital cameras, PDAs, interactive video Web sites, interactive video cell phones) have affected the dissemination of information in the United States.		
	JRN.1.8 Explain how new technologies are affecting the events or dissemination of information in non-free societies, such as some countries in the Middle East, Africa, or Asia.		
2 Students understand and apply knowledge of legal and ethical principles related to the functioning of a free and independent press in the United States.	JRN.2.1 Compare and contrast the rights, the responsibilities, and the role played by a free, independent press in a democratic society to maintain accuracy, balance, fairness, objectivity, and truthfulness.		
	JRN.2.2 Analyze how the First Amendment, the Bill of Rights, and the Indiana State Constitution along with federal and state case law affect the rights and responsibilities of the press.		
	JRN.2.3 Describe the impact of key Supreme Court decisions affecting student expression and the student press that includes:		
	JRN.2.3.a Tinker v. Des Moines Independent Community School District (1969),	Laws, Ethics, and Policy	Chapter 2 – Landmark Legal Cases
	JRN.2.3.b Bethel v. Fraser (1986),		
	JRN.2.3.c Hazelwood School District v. Kuhlmeier (1988),	Laws, Ethics, and Policy	Chapter 2 – Landmark Legal Cases
	JRN.2.3.d Morse v. Frederick (2007), and		
	JRN.2.3.e other significant or recent decisions.		

	JRN.2.4 Apply the legal boundaries and concepts affecting journalism to scholastic journalism.	Laws, Ethics, and Policy	Censorship Discussion
		Laws, Ethics, and Policy	Study Guide Assignment
	JRN.2.4.a Censorship: removing of material by an authority	Laws, Ethics, and Policy	Censorship Discussion
	JRN.2.4.b Copyright: giving exclusive rights to material a person has written or created	Laws, Ethics, and Policy	Chapter 2 – The Copyright Box
	JRN.2.4.c Libel and slander: printing or presenting a falsehood that damages another's reputation	Laws, Ethics, and Policy	Study Guide Assignment
	JRN.2.4.d Obscenity and vulgar language: using material that offends community standards and lacks serious artistic purpose	Laws, Ethics, and Policy	Chapter 2 – The Line Between Crude and Obscene
	JRN.2.4.e Prior review: reviewing prior to publication for purposes of approval or rejection	Laws, Ethics, and Policy	Chapter 2 – Landmark Legal Cases
	JRN.2.4.f Retraction: correcting something printed or said in the most timely fashion		
	JRN.2.4.g Student expression: voicing ideas and opinions in school environments	What is Journalism	Introduction
	JRN.2.5 Identify essential ethical principles supporting the integrity of journalists in their work or signaling misuse of ethics in their work, which include recognizing:		
	JRN.2.5.a Confidentiality: assuring secrecy for information	Laws, Ethics, and Policy	Chapter 2 – Journalism Ethics
	JRN.2.5.b Fabrication: inventing stories or accounts	Sources for News	Chapter 4 – Should You Use Anonymous Sources
	JRN.2.5.c Photo-manipulation: portraying false visual information		
	JRN.2.5.d Off-the-record remarks: agreeing comments are not for publication	Interviewing	Chapter 5 – Levels of Attribution
	JRN.2.5.e Plagiarism: using another person's work as one's own	Laws, Ethics, and Policy	Chapter 2 – More Legal Area

	JRN.2.5.f Anonymous sources: using an unnamed source	Sources for News	Chapter 4 – Should You Use Anonymous Sources
	JRN.2.6 Analyze ethical guidelines or codes of ethics and explain how or why they are an integral part of standards from professional organizations, such as:		
	JRN.2.6.a American Society of Newspaper Editors,		
	JRN.2.6.b The Poynter Institute for Media Studies, or		
	JRN.2.6.c Society of Professional Journalists.		
	JRN.2.7 Analyze case studies or examples and evaluate how ethical responsibilities and principles affect reporting and the credibility (the belief that what someone says is true) of what is reported.		
	JRN.2.8 Compare and contrast ethical guidelines in the standards or mission statements followed by professional organizations with those from student organizations, such as:		
	JRN.2.8.a Indiana High School Press Association (IHSPA),		
	JRN.2.8.b Journalism Education Association (JEA), or		
	JRN.2.8.c National School Press Association (NSPA).		
3 Students analyze and evaluate the accuracy and effectiveness of news and information found in print, on the Internet, and in other media.	JRN.3.1 Analyze news stories and reports that focus on specific issues, people, and events for the following qualities:		
	JRN.3.1.a importance or amount of space or time,		
	JRN.3.1.b proximity or nearness,		
	JRN.3.1.c timeliness or immediacy,		
	JRN.3.1.d prominence or names,		

	JRN.3.1.e conflict, consequence, or impact,		
	JRN.3.1.f variety,		
	JRN.3.1.g human interest, or		
	JRN.3.1.h humor.		
	JRN.3.2 Analyze and evaluate news stories, feature stories and columns (human interest, profile/personality, sports, in-depth, special occasion, humor, sidebars), op ed pages, commentaries, and editorials in local, national, international newspapers and magazines as well as online news sources (electronic copy, blogs, convergence) for:		
	JRN.3.2.a accuracy,		
	JRN.3.2.b balance,		
	JRN.3.2.c fairness,		
	JRN.3.2.d proper attribution, and		
	JRN.3.2.e truthfulness or credibility.		
	JRN.3.3 Analyze and evaluate the essential features of journalistic writing in a variety of news sources for:		
	JRN.3.3.a brevity and clarity,		
	JRN.3.3.b content, topics or themes appropriate for the audience,		
	JRN.3.3.c credible and multiple information sources,		
	JRN.3.3.d effective use of language,		
	JRN.3.3.e rhetorical strategies (language that focuses a message, such as persuasive words, logical consistency, humor, satire, or other intent signals), and		
	JRN.3.3.f structural elements and organization.		
	JRN.3.4 Analyze and evaluate news stories and features found in student-generated publications and media by using criteria that includes:		

	JRN.3.4.a appropriateness,			
	JRN.3.4.b audience and purpose,			
	JRN.3.4.c information provided or story			
	JRN.3.4.d quality of work or presentation,			
	JRN.3.4.e rhetorical strategies (language that focuses a message, such as persuasive words, logical consistency, humor, satire, or other intent signals), and			
	JRN.3.5 Compare and contrast coverage of the same news stories in a variety of newspapers or non-print media.			
	JRN.3.6 Evaluate the credibility of sources in a variety of newspaper and non-print media stories.			
4 Students discuss ideas for writing with others. They write coherent and focused stories that demonstrate well-researched information, appropriate journalistic structure and style, and a tightly reasoned flow of ideas. Students progress through stages of journalistic writing processes.	JRN.4.1 Discuss ideas for writing with classmates, teachers, other writers, or community members.	Types of News and Story Ideas	Story Ideas Assignment	
	JRN.4.2 Identify relevant issues and events of interest to readers through current news analysis, surveys, research reports, statistical data, and interviews with readers.			
	JRN.4.3 Ask clear interview questions to guide a balanced and unbiased information-gathering process that includes:	JRN.4.3.a researching background information,	Interviewing	Critical Thinking Assignment
			Interviewing	Role Play Interview Assignment
			Sources for News	Preview
		Sources for News	Study Guide Assignment	
		Sources for News	Internet Sources Assignment	
	JRN.4.3.b formulating questions that elicit valuable information,		Interviewing	Critical Thinking Assignment
			Interviewing	Role Play Interview Assignment
JRN.4.3.c observing and recording details during the interview,		Interviewing	Critical Thinking Assignment	
		Interviewing	Role Play Interview Assignment	

	JRN.4.3.d effectively concluding the interview,	Interviewing	Critical Thinking Assignment
		Interviewing	Role Play Interview Assignment
	JRN.4.3.e double-checking information before writing the story, and		
	JRN.4.3.f keeping dated notes or interview records on file.	Interviewing	Chapter 5 – The Interview Scene
	JRN.4.4 Follow ethical standards related to information gathering that include the appropriate citing of sources and the importance of avoiding plagiarism.	Laws, Ethics, and Policy	Chapter 2 – Journalism Ethics
	JRN.4.5 Demonstrate knowledge of the structure of journalistic writing (feature stories and columns, news stories, op ed pieces, commentaries) for a variety of print, broadcast and Internet media that includes:		
	JRN.4.5.a the inverted pyramid (lead, most important details, less important details, least important details),	The News Story	Inverted Pyramid Tales
	JRN.4.5.b narrative storytelling pattern (indirect lead, facts and information, closing), or	The News Story	Chapter 6 – Organizing Your Story
	JRN.4.5.c combinations of the inverted pyramid and narrative storytelling pattern.	The News Story	Chapter 6 – Organizing Your Story
	JRN.4.6 Select and use an appropriate journalistic style for writing to inform, entertain, persuade, and transmit cultural context and climate that includes:	The News Story	Your First News Story
		The Features Story	Your First Feature Story
		Writing an Editorial	Your First Editorial
	JRN.4.6.a short, focused sentences and paragraphs,	Course Information	6+1 Trait Writing Rubric
	JRN.4.6.b varied word usage and descriptive vocabulary,	Course Information	6+1 Trait Writing Rubric
	JRN.4.6.c active voice verbs, and	Course Information	6+1 Trait Writing Rubric
	JRN.4.6.d specific word choice to avoid jargon and vague language.	Course Information	6+1 Trait Writing Rubric

	JRN.4.7 Use language effectively to establish a specific tone.	Course Information	6+1 Trait Writing Rubric
	JRN.4.8 Evaluate and revise the content of copy for meaning, clarity, and purpose.	The News Story	Your First News Story
		The Features Story	Your First Features Story
		The Sports Story	Your First Sports Story
		Writing and Editorial	Your First Editorial
		Writing a Column	Your First Column
	JRN.4.9 Revise and edit copy to improve sentence variety and style and to enhance subtlety of meaning and tone in ways that are consistent with purpose, audience, and journalistic form.	The News Story	Your First News Story
		The Features Story	Your First Features Story
		The Sports Story	Your First Sports Story
		Writing and Editorial	Your First Editorial
		Writing a Column	Your First Column
	JRN.4.10 Revise and edit copy to ensure effective, grammatically correct communication using appropriate proofreading or copy editing symbols.	The News Story	Your First News Story
		The Features Story	Your First Features Story
		The Sports Story	Your First Sports Story
		Writing and Editorial	Your First Editorial
		Writing a Column	Your First Column
5 Students write news stories, features stories and columns, in-depth issue features, reviews, editorials, or opinions and commentaries effectively and accurately in print and media, while adhering to legal and ethical standards for journalist. Students demonstrate an understanding of the research, organizational,	JRN.5.1 Write news stories that:		
	JRN.5.1.a use effective headlines (label, sentence, combination) and captions.	The News Story	Your First News Story
	JRN.5.1.b use a variety of creative leads.	The News Story	Your First News Story
	JRN.5.1.c contain adequate information from credible sources.	The News Story	Your First News Story

and drafting strategies in journalistic writing processes. Student writing demonstrates a command of Standard English and the use of media formats that follow specific style manual guidelines for consistency.	JRN.5.1.d narrate events accurately including their significance to the audience.	The News Story	Your First News Story
	JRN.5.1.e include appropriate quotations and proper attribution.	The News Story	Your First News Story
	JRN.5.1.f describe specific incidents, and actions, with sufficient detail.	The News Story	Your First News Story
	JRN.5.1.g cite sources of information correctly.	The News Story	Your First News Story
	JRN.5.1.h follow standard journalistic language and format conventions.	The News Story	Your First News Story
	JRN.5.2 Write feature stories (human interest, profile/personality, sports, special occasion, humor, sidebars) and columns that:	The Feature Story	Your First Feature Story
		The Sports Story	Your First Sports Story
	JRN.5.2.a use effective headlines (label, sentence, combination) and captions.	The Feature Story	Your First Feature Story
		The Sports Story	Your First Sports Story
	JRN.5.2.b use a variety of creative leads.	The Feature Story	Your First Feature Story
		The Sports Story	Your First Sports Story
	JRN.5.2.c contain adequate information from credible sources.	The Feature Story	Your First Feature Story
		The Sports Story	Your First Sports Story
	JRN.5.2.d narrate events accurately including their significance to the audience.	The Feature Story	Your First Feature Story
		The Sports Story	Your First Sports Story
	JRN.5.2.e include appropriate quotations and proper attribution.	The Feature Story	Your First Feature Story
		The Sports Story	Your First Sports Story
	JRN.5.2.f describe specific incidents, and actions, with sufficient detail.	The Feature Story	Your First Feature Story
		The Sports Story	Your First Sports Story
	JRN.5.2.g cite sources of information correctly.	The Feature Story	Your First Feature Story
The Sports Story		Your First Sports Story	
JRN.5.2.h follow standard journalistic language and format conventions.	The Feature Story	Your First Feature Story	

	The Sports Story	Your First Sports Story
JRN.5.3 Write in-depth issue features that:		
JRN.5.3.a use effective headlines (label, sentence, combination) and captions.		
JRN.5.3.b are adequately researched and use a variety of leads.		
JRN.5.3.c explore the personal significance of an experience		
JRN.5.3.d use appropriate quotations and provide proper attribution.		
JRN.5.3.e draw comparisons between specific incidents and broader themes related to important beliefs or generalizations about life.		
JRN.5.3.f maintain a balance between individual events and more general or abstract ideas.		
JRN.5.3.g cite sources of information using the correct form for attribution.		
JRN.5.3.h follow standard journalistic language and format conventions.		
JRN.5.4 Write reviews of art exhibits, musical concerts, theatrical events, books or films that:		
JRN.5.4.a use effective headlines (label, sentence, combination) and captions.		
JRN.5.4.b use a variety of creative leads and organize material to adequately inform or persuade readers.		
JRN.5.4.c identify critical elements of the work being reviewed (author, performer, artist, topic, theme, title, location of the event or media, cost).		
JRN.5.4.d compare the new work to previous work.		
JRN.5.4.e describe audience reaction.		
JRN.5.4.f use appropriate quotations and		

	provide proper attribution.		
	JRN.5.4.g follow standard journalistic language and format conventions.		
	JRN.5.5 Write editorials, opinion pieces, or commentaries that:	Writing an Editorial	Your First Editorial
		Writing a Column	Your First Column
	JRN.5.5.a use effective headlines (label, sentence, combination) and captions.	Writing an Editorial	Your First Editorial
		Writing a Column	Your First Column
	JRN.5.5.b are adequately researched and use a variety of creative leads.	Writing an Editorial	Your First Editorial
		Writing a Column	Your First Column
	JRN.5.5.c explore the personal significance of an experience.	Writing an Editorial	Your First Editorial
		Writing a Column	Your First Column
	JRN.5.5.d draw comparisons between specific incidents and broader themes related to important beliefs or generalizations about life.	Writing an Editorial	Your First Editorial
		Writing a Column	Your First Column
	JRN.5.5.e maintain a balance between individual events and more general and abstract ideas.	Writing an Editorial	Your First Editorial
		Writing a Column	Your First Column
	JRN.5.5.f use appropriate quotations and provide proper attribution.	Writing an Editorial	Your First Editorial
		Writing a Column	Your First Column
	JRN.5.5.g cite sources of information using the correct form for attribution.	Writing an Editorial	Your First Editorial
		Writing a Column	Your First Column
	JRN.5.5.h follow standard journalistic language and format conventions.	Writing an Editorial	Your First Editorial
		Writing a Column	Your First Column
	JRN.5.6 Use varied and extended or technical and scientific vocabulary or language that is appropriate for journalistic style, different purposes, and a variety of audiences.	Writing an Editorial	Your First Editorial
		Writing a Column	Your First Column
6 Students use principles, elements, tools, and techniques of media design to analyze, navigate,	JRN.6.1 Analyze and use elements and principles of graphic design to develop visual		

and create effective, aesthetically pleasing media formats.	presentations that reinforce and enhance written messages with special attention to typography and layout.		
	JRN.6.2 Follow basic rules of newspaper and online publication design related to layout.		
	JRN.6.3 Design and format features for a variety of publications or media using related terminology that includes:		
	JRN.6.3.a signature,		
	JRN.6.3.b dummyming,		
	JRN.6.3.c ladder,		
	JRN.6.3.d font, and		
	JRN.6.3.e graphics.		
	JRN.6.4 Use photography, art, or graphic art to accompany copy, enhance readability, and appeal to a variety of audiences.		
	JRN.6.5 Create original graphics that accompany copy, enhance readability, and appeal to a variety of audiences.		
	JRN.6.6 Analyze and use a variety of media formats that include:		
	JRN.6.6.a media convergence,		
	JRN.6.6.b Internet and evolving technologies,		
JRN.6.6.c podcasts and blogs, and			
JRN.6.6.d satellite communications.			
7 Students understand the organization, economics, and management of media staffs. They explore career paths and further educational opportunities in journalism.	JRN.7.1 Analyze and evaluate leadership models used by media staffs and organizations.		
	JRN.7.2 Identify the rights and responsibilities guaranteed by state and federal governments for media staffs.		
	JRN.7.3 Identify and describe economic factors and technological developments that characterize the integration or convergence of media formats that follow style manual		



	guidelines.		
	JRN.7.4 Analyze factors affecting the cost of producing a publication that include:		
	JRN.7.4.a development of the copy,		
	JRN.7.4.b format (print, online, or media), and		
	JRN.7.4.c distribution systems.		
	JRN.7.5 Create and implement financial plans to support a publication including sales and advertising.		
	JRN.7.6 Analyze the career paths of noted and recent journalists, what made each a distinctive contributor to the field, and how this information could guide a career path.		
	JRN.7.7 Compare and contrast different areas of journalism (print, broadcast, Internet and new technologies, public relations and business, education) and explore educational requirements or work experiences necessary to pursue a career in each area.		
	JRN.7.8 Create portfolios (print or non-print) that include:		
	JRN.7.8.a personal narrative summary of high school experience,		
	JRN.7.8.b resumes or career goal statements,		
	JRN.7.8.c letters of recommendation,		
	JRN.7.8.d samples of best clips or work, and		
	JRN.7.8.e recognition, awards, certificates, or testimonies.		