

RENTON SCHOOL DISTRICT NO. 403
DEPARTMENT OF INSTRUCTION

LANGUAGE ARTS CURRICULUM FOR
EDITOR PRACTICUM

Adopted by the Board June 2003

If you have special needs which require this document to be provided in an alternative format, please contact the school principal (or program director) or Kay Hermann, ADA/504 Compliance Coordinator, 204-2422, 300 SW 7th St, Renton, Washington 98055

ACKNOWLEDGEMENTS

Board of Directors

Joy Poff
Al Talley
David Merrill
Marcie Maxwell
Lynn Desmarais

Office of the Superintendent

Dr. Dolores Gibbons

Department of Instruction

Kathryn Fantasia, Assistant Superintendent, Department of Instruction and Technology

Britta Carns, Director of Language Arts, Social Studies, Libraries, Assessment, and Coordinator of the Discovery Program

Journalism "Core" Committee

Hilari Anderson	Renton High School
Leslie Gilbert	Hazen High School
Kent McCleary	Lindbergh High School
Britta Carns	Director

TABLE OF CONTENTS

Philosophy of Education----- 4

General Instruction Goals----- 5

District Policy "Freedom of Expression" ----- 7

Historical Perspective----- 12

Course Overview/Goals----- 13

 WA State Essential Academic Learning Requirements-----14

Scope and Sequence----- 23

Evaluation----- 24

Instructional Materials----- 25

A PHILOSOPHY OF EDUCATION FOR THE RENTON PUBLIC SCHOOLS

A basic function and duty of a free society is the education of its children, youth and adults.

It is the responsibility of the schools to provide each student with the opportunities necessary to develop the scholarship, skills and attitudes which will enable the student to achieve mental, physical, emotional and social maturity.

Further, each student should, as a result of the school experience, be able to make decisions and to accept responsibility for those decisions.

RENTON SCHOOL DISTRICT NO. 403
GENERAL INSTRUCTIONAL GOALS
Policy 6010

The Renton School District fosters an educational process which helps all students achieve at their highest potential.

The Renton School District:

LEARNING

- Offers a curriculum which prepares our students for the future.
- Emphasizes that diversity contributes positively to the individual and to the community
- Provides learning experiences matched to the needs, interests, and abilities of our diverse student population.
- Extends learning opportunities beyond the school.

INSTRUCTION

- Offers a variety of high quality instructional resources and services to students, staff, and community.
- Supports multiple instructional strategies.
- Provides resources and opportunities for continuing professional development of our staff.
- Conducts ongoing evaluations of our instructional programs
- Maintains safe and inviting facilities that are conducive to learning.

COMMUNITY

- Creates partnerships which involve students, parents, staff and other community members and organizations.
- Promotes effective communication.
- Values and encourages development of a spirit of community service.
- Respects the rights and responsibilities of all.

GENERAL INSTRUCTION GOALS (Continued)

As a result of the educational process in Renton, students will understand and apply:

Language skills including reading, writing and communication, with opportunities to learn world languages.

Mathematics skills including concepts, procedures, problem solving, reasoning, and mathematical language.

Science skills including concepts, principles, and the scientific process.

Social studies skills, concepts, and processes--emphasizing history, geography, economics, international perspectives, multiculturalism, and participatory democracy.

Arts and humanities skills, concepts, and processes to create, perform, solve problems and respond effectively.

Health and physical education skills, concepts, and processes to promote lifelong physical, mental and social well being.

In order to strengthen the above curricular areas, Renton students will understand and apply:

Thinking skills including the ability to gather and analyze information, think logically, critically and creatively, integrate experience and knowledge in making reasoned judgments, and solve problems.

Career and life skills necessary for successful and responsible participation in family, work and community.

Technological skills to support learning, problem solving, and communication.

Skills necessary to be a lifelong learner and a contributor to the general welfare and the quality of life for all.

EVALUATION: *The Renton School District regularly reviews, evaluates and modifies these General Instructional Goals to meet the changing needs of students, staff and community.*

POLICY

Adopted: January 19, 1989

Revised: May 21, 1987

Revised: April 8, 1998

RENTON SCHOOL DISTRICT

Renton, Washington

FREEDOM OF EXPRESSION

The free expression of student opinion is an important element of education in a democratic society. Students in the Renton School District enjoy a general right to freedom of expression while on school premises and at school events. This right may not, however, be exercised in a manner that substantially disrupts or materially interferes with school activities or the requirements of discipline in the operations of the school, or in a manner that unduly impinges upon the rights of others. The district may take preventative measures if there are facts that support a reasonable forecast of such substantial disruption or material interference.

Students are expressly prohibited from the use of vulgar, lewd, obscene and/or patently offensive terms while on school premises and at school activities. Other speech that is similarly inconsistent with the fundamental values of a public school education may also be restricted.

Student Publications and other School-Sponsored Speech

In certain circumstances, student expression occurs in a context that confers the apparent endorsement or sanction of the district and, as such, occurs in a non-public forum. This happens, for example, when student expression occurs in: student publications that are part of the curricular or co-curricular activities, yearbooks, school plays and performances, presentations at assemblies or graduation exercises, and other expressive activities supervised by faculty and designed to impart knowledge to student participants.

Student speech in these contexts in particular must not be: libelous or slanderous, defamatory, vulgar, lewd, obscene, and/ or patently offensive; likely to invade the privacy of others; likely to disrupt or interfere with school activities; or denigrating of any race, religion, sex, or ethnic group. Such speech may not advocate the violation of the law or school rules; advertise tobacco products, liquor, alcohol, illicit drugs or drug paraphernalia; or promote other activities inconsistent with the fundamental values of a public education. Such speech must also be appropriate for the maturity of the audience.

Student publications produced as part of the school's instructional program or with the support of the associated student body fund are intended to serve as vehicles for both instruction and student communication. These publications provide a supervised learning experience for journalism students, and are not intended for indiscriminate use by the public or student body. Operated and substantively financed by the district, they also bear the apparent sanction of the district. Material that appears in such publications should conform to the standards in this policy and associated procedures and reflect areas of student interest. Controversial issues may be presented provided that they are treated in depth and represent a variety of viewpoints, unless they are clearly labeled as the opinion of the writer or the staff.

Student expression and rights of free speech shall be respected. The district's intent is not to prohibit or restrict the expression of controversial topics. The district, however, has the right to expect student journalists to apply standards of good student journalism found in this policy and related procedures. The district's objective is to refrain from censorship except in circumstances where it possesses facts that would lead it reasonably to forecast that a publication violates the Expectations and standards contained in this policy and related procedures.

In administering this policy, principals shall have the authority to monitor student verbal and written expression. Resolution of issues related to written expression arising from administering this policy shall be referred to the district Editorial Review Board.

Distribution of Non-School Sponsored Materials

Publications or other materials only written by students may be distributed on school premises in accordance with procedures developed by the superintendent. Such procedures may impose reasonable limits on the time, place and manner of distribution. Materials shall not be distributed on school grounds by non-students or non-employees of the district without the written permission of the building principal or designee.

Students acting in violation of this policy or its related procedures may be subject to corrective action or discipline, including suspension or expulsion, consistent with the student discipline policies.

The superintendent shall develop procedures to implement this policy, and procedures to promptly review any material that appears not to comply with the standards embodied in the policy.

Cross References:	Board Policy 2340	Religious Related Activities and Practices
	Board Policy 3241	Classroom Management, and Corrective Actions
Legal References:	WAC 180-40-215	Student rights

Adopted Date: 5.8.02
Renton School District #403

FREEDOM OF EXPRESSION

Students

The free expression of student opinion is an important element of education in a democratic society. Students will enjoy the privilege of free verbal and written expression providing, generally, that such expression does not substantially disrupt or materially interfere with the operations of school activities or the requirements of discipline in the operations of the school. Students are expressly prohibited from the use of vulgar, lewd, obscene and/or patently offensive terms. Substantial disruption includes, but is not limited to:

- A. Inability to conduct classes or school activities, or inability to move students to/from class or other activities;
- B. A breakdown of student order;
- C. Widespread shouting or boisterous conduct;
- D. Substantial student participation in a school boycott, sit-in, stand-in, walk-out, or similar activities;
- E. Physical violence, fighting, or harassment among students;
- F. Intimidation, harassment, or other verbal conduct (including swearing and/or disrespectful, insulting speech to students, teachers or administrators) creating a hostile educational environment;
- G. Statements that denigrate ethnic, religious, gender or racial groups, or that tend to provoke a physical response (including gang symbols or apparel, insults, or other fighting words that could reasonably be anticipated to provoke a physical or otherwise disruptive response); and
- H. Speech likely to result in disobedience of school rules or health and safety standards (such as apparel advertising alcohol, drugs, tobacco, etc.)

Student Publications

Student publications produced as part of the school's curriculum or with the support of the associated student body are intended to serve both as vehicles for instruction and student communication. School-sponsored publications are not public forums. As part of the district's established courses of study and activities, they are designed to assist students in developing skills in communication, preparing publications, and applying the rights and responsibilities of free expression, and must be in keeping with the school's instructional mission and educational objectives.

A faculty member will serve as an advisor to the groups involved in the writing, producing, and/or distribution of school publications.

The right to expression in writing carries with it certain obligations and responsibilities, which include, but are not limited to:

- Reporting fairly, accurately, and truthfully;
 - Refraining from denigrating and harassing any race, religious, sex or ethnic groups;
 - Refraining from publication of potentially libelous material, including defamatory falsehoods about public figures or governmental officials. (In order to be libelous, the falsehood must be made with actual malice, that is, with knowledge that it is false, or with reckless disregard of whether it was false or not);
- D. Refraining from publications that are vulgar, lewd, obscene or patently offensive under community standards;
- E. Refraining from publications that encourage unlawful or disruptive activities:
- F. Refraining from invading the privacy of individuals. Such occurrences include: exploitation of one's personality; publications of one's private affairs with which the public has no legitimate concerns; or wrongful intrusion into one's private activities in a manner that can cause mental suffering, shame, or humiliation to a reasonable person of ordinary sensibilities
- G. Publishing letters to the editor that include the names of the contributing student: and
- H. Publishing materials suitable for the maturity, sophistication, and interests of the intended audience

The faculty advisor will have the primary responsibility for supervising student publications. The school administrator has the right to monitor and review in advance the contents of any school publication to ensure against publication that does not meet the standards of content prescribed in these procedures and policy. Such copy will be returned to the student editor within one working day after it has been submitted for review.

District Editorial Board

In the event that a faculty advisor, student, or building administrator fails to agree that material being considered for publication complies with editorial standards and/or district policy and these procedures, the advisor, student or building administrator may submit a written request to the Executive Director of Community Relations or designee to convene and to chair the Editorial Board. The Executive Director will appoint the members of the Editorial Review Board. The Editorial Board may establish its operating procedures. The Editorial Board will consist of:

- A. Two student representatives (a student officer and a member of school publication staff) provided that the students are not otherwise involved in the request or the publication at issue;
- B. Two publication advisors, provided that the advisors from the school involved will not be included;
- C. One principal, provided that the principal of the school involved will not be included;
- D. The Executive Director of Secondary Education;
- E. Two members of the community, one of whom has expertise in publications.

As soon as reasonably possible, and within three working days, the Executive Director of Community Relations will appoint the Editorial Board and schedule a meeting. A quorum will consist of six members. The Editorial Board will hear the dispute and promptly render in writing, including rationale, a decision by majority vote. This decision will be communicated to the concerned parties as soon as practicable, but no later than three working days following the Editorial Board meeting. Disagreements over the decision may be appealed to the superintendent or designee whose decision will be final. All such requests for review are to be made within two working days of the Editorial Board's decision, and the superintendent's decision will be rendered in writing to the concerned parties within two working days of the request for review.

Whenever a request under this policy is made to convene the Editorial Board, the disputed materials, or portions thereof, will remain in the possession of the publication advisor, but will not be published until completion of the review process described in this procedure.

Distribution of Non-School Sponsored Materials

Student's constitutional rights of freedom of speech and expression include for the right to distribute written materials on school premises. However, distribution of materials by students may not cause substantial disruption of or material interference with school activities. Any publication, production, or posting will occur on school premises at such times and places, and in the manner of distribution, named by the building principal or designee. Students who write or produce such non-school publications are responsible for the content of the materials. Students responsible for the distribution of material on school premises that leads to a substantial disruption of school activity, interferes with school operations, or is carried out in a manner inconsistent with the principal's direction, will be subject to corrective action consistent with student discipline policies. Non-student and non-employees of the district may not distribute any materials on school grounds without approval of the building principal or designee.

Editor Practicum

Historical Perspective

For many years Journalism has been a part of our high school program. Renton High, our oldest high school, began its newspaper in the fall of 1923. According to recent student research, their paper consisted of four mimeographed pages and cost students 10 cents for a year's subscription. Technology has changed the appearance of our high school newspapers in the past eighty years, but our students still address similar school and community issues. This 2002-2003 school year, Renton High's paper is called *The Talking Stick*. A talking stick was used in Native American cultures when a group met to address an important issue. The talking stick was placed in the center of the circle and then passed from person to person, allowing each one to contribute their views on the subject being discussed. Much like a microphone today. Hazen High has its *Highlander News* which refers to their location in the Renton Highlands and the Scottish "heritage" of their mascot Gordie. Lindbergh High has *The Egalitarian*, which means a belief in equality and is also a slight play on words because their school mascot is the eagle. In every school, their newspaper is the voice of the school community and is the product of a very dedicated group of students.

Editor Practicum

Course Overview/Goals

Editor Practicum is primarily a newspaper production course. Students build on the writing skills learned in Journalistic Writing 1 and 2. Students manage staff, write, produce, and edit copy, write headlines, design layout, place advertising, and distribute the school paper. Students in Editor Practicum will be expected to fill editorial staff positions, and take on final responsibility for budget and paper publication. Students may repeat Editor Practicum for elective credit.

Prerequisite: Journalistic Writing and Journalism teacher's approval (open to 10th through 12th grades).

Journalism Goals	Corresponding Essential Academic Learning Requirements
<p>Goal 1.</p> <p>The student understands and exercises the rights and responsibilities of free speech in American Society.</p> <ul style="list-style-type: none"> • The student understands and values the rights of the press guaranteed in the First Amendment. • The student knows the official implications and stated limitation to a free press including libel, privacy, plagiarism and copyright. • The student understands the responsibilities of the press to inform. • The student demonstrates the ethical responsibility of truthfulness, fairness, accuracy and objectivity. • The student understands the role of an editorial policy in determining content and form, and publication's policy on contributions. 	<p>Note: If an EALR is listed without student means to meet standards, all means apply. <i>Journalism Goal 1 correlates directly with the following Essential Academic Learning Requirements:</i></p> <p>Civics</p> <p>1. The student understands and can explain the core values and principles of the U.S. democracy as set forth in foundational documents, including the Declaration of Independence and the Constitution.</p> <p>To meet this standard, the student will:</p> <p>1.1 understand and interpret the major ideas of foundational documents such as the Declaration of Independence, the Constitution, and other foundational documents.</p> <p>1.2 examine key ideals of U.S. democracy such as individual human dignity, liberty, justice, equality, and the rule of law.</p> <p>2. The student analyzes the purposes and organization of governments and laws.</p> <p>To meet this standard, the student will:</p> <p>2.2 understand the function and effect of law.</p> <p>4. The student understands the rights and responsibilities of citizenship and the principles of democratic civic involvement.</p> <p>To meet this standard, the student will:</p> <p>4.1 understand individual rights and their accompanying responsibilities, including responsibility in problem-solving and decision-making at the local, state, national, and international level.</p> <p>4.2 identify and demonstrate rights of U.S. citizenship related to school, local, state, national, and international issues</p> <p>Reading 2.2 expand comprehension by analyzing, interpreting, and synthesizing information and ideas.</p> <p>Reading 2.3 think critically and analyze authors' use of language, style, purpose, and perspective.</p> <p>Communications 3.1 use language to interact effectively and responsibly with others.</p>

Journalism Goals	Corresponding Essential Academic Learning Requirements
<p>Goal 2. The student analyzes and evaluates mass media as an informed consumer.</p> <ul style="list-style-type: none"> • The student knows basic terminology of mass media. • The student identifies the types, characteristics and purposes of print and non-print media. • The student differentiates between fact and opinion. • The student knows persuasive techniques. • The student has an awareness of careers in journalism. • The student realizes the media's role in the community. • The student understands the funding of the media and its implications for consumers. 	<p>Note: If an EALR is listed without student means to meet standards, all means apply.</p> <p><i>The following Essential Academic Learning Requirements fit Goal 2 generally.</i></p> <p>Communications 1.2 listen and observe to gain and interpret information.</p> <p>Communications 4. The student analyzes and evaluates the effectiveness of formal and informal communication.</p> <p>Writing 4. The student analyzes and evaluates the effectiveness of written work.</p> <p>History 2. The student applies the methods of social science investigation to investigate, compare and contrast interpretations of historical events.</p> <p><i>The following Essential Academic Learning Requirements fit specific Goal 2 objectives:</i></p> <p>Communications 4.3 analyze mass communication</p> <p>Reading 1. The student understands and uses different skills and strategies to read.</p> <p>1.3 read fluently, adjusting reading for purpose and material</p> <p>1.5 use features of nonfiction text and computer software such as titles, headings, pictures, maps, and charts to find and understand specific information</p> <p>Reading 2. The student understands the meaning of what is read</p> <p>Writing 2. The student writes in a variety of forms for different audiences and purposes.</p> <p>2.4 write for career applications</p> <p>Communications 4.4 analyze how communication is used in career settings</p> <p>History 3. The student understands the origin and impact of ideas and technological developments on history and social change.</p> <p>Economics 1. The student understands basic economic concepts and analyzes the effect of economic systems on individuals, groups, and society.</p>

Journalism Goals	Corresponding Essential Academic Learning Requirements
<p>Goal 3. The student seeks actively, gathers and evaluates information.</p> <ul style="list-style-type: none"> · The student locates sources and researches background. · The student exercises the right to access information. · The student evaluates the authority/bias of a source. · The students develops interviewing skills. · The student develops note taking skills and attributes information to its sources. · The student distinguishes what is relevant and newsworthy. 	<p>Note: If an EALR is listed without student means to meet standards, all means apply. <i>The following Essential Academic Learning Requirements fit Goal 3 generally:</i></p> <p>Communications 1. The student uses listening and observation skills to gain understanding. Reading 2 The student understands what is read History 2.1 investigate and research use sources of information such as historical documents, eyewitness accounts, photos, works of art, letters, and artifacts to investigate and understand historic occurrences. Mathematics 1.4 understand and apply concepts and procedures from probability and statistics probability, statistics, and prediction and inference Mathematics 4. The student communicates knowledge and understanding in both everyday and mathematical language.</p> <p><i>The following Essential Academic Learning Requirements fit specific Goal 3 objectives:</i></p> <p>Writing 3. The student understands and uses the steps of the writing process. To meet this standard, the student will 3.1 pre write- generate ideas and gather information 3.2 draft - elaborate on a topic and supporting ideas Mathematics 3. The student uses mathematical reasoning. History 2.1 investigate and research Civics4.1 understand individual rights and their accompanying responsibilities History 2.3 synthesize information and reflect on findings Communications1. The student uses listening and observation skills to gain understanding Communications 3. The student uses communication strategies and skills to work effectively with others.. Writing 1.2 use style appropriate to the audience and purpose Writing 3.1 pre write, generate and gather information History 2.1 investigate and research History 2.2 analyze historical information History 2.3 synthesize information and reflect on findings</p>

Journalism Goals	Corresponding Essential Academic Learning Requirements
<p>Goal 4. The student recognizes, writes and evaluates various journalistic styles.</p> <ul style="list-style-type: none"> • The student recognizes and writes using the five W's and the H. • The student evaluates stories as to appropriateness for audience. • The student recognizes the importance of direct and indirect quotations. • The student recognizes, evaluates and writes news stories. • The student recognizes, evaluates and writes feature stories. • The student recognizes, evaluates and writes sports articles. • The student recognizes, evaluates and writes editorials. • The student recognizes, evaluates and writes commentaries, and columns. • The student recognizes, evaluates and writes reviews. • The student recognizes, evaluates and writes in-depth stories. • The student writes yearbook copy. • The student recognizes and writes headlines and captions. 	<p>Note: If an EALR is listed without student means to meet standards, all means apply.</p> <p><i>The following Essential Academic Learning Requirements fit Goal 3 generally.</i></p> <p>Writing 1. The student writes clearly and effectively Writing 2. The student writes in a variety of forms for different audiences and purposes Writing 3. The student understands and uses the steps of the writing process Writing 4. The student analyzes and evaluates the effectiveness of written work Communications 1. The student uses listening and observing skills to gain understanding Communications 2. The student communicates ideas clearly and effectively Communications 4.3 analyze mass communication History 2.3 synthesize information and reflect on findings</p> <p>Communications</p> <p>2.5 effectively use... images to support presentation</p>

Journalism Goals	Corresponding Essential Academic Learning Requirements
<p>Goal 5. The student uses editing skills.</p> <ul style="list-style-type: none"> ● The student uses the established editing symbols. ● The student edits copy to correct grammar, spelling and punctuation. ● The student practices self-editing and peer-editing ● The student revises stories for appropriate format and content 	<p>Note: If an EALR is listed without student means to meet standards, all means apply.</p> <p><i>The following Essential Academic Learning Requirements fit specific Goal 5 objectives:</i></p> <p>Writing 3.4 edit -use resources to correct spelling, punctuation, grammar, and usage Writing 1. The student writes clearly and effectively</p> <p>Communications 4.1 assess strengths and need for improvement Communications 4.2 seek and offer feedback; seek and use feedback to improve communication; offer suggestions and comments to others</p> <p>Writing 3.5 publish; select a publishing form and produce a completed writing project to share with chosen audience</p> <p>Writing 3.3 revise, collect input, and enhance text and style</p>

Journalism Goals	Corresponding Essential Academic Learning Requirements
<p>Goal 6. The student recognizes the relationship of photography, art, graphics and design to effective communication.</p> <ul style="list-style-type: none"> • The student sees the design of a publication as a whole • The student uses the basic elements and principles of design. • The student designs layouts that reflect contemporary trends and graphics for the type of publication. • The student plans a systematic approach to photographic coverage and use of artwork. • The student understands focus, contrast and composition guidelines in order to recognize acceptable quality prints. • The student recognizes various type styles and sizes. 	<p><i>The following Essential Academic Learning Requirements fit Goal 6 generally:</i></p> <p>Arts 1. The student acquires the knowledge and skills necessary to create, to perform, and to respond effectively to the arts.</p> <p>Arts 2. The student applies the creative process with arts knowledge and skills to reason and solve problems and express ideas</p> <p>Arts 3. The student uses at least one of the art forms to communicate ideas and feelings.</p> <p>Arts 4.1 use arts skills and knowledge in other subject areas</p> <p>Arts 4.5 incorporate arts knowledge and skills into the workplace</p> <p>Communications 2.1 communicate clearly to a range of audiences for different purposes</p> <p>Communications 2.5 effectively use...images to support presentations</p> <p>Reading 1.5 Use features of nonfiction text and computer software</p> <p>Mathematics 1.2 understand and apply concepts and procedures from measurement</p> <p>Mathematics 1.3 understand and apply concepts and procedures from geometric sense</p> <p>Mathematics 4.The student communicates knowledge and understanding in both everyday and mathematical language</p>

Journalism Goals	Corresponding Essential Academic Learning Requirements
<p>Goal 7. The student sets goals, solves problems, makes decisions, assumes responsibility and works cooperatively.</p> <ul style="list-style-type: none"> • The student uses management and organizational skills • The student is self-motivated and meets deadlines. • The student gives and receives constructive criticism and praise. • The student accepts new ideas and respects the opinions of others. • The student works with the group to develop an editorial policy. 	<p>Note: If an EALR is listed without student means to meet standards, all means apply.</p> <p><i>The following Essential Academic Learning Requirements fit Goal 7 generally:</i></p> <p>Communications 1. The student uses listening and observation skills to gain understanding</p> <p>Communications 3. The student uses communication strategies and skills to work effectively with others.</p> <p>Communications 4.1 assess strengths and need for improvement</p> <p>Communications 4.2 seek and offer feedback</p> <p>History 3. The student understands the origin and impact of ideas and technological developments on history and social change.</p> <p>Civics 4. The student understands the rights and responsibilities of citizenship and the principles of democratic civic involvement.</p>

Journalism Goals	Corresponding Essential Academic Learning Requirements
<p>Goal 8. The student devises and executes a plan for financing a publication.</p> <ul style="list-style-type: none"> • The student understands personal and staff financial commitments. • The student recognizes cost and deadline factors. • The student participates in advertising, fundraising and publication sales campaigns. 	<p><i>The following Essential Academic Learning Requirements fit Goal 8 generally:</i></p> <p>Economics 1.The student understands basic economic concepts and analyzes the effect of economic systems on individuals, groups, and society.</p> <p>Mathematics 3.The student uses mathematical reasoning.</p> <p>Communications 3. The student uses communication strategies and skills to work effectively with others.</p>

Journalism Goals	Corresponding Essential Academic Learning Requirements
<p>Goal 9. The student designs and produces a publication.</p> <ul style="list-style-type: none"> • The student works with the group to determine content, form, format, budget and circulation. • The student follows a schedule and meets deadlines. • The student designs pages, including headlines, copy, photos, illustrations, graphics, captions and advertisements. • The student demonstrates skill in using equipment. • The student clearly communicates printing instructions. • The student recognizes the importance of a publication as an accurate historical record. 	<p>Note: If an EALR is listed without student means to meet standards, all means apply.</p> <p><i>Obviously, the previous goals and their correlated Essential Academic Learning Requirements apply to this goal generally. The following Essential Academic Learning Requirements apply to specific Goal 9 objectives</i></p> <p>Communications 3. The student uses communication strategies and skills to work effectively with others.</p> <p>Writing 3.4 edit: use resources to correct spelling, punctuation, grammar and usage</p> <p>Writing 3.5 publish; select a publishing form and produce a completed writing project to share with chosen audience</p> <p>Arts 2 The student applies the creative process with arts knowledge and skills to reason and solve problems</p> <p>Mathematics 1.2 understand and apply concepts and procedures from measurement</p> <p>Mathematics 1.3 understand and apply concepts and procedures from geometric sense</p> <p>Communications 2.5 effectively useimages to support presentations</p> <p>Reading 1.5 Use features of nonfiction text and computer software</p> <p>Writing 2. The student writes in a variety of forms for different audiences and purposes.</p> <p>Communications 2. The student communicates ideas clearly and effectively.</p> <p>History 2. The student applies the methods of social science investigation to investigate, compare and contrast interpretations of historical events.</p>

Editor Practicum

Recommended Scope and Sequence:

- Analyzing the Role of the Journalist and Publication
- Writing and Evaluating Leads
- Writing and Evaluating Copy
- Designing, Producing, and Distributing the Newspaper
- Designing and Selling Advertising
- Managing Publication Staff
- Managing the Newspaper Budget
- Evaluating Photos and Graphics

Editor Practicum

Evaluation

In addition to measuring the growth of each student toward the attainment of appropriate objectives, evaluation will be based on how well each student carries out his/her job responsibilities.

The following criteria may be used:

1. ability to assume responsibility
2. constructive participation
3. staff conference responses
4. story quality
5. editing quality
6. deadlines met
7. portfolios of work
8. quizzes

Editor Practicum Instructional Resources

BASIC ADOPTION MATERIALS

Basic Text:

The Complete Reporter Fundamentals of News Gathering, Writing, and Editing Kelly Leiter, Julian Harriss ,Stanley Johnson 7th Editions
Allyn and Bacon Copyright 2000.

Recommended Equipment

Computers

Digital Cameras

Scanners

Applicable Software

Adobe PhotoShop

Adobe PageMaker

Site Licenses for each building

The future plan for this program includes keeping updated with current software applications, hardware developments and needs as expressed by the students, community, and industry.