Journalism Evaluation Tool

2020 Curricular Materials Review

Idaho Engineering and Technology Education (ETE) Journalism Program Standards[[1]](#footnote-1)

**Publisher information**

* Publisher Name:
* Title:
* Grade Level:
* ISBN #:
* Author:
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# Instructions:

Complete the Publisher Standards Alignment Report below. Please provide written justification as to how the material meets the standard along with location references. If a justification requires additional space, please submit response on an additional document.

# Publisher STANDARDS ALIGNMENT Report:

## Standard JLSM.1.0: History, Evolution, and Current Trends of Technology

### Performance Standard JLSM.1.1 The Role and Development of Journalism in Past and Present Cultures, and Current Trends

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE JLSM.1.1.1 Write a critique of a well‐known journalist. |  |
| CTE JLSM.1.1.2 Describe the significance of influential historical journalists. |  |
| CTE JLSM.1.1.3 Research significant developments, advancements, and current trends in the evolution of journalism. |  |
| CTE JLSM.1.1.4 Identify key people and major developments involved in the advancement of online journalism (news organizations, online media such as magazines, newspapers, and social media). |  |
| CTE JLSM.1.1.5 Compare characteristics of journalism, within a particular historical period, including the following: style, ideas, issues, or themes in the humanities, sciences, or world events. |  |
| CTE JLSM.1.1.6 Demonstrate knowledge of current events and shows ability to follow reputable news sources/media in order to stay informed. |  |

## Standard JLSM.2.0: Legal and Ethical Issues Related to Journalism

### Performance Standard JLSM.2.1 Understanding Ethical Issues Related to the First Amendment

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE JLSM.2.1.1 Analyze how the First Amendment, Bill of Rights, Idaho State Constitution with federal and state case law affect the rights and responsibilities of the press. |  |
| CTE JLSM.2.1.2 Compare and contrast the rights, responsibilities, and the role played by the free, independent press in a democratic society to maintain accuracy, balance, fairness, objectivity, and truthfulness. |  |
| CTE JLSM.2.1.3 Analyze and understand student expression under the First Amendment including protections and limitations including school district publication policies. |  |

### Performance Standard JLSM.2.2 Understanding Current Concepts and Legal Issues Affecting Journalism

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE JLSM.2.2.1 Analyze historical and current cases related to censorship, copyright, libel and slander, obscenity and vulgar language, prior review, retraction and student expression. |  |
| CTE JLSM.2.2.2 Identify and understand ethical principles in print and online journalism, photojournalism, and design including confidentiality, fabrication, photo manipulation, off-the-record remarks, copyright infringement, plagiarism, and the use of anonymous sources. |  |
| CTE JLSM.2.2.3 Analyze ethical guidelines or codes of ethics and explain how they are integral in current professional organization such as Society of Professional Journalists, National Public Radio, Poynter Institute for Media Studies, and New York Times. |  |
| CTE JLSM.2.2.4 Analyze ethical guidelines or codes of ethics and explain how they are integral in current student organizations such as Journalism Education Association, National School Press Association Radio, Idaho Student Journalism Association. |  |

### Performance Standard JLSM.2.3 Understanding Current Concepts and Legal Issues Affecting Photojournalism

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE JLSM.2.3.1 The student demonstrates an understanding of the ethical and legal rights and responsibilities of creating and preparing photographs for publication and video for broadcast. |  |
| CTE JLSM.2.3.2 The student demonstrates an understanding of the rights of a photojournalist guaranteed by the First Amendment to the U.S. Constitution, the Idaho State Constitution, the Idaho state law, and the school district publication policy. |  |
| CTE JLSM.2.3.3 The student demonstrates an understanding of a photojournalist’s responsibility to be fair, balanced, and accurate in taking photographs for publication and video for broadcast. |  |
| CTE JLSM.2.3.4 The student demonstrates knowledge of ethical behavior when preparing a photograph or video for publication. |  |
| CTE JLSM.2.3.5 The student will not manipulate news photos or videos beyond what is routinely done in a digital editing program to improve image quality: cropping, color corrections, lightening or darkening. Photo illustrations: when used to support story content should be clearly labeled as such. |  |
| CTE JLSM.2.3.6 The student demonstrates an understanding of a photojournalist’s responsibility to accurately label the action and subjects in any published photograph or broadcast image. Broadcast video images must be accurately labeled and described whether written or spoken. The student will not publish or broadcast a photo or video image out of context. |  |

## Standard JLSM.3.0: Technology and Design

### Performance Standard JLSM.3.1 Students Use Principles, Elements, Techniques of Media Design To Analyze, Navigate, and Create Effective Aesthetically Pleasing Media Formats

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE JLSM.3.1.1 Analyze elements and principles of graphic design to develop visual presentations that reinforce and enhance written messages with special attention to typography and layout. |  |
| CTE JLSM.3.1.2 Follow basic rules of graphic and online publication design related to layout. |  |
| CTE JLSM.3.1.3 Use and create photography, art or graphic art to accompany copy, enhance readability and appeal to a variety of audiences. |  |
| CTE JLSM.3.1.4 Analyze and use a variety of media formats that include online and evolving technologies. |  |
| CTE JLSM.3.1.5 Understand and use terminology related to photography, graphic design typography and publication such as signature, dummying, ladder font, graphics. |  |

### Performance Standard JLSM.3.2 Layout and Design

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE JLSM.3.2.1 The student demonstrates the ability to design a layout for a publication, including the knowledge of design elements, graphic elements, and typography. |  |
| CTE JLSM.3.2.2 The student appropriately uses design elements to create a layout that is visually appealing and effectively communicates ideas to the reader. |  |
| CTE JLSM.3.2.3 The student uses various graphic elements (typography, photographs, whitespace, copy, and elements of art) to enhance the readability and attractiveness of the layout. |  |

### Performance Standard JLSM.3.3 Photography and Photojournalism

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE JLSM.3.3.1 The student demonstrates the ability to produce photos and video clips for a publication/website. |  |
| CTE JLSM.3.3.2 The student’s photographs and video clips show good technical quality. Photographs are sharp and clear. Black and white photographs have good contrast, and color photographs have good color saturation. Video clips must have a beginning, middle, and end; demonstrate good storytelling; and composition and lighting principles that enhance the story. |  |
| CTE JLSM.3.3.3 The content of student photographs and video clips have a strong center of interest and emphasizes action, emotion, or faces. Each picture or video clip endeavors to tell or illustrate the story. |  |
| CTE JLSM.3.3.4 The student effectively uses photographic and video techniques such as framing, leading lines, backlighting, and technology to enhance the quality and composition of the photographs and draw readers’ attention. Photographs are candid and are shot from interesting perspectives. Videos include multiple angles and b-roll to add interest to the package. |  |

## Standard JLSM.4.0: Writing

### Performance Standard JLSM.4.1 The Student Demonstrates the Ability to Write for a Journalistic Publication

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE JLSM.4.1.1 The student demonstrates the knowledge of appropriate style (news, feature, reviews, editorials, online, social media, etc.), interviewing techniques, consideration of potential audience and purposes for writing, researching information from a variety of sources, and using the conventions of writing (e.g. grammar, punctuation, spelling). |  |
| CTE JLSM.4.1.2 The student appropriately uses the principles of fair, balanced, and accurate reporting. The student uses appropriate journalistic writing styles (e.g. news, features, opinions) to write for a variety of purposes. |  |
| CTE JLSM.4.1.3 The student conducts interviews and research to obtain accurate information. |  |
| CTE JLSM.4.1.4 The student supports the writing with appropriate attribution. |  |
| CTE JLSM.4.1.5 The student uses clear, precise language in writing. |  |
| CTE JLSM.4.1.6 The student uses style or technical manuals as references to correct and edit copy. |  |

## Standard JLSM.5.0: Social Media and Digital Citizenship

### Performance Standard JLSM.5.1 Student Will Demonstrate an Understanding of Digital Citizenship in the Professional Journalism Industry

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE JLSM.5.1.1 Student will understand how to utilize the social media platform for journalistic purposes. |  |
| CTE JLSM.5.1.2 Student will understand how each platform they are utilizing operates and adhere to guidelines specific to each platform. |  |
| CTE JLSM.5.1.3 Student will understand how to authenticate information gathered from social media platforms. |  |
| CTE JLSM.5.1.4 Student will demonstrate ability to create meaningful content for multiple social media platforms. |  |

## Standard JLSM.6.0: Medial Leadership and Career Development

### Performance Standard JLSM.6.1 Students Understand the Organization, Economics, and Management of Media Staffs

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE JLSM.6.1.1 Student will analyze and evaluate leadership models used by media staffs and organizations. |  |
| CTE JLSM.6.1.2 Compare and contrast different areas of journalism (print, broadcast, online, blogging and social media, public relations and business, education) and explore educational requirements or work experiences necessary to pursue a career in each area. |  |
| CTE JLSM.6.1.3 Create online and digital portfolios that may include personal narrative summary of high school journalism experience, resumes or career goal statements, letters of recommendation, samples of best projects or work, recognition, awards, and certificates. |  |

# Indicators of quality Rubric:

Standards aligned and Integrated Curriculum:

| Standards | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| 1. The curriculum is based on industry-validated technical standards and competencies.
 |  |
| 1. The curriculum is aligned with relevant content and standards for core subjects, such as reading, math and science, including federal, state and/or local standards, as appropriate.
 |  |
| 1. The curriculum incorporates employability skill standards that help students succeed in the workplace, such as problem solving, critical thinking, teamwork, communications and workplace etiquette.
 |  |
| 1. The curriculum allows for student application of integrated knowledge and skills in authentic scenarios.
 |  |
| 1. Materials used reflect current workplace, industry and/or occupational practices and requirements.
 |  |

Access and Equity:

| Standards | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| 1. Materials are provided in a way that ensures all students have the opportunity to achieve success in the program of study, including by meeting Title IX, Americans with Disabilities Act and other accessibility requirements.
 |  |
| 1. Materials and assessments are free from bias, inclusive and non-discriminatory, and offered in a way that ensures all students have the opportunity to achieve success in the program of study.
 |  |
| 1. Contains guidance to support differentiated and culturally responsive (i.e., purposefully represents diverse cultures, linguistic backgrounds, learning styles and interests) instruction in the classroom so that every student’s need are addressed by including:
	1. Suggestions for how to promote equitable instruction by making connections to culture, home, neighborhood, and community as appropriate.
	2. Appropriate scaffolding, interventions, and supports, including integrated and appropriate reading, writing, listening, and speaking alternatives (e.g., translations, picture support, graphic organizers) that neither sacrifice content nor avoid language development for English language learners, special needs, or below grade level readers.
	3. Digital and print resources that provide various levels of readability.
	4. Modifications and extensions for all students, including those performing above their grade level, to deepen understanding of the content.
	5. Materials in multiple language formats.
 |  |

Student Focus:

| Standards | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| 1. The material supports the sequential and cumulative development of foundational skills and progresses in specificity to build students’ depth of knowledge and skills. Those skills are necessary for a student’s independent comprehension of grade-level complex texts and mastery of tasks called for by the standards.
 |  |
| 1. Content and standards within the program of study are non-duplicative and vertically aligned to prepare students to transition seamlessly to the next level of education.
 |  |
| 1. The material provides many and varied opportunities for students to work with each standard within the grade level.
 |  |
| 1. The material cross-refers and integrates other content areas.
 |  |
| 1. The material has a balance of text types and lengths that encourage close, in-depth reading and rereading, analysis, comparison, and synthesis of texts.
 |  |
| 1. The material includes sufficient supplementary activities or assignments that are appropriately integrated into the text.
 |  |
| 1. The material has activities and assignments that develop problem-solving skills and foster synthesis and inquiry at both an individual and group level.
 |  |
| 1. The material has activities and assignments that reflect varied learning styles of students.
 |  |
| 1. The material includes appropriate instructional strategies.
 |  |
| 1. Project-based learning and related instructional approaches, such as problem-based, inquiry-based and challenge-based learning, are fully integrated into the material.
 |  |

Pedagogical Approach:

| Standards | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| 1. Provides guidance for teachers throughout for how learning experiences build on each other to support students in developing a deep understanding of the content.
 |  |
| 1. Provides scaffolded supports for teachers to facilitate learning of the content so that students are increasingly responsible for making sense of the content.
 |  |
| 1. The material provides opportunities for supporting English language learners to regularly and actively participate with grade-level text.
 |  |
| 1. The material gives clear and concise instruction to teachers and students. It is easy to navigate and understand.
 |  |
| 1. Includes appropriate academic and content-specific vocabulary in the context of the learning experience that is accessible, introduced, reinforced, reviewed, and augmented with visual representations when appropriate.
 |  |
| 1. Allows teachers to access, revise, and print form digital resources (e.g., readings, labs, assessments, rubrics).
 |  |
| 1. Uses varied modes (selected, constructed, project-based, extended response, and performance tasks) of instruction-embedded pre-, formative, summative, peer, and, self-assessment measures of learning.
 |  |
| 1. Includes editable and aligned rubrics, scoring guidelines, and exemplars that provide guidance for assessing student performance and to support teachers in planning instruction and providing ongoing feedback to students.
 |  |
| 1. Provides multiple opportunities for students to demonstrate and receive feedback on performance of practices connected with their understanding of concepts.
 |  |

Presentation and Design:

| Standards | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| 1. The material has an aesthetically appealing appearance.
 |  |
| 1. Digital and print materials are consistently formatted, visually focused, and uncluttered for efficient use.
 |  |
| 1. The material has a reasonable and appropriate balance between text and illustration. The material has grade-appropriate font size.
 |  |
| 1. The illustrations clearly cross-reference the text, are directly relevant to the content (not simply decorative), and promote thinking, discussion, and problem solving.
 |  |
| 1. Non-text content (performance clips, images, maps, globes, graphs, pictures, charts, databases, and models) are accurate and well integrated into the text.
 |  |

Technology:

| Standards | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| 1. Technology and digital media support, extend, and enhance learning experiences.
 |  |
| 1. The material has “platform neutral” technology (i.e., cloud based) and availability for networking.
 |  |
| 1. The material has a user-friendly and interactive interface allowing the user to control (shift among activities).
 |  |

For Questions Contact

Content & Curriculum

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1. [Idaho ETE Journalism Program Standards](https://cte.idaho.gov/wp-content/uploads/2018/03/Journalism-Program-Standards..pdf) [↑](#footnote-ref-1)