| **Test Content Categories** | **How well do I know the content?  (scale 1–5)** | **What resources do I have/need for this content?** | **Where can I find the resources I need?** | **Dates I will study this content** | **Date completed** |
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| 1. Foundations of Journalism |  |  |  |  |  |
| 1. **Theories and Principles of Journalism** |  |  |  |  |  |
| 1. Understands the roles and responsibilities of journalism in a democratic society |  |  |  |  |  |
| 2. Understands basic principles of journalism, including freedom of the press, truth, accuracy, verification, independence, impartiality, and fair play |  |  |  |  |  |
| 3. Understands how to analyze and evaluate the accuracy of news and information from a variety of media |  |  |  |  |  |
| **B. History and Influence** |  |  |  |  |  |
| 1. Knows the historical development of journalism, with its changing functions, limitations, and influence, including the: |  |  |  |  |  |
| a. role of changing business and distribution models, |  |  |  |  |  |
| b. role of a diverse press in modern society (e.g., women’s, African American, Hispanic, Asian American, Native American, and LGBTQ+ media), |  |  |  |  |  |
| c. role and development of investigative reporting (e.g., Pentagon Papers, Watergate, ProPublica), and |  |  |  |  |  |
| d. role and renewed commitment to fact checking and verification |  |  |  |  |  |
| 2. Is familiar with significant individuals, movements, events, and technological advancements related to the history of journalism |  |  |  |  |  |
| II. Journalistic Practices |  |  |  |  |  |
| **A. News Gathering and Reporting** |  |  |  |  |  |
| 1. Understands common approaches and techniques involved in finding, interpreting, and writing a news or feature story |  |  |  |  |  |
| 2. Understands the relationship between the journalist and the reader/listener/viewer in the development of a news or feature story and knows how to identify appropriate platform(s) to reach audiences |  |  |  |  |  |
| 3. Understands the process of identifying credible sources and planning for and conducting an interview |  |  |  |  |  |
| 4. Understands ways in which journalistic content may be presented (e.g., news, feature, investigative, opinion) and the process of choosing a type of presentation based on purpose |  |  |  |  |  |
| **B. Writing and Editing** |  |  |  |  |  |
| 1. Understands the conventional structures (e.g., lead, attribution of sources) of news, feature, opinion, and investigative stories |  |  |  |  |  |
| 2. Understands characteristics of effective journalistic writing, including accuracy, concision, and clarity |  |  |  |  |  |
| 3. Knows standard journalism terminology used in effective writing for news, feature, opinion, and investigative stories, and standard editing practices for print, broadcast, and digital media |  |  |  |  |  |
| 4. Knows the writing process across platforms, including how to create checkpoints that result in the completion of journalistic projects |  |  |  |  |  |
| 5. Is familiar with Associated Press (AP) style, including rules governing punctuation, numbers, dates, titles, and abbreviations |  |  |  |  |  |
| **C. Visual Communication and Multimedia Storytelling** |  |  |  |  |  |
| 1. Is familiar with principles of graphic design and the role design elements (e.g., typography, color, space) play in guiding audiences through content |  |  |  |  |  |
| 2. Is familiar with the conventions for designing with text (e.g., scale, hierarchy, readability) for print and digital media |  |  |  |  |  |
| 3. Is familiar with the purposes and application of alternative story forms (e.g., charts, timelines, maps, diagrams, etc.) |  |  |  |  |  |
| 4. Is familiar with the elements of photojournalism (e.g., decisive moment, human interest) and their application to visual storytelling across platforms |  |  |  |  |  |
| 5. Is familiar with the principles and techniques of digital photography (e.g., composition, exposure, lens selection, camera settings) |  |  |  |  |  |
| 6. Is familiar with concepts, processes, and techniques for video reporting and packaging (e.g., script writing, “say dog, see dog,” lead ins/outs, sound bites, voice-overs) and video production (e.g., storyboarding, b-roll, shot sequences, shot framing) |  |  |  |  |  |
| 7. Is familiar with concepts, processes, and techniques for audio reporting and packaging (e.g., script writing, writing for the ear, sound bites) and audio production (e.g., for podcasting, for radio; natural sound, ambient sound, sound effects) |  |  |  |  |  |
| 8. Is familiar with fundamental concepts and techniques of online publishing (e.g., interactivity, stylistic conventions, emphasis on timeliness, site hosting, search engine optimization [SEO], use of tags) |  |  |  |  |  |
| 9. Knows the fundamental processes of social media platforms and their uses in journalism |  |  |  |  |  |
| III. Journalistic Standards, Ethics, and Media Law |  |  |  |  |  |
| **A. Professional Standards and Ethics** |  |  |  |  |  |
| 1. Understands the ethical foundations of sound journalistic practice (e.g., the Society of Professional Journalists [SPJ] Code of Ethics) |  |  |  |  |  |
| 2. Understands how to recognize and avoid conflicts of interest and bias |  |  |  |  |  |
| 3. Understands and applies concepts related to media ethics, including |  |  |  |  |  |
| a. plagiarism |  |  |  |  |  |
| b. fabrication |  |  |  |  |  |
| c. deception |  |  |  |  |  |
| d. manipulation of visual content |  |  |  |  |  |
| e. confidentiality of sources |  |  |  |  |  |
| 4. Understands how to direct students toward better ethical decision-making using professional standards |  |  |  |  |  |
| **B. Media Law** |  |  |  |  |  |
| 1. Understands the rights and responsibilities of journalists and how the First Amendment to the Constitution of the United States guarantees free speech and freedom of the press |  |  |  |  |  |
| 2. Understands federal laws and legal precedents governing student expression, including how seminal United States Supreme Court decisions, as well as other relevant decisions, affect scholastic journalism, including |  |  |  |  |  |
| a. *Tinker* v. *Des Moines Independent Community School District* (1969) |  |  |  |  |  |
| b. *Hazelwood School District* v. *Kuhlmeier* (1988) |  |  |  |  |  |
| c. *Bethel School District N. 403* v. *Fraser* (1986) |  |  |  |  |  |
| d. *Morse* v. *Frederick* (2007) |  |  |  |  |  |
| e. *Dean* v. *Utica Community Schools* (2004) |  |  |  |  |  |
| 3. Understands how to recognize and respond to censorship and its harmful effects (e.g., prior review, prior restraint, self-censorship, confiscation, takedown, retaliation) |  |  |  |  |  |
| 4. Understands and applies concepts in media law, including |  |  |  |  |  |
| a. copyright |  |  |  |  |  |
| b. defamation (libel and slander) |  |  |  |  |  |
| c. privacy |  |  |  |  |  |
| d. Obscenity |  |  |  |  |  |
| 5. Is familiar with protections and limitations established by key legislation, including |  |  |  |  |  |
| a. sunshine laws (e.g., open records, opening meetings) |  |  |  |  |  |
| b. Freedom of Information Act (FOIA) |  |  |  |  |  |
| c. Family Education Right and Privacy Act (FERPA) |  |  |  |  |  |
| d. scholastic press rights legislation (e.g., New Voices) |  |  |  |  |  |
| IV. Teaching and Advising Scholastic Journalism |  |  |  |  |  |
| **A. Curriculum, Instruction, and Classroom Practices** |  |  |  |  |  |
| 1. Understands how to select appropriate materials and activities as well as plan instruction in journalism |  |  |  |  |  |
| 2. Understands how to provide students with learning experiences that enhance their knowledge and skills in journalism |  |  |  |  |  |
| 3. Understands how to use project-based learning methodologies that nurture lifelong learning |  |  |  |  |  |
| 4. Understands how to select, create, and modify appropriate assessments for evaluating instructional effectiveness and student learning |  |  |  |  |  |
| 5. Understands how to differentiate instruction to address a variety of student needs (e.g., learning styles, diverse backgrounds, exceptionalities) |  |  |  |  |  |
| 6. Understands how to create a safe and supportive learning environment to encourage student participation |  |  |  |  |  |
| 7. Is familiar with opportunities for professional development |  |  |  |  |  |
| **B. Advising for Scholastic Media** |  |  |  |  |  |
| 1. Knows how to facilitate production schedules, including setting and meeting deadlines in a student-led process |  |  |  |  |  |
| 2. Knows business and financial practices (e.g., budgeting, marketing, advertising, accounting) to support the development and maintenance of a scholastic journalism program and student media |  |  |  |  |  |
| 3. Knows how to implement strategies for student staffing, management, and retention (e.g., recruitment, motivation, team building, leadership development, conflict resolution) |  |  |  |  |  |
| 4. Knows how to develop effective working relationships with stakeholders in the production and dissemination of scholastic media (e.g., student body, school staff, administrators, parents, community members, wider audience) |  |  |  |  |  |
| 5. Is familiar with the journalism profession, including current trends, possible career paths, and other opportunities for students (e.g., internships, job shadowing, freelancing, contests, conventions, training, and certification) |  |  |  |  |  |