

## **HIGH SCHOOL JOURNALISM PROGRAM OF STUDIES**

### **Rationale**

Student-produced publications are a traditional and integral part of the school community.

Newspapers/newsmagazines, literary magazines, broadcast programs, student produced webpages and yearbooks serve as chronicles and interpretations of the events in students' lives. The production of these publications provides opportunities for the analysis, synthesis, and evaluation of issues, events and ideas. By participating on a publication staff, students acquire the skills needed to produce a quality newspaper/newsmagazine, literary magazine, broadcast program, student produced webpage or yearbook, and become responsible decision makers, serving as effective group members as well as able leaders.

The study of journalism and photojournalism enables students to analyze the role and workings of the mass media in a changing world. Understanding the strengths, weaknesses, and limitations of the mass media helps students become adept communicators, intelligent consumers of modern media and active participants in a democratic society.

Fairfax County Public Schools has a long and proud tradition of encouraging the practices of a free press within the context of the law and School Board policies and regulations. In the tradition of democratic citizenship, students learn first-hand the principles of the First Amendment and the Constitution in a setting that student publications provide.

### **Program Goals**

- Foster student, faculty, administration and community understanding for the journalism program
- Foster an understanding of the role of mass media in a democracy
- Cultivate strong communication and critical thinking skills through the teaching of writing, revision and editing
- Provide students with training in and access to current technology necessary to produce a professional-quality publication
- Promote proficiency in all facets of publication production to include the use of technology for design, graphics and typography
- Provide an atmosphere in which students can develop leadership skills, accept responsibility and become independent thinkers and workers while serving as effective group members
- Foster a respect for the ethical responsibilities, legal limitations and constitutional freedoms of the journalist
- Provide opportunities for exploration of careers in the fields of writing and journalistic publication

**HIGH SCHOOL JOURNALISM PROGRAM  
COURSE DESCRIPTIONS FOR JOURNALISM**

**JOURNALISM 1: (1200)**

Grades: 9-12

Credit: One-half or One

In Journalism 1 students learn the history and language of journalism, develop communication skills in writing, designing and editing for a variety of media, understand news and the process of publication and become more critical readers and viewers of mass media. This course will fulfill the graduation requirement for a credit in fine and practical arts.

**JOURNALISM 2: Beginning Newspaper Production (1210)**

Grades: 10-12

Credit: One

Prerequisite: Journalism 1 and/or Instructor's Approval

In Journalism 2 students learn and apply techniques of layout, design and desktop publishing. Students develop a more sophisticated level of journalistic writing and participate in the operation and production of the high school newspaper and/or student produced webpage. This co-curricular course requires some after school time and satisfies the graduation requirement for a credit in fine and practical arts.

**JOURNALISM 3: Intermediate Newspaper Production (1211)**

Grades: 11-12

Credit: One

Prerequisite: Journalism 2

In addition to enhancing their skills as reporters, students in Journalism 3 learn the role of editorial leadership, develop a personal sense of professionalism, understand the role of the newspaper in society, and become productive members of the newspaper and/or student produced webpage staff. Students also learn business and circulation management. This co-curricular course requires substantial after school time and satisfies the graduation requirement for a credit in fine and practical arts.

**JOURNALISM 4: Advanced Newspaper Production (1212)**

Grade 11-12

Credit: One

Prerequisite: Journalism 3

In Journalism 4 students learn marketable publications skills; develop individual writing, layout, and design styles; and assume editorial leadership and responsibility for producing a high school newspaper and/or student produced webpage which serves a diverse society. Journalism 4 students will also take responsibility for being the chief spokespeople for the publication. Students also take responsibility for business and circulation management. This co-curricular course requires significant after school time and satisfies the graduation requirement for a credit in fine and practical arts.

**HIGH SCHOOL JOURNALISM PROGRAM**  
**COURSE DESCRIPTIONS, OBJECTIVES, AND PERFORMANCE STANDARDS**

**JOURNALISM 1: Introduction to Mass Media (1200)**  
Grades: 9-12

Credit: One-half or One

Journalism 1 students learn the history and language of journalism, developing communication skills in writing, designing and editing for a variety of media; understanding news and the process of publication; and becoming more critical readers and viewers of mass media. This course satisfies the graduation requirement for a credit in fine and practical arts.

Students will achieve the following objectives:

**1. Students study the history of mass media.**

The foundations of the First Amendment, significant publishers, figures and newsmakers and historical time periods will be explored.

**2. Develop an understanding of the importance of mass media in a democratic society.**

Students will examine the role of media in the development of our society and the rights and responsibilities of a free press. They also study journalism to prepare for involvement in scholastic publications and to prepare for future careers.

**3. Communicate effectively through a common vocabulary by learning and using the language of journalism.**

This language includes, but is not limited to, such terms as lead, headline, inverted pyramid, byline and copy.

**4. Understand what news is, develop news gathering skills, and learn the importance of accuracy in reporting.**

Students should know the elements that constitute news, including conflict, human interest, timeliness, significance, proximity and prominence. News gathering skills should include interviewing, eyewitness reporting, covering beats, researching and surveying. Students should learn that accuracy includes correctness and attention to all details.

**5. Become knowledgeable and critical consumers of current events, able to distinguish between fact and opinion, and aware of writer and audience bias.**

As critical readers and viewers of the mass media, students develop an awareness of local, national and international events, both social and political.

**6. Analyze and practice the major forms of journalistic writing for both print and multimedia: news, features, opinion and sports.**

Students read and write articles representing each form, and they are able to discern the characteristics of each kind of story.

**7. Complete writing assignments electronically and by applying knowledge of the writing process: prewriting, revising, editing, and proofreading.**

Students engage in peer and self editing to facilitate this process. They also follow check lists of criteria for each form in revising drafts.

**HIGH SCHOOL JOURNALISM PROGRAM  
COURSE DESCRIPTIONS, OBJECTIVES, AND PERFORMANCE STANDARDS**

**JOURNALISM 1 (1200)**

(Continued)

**8. Learn and use a stylesheet, acquire knowledge of accepted mechanics and grammar and use standard proofreading and copyediting symbols.**

Students will use a stylesheet from a widely-accepted entity, i.e. Associated Press, Quill and Scroll, The Washington Post, Columbia Scholastic Press Association or journalism textbook.

**9. Develop an understanding of journalistic ethics and the regulations governing the student press.**

Students develop familiarity with legal and ethical issues and terminology related to journalism and study Fairfax County Public Schools regulations concerning publications.

**10. Explore layout and the principles of page design.**

Students will use current multimedia to learn layout and publication design.

**11. Explore marketing techniques and the role of advertising as a persuasive device and as a financial support of the mass media.**

Students study advertising techniques and promotional campaigns. They also study the role of advertising in the mass media.

**12. Evaluate student and professional newspapers, magazines, yearbooks and news broadcasts using established criteria.**

These products include the students' own work and the professional and student media. Students should use evaluative criteria established by school press organizations such as VHSL, Quill and Scroll and Columbia Scholastic Press Association.

**13. Explore educational and career opportunities in the field of mass media.**

Through research, discussion, speakers, and field trips to local media, students are made aware of the employment opportunities in all phases of journalism. Students are also made aware of opportunities for training through publication work and advanced courses needed for becoming professional journalists.

**14. Understand the changing nature of media and its role in modern American society.**

Examine the latest trends in news reporting.

**15. Explore convergence journalism and learn multimedia story telling techniques.**

These new media techniques include videography, photography, audio narrated slideshows, webpage design, sound recording.

**16. Develop ability to work effectively in a group by following a production schedule and carrying out staff responsibilities.**

Students meet publication deadlines.

**HIGH SCHOOL JOURNALISM PROGRAM**  
**COURSE DESCRIPTIONS, OBJECTIVES, AND PERFORMANCE STANDARDS**

**JOURNALISM 2: Beginning Newspaper Production (1210)**

Grades: 10-12

Credit: One

Prerequisite: Journalism 1 and/or Instructor's Approval

Journalism 2 students continue to learn the skills of layout, design, desktop publishing and printing processes. Students develop a more sophisticated level of journalistic writing and participate in the operation and production of the high school newspaper. This co-curricular course requires some after school time and satisfies the graduation requirement for a credit in fine and practical arts.

Students will achieve the following objectives:

**1. Students are entrusted to write for a public audience.**

As members of the newspaper production and/or student produced webpage staff, students will expand their journalistic skills. They also recognize that editing requires evaluating the whole piece of writing and revising according to the intended audience and purpose. Students learn to evaluate their own work as well as that of others.

**2. Apply knowledge of writing, editing, and layout by participating in the production of the student newspaper.**

Students participate in planning the content and setting the tone of a publication, and assist editors with writing, editing and designing the newspaper and/or student produced webpage. Students will also assist with distribution of the newspaper.

**3. Develop responsibility in meeting deadlines for each step in the writing, editing and design processes.**

Students should understand the importance of punctuality in publication production, recognizing the relationship of their efforts to those of the staff as a whole, the printer / webhost and the reading public.

**4. Learn and apply the principles of design techniques in newspaper production.**

Students arrange copy, headlines, graphics, ads, captions and photographs in an attractive and balanced design. They study photography, adhering to the rule of thirds, cropping for dominance and clarity and using lighting for effect.

**5. Examine the legal restrictions on the student press as well as the rights of the student journalist.**

Students learn to recognize libelous materials, respect copyright laws, identify stories, situations and/or elements that raise ethical questions, avoid material that is disruptive or unacceptable to community standards, and follow the Fairfax County Public Schools guidelines for publications as well as other widely accepted codes of ethics from professional organizations.

**6. Understand and practice balanced and fair coverage in order to serve the diverse school community.**

The staff establishes a procedure for assuring equitable and appropriate coverage of people, events, issues and organizations. They maintain an index, checklist, or computerized database to catalog this information as it appears in each issue.

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**HIGH SCHOOL JOURNALISM PROGRAM  
COURSE DESCRIPTIONS, OBJECTIVES, AND PERFORMANCE STANDARDS**

**JOURNALISM 2 (1210)**

(Continued)

**7. Students refine digital media skills**

In the production of the newspaper / student produced webpage, students will explore particular story telling platforms (videography, photography, design, podcasts, blogs, etc.) .

**8. Develop and apply knowledge of marketing and business practices of the publication.**

Students solicit subscription and advertising sales from the community. They also develop knowledge of the paper's rate sheet, ad contract, deadlines and billing practices. Students will use financial software to manage publication business.

**9. Develop revising, editing, and proofreading skills.**

Students use a style manual such as those published by Associated Press, *The Washington Post*, Quill and Scroll and Columbia Scholastic Press Association. They also work in groups to suggest revisions and to copy edit and proofread.

**10. Assess their progress as writers and designers by maintaining a stringbook.**

Students maintain a portfolio of their published and unpublished articles for personal reference and growth.

**11. Examine and analyze other scholastic and professional publications.**

Students read professional and scholastic publications to generate ideas for themselves and for the newspaper. They may serve on the staff as exchange manager or historian.

**12. Explore careers in the fields of journalism and advertising.**

Students learn job requirements, responsibilities and rewards of a career in journalism and/or advertising.

**13. Develop and apply knowledge of marketing and business practices of the publication.**

Students solicit subscription and advertising sales from the community in support of operational expenses of the publication. They also develop knowledge of the paper's rate sheet, ad contract, deadlines and billing practices. Students will use financial software to manage publication business.

**14. Develop ability to work effectively in a group by following a production schedule and carrying out staff responsibilities.**

Students meet publication deadlines.

**HIGH SCHOOL JOURNALISM PROGRAM  
COURSE DESCRIPTIONS, OBJECTIVES, AND PERFORMANCE STANDARDS**

**JOURNALISM 3: Intermediate Journalism (1211)**

Grades: 11-12 Prerequisite: Journalism 2

Credit: One

Journalism 3 provides students advanced opportunities for learning the role of editorial leadership, developing a personal sense of professionalism, understanding the role of the newspaper in our society, and are proficient and productive members of the newspaper staff. Students also learn business and circulation management. This co-curricular course requires substantial after school time and satisfies the graduation requirement for a credit in fine and practical arts.

Students will achieve the following objectives:

1. **Continue to refine writing, editing and layout skills developed in previous journalism classes.**  
Students improve interviewing, reporting, writing and editing skills to add validity, emphasis and depth to the publication. They refine skills in layout in order to create designs with visual impact.
2. **Demonstrate leadership abilities in editorial positions.**  
Students fill management positions on the newspaper / student produced webpage staff.
3. **Teach and coach less experienced journalism students.**  
Students will lead training sessions, coach students in revisions, mentor photographers and reporters in the field, evaluate and provide constructive feedback on less experienced student work. Under the guidance of the adviser, students will monitor and evaluate procedures and best practices throughout the production process.
3. **Broaden awareness of the professional world of journalism in order to understand the connection between the scholastic press and the professional press.**  
Students attend publication workshops and read professional newspapers and magazines. They may shadow professional journalists and arrange for professional journalists to give class presentations.
4. **Apply the principles of photography to newspaper production.**  
Students study photography, adhering to the rule of thirds, cropping for dominance and clarity and using lighting and shadow for effect.
5. **Develop and practice business management procedures relevant to newspaper production.**  
Students learn appropriate business procedures including budget planning, accounting, advertising and circulation.
6. **Continue to develop desktop publishing skills for producing school-wide publications.**  
Students prepare copy and design graphics, headlines, pages and sections using the computer.
7. **Analyze and evaluate content to determine appropriate ethical and legal implications.**  
Students review all material prior to publication to avoid material that is libelous or disruptive and to respect copyright laws and the right of privacy.

**HIGH SCHOOL JOURNALISM PROGRAM  
COURSE DESCRIPTIONS, OBJECTIVES, AND PERFORMANCE STANDARDS**

**JOURNALISM 3 (1211)**

(Continued)

**8. Develop and apply marketing and advertising skills for the publication.**

Students develop and administer consumer surveys, organize subscription and advertising campaigns and publicize the publication throughout the community and school.

**9. Plan the content and set the tone for a publication, striving for balanced coverage.**

Students make decisions about the story, photo and art content of the publication to assure fair coverage of people, events and organizations.

**10. Attend workshops, such as those sponsored by local, regional, state, and national press associations. In addition, students read scholastic journalism publications.**

Such associations include the Virginia High School League, Columbia Scholastic Press Association and Southern Interscholastic Press Association.

**11. Continue to explore career opportunities in the fields of journalism and advertising.**

Students learn job requirements, responsibilities and rewards of a career in journalism and/or advertising.

**12. Develop and apply knowledge of marketing and business practices of the publication.**

Students solicit subscription and advertising sales from the community in support of operational expenses of the publication. They also develop knowledge of the paper's rate sheet, ad contract, deadlines and billing practices. Students will use financial software to manage publication business.

**13. Develop ability to work effectively in a group by following a production schedule and carrying out staff responsibilities.**

Students meet publication deadlines.

**HIGH SCHOOL JOURNALISM PROGRAM**  
**COURSE DESCRIPTIONS, OBJECTIVES, AND PERFORMANCE STANDARDS**

**JOURNALISM 4: Advanced Newspaper Production (1212)**

Grade 12

Credit: One

Prerequisite: Journalism 3

Journalism 4 provides students opportunities for learning marketable publication skills; developing individual writing, layout, and design styles; and assuming the role of editorial leadership and responsibility for producing a high school newspaper that represents a diverse society. Students also add to their knowledge of business and circulation management. This co-curricular course requires significant after school time and satisfies the graduation requirement for a credit in fine and practical arts.

Students will achieve the following objectives:

1. **Refine reporting, writing, editing, and layout skills developed in previous journalism classes.**  
Students publish articles of a superior journalistic quality. They are responsible for the more difficult assignments such as editorials, in-depth articles, and columns. Students develop creative layouts and designs for all of the pages of the newspaper.
2. **Master the skills necessary for newspaper / student produced webpage production by holding key leadership positions on the newspaper / student produced webpage staff.**  
Students hold editorial positions, including editor-in-chief, managing editor, or ombudsman; plan and conduct regular staff meetings; and formulate production schedules. Students demonstrate independence in selecting, writing and editing appropriate content for the paper.
3. **Submit content to professional publications, enter contests and apply for scholarships, internships and awards..**  
Students seek to be published in the community press and or work as stingers / freelancers. Students submit stories, photos, layouts, etc for annual critique and contests.
4. **Teach and coach less experienced journalism students.**  
Students will lead training sessions, coach students in revisions, mentor photographers and reporters in the field, evaluate and provide constructive feedback on less experienced student work. Under the guidance of the adviser, students will monitor and evaluate procedures and best practices throughout the production process.
5. **Promote the newspaper by serving as spokesperson to school and community groups.**  
Students serve in a public relations capacity, recruit future staff members, attend professional press conferences, and represent their paper at meetings of administrators and community organizations.
6. **Identify the diverse audience the newspaper serves and develop strategies to achieve balanced coverage.**  
Students conduct readership surveys and plan future publications based on collected data.

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**HIGH SCHOOL JOURNALISM PROGRAM  
COURSE DESCRIPTIONS, OBJECTIVES, AND PERFORMANCE STANDARDS**

**JOURNALISM 4 (1212)**

(Continued)

**7. Write and revise a staff manual.**

Students prepare a manual that will document the philosophy and the editorial and advertising policy that governs the publication. The manual will also include the staff selection policy, staff responsibilities and guidelines, advertising contract, staff roster, and style sheet.

**9. Assess their progress as writers by maintaining a portfolio.**

Students keep a portfolio of work to enter in scholastic and professional contests and for personal growth.

**10. Examine articles in exchange papers from schools across the county and country for discussion, analysis, criticism, and modeling.**

Students will read various journalistic articles to generate ideas, enhance writing style, and become cognizant of contemporary issues.

**11. Prepare and maintain a newspaper budget and develop and apply knowledge of marketing and business practices of the publication.**

Students will prepare and adhere to a newspaper budget for publication production and for circulation. Students solicit subscription and advertising sales from the community in support of operational expenses of the publication. They also create the paper's rate sheet, ad contract, deadlines and billing practices. Students organize and develop sales campaigns and assign sales territories. Students will use financial software to manage publication business.

**12. Identify sensitive issues and topics and apply ethics in making decisions in their roles as journalists.**

Students discuss and make decisions concerning situations that may be legal but not ethical. They are aware of the impact of coverage of topics which are identified as controversial. Students follow the statement of principles of the American Society of Newspaper Editors.

**13. Students attend workshops, such as those sponsored by local, regional, state, and national press associations. In addition, they read scholastic journalism publications.**

Students attend workshops such as those sponsored by the Virginia High School League, Columbia Scholastic Press Association, and Southern Interscholastic Press Association. Students read and examine scholastic journalism publications.

**14. Continue to explore career opportunities in the fields of journalism and advertising.**

Students learn job requirements, responsibilities, and rewards of a career in journalism and/or advertising.

**15. Develop and apply knowledge of marketing and business practices of the publication.**

Students solicit subscription and advertising sales from the community in support of operational expenses of the publication. They also develop knowledge of the paper's rate sheet, ad contract, deadlines and billing practices. Students will use financial software to manage publication business.

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**HIGH SCHOOL JOURNALISM PROGRAM  
COURSE DESCRIPTIONS, OBJECTIVES, AND PERFORMANCE STANDARDS**

**JOURNALISM 4 (1212)**

(Continued)

**16. Develop ability to work effectively in a group by creating and following a production schedule and carrying out staff responsibilities.**

Students meet publication deadlines.

**HIGH SCHOOL JOURNALISM PROGRAM  
COURSE DESCRIPTIONS FOR PHOTOJOURNALISM**

**PHOTOJOURNALISM 1: Introductory Yearbook Production (1215)**

Grades: 10-12

Credit: One

Prerequisite: Journalism 1 and/or Instructors Approval

Photojournalism 1 students learn the principles of interviewing, copywriting, photography, layout and design. Students will use publishing software to create pages for the school's yearbook. This co-curricular course requires some after school time and satisfies the graduation requirement for a credit in fine and practical arts.

**PHOTOJOURNALISM 2: Intermediate Yearbook Production (1216)**

Grades: 11-12

Credit: One

Prerequisite: Photojournalism 1

Photojournalism 2 students may become section editors and will refine copywriting skills and advance their photography and design skills as they create pages for the school's yearbook. This co-curricular course requires substantial after school time and satisfies the graduation requirement for a credit in fine and practical arts.

**PHOTOJOURNALISM 3: Advanced Yearbook Production (1217)**

Grades: 12

Credit: One

Prerequisite: Photojournalism 2

Photojournalism 3 students will further refine their copywriting skills and advance their computer and photography skills, develop individual style and assume leadership roles as members of the yearbook staff's editorial board. This co-curricular course requires significant after school time and satisfies the graduation requirement for a credit in fine and practical arts.

**HIGH SCHOOL JOURNALISM PROGRAM  
COURSE DESCRIPTIONS, OBJECTIVES, AND PERFORMANCE STANDARDS**

**PHOTOJOURNALISM 1: Introductory Yearbook Publication (1215)**

Grades: 10-12

Credit: One

Prerequisite: Journalism I and/or Instructors Approval

Photojournalism 1 provides students opportunities for learning and participating in the design, layout and overall production of the high school yearbook, developing yearbook copywriting skills and applying knowledge of photography. This co-curricular course requires some after school time and satisfies the graduation requirement for a credit in fine and practical arts.

Students will achieve the following objectives:

**1. Students are entrusted to write for a public audience.**

As members of the yearbook production staff, students will expand their journalistic skills. They also recognize that editing requires evaluating the whole piece of writing and revising according to the intended audience and purpose.

**2. Apply knowledge of writing, editing and layout by participating in the production of the student yearbook.**

Students participate in planning the content and setting the tone of a publication, and assist editors with writing, editing and designing the yearbook.

**3. Develop responsibility in meeting deadlines for each step in the writing, editing and design processes.**

Students should understand the importance of punctuality in publication production, recognizing the relationship of their efforts to those of the staff as a whole, the printer and the reading public.

**4. Learn and apply the principles of design techniques in yearbook production.**

Students arrange copy, headlines, graphics, ads, captions and photographs in an attractive and balanced design. They study photography, adhering to the rule of thirds, cropping for dominance and clarity and using lighting for effect.

**5. Examine the legal restrictions on the student press as well as the rights of the student journalist.**

Students learn to recognize libelous materials, respect copyright laws, identify stories, situations and/or elements that raise ethical questions, avoid material that is disruptive or unacceptable to community standards, and follow the Fairfax County Public Schools guidelines for publications as well as other widely accepted codes of ethics from professional organizations.

**6. Understand and practice balanced and fair coverage in order to serve the diverse school community.**

The staff establishes a procedure for assuring equitable and appropriate coverage of people, events, issues and organizations. They maintain an index, checklist, or computerized database to catalog this information.

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**HIGH SCHOOL JOURNALISM PROGRAM  
COURSE DESCRIPTIONS, OBJECTIVES, AND PERFORMANCE STANDARDS**

**Photojournalism 1 (1215)**

(Continued)

**7. Develop and apply knowledge of marketing and business practices of the publication.**

Students solicit patrons and advertising sales from the community. Students will use financial software to manage publication business.

**8. Develop revising, editing and proofreading skills.**

Students use a style manual such as those published by Associated Press, *The Washington Post*, Quill and Scroll and Columbia Scholastic Press Association. They also work in groups to suggest revisions and to copy edit and proofread.

**9. Develop an understanding of what constitutes a quality yearbook using established criteria.**

Students examine yearbooks produced by their own and other schools. Evaluating criteria may be requested from rating services of organizations such as Columbia Scholastic Press Association, National Scholastic Press Association and Virginia High School League.

**10. Develop ability to work effectively in a group by following a production schedule and carrying out staff responsibilities.**

**11. Develop an understanding of the role of the yearbook as a record of the school year.**

Students will strive for comprehensive coverage of the school community and will follow procedures, such as beats, which ensure that all events and members of the community are adequately and fairly covered

**12. Learn and use a working vocabulary specific to photojournalism.**

The vocabulary includes such terms as body copy, candid photo, column design, cropping, dominant photo, element, ladder, layout, pica, point size, scoreboard, signature, spread and theme.

**13. Develop skills in gathering information and conducting interviews.**

Students learn to use school-based references such as class lists, club newsletters, sports programs and the school newspaper, to define and identify primary and secondary sources in school and community.

**14. Students will learn skills for writing features.**

Students recognize the characteristics of yearbook copy writing, such as using past tense in feature stories, answering the who, what, when, where, why, and how and varying lead types.

## **HIGH SCHOOL JOURNALISM PROGRAM COURSE DESCRIPTIONS, OBJECTIVES, AND PERFORMANCE STANDARDS**

### **PHOTOJOURNALISM 2 (1216)**

Grades: 11-12

Credit: One

Prerequisite: Photojournalism 1

Photojournalism 2 provides students advanced opportunities for learning the role of editorial leadership and developing a personal sense of professionalism. Photojournalism 2 students are proficient and productive members of the yearbook staff. Students also learn business and circulation management. This co-curricular course requires substantial after school time and satisfies the graduation requirement for a credit in fine and practical arts.

Students will achieve the following objectives:

1. **Continue to refine writing, editing and layout skills developed in previous journalism classes.**  
Students improve interviewing, reporting, writing and editing skills to add validity, emphasis and depth to the publication. They refine skills in layout in order to create designs with visual impact.
  2. **Demonstrate leadership abilities in editorial positions.**  
Students fill management positions on the yearbook staff.
  3. **Teach and coach less experienced journalism students.**  
Students will lead training sessions, coach students in revisions, mentor photographers and reporters in the field, evaluate and provide constructive feedback on less experienced student work. Under the guidance of the adviser, students will monitor and evaluate procedures and best practices throughout the production process.
  4. **Broaden awareness of the professional world of journalism in order to understand the connection between the scholastic press and the professional press.**  
Students attend publication workshops and read professional newspapers and magazines. They may shadow professional journalists and arrange for professional journalists to give class presentations.
  5. **Apply the principles of photography to yearbook production.**  
Students study photography, adhering to the rule of thirds, cropping for dominance and clarity and using lighting and shadow for effect.
  6. **Develop and practice business management procedures relevant to yearbook production.**  
Students learn appropriate business procedures including budget planning, accounting, advertising and distribution.
  7. **Continue to develop desktop publishing skills for producing the yearbook.**  
Students prepare copy and design graphics, headlines, pages and sections using the computer.
- (Continued)

**HIGH SCHOOL JOURNALISM PROGRAM  
COURSE DESCRIPTIONS, OBJECTIVES, AND PERFORMANCE STANDARDS**

**PHOTOJOURNALISM 2 (1216)**

(Continued)

**8. Analyze and evaluate content to determine appropriate ethical and legal implications.**

Students review all material prior to publication to avoid material that is libelous or disruptive and to respect copyright laws and the right of privacy.

**9. Develop and apply marketing and advertising skills for the publication.**

Students develop and administer consumer surveys, organize advertising campaigns and publicize the publication throughout the community and school.

**10. Plan the content and set the tone for a publication, striving for balanced coverage.**

Students make decisions about the story, photo and art content of the publication to assure fair coverage of people, events and organizations.

**11. Attend workshops, such as those sponsored by local, regional, state, and national press associations. In addition, students read scholastic journalism publications.**

Such associations include the Virginia High School League, Columbia Scholastic Press Association and Southern Interscholastic Press Association.

**12. Continue to explore career opportunities in the fields of journalism and advertising.**

Students learn job requirements, responsibilities and rewards of a career in journalism and/or advertising.

**13. Develop and apply knowledge of marketing and business practices of the publication.**

Students solicit patrons and advertising sales from the community in support of operational expenses of the publication. Students will use financial software to manage publication business.

**14. Develop ability to work effectively in a group by following a production schedule and carrying out staff responsibilities.**

Students meet publication deadlines.

**HIGH SCHOOL JOURNALISM PROGRAM  
COURSE DESCRIPTIONS, OBJECTIVES, AND PERFORMANCE STANDARDS**

**PHOTOJOURNALISM 3 (1217)**

Grade:11,12

Credit: One

Prerequisite: Photojournalism 2

Photojournalism 3 provides students with opportunities for learning marketable publications skills, developing individual style and assuming the role of editorial leadership and responsibility for the high school yearbook.

Students will achieve the following objectives:

**1. Continue to refine writing, editing and layout skills developed in PJ 1 & 2.**

Students improve interviewing, reporting, writing and editing skills to add validity, emphasis and depth to the publication. They refine skills in layout in order to create designs with visual impact.

**2. Demonstrate leadership abilities in editorial positions.**

Students fill management positions on the yearbook staff.

**3. Teach and coach less experienced journalism students.**

Students will lead training sessions, coach students in revisions, mentor photographers and reporters in the field, evaluate and provide constructive feedback on less experienced student work. Under the guidance of the adviser, students will monitor and evaluate procedures and best practices throughout the production process.

**4. Broaden awareness of the professional world of journalism in order to understand the connection between the scholastic press and the professional press.**

Students attend publication workshops and read professional newspapers and magazines. They may shadow professional journalists and arrange for professional journalists to give class presentations.

**5. Apply the principles of photography to yearbook production.**

Students study photography, adhering to the rule of thirds, cropping for dominance and clarity and using lighting and shadow for effect.

**6. Develop and practice business management procedures relevant to yearbook production.**

Students learn appropriate business procedures including budget planning, accounting, advertising and distribution.

**7. Continue to develop desktop publishing skills for producing the yearbook.**

Students prepare copy and design graphics, headlines, pages and sections using the computer.

**8. Analyze and evaluate content to determine appropriate ethical and legal implications.**

Students review all material prior to publication to avoid material that is libelous or disruptive and to respect copyright laws and the right of privacy.

**HIGH SCHOOL JOURNALISM PROGRAM  
COURSE DESCRIPTIONS, OBJECTIVES, AND PERFORMANCE STANDARDS**

**PHOTOJOURNALISM 3 (1217)**

(Continued)

**9. Develop and apply marketing and advertising skills for the publication.**

Students develop and administer consumer surveys, organize advertising campaigns and publicize the publication throughout the community and school. Students solicit advertising sales from the community in support of operational expenses of the publication. Students will use financial software to manage publication business.

**10. Plan the content and set the tone for a publication, striving for balanced coverage.**

Students make decisions about the story, photo and art content of the publication to assure fair coverage of people, events and organizations.

**11. Attend workshops, such as those sponsored by local, regional, state, and national press associations. In addition, students read scholastic journalism publications.**

Such associations include the Virginia High School League, Columbia Scholastic Press Association and Southern Interscholastic Press Association.

**12. Develop ability to work effectively in a group by following a production schedule and carrying out staff responsibilities.**

Students meet publication deadlines.