

**Goodheart-Willcox Publisher**  
**Correlation of**  
***Journalism: Publishing Across Media ©2021***  
**to Maryland Department of Education**  
**Course: Journalism Grade 9-12**



Standard	Correlating Textbook Pages
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**Standard 1** The student demonstrates an understanding of media development, press law, and responsibility. The student is expected to:

(A) identify the history and development of American journalism through people and events

(i)	identify the history of American journalism through people	<b>Narrative:</b> 62-64 Chapter Introduction 64-68 The First Amendment and Journalists <b>Activity:</b> 86 Recall #4
(ii)	identify the history of American journalism through events	<b>Narrative:</b> 64-68 The First Amendment and Journalists 421-422 First complete paragraph on 421 to heading "Using Journalism to Create Community" on 422 <b>Activity:</b> 86 Recall #1-4
(iii)	identify the development of American journalism through people	<b>Narrative:</b> 62-64 Chapter Introduction 64-68 The First Amendments and Journalists <b>Activity:</b> 86 Recall #4
(iv)	identify the development of American journalism through events	<b>Narrative:</b> 64-68 The First Amendment and Journalists 421-422 First complete paragraph on 421 to heading "Using Journalism to Create Community" on 422 <b>Activity:</b> 86 Recall #1-4

(B) identify the foundations of press law, including copyright law, the fair use exemption, and the ownership of intellectual property

(i)	identify the foundations of press law, including copyright law	<b>Narrative:</b> 82-85 Copyright Laws 65 first full paragraph at the top, starting with "The foundation of press laws..." <b>Activity:</b> 86 Critical Thinking #6, 7
(ii)	identify the foundations of press law, including the fair use exemption	<b>Narrative:</b> 85 First complete paragraph on page <b>Activity:</b> 86 Recall #9
(iii)	identify the foundations of press law, including the ownership of intellectual property	<b>Narrative:</b> 85 All narrative on the page, starting with the content after #5 and continuing into the paragraphs that follow



Standard		Correlating Textbook Pages
		<b>Activity:</b> 86 Recall #9
(C) identify the foundations of journalistic ethics		
(i)	identify the foundations of journalistic ethics	<b>Narrative:</b> 94-5, 96-103, Content under the headings “Codes of Ethics” and “What You Owe Your Audience” <b>Activity:</b> 118 Recall #3, Critical Thinking #1
(D) distinguish between responsible and irresponsible media action		
(i)	distinguish between responsible and irresponsible media action	<b>Narrative:</b> 92-96, 96-103, Content under the headings “Ethical Dilemmas,” “Codes of Ethics,” and “The ABCs of Journalism.” <b>Activity:</b> 118 Recall #10, Critical Thinking #2
(E) understand the consequences of plagiarism		
(i)	understand the consequences of plagiarism	<b>Narrative:</b> 114-117 What Do You Owe Your Publication and the Journalism Profession? <b>Activity:</b> 118 Recall #9
<b>Standard 2 The student demonstrates an understanding of the different forms of media and the different types of journalistic writing. The student is expected to:</b>		
(A) distinguish the similarities and differences of print, broadcast, and online media		
(i)	distinguish the similarities of print, broadcast, and online media	<b>Narrative:</b> 34 Introduction, 137 How Long Should a Lead Be? 188 Fourth paragraph 191 Headlines Work in Tight Quarters <b>Activity:</b> Recall #8
(ii)	distinguish the differences of print, broadcast, and online media	<b>Narrative:</b> 191 Broadcast Headlines 193 Print Headlines 428-429 Encourage Comments and Discussions of the News 508, 510-511 Post-Production: Putting It Together <b>Activity:</b> 442 Critical Thinking #1
(B) distinguish the similarities and differences of news, feature, and opinion writing		
(i)	distinguish the similarities of news, feature, and opinion writing	<b>Narrative:</b> 288-289 Introduction 292 Sidebars 368-371 What Does It Take to Be a Good Columnist <b>Activity:</b> 312 Recall #1
(ii)	distinguish the differences of news, feature, and opinion writing	<b>Narrative:</b> 288-289 Introduction



Standard		Correlating Textbook Pages
		292 Sidebars 354 Journalists Wear Two Hats <b>Activity:</b> 312 Recall #1 382 Critical Thinking #4, 5
<b>Standard 3 The student reports and writes for a variety of audiences and purposes and researches self-selected topics to write journalistic texts. The student is expected to:</b>		
(A) demonstrate an understanding of the elements of news		
	(i) demonstrate an understanding of the elements of news	<b>Narrative:</b> 125 A Journalist's Job 128-136 Five W's Lead 155-181 Writing General News Stories <b>Activity:</b> 150 Recall #1, 2; Critical Thinking #2, 3; Application #1, 2 182 Recall #1, 5; Application #4
(B) select the most appropriate journalistic format to present content		
	(i) select the most appropriate journalistic format to present content	<b>Narrative:</b> 27 Fourth and fifth paragraphs under the heading, "Avoiding Implicit Bias" <b>Activity:</b> 150 Critical Thinking #4
(C) locate information sources such as persons, databases, reports, and past interviews; gather background information; and research to prepare for an interview or investigate a topic		
	(i) locate information sources	<b>Narrative:</b> 227-228 Preliminary Research 230, 234-238 Deeper Research <b>Activity:</b> 182 Application #5 250 Recall #6; Critical Thinking #1,2,3; Application #1
	(ii) gather background information	<b>Narrative:</b> 227-228 Preliminary Research 230, 234-238 Deeper Research <b>Activity:</b> 182 Application #5 250 Recall #1, 5; Critical Thinking #1, 3; Application #1, 3
	(iii) research to prepare for an interview or investigate a topic	<b>Narrative:</b> 258 Where to Begin 258-259 Whom to Ask 261-264 What to Ask, What to Pack <b>Activity:</b> 250 Critical Thinking #1; Application #3 250 Recall #1, 5; Critical Thinking #1, 3; Application #1, 3
(D) plan and write relevant questions for an interview or in-depth research		
	(i) plan for an interview or in-depth research	<b>Narrative:</b> 25-27 Interviews



Standard		Correlating Textbook Pages
		256-267 Content under the heading “Interviews” through the fourth paragraph on page 267 505-506 Interviewing for Video or Radio <b>Activity:</b> 250 Application #3 282 Recall #1, 2, 8; Application #1
(ii)	write relevant questions for an interview or in-depth research	<b>Narrative:</b> 25-27 Interviews 261-264 What to Ask, What to Pack 505-506 Interviewing for Video or Radio <b>Activity:</b> 182 Application #4 282 Application #1
(E) gather information through interviews (in person or telephone)		
(i)	gather information through interviews (in person or telephone)	<b>Narrative:</b> 266-270 Content starting under the heading “Methods and Timing” through the narrative on page 270 505-506 Interviewing for Video or Radio <b>Activity:</b> 282 Recall #1, 2, 3, 4, 5, 8; Critical Thinking #1, 2, 3; Application #1
(F) evaluate and confirm the validity of background information from a variety of sources such as other qualified persons, books, and reports		
(i)	evaluate the validity of background information from a variety of sources	<b>Narrative:</b> 161 First paragraph on the page 238, 240-243 Evaluating Sources 245-249 Evaluating Internet Sources <b>Activity:</b> 250 Recall #8, 9; Critical Thinking #7, 8
(ii)	confirm the validity of background information from a variety of sources	<b>Narrative:</b> 238, 240-243 Evaluating Sources 245-249 Evaluating Internet Sources <b>Activity:</b> 250 Critical Thinking #7 282 Recall #6
(G) write copy synthesizing direct and indirect quotes and other research		
(i)	write copy synthesizing direct and indirect quotes and other research	<b>Narrative:</b> 275-281 Handling Quotations 294-295 Historical Features <b>Activity:</b> 250 Application #2 282 Recall #9, 10, 11; Critical Thinking #4, 5, 6; Application #2
(H) use journalistic style to write copy		
(i)	use journalistic style to write copy	<b>Narrative:</b> 103-104 Copy Editing, Revising and Rewriting 128-136 Five W’s Leads



Standard		Correlating Textbook Pages
		142-144 The Inverted Pyramid <b>Activity:</b> 150 Recall #1, 2; Critical Thinking #2, 3; Application #1, 2
<b>(I) revise and edit copy using appropriate copy editing symbols</b>		
(i)	revise copy using appropriate copy editing symbols	<b>Narrative:</b> 103-104 Copy Editing, Revising and Rewriting <b>Activity:</b> 118 Application #5 312 Application #3
(ii)	edit copy using appropriate copy editing symbols	<b>Narrative:</b> 103-104 Copy Editing, Revising and Rewriting <b>Activity:</b> 118 Application #5 312 Application #3
<b>(J) rewrite copy</b>		
(i)	rewrite copy	<b>Narrative:</b> 103-104 Copy Editing, Revising and Rewriting <b>Activity:</b> 118 Application #5 312 Application #3
<b>(K) create different forms of journalistic writing such as reviews, ad copy, columns, news, features, and editorials to inform, entertain, and/or persuade</b>		
(i)	create different forms of journalistic writing to inform	<b>Narrative:</b> 299-307 Writing Feature Stories 368-374 Columns 404-411 Organizing Your Review <b>Activity:</b> 150 Application #3,4 182 Application #4,5
(ii)	created different forms of journalistic writing to entertain	<b>Narrative:</b> 180-181 Third paragraph under "It's Not All bad News: Writing Brights" 346 Sports Columns <b>Activity:</b> 348 Application #3
(iii)	create different forms of journalistic writing to persuade	<b>Narrative:</b> 355-362 The Staff Editorial 362-368 Signed Opinion Pieces 404-406 Organizing Your Review <b>Activity:</b> 382 Application #1-8 412 Application #3
<b>(L) write captions</b>		
(i)	write captions	<b>Narrative:</b> 212-219 Captions 497 Captions <b>Activity:</b>



Standard		Correlating Textbook Pages
		220 Recall #11; Application #3,4 518 Application #1
(M) demonstrate an understanding of the function of headlines through the writing of headlines		
(i)	demonstrate an understanding of the function of headlines through the writing of headlines	<b>Narrative:</b> 189-212 Headlines 452-453 Making Headlines <b>Activity:</b> 220 Recall #2,3,6,10; Critical Thinking #2,4; Application #1
<b>Standard 4 The student demonstrates understanding of the principles of publishing though design using available technologies. The student is expected to:</b>		
(A) identify the appropriate form of journalistic publication to present content such as newspapers, newsmagazines, online media, broadcasts, and newsletters		
(i)	identify the appropriate form of journalistic publication to present content	<b>Narrative:</b> 27 Avoiding Implicit Bias 423-425 Your Audience Can Shape Your Content 430 Include Multiple Perspectives <b>Activity:</b> 28 Critical Thinking #6 442 Critical Thinking #1
(B) design elements into an acceptable presentation		
(i)	design elements into an acceptable presentation	<b>Narrative:</b> 449-459 Smart and Pretty Design 459-475 Bringing the Design Concept to Life 475-478 Executing the Design <b>Activity:</b> 480 Recall #4, 5, 6, 8, 10; Application #1,2,3
(C) use illustrations or photographs that have been cropped to communicate a topic		
(i)	use illustrations or photographs that have been cropped to communicate a topic	<b>Narrative:</b> 494-495 Cropping 297-298 Mug Shots 495-496 Lead Room <b>Activity:</b> 518 Critical Thinking #1
(ii)	use illustrations or photographs that have been cropped to emphasize a topic	<b>Narrative:</b> 494-495 Cropping 297-298 Mug Shots 495-496 Lead Room <b>Activity:</b> 518 Critical Thinking #1
(D) use graphic devices such as lines, screens, and art to communicate and emphasize a topic		
(i)	use graphic devices to communicate a topic	<b>Narrative:</b> 459-475 Bringing the Design Concept to Life 475-478 Executing the Design <b>Activity:</b> 480 Recall #4,5,6; Application #2,3



Standard		Correlating Textbook Pages	
	(ii) use graphic devices to emphasize a topic		<b>Narrative:</b> 459-475 Bringing the Design Concept to Life 475-478 Executing the Design <b>Activity:</b> 480 Recall #4,5,6; Application #2,3
(E) prepare a layout for publication			
	(i) prepare a layout for publication		<b>Narrative:</b> 450-451 Planning Your Design 451-459 Aiming for Smart Design 459-475 Bringing the Design Concept to Life 475-478 Executing the Design <b>Activity:</b> 480 Application #4
<b>Standard 5 The student demonstrates an understanding of the economics of publishing. The student is expected to:</b>			
(A) understand the general salesmanship in selling professional or student-produced publications			
	(i) understand the general salesmanship in selling professional or student-produced publications		<b>Narrative:</b> 524-540 Selling Ads <b>Activity:</b> 560 Recall #1, 2, 3; Critical Thinking #1, 2; Application #1, 2
(B) differentiate between advertising appeals and propaganda			
	(i) differentiate between advertising appeals and propaganda		<b>Narrative:</b> 542 What is the Goal of the Ad? <b>Activity:</b> 560 Critical Thinking #4
(C) differentiate between the various types of advertising such as classified, display, public service, and online advertising			
	(i) differentiate between the various types of advertising		<b>Narrative:</b> 540-559 Designing Ads <b>Activity:</b> 560 Recall #5, 6; Application #3
(D) design an advertisement for a particular audience			
	(i) design an advertisement for a particular audience		<b>Narrative:</b> 540-559 Designing Ads <b>Activity:</b> 560 Critical Thinking #2, 3, 5; Application #3