



Goodheart-Willcox Publisher Correlation of <b>JOURNALISM: PUBLISHING ACROSS MEDIA</b> ©2021 to Texas §110.62. Journalism (One-Half to One Credit)		
(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> p. 62-64 Chapter Introduction p. 64-68 The First Amendment and Journalists <b>Activity:</b> p. 86 Recall #4
(ii)	identify the history of American journalism through events	<b>Narrative:</b> p. 64-68 The First Amendment and Journalists p. 421-422 First complete paragraph on p. 421 to heading "Using Journalism to Create Community" on p. 422 <b>Activity:</b> p. 86 Recall #1-4
(iii)	identify the development of American journalism through people	<b>Narrative:</b> p. 62-64 Chapter Introduction p. 64-68 The First Amendments and Journalists <b>Activity:</b> p. 86 Recall #4
(iv)	identify the development of American journalism through events	<b>Narrative:</b> p. 64-68 The First Amendment and Journalists p. 421-422 First complete paragraph on p. 421 to heading "Using Journalism to Create Community" on p. 422 <b>Activity:</b> p. 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> p. 82-85 Copyright Laws p. 65 first full paragraph at the top, starting with "The foundation of press laws..." <b>Activity:</b> p. 86 Critical Thinking #6, 7



	(ii)	identify the foundations of press law, including the fair use exemption	<b>Narrative:</b> p. 85 First complete paragraph on page <b>Activity:</b> p. 86 Recall #9
	(iii)	identify the foundations of press law, including the ownership of intellectual property	<b>Narrative:</b> p. 85 All narrative on the page, starting with the content after #5 and continuing into the paragraphs that follow <b>Activity:</b> p. 86 Recall #9
<b>(C) identify the foundations of journalistic ethics</b>			
	(i)	identify the foundations of journalistic ethics	<b>Narrative:</b> p. 94-5, 96-103, Content under the headings "Codes of Ethics" and "What You Owe Your Audience" <b>Activity:</b> p. 118 Recall #3, Critical Thinking #1
<b>(D) distinguish between responsible and irresponsible media action</b>			
	(i)	distinguish between responsible and irresponsible media action	<b>Narrative:</b> p. 92-96, 96-103, Content under the headings "Ethical Dilemmas," "Codes of Ethics," and "The ABCs of Journalism." <b>Activity:</b> p. 118 Recall #10, Critical Thinking #2
<b>(E) understand the consequences of plagiarism</b>			
	(i)	understand the consequences of plagiarism	<b>Narrative:</b> p. 114-117 What Do You Owe Your Publication and the Journalism Profession? <b>Activity:</b> p. 118 Recall #9
<b>(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>			
<b>(A) distinguish the similarities and differences of print, broadcast, and online media</b>			
	(i)	distinguish the similarities of print, broadcast, and online media	<b>Narrative:</b> p. 34 Introduction p. 137 How Long Should a Lead Be? p. 188 Fourth paragraph p. 191 Headlines Work in Tight Quarters <b>Activity:</b> Recall #8
	(ii)	distinguish the differences of print, broadcast, and online media	<b>Narrative:</b> p. 191 Broadcast Headlines p. 193 Print Headlines p. 428-429 Encourage Comments and Discussions of the News



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			p. 508, 510-511 Post-Production: Putting It Together <b>Activity:</b> p. 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> p. 288-289 Introduction p. 292 Sidebars p. 368-371 What Does It Take to Be a Good Columnist <b>Activity:</b> p. 312 Recall #1
	(ii)	distinguish the differences of news, feature, and opinion writing	<b>Narrative:</b> p. 288-289 Introduction p. 292 Sidebars p. 354 Journalists Wear Two Hats <b>Activity:</b> p. 312 Recall #1 p. 382 Critical Thinking #4, 5
(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:			
(A) demonstrate an understanding of the elements of news			
	(i)	demonstrate an understanding of the elements of news	<b>Narrative:</b> p. 125 A Journalist's Job p. 128-136 Five W's Lead p. 155-181 Writing General News Stories <b>Activity:</b> p. 150 Recall #1, 2; Critical Thinking #2, 3; Application #1, 2 p. 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> p. 27 Fourth and fifth paragraphs under the heading, "Avoiding Implicit Bias" <b>Activity:</b> p. 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> p. 227-228 Preliminary Research p. 230, 234-238 Deeper Research <b>Activity:</b> p. 182 Application #5 p. 250 Recall #6; Critical Thinking #1,2,3; Application #1



	(ii)	gather background information	<b>Narrative:</b> p. 227-228 Preliminary Research p. 230, 234-238 Deeper Research <b>Activity:</b> p. 182 Application #5 p. 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> p. 258 Where to Begin p. 258-259 Whom to Ask p. 261-264 What to Ask, What to Pack <b>Activity:</b> p. 250 Critical Thinking #1; Application #3 p. 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> p. 25-27 Interviews p. 256-267 Content under the heading "Interviews" through the fourth paragraph on p. 267 p. 505-506 Interviewing for Video or Radio <b>Activity:</b> p. 250 Application #3 p. 282 Recall #1, 2, 8; Application #1
	(ii)	write relevant questions for an interview or in-depth research	<b>Narrative:</b> p. 25-27 Interviews p. 261-264 What to Ask, What to Pack p. 505-506 Interviewing for Video or Radio <b>Activity:</b> p. 182 Application #4 p. 282 Application #1
(E) gather information through interviews (in person or telephone)			
	(i)	gather information through interviews (in person or telephone)	<b>Narrative:</b> p. 266-270 Content starting under the heading "Methods and Timing" through the narrative on page 270 p. 505-506 Interviewing for Video or Radio <b>Activity:</b> p. 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> p. 161 First paragraph on the page



			p. 238, 240-243 Evaluating Sources p. 245-249 Evaluating Internet Sources <b>Activity:</b> p. 250 Recall #8, 9; Critical Thinking #7, 8
	(ii)	confirm the validity of background information from a variety of sources	<b>Narrative:</b> p. 238, 240-243 Evaluating Sources p. 245-249 Evaluating Internet Sources <b>Activity:</b> p. 250 Critical Thinking #7 p. 282 Recall #6
<b>(G) write copy synthesizing direct and indirect quotes and other research</b>			
	(i)	write copy synthesizing direct and indirect quotes and other research	<b>Narrative:</b> p. 275-281 Handling Quotations p. 294-295 Historical Features <b>Activity:</b> p. 250 Application #2 p. 282 Recall #9, 10, 11; Critical Thinking #4, 5, 6; Application #2
<b>(H) use journalistic style to write copy</b>			
	(i)	use journalistic style to write copy	<b>Narrative:</b> p. 103-104 Copy Editing, Revising and Rewriting p. 128-136 Five W's Leads p. 142-144 The Inverted Pyramid <b>Activity:</b> p. 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> p. 103-104 Copy Editing, Revising and Rewriting <b>Activity:</b> p. 118 Application #5 p. 312 Application #3
	(ii)	edit copy using appropriate copy editing symbols	<b>Narrative:</b> p. 103-104 Copy Editing, Revising and Rewriting <b>Activity:</b> p. 118 Application #5 p. 312 Application #3
<b>(J) rewrite copy</b>			
	(i)	rewrite copy	<b>Narrative:</b> p. 103-104 Copy Editing, Revising and Rewriting <b>Activity:</b>



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			p. 118 Application #5 p. 312 Application #3
(K) create different forms of journalistic writing such as reviews, ad copy, columns, news, features, and editorials to inform, entertain, and/or persuade			
	(i)	create different forms of journalistic writing to inform	<b>Narrative:</b> p. 299-307 Writing Feature Stories p. 368-374 Columns p. 404-411 Organizing Your Review <b>Activity:</b> p. 150 Application #3,4 p. 182 Application #4,5
	(ii)	created different forms of journalistic writing to entertain	<b>Narrative:</b> p. 180-181 Third paragraph under “It’s Not All bad News: Writing Brights” p. 346 Sports Columns <b>Activity:</b> p. 348 Application #3
	(iii)	create different forms of journalistic writing to persuade	<b>Narrative:</b> p. 355-362 The Staff Editorial p. 362-368 Signed Opinion Pieces p. 404-406 Organizing Your Review <b>Activity:</b> p. 382 Application #1-8 p. 412 Application #3
(L) write captions			
	(i)	write captions	<b>Narrative:</b> p. 212-219 Captions p. 497 Captions <b>Activity:</b> p. 220 Recall #11; Application #3,4 p. 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> p. 189-212 Headlines p. 452-453 Making Headlines <b>Activity:</b> p. 220 Recall #2,3,6,10; Critical Thinking #2,4; Application #1
(4) The student demonstrates understanding of the principles of publishing though design using available technologies. The student is expected to:			
(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> p. 27 Avoiding Implicit Bias



			<p>p. 423-425 Your Audience Can Shape Your Content</p> <p>p. 430 Include Multiple Perspectives</p> <p><b>Activity:</b></p> <p>p. 28 Critical Thinking #6</p> <p>p. 442 Critical Thinking #1</p>
<b>(B) design elements into an acceptable presentation</b>			
	(i)	design elements into an acceptable presentation	<p><b>Narrative:</b></p> <p>p. 449-459 Smart and Pretty Design</p> <p>p. 459-475 Bringing the Design Concept to Life</p> <p>p. 475-478 Executing the Design</p> <p><b>Activity:</b></p> <p>p. 480 Recall #4, 5, 6, 8, 10; Application #1,2,3</p>
<b>(C) use illustrations or photographs that have been cropped to communicate a topic</b>			
	(i)	use illustrations or photographs that have been cropped to communicate a topic	<p><b>Narrative:</b></p> <p>p. 494-495 Cropping</p> <p>p. 297-298 Mug Shots</p> <p>p. 495-496 Lead Room</p> <p><b>Activity:</b></p> <p>p. 518 Critical Thinking #1</p>
	(ii)	use illustrations or photographs that have been cropped to emphasize a topic	<p><b>Narrative:</b></p> <p>p. 494-495 Cropping</p> <p>p. 297-298 Mug Shots</p> <p>p. 495-496 Lead Room</p> <p><b>Activity:</b></p> <p>p. 518 Critical Thinking #1</p>
<b>(D) use graphic devices such as lines, screens, and art to communicate and emphasize a topic</b>			
	(i)	use graphic devices to communicate a topic	<p><b>Narrative:</b></p> <p>p. 459-475 Bringing the Design Concept to Life</p> <p>p. 475-478 Executing the Design</p> <p><b>Activity:</b></p> <p>p. 480 Recall #4,5,6; Application #2,3</p>
	(ii)	use graphic devices to emphasize a topic	<p><b>Narrative:</b></p> <p>p. 459-475 Bringing the Design Concept to Life</p> <p>p. 475-478 Executing the Design</p> <p><b>Activity:</b></p> <p>p. 480 Recall #4,5,6; Application #2,3</p>
<b>(E) prepare a layout for publication</b>			
	(i)	prepare a layout for publication	<p><b>Narrative:</b></p> <p>p. 450-451 Planning Your Design</p> <p>p. 451-459 Aiming for Smart Design</p>





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			<p>p. 459-475 Bringing the Design Concept to Life</p> <p>p. 475-478 Executing the Design</p> <p><b>Activity:</b></p> <p>p. 480 Application #4</p>
(5) The student demonstrates an understanding of the economics of publishing. The student is expected to:			
(A) understand the general salesmanship in selling professional or student-produced publications			
	(i)	understand the general salesmanship in selling professional or student-produced publications	<p><b>Narrative:</b></p> <p>p. 524-540 Selling Ads</p> <p><b>Activity:</b></p> <p>p. 560 Recall #1, 2, 3; Critical Thinking #1, 2; Application #1, 2</p>
(B) differentiate between advertising appeals and propaganda			
	(i)	differentiate between advertising appeals and propaganda	<p><b>Narrative:</b></p> <p>p. 542 What is the Goal of the Ad?</p> <p><b>Activity:</b></p> <p>p. 560 Critical Thinking #4</p>
(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	<p><b>Narrative:</b></p> <p>p. 540-559 Designing Ads</p> <p><b>Activity:</b></p> <p>p. 560 Recall #5, 6; Application #3</p>
(D) design an advertisement for a particular audience			
	(i)	design an advertisement for a particular audience	<p><b>Narrative:</b></p> <p>p. 540-559 Designing Ads</p> <p><b>Activity:</b></p> <p>p. 560 Critical Thinking #2, 3, 5; Application #3</p>