



Washington
Journalism
Education
Association

Alignment of Washington State Journalism Curriculum Goals with Essential Academic Learning Requirements or Grade Level Expectations (Grades 9-10)

The Office of the Superintendent of Public Instruction (OSPI) approved Washington State Journalism Curriculum Guidelines list them as Goals. Today, teachers must list them as either Essential Academic Learning Requirements (EALRs) or as Grade Level Expectations (GLEs). These charts align the state journalism goals accordingly.

EALRs and GLEs are used for Communication, Writing, Reading and Mathematics. GLEs at the Grade 9/10 are listed. Of course many GLEs from lower grades also apply, but most journalism programs are in this grade range.

Other subject areas do not have GLEs available as yet so they are listed as EALRs only. The complete Washington State Journalism Curriculum Guidelines book should be present in every journalism classroom. Copies are available free of charge at Washington Journalism Education Association meetings and workshops or from Fern Valentine at f.valentine@comcast.net. The Washington Journalism Education Association's goal is to help advisers develop excellent journalism programs. Information about the organization is available at www.wjea.net.

July 2006

**WASHINGTON STATE
JOURNALISM
CURRICULUM GOALS
GOAL 1**

**The student understands
and exercises the rights and
responsibilities of free speech
in American Society.**

- The student understands and values the rights of the press guaranteed in the First Amendment.
- The student knows the official implications and stated limitation to a free press including libel, privacy, plagiarism and copyright.
- The student understands the responsibilities of the press to inform.
- The student demonstrates the ethical responsibility of truthfulness, fairness, accuracy and objectivity.
- The student understands the role of an editorial policy in determining content and form, and publication's policy on contributions.

**CORRESPONDING ESSENTIAL ACADEMIC LEARNING
REQUIREMENTS OR GRADE LEVEL EXPECTATIONS**

Civics EALR

1. The student understands and can explain the core values and principles of the U.S. democracy as set forth in foundational documents, including the Declaration of Independence and the Constitution.
 - 1.1 understand and interpret the major ideas of foundational documents such as the Declaration of Independence, the Constitution, and other foundational documents.
 - 1.2 examine key ideals of U.S. democracy such as individual human dignity, liberty, justice, equality, and the rule of law.
2. The student analyzes the purposes and organization of governments and laws.
 - 2.2 understand the function and effect of law.
4. The student understands the rights and responsibilities of citizenship and the principles of democratic civic involvement.
 - 4.1 understand individual rights and their accompanying responsibilities, including responsibility in problem-solving and decision-making at the local, state, national, and international level.
 - 4.2 identify and demonstrate rights of U.S. citizenship related to school, local, state, national, and international issues

Reading EALR

- 2.2 expand comprehension by analyzing, interpreting, and synthesizing information and ideas.
- 2.3 think critically and analyze authors' use of language, style, purpose, and perspective.

Reading GLE

- 2.1.7 Apply comprehension monitoring strategies for informational and technical materials, complex narratives, and expositions: determine importance and summarize the text.
- 2.2.2 Apply understanding of complex organizational features of printed text and electronic sources.
- 2.3.4 Synthesize information from a variety of sources.

Communications EALR

- 3.1 use language to interact effectively and responsibly with others.

Communications GLE

- 1.2 Understands, analyzes, synthesizes, or evaluates information from a variety of sources.
 - 2.2.2 Applies skills and strategies to contribute responsibly in a group setting.
 - 2.3.1 Analyzes the influence of cultural principles, beliefs, and world views on inter-cultural communication.



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**WASHINGTON STATE
JOURNALISM
CURRICULUM GOALS
GOAL 2**

**The student analyzes and
evaluates mass media as an
informed consumer.**

- The student knows basic terminology of mass media.
- The student identifies the types, characteristics and purposes of print and non-print media.
- The student differentiates between fact and opinion.
- The student knows persuasive techniques.
- The student has an awareness of careers in journalism.
- The student realizes the media's role in the community.
- The student understands the funding of the media and its implications for consumers.



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**CORRESPONDING ESSENTIAL ACADEMIC LEARNING
REQUIREMENTS OR GRADE LEVEL EXPECTATIONS**

Communications EALR

- 1.2 listen and observe to gain and interpret information.
4. The student analyzes and evaluates the effectiveness of formal and informal communication.
- 4.3 analyze mass communication
- 4.4 analyze how communication is used in career settings

Communications GLE

- 1.2.1 Evaluates effectiveness of and creates a personal response to visual and auditory information
- 1.2.2 Evaluates the effect of bias and persuasive techniques in mass media.
- 4.1.2 Analyzes and evaluates strengths and weaknesses of others' formal and informal communication using own or established criteria.

Writing EALR

4. The student analyzes and evaluates the effectiveness of written work.

Writing GLE

- 2.1.1 Applies understanding of multiple and varied audiences to write effectively.
- 2.2.1 Demonstrates understanding of different purposes for writing.
- 3.1.2 Analyzes and selects effective organizational structure.
- 3.2.1 Analyzes audience and purposes and appropriate voice.uses
- 4.1.1 Analyzes and evaluates writing using established criteria.

History EALR

2. The student applies the methods of social science investigation to investigate, compare and contrast interpretations of historical events.
3. The student understands the origin and impact of ideas and technological developments on history and social change.

Reading EALR

1. The student understands and uses different skills and strategies to read.
- 1.3 read fluently, adjusting reading for purpose and material
- 1.5 use features of nonfiction text and computer software such as titles, headings, pictures, maps, and charts to find and understand specific information
2. The student understands the meaning of what is read.

Reading GLE

- 1.3.2 Understand and apply content/academic vocabulary critical to the meaning of the text, including vocabularies relevant to different contexts, cultures, and communities
- 2.1.5 Apply comprehension monitoring strategies for informational and technical materials, complex narratives, and expositions: synthesize ideas from selections to make predictions and inferences
- 2.3.2 Evaluate informational materials, including electronic sources, for effectiveness.
- 2.3.4 Synthesize information from a variety of sources.
- 4.4 analyze how communication is used in career settings

Economics EALR

1. The student understands basic economic concepts and analyzes the effect of economic systems on individuals, groups, and society.

**WASHINGTON STATE
JOURNALISM
CURRICULUM GOALS
GOAL 3**

**The student seeks actively,
gathers and evaluates infor-
mation.**

- The student locates sources and researches background.
- The student exercises the right to access information.
- The student evaluates the authority/bias of a source.
- The student develops interviewing skills.
- The student develops note taking skills and attributes information to its sources.
- The student distinguishes what is relevant and newsworthy.



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**CORRESPONDING ESSENTIAL ACADEMIC LEARNING REQUIREMENTS OR
GRADE LEVEL EXPECTATIONS**

Communications EALR

1. The student uses listening and observation skills to gain understanding.
3. The student uses communication strategies and skills to work effectively with others.

Communications GLE

- 1.1 Uses listening and observation skills and strategies to focus attention and interpret information.
 - 1.2.1 Evaluates effectiveness of and creates a personal response to visual and auditory information.
 - 1.2.2 Evaluates the effect of bias and persuasive techniques in mass media.
 - 2.1.1 Analyzes the needs of the audience, situation, and setting to adjust language and other communication strategies.
 - 2.2.2 Applies skills and strategies to contribute responsibly in a group setting.

Reading GLE

- 2.1.4 Apply comprehension monitoring strategies for informational and technical materials, complex narratives, and expositions: use prior knowledge.
- 2.1.5 Apply comprehension monitoring strategies for informational and technical materials, complex narratives, and expositions: synthesize ideas from selections to make predictions and inferences.
- 2.1.6 Apply comprehension monitoring strategies for informational and technical materials, complex narratives, and expositions: monitor for meaning, create mental images, and generate and answer questions.
- 2.1.7 Apply comprehension monitoring strategies for informational and technical materials, complex narratives, and expositions: determine importance and summarize the text.
- 2.2.2 Apply understanding of complex organizational features of printed text and electronic sources.
- 2.3.2 Evaluate informational materials, including electronic sources, for effectiveness.
- 2.3.4 Synthesize information from a variety of sources.
- 2.4.1 Analyze informational/expository text and literary/narrative text to draw conclusions and develop insights.
- 2.4.3 Analyze and evaluate text for validity and accuracy.
- 2.4.5 Analyze text to generalize, express insight, or respond by connecting to other texts or situations
- 2.4.6 Analyze and evaluate the presentation and development of ideas and concepts within, among, and beyond multiple texts.
 - 3.1.1 Analyze web-based and other resource materials (including primary sources and secondary sources) for relevance in answering research questions.
 - 3.2.2 Apply understanding of complex information, including functional documents, to perform a task.
 - 3.3.1 Apply appropriate reading strategies for interpreting technical and non-technical documents used in job-related settings.

History EALR

- 2.1 investigate and research use sources of information such as historical documents, eyewitness accounts, photos, works of art, letters, and artifacts to investigate and understand historic occurrences.
- 2.3 synthesize information and reflect on findings

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**WASHINGTON STATE
JOURNALISM
CURRICULUM GOALS
GOAL 3**

**The student seeks actively,
gathers and evaluates infor-
mation.**

- The student locates sources and researches background.
- The student exercises the right to access information.
- The student evaluates the authority/bias of a source.
- The students develops inter-viewing skills.
- The student develops note taking skills and attributes information to its sources.
- The student distinguishes what is relevant and newsworthy.

**CORRESPONDING ESSENTIAL ACADEMIC LEARNING REQUIREMENTS OR
GRADE LEVEL EXPECTATIONS — CONTINUED**

Mathematics EALR

3. The student uses mathematical reasoning.

Mathematics GLE

- 1.4.3 Apply appropriate methods and technology to collect data or evaluate methods used by others
- 1.4.6 Apply understanding of statistics to make, analyze, or evaluate a statistical argument.
- 3.2.2 Analyze information to draw conclusions and support them using inductive and deductive reasoning.
- 3.2.3 Analyze procedures to determine appropriateness of claims and arguments for a given research questions

Writing EALR

3. The student understands and uses the steps of the writing process. To meet this standard, the student will:

- 3.1 pre write — generate ideas and gather information
- 3.2 draft — elaborate on a topic and supporting ideas

Writing GLE

- 3.1.1 Analyzes ideas, selects a manageable topic, and elaborates using specific, relevant details and/or examples.
- 3.1.2 Analyzes and selects effective organizational structure.
- 3.2.2 Analyzes and selects language appropriate for specific audiences and purposes.

Civics EALR

4.1 understand individual rights and their accompanying responsibilities



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**WASHINGTON STATE
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CURRICULUM GOALS
GOAL 4**

**The student recognizes,
writes and evaluates various
journalistic styles.**

- The student recognizes and writes using the five W's and the H.
- The student evaluates stories as to appropriateness for audience.
- The student recognizes the importance of direct and indirect quotations.
- The student recognizes, evaluates and writes news stories.
- The student recognizes, evaluates and writes feature stories.
- The student recognizes, evaluates and writes sports articles.
- The student recognizes, evaluates and writes editorials.
- The student recognizes, evaluates and writes commentaries, and columns.
- The student recognizes, evaluates and writes reviews.
- The student recognizes, evaluates and writes in-depth stories.
- The student writes yearbook copy.
- The student recognizes and writes headlines and captions.



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**CORRESPONDING ESSENTIAL ACADEMIC LEARNING REQUIREMENTS
OR GRADE LEVEL EXPECTATIONS**

Writing EALR

1. The student writes clearly and effectively
2. The student writes in a variety of forms for different audiences and purposes
3. The student understands and uses the steps of the writing process
4. The student analyzes and evaluates the effectiveness of written work

Writing GLE

- 1.5.1 Publishes in formats that are appropriate for specific audiences and purposes.
- 2.1.1 Applies understanding of multiple and varied audiences to write effectively.
- 2.2.1 Demonstrates understanding of different purposes for writing.
- 2.3.1 Uses a variety of forms/genres.
- 2.4.1 Produces documents used in a career setting.
- 3.1.1 Analyzes ideas, selects a manageable topic, and elaborates using specific, relevant details and/or examples.
- 3.1.2 Analyzes and selects effective organizational structure.
- 3.2.1 Analyzes audience and purposes and uses appropriate voice.
- 3.2.2 Analyzes and selects language appropriate for specific audiences and purposes.
- 3.2.3 Uses a variety of sentences consistent with audience, purpose, and form.

Communications EALR

1. The student uses listening and observing skills to gain understanding
2. The student communicates ideas clearly and effectively
- 4.3 analyze mass communication

Communications GLE

- 1.2.2 Evaluates the effect of bias and persuasive techniques in mass media.
- 2.1.1 Analyzes the needs of the audience, situation, and setting to adjust language and other communication strategies.
- 4.1.1 Analyzes and evaluates strengths and weaknesses of one's own communication using own or established criteria.
- 4.1.1 Analyzes and evaluates strengths and weaknesses of one's own communication using own or established criteria.
- 4.2.1 Applies strategies for setting grade level appropriate goals and evaluates improvement in communication.

Reading GLE

- 2.3.4 Synthesize information from a variety of sources.
- 2.4.3 Analyze and evaluate text for validity and accuracy.
- 2.4.5 Analyze text to generalize, express insight, or respond by connecting to other texts or situations.
- 3.1.1 Analyze web-based and other resource materials (including primary sources and secondary sources) for relevance in answering research questions.
- 3.2.2 Apply understanding of complex information, including functional documents, to perform a task.
- 3.3.1 Apply appropriate reading strategies for interpreting technical and non-technical documents used in job-related settings.

History EALR

- 2.3 synthesize information and reflect on findings
- 2.5 effectively use ... images to support presentation

**WASHINGTON STATE
JOURNALISM
CURRICULUM GOALS
GOAL 5**

The student uses editing skills.

- The student uses the established editing symbols.
- The student edits copy to correct grammar, spelling and punctuation.
- The student practices self-editing and peer-editing
- The student revises stories for appropriate format and content

**CORRESPONDING ESSENTIAL ACADEMIC LEARNING REQUIREMENTS
OR GRADE LEVEL EXPECTATIONS**

Writing EALR

1. The student writes clearly and effectively
- 3.4 edit — use resources to correct spelling, punctuation, grammar, and usage

Writing GLE

- 1.2.1 Analyzes task and composes multiple drafts when appropriate.
- 1.3.1 Revises text, including changing words, sentences, paragraphs, and ideas.
- 1.4.1 Edits for conventions
- 1.6.1 Applies understanding of the recursive nature of writing process.
Revises at any stage of process.
Edits as needed at any stage.
- 1.5.1 Publishes in formats that are appropriate for specific audiences and purposes.
- 3.3.2 Spells accurately in final draft.
- 3.2.2 Analyzes and selects language appropriate for specific audiences and purposes.
- 3.3.3 Applies capitalization rules.
- 3.3.4 Applies punctuation rules.
- 3.3.5 Applies usage rules.
- 3.3.6 Uses complete sentences in writing.
- 3.3.7 Applies paragraph conventions.
- 4.1.1 Analyzes and evaluates writing using established criteria.
- 4.1.2 Analyzes and evaluates own writing using established criteria.

Communications EALR

- 4.1 assess strengths and need for improvement
- 4.2 seek and offer feedback; seek and use feedback to improve communication; offer suggestions and comments to others

Communications GLE

- 4.1.1 Analyzes and evaluates strengths and weaknesses of one's own communication using own or established criteria.
- 4.1.1 Analyzes and evaluates strengths and weaknesses of one's own communication using own or established criteria.

Reading GLE

- 2.3.4 Synthesize information from a variety of sources.
- 2.4.3 Analyze and evaluate text for validity and accuracy.



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**WASHINGTON STATE
JOURNALISM
CURRICULUM GOALS
GOAL 6**

The student recognizes the relationship of photography, art, graphics and design to effective communication.

- The student sees the design of a publication as a whole
- The student uses the basic elements and principles of design.
- The student designs layouts that reflect contemporary trends and graphics for the type of publication.
- The student plans a systematic approach to photographic coverage and use of artwork.
- The student understands focus, contrast and composition guidelines in order to recognize acceptable quality prints.
- The student recognizes various type styles and sizes.

**CORRESPONDING ESSENTIAL ACADEMIC LEARNING REQUIREMENTS
OR GRADE LEVEL EXPECTATIONS**

Arts EALR

1. The student acquires the knowledge and skills necessary to create, to perform, and to respond effectively to the arts.
2. The student applies the creative process with arts knowledge and skills to reason and solve problems and express ideas
3. The student uses at least one of the art forms to communicate ideas and feelings.
 - 4.1 use arts skills and knowledge in other subject areas
 - 4.5 incorporate arts knowledge and skills into the workplace

Communications EALR

- 2.1 communicate clearly to a range of audiences for different purposes
- 2.5 effectively use images to support presentations

Communications GLE

- 1.2.1 Evaluates effectiveness of and creates a personal response to visual and auditory information.
 - 2.1.1 Analyzes the needs of the audience, situation, and setting to adjust language and other communication strategies.
 - 4.1.1 Analyzes and evaluates strengths and weaknesses of one's own communication using own or established criteria.
 - 4.1.2 Analyzes and evaluates strengths and weaknesses of others' formal and informal communication using own or established criteria.

Reading EALR

- 1.5 Use features of nonfiction text and computer software

Reading GLE

- 2.1.4 Apply comprehension monitoring strategies for informational and technical materials, complex narratives, and expositions: use prior knowledge.
- 2.2.2 Apply understanding of complex organizational features of printed text and electronic sources
- 2.1.3 Apply comprehension monitoring strategies during and after reading: determine importance using theme, main idea, and supporting details in grade-level informational/expository text and/or literary/narrative text. Organize theme, main idea and supporting details into a self-created graphic organizer to enhance text comprehension.
- 2.3.4 Synthesize information from a variety of sources.
- 3.1.1 Analyze web-based and other resource materials (including primary sources and secondary sources) for relevance in answering research questions.

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**WASHINGTON STATE
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CURRICULUM GOALS
GOAL 6**

The student recognizes the relationship of photography, art, graphics and design to effective communication.

- The student sees the design of a publication as a whole
- The student uses the basic elements and principles of design.
- The student designs layouts that reflect contemporary trends and graphics for the type of publication.
- The student plans a systematic approach to photographic coverage and use of artwork.
- The student understands focus, contrast and composition guidelines in order to recognize acceptable quality prints.
- The student recognizes various type styles and sizes.

**CORRESPONDING ESSENTIAL ACADEMIC LEARNING REQUIREMENTS
OR GRADE LEVEL EXPECTATIONS — CONTINUED**

Mathematics EALR

- 1.2 understand and apply concepts and procedures from measurement
- 1.3 understand and apply concepts and procedures from geometric sense
4. The student communicates knowledge and understanding in both everyday and mathematical language

Mathematics GLE

- 1.2.6 Understand and apply strategies to obtain reasonable measurements at an appropriate level of precision.
- 1.3.2 Apply understanding of geometric properties and relationships.
- 1.5.4 Apply understanding of equations, tables, or graphs to represent situations involving relationships that can be written as repeated addition (linear) or repeated multiplication (exponential).
- 3.1.1. Synthesize information from multiple sources in order to answer questions
- 4.1.1 Understand how to develop or apply an efficient system for collecting mathematical information for a given purpose.
- 4.2.2 Understand how to express ideas and situations using mathematical language and notation.
- 5.1.1 Apply multiple mathematical concepts and procedures in a given problem or situation.
- 5.2.1 Analyze mathematical patterns and ideas to extend mathematical thinking and modeling in other disciplines.

Writing GLE

- 1.5.1 Publishes in formats that are appropriate for specific audiences and purposes.



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**WASHINGTON STATE
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CURRICULUM GOALS
GOAL 7**

The student sets goals, solves problems, makes decisions, assumes responsibility and works cooperatively.

- The student uses management and organizational skills
- The student is self-motivated and meets deadlines.
- The student gives and receives constructive criticism and praise.
- The student accepts new ideas and respects the opinions of others.
- The student works with the group to develop an editorial policy.

**CORRESPONDING ESSENTIAL ACADEMIC LEARNING REQUIREMENTS
OR GRADE LEVEL EXPECTATIONS**

Communications EALR

1. The student uses listening and observation skills to gain understanding
3. The student uses communication strategies and skills to work effectively with others.
 - 4.1 assess strengths and need for improvement
 - 4.2 seek and offer feedback

Communications GLE

- 1.2.1 Evaluates effectiveness of and creates a personal response to visual and auditory information.
- 2.2: Uses interpersonal skills and strategies in a multicultural context to work collaboratively, solve problems, and perform tasks.
 - 2.2.1 Uses communication skills that demonstrate respect.
 - 2.2.2 Applies skills and strategies to contribute responsibly in a group setting.
- 3.1.1 Applies skills to plan and organize effective oral communication and presentation.
 - 3.3.1 Applies skills and strategies for the delivery of effective oral communication and presentations.
- 4.1.2 Analyzes and evaluates strengths and weaknesses of others' formal and informal communication using own or established criteria.
 - 4.2.1 Applies strategies for setting grade level appropriate goals and evaluates improvement in communication.

History EALR

3. The student understands the origin and impact of ideas and technological developments on history and social change.

Civics EALR

4. The student understands the rights and responsibilities of citizenship and the principles of democratic civic involvement.

Writing GLE

- 1.6.3 Uses knowledge of time constraints to adjust writing process.



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**WASHINGTON STATE
JOURNALISM
CURRICULUM GOALS
GOAL 8**

The student devises and executes a plan for financing a publication.

- The student understands personal and staff financial commitments.
- The student recognizes cost and deadline factors.
- The student participates in advertising, fundraising and publication sales campaigns.

**CORRESPONDING ESSENTIAL ACADEMIC LEARNING REQUIREMENTS
OR GRADE LEVEL EXPECTATIONS**

Economics EALR

1. The student understands basic economic concepts and analyzes the effect of economic systems on individuals, groups, and society.

Mathematics EALR

3. The student uses mathematical reasoning.

Mathematics GLE

- 1.4.6 Apply understanding of statistics to make, analyze, or evaluate a statistical argument.
- 2.2.1 Apply strategies, concepts, and procedures to devise a plan to solve the problem. Communications
- 2.2.2 Apply mathematical tools to solve the problem.
- 3.1.1. Synthesize information from multiple sources in order to answer questions.
- 3.2.2 Analyze information to draw conclusions and support them using inductive and deductive reasoning.
- 4.1.1 Understand how to develop or apply an efficient system for collecting mathematical information for a given purpose
- 4.1.1 Understand how to develop or apply an efficient system for collecting mathematical information for a given purpose
- 4.2.2 Understand how to express ideas and situations using mathematical language and notation.
- 5.1.1 Apply multiple mathematical concepts and procedures in a given problem or situation.
- 5.2.1 Analyze mathematical patterns and ideas to extend mathematical thinking and modeling in other disciplines.

Communications EALR

3. The student uses communication strategies and skills to work effectively with others.

Communications GLE

- 2.2.2 Applies skills and strategies to contribute responsibly in a group setting.
- 3.1.1 Applies skills to plan and organize effective oral communication and presentation.
- 3.3.1 Applies skills and strategies for the delivery of effective oral communication and presentations.



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**WASHINGTON STATE
JOURNALISM
CURRICULUM GOALS
GOAL 9**

The student designs and produces a publication.

- The student works with the group to determine content, form, format, budget and circulation.
- The student follows a schedule and meets deadlines.
- The student designs pages, including headlines, copy, photos, illustrations, graphics, captions and advertisements.
- The student demonstrates skill in using equipment.
- The student clearly communicates printing instructions.
- The student recognizes the importance of a publication as an accurate historical record.



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**CORRESPONDING ESSENTIAL ACADEMIC LEARNING REQUIREMENTS
OR GRADE LEVEL EXPECTATIONS**

Communications EALR

2. The student communicates ideas clearly and effectively.
- 2.5 effectively uses images to support presentations
3. The student uses communication strategies and skills to work effectively with others.

Communications GLE

- 1.2.1 Evaluates effectiveness of and creates a personal response to visual and auditory information.
- 2.1.1 Analyzes the needs of the audience, situation, and setting to adjust language and other communication strategies.

Component 2.2: Uses interpersonal skills and strategies in a multicultural context to work collaboratively, solve problems, and perform tasks.

- 2.2.1 Uses communication skills that demonstrate respect.
- 2.2.2 Applies skills and strategies to contribute responsibly in a group setting.
- 2.3.2 Creates personal intercultural communication norms to guide one's self in a diverse social system.
- 4.2.1 Applies strategies for setting grade level appropriate goals and evaluates improvement in communication.

Writing EALR

2. The student writes in a variety of forms for different audiences and purposes.
- 3.4 edit: use resources to correct spelling, punctuation, grammar and usage
- 3.5 publish; select a publishing form and produce a completed writing project to share with chosen audience

Writing GLE

- 1.1.1 Analyzes and selects effective strategies for generating ideas and planning writing.
- 1.2.1 Analyzes task and composes multiple drafts when appropriate
- 1.3.1 Revises text, including changing words, sentences, paragraphs, and ideas.
- 1.4.1 Edits for conventions
- 1.5.1 Publishes in formats that are appropriate for specific audiences and purposes.
- 1.6.2 Uses collaborative skills to adapt writing process.
- 1.6.3 Uses knowledge of time constraints to adjust writing process.
- 2.1.1 Applies understanding of multiple and varied audiences to write effectively.
- 2.2.1 Demonstrates understanding of different purposes for writing.
- 2.3.1 Uses a variety of forms/genres.
- 2.4.1 Produces documents used in a career setting.
- 3.1.1 Analyzes ideas, selects a manageable topic, and elaborates using specific, relevant details and/or examples.
- 3.1.2 Analyzes and selects effective organizational structure.
- 3.2.2 Analyzes and selects language appropriate for specific audiences and purposes.
- 3.2.3 Uses a variety of sentences consistent with audience, purpose, and form.
- 3.3.2 Spells accurately in final draft.
- 4.1.1 Analyzes and evaluates strengths and weaknesses of one's own communication using own or established criteria.
- 4.2.1 Applies strategies for setting grade level appropriate goals and evaluates improvement in communication.

Arts EALR

2. The student applies the creative process with arts knowledge and skills to reason and solve problems

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**WASHINGTON STATE
JOURNALISM
CURRICULUM GOALS
GOAL 9**

The student designs and produces a publication.

- The student works with the group to determine content, form, format, budget and circulation.
- The student follows a schedule and meets deadlines.
- The student designs pages, including headlines, copy, photos, illustrations, graphics, captions and advertisements.
- The student demonstrates skill in using equipment.
- The student clearly communicates printing instructions.
- The student recognizes the importance of a publication as an accurate historical record.

**CORRESPONDING ESSENTIAL ACADEMIC LEARNING REQUIREMENTS
OR GRADE LEVEL EXPECTATIONS —**

Mathematics GLE

- 1.2 understand and apply concepts and procedures from measurement
- 1.3 understand and apply concepts and procedures from geometric sense

Mathematics GLE

- 1.2.6 Understand and apply strategies to obtain reasonable measurements at an appropriate level of precision.
- 1.3.2 Apply understanding of geometric properties and relationships.
- 1.5.4 Apply understanding of equations, tables, or graphs to represent situations involving relationships that can be written as repeated addition (linear) or repeated multiplication (exponential).
- 3.1.1. Synthesize information from multiple sources in order to answer questions
- 4.1.1 Understand how to develop or apply an efficient system for collecting mathematical information for a given purpose.
- 4.2.2 Understand how to express ideas and situations using mathematical language and notation.
- 5.1.1 Apply multiple mathematical concepts and procedures in a given problem or situation.
- 5.2.1 Analyze mathematical patterns and ideas to extend mathematical thinking and modeling in other disciplines.

Reading EALR

- 1.5 Use features of nonfiction text and computer software

Reading GLE

- 3.1.1 Analyze web-based and other resource materials (including primary sources and secondary sources) for relevance in answering research questions.

History EALR

2. The student applies the methods of social science investigation to investigate, compare and contrast interpretations of historical events.



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