

To: Indiana State Board of Education

From: Office of Academics, Indiana Department of Education

Date: June 22, 2020

Re: Standards Review for Mass Media and Student Media

Pursuant to IC 20-31-3-2, the Indiana Department of Education (IDOE) shall provide academic standards for any course deemed necessary. As part of providing these standards, IDOE is committed to keeping them updated and relevant. Mass Media (1084) and Student Media (1086) were last revised and updated in 2008. Thus, to ensure the relevance of these standards, they have been updated in 2020. Pursuant to IC 20-31-3-4, the State Superintendent should appoint a committee of subject area teachers, higher education representatives with subject area expertise, and parents to serve on this committee.

Committees were formed for Mass Media and Student Media and the standards were reviewed. These committees met several times over during the Spring of 2020. IDOE and the participants on each committee showed a commitment to the improvement of these standards to more accurately represent the use of media in the world today. The standards show updates including the study of social media platforms, ethical standards, digital marketing, podcasting and other media related changes.

Having met the parameters established by Indiana Code, the IDOE recommends the Board approve the standards for Mass Media and Student Media.



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Indiana Academic Standards Mass Media: Grades 9-12



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Introduction

The Indiana Academic Standards for Mass Media are the result of a process designed to identify, evaluate, synthesize, and create the most high-quality, rigorous standards for Indiana students. The standards are designed to ensure that all Indiana students, upon graduation, are prepared for both college and career opportunities. In alignment with Indiana's Every Student Succeeds Act (ESSA) plan, the academic standards reflect the core belief that all students can achieve at a high level.

What are the Indiana Academic Standards?

The Indiana Academic Standards are designed to help educators, parents, students, and community members understand what students need to know and be able to do at each grade level, and within each content strand, in order to exit high school college and career ready. The academic standards should form the basis for strong Tier 1 instruction at each grade level and for each content area for all students, in alignment with Indiana's vision for Multi-Tiered Systems of Supports (MTSS). While the standards have identified the academic content or skills that Indiana students need to be prepared for both college and career, they are not an exhaustive list. Students require a wide range of physical, social, and emotional support to be successful. This leads to a second core belief outlined in Indiana's ESSA plan that learning requires an emphasis on the whole child.

While the standards may be used as the basis for curriculum, the Indiana Academic Standards are not a curriculum. Curricular tools, including textbooks, are selected by the district/school and adopted through the local school board. However, a strong standards-based approach to instruction is encouraged, as most curricula will not align perfectly with the Indiana Academic Standards. Additionally, attention should be given at the district and school-level to the instructional sequence of the standards as well as to the length of time needed to teach each standard. Every standard has a unique place in the continuum of learning - omitting one will certainly create gaps - but each standard will not require the same amount of time and attention. A deep understanding of the vertical articulation of the standards will enable educators to make the best instructional decisions. The Indiana Academic Standards must also be complemented by robust, evidence-based instructional practices, geared to the development of the whole child. By utilizing well-chosen instructional practices, social-emotional competencies and employability skills can be developed in conjunction with the content standards.

Acknowledgments

The Indiana Academic Standards have been developed through the time, dedication, and expertise of Indiana's K-12 teachers, higher education professors, and other representatives. The Indiana Department of Education (IDOE) acknowledges the committee members who dedicated many hours to the review and evaluation of these standards designed to prepare Indiana students for college and careers.

Mass Media: Grades 9-12

Mass Media: Narrative Storytelling	
Learning Outcome	
MS.1	Read and interact with a variety of media from journalistic outlets and read other texts related to media within a range of complexity appropriate for grades 9-12 that include possibilities for analysis of literary techniques, structure and style. By the end of this course, students interact with media and texts proficiently and independently at the low end of the range and with scaffolding as needed at the high end of the range.
Key Ideas and Textual Support	
MS.2.1	Analyze what a product says explicitly and implicitly as well as inferences and interpretations drawn from the media product through citing evidence determining where the product leaves matters uncertain.
MS.2.2	Compare and contrast the development of similar themes across two or more media products and analyze how they emerge and are shaped and refined by specific details.
MS.2.3	Analyze how the producer's choices impact subject development over the course of a media product.
MS.2.4	<p>Students are expected to build upon and continue applying concepts learned previously.</p> <p>Grade of Mastery: 2 <i>Make predictions about the context of text using prior knowledge of text features, explaining whether they were confirmed or not confirmed and why and be able to utilize and continue the skills.</i></p>
Structural Elements and Organization	
MS.3.1	Analyze and evaluate how a producer's choices concerning how to structure specific parts of a media product contribute to its overall meaning and effect.



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MS.3.2	Analyze a media product in which the audience must distinguish between what is directly stated and what is intended in order to understand the perspectives.
Synthesis and Connection of Ideas	
MS.4.1	Analyze multiple interpretations or adaptations of a story and evaluate how each version interprets the original source and the impact of the interpretations on the audience.
MS.4.2	Analyze and evaluate media of historical or cultural significance and how two or more media products treat similar themes, conflicts, issues, or topics, and maintain relevance for current audiences.

Mass Media: Nonfiction	
Learning Outcome	
MN.1	Read a variety of nonfiction media from journalistic outlets and read other texts related to media within a range of complexity appropriate for grades 9-12 that include possibilities for analysis of literary techniques, structure and style. By the end of this course, students interact with media products and texts proficiently and independently at the low end of the range and with scaffolding as needed at the high end of the range.
Key Ideas and Textual Support	
MN2.1	Analyze what a nonfiction media product says explicitly as well as inferences and interpretations drawn from the piece, including determining where the piece leaves matters uncertain by citing strong and thorough facts from observations, quotations, and specific details.
MN.2.2	Analyze the development of similar central ideas across two or more media products and determine how specific details shape and refine the central idea.
MN.2.3	Analyze a complex set of ideas or sequence of events and explain how specific ideas, facts, events, or individuals develop throughout the product.
Structural Elements and Organization	
MN.3.1	Students are expected to build upon and continue applying concepts learned previously. Grade of Mastery: 5 <i>Apply knowledge of text features in multiple print and digital sources to locate information, gain meaning from a text, or solve a problem.</i>
MN.3.2	Analyze and evaluate the effectiveness of the structure used in a persuasive argument including whether the structure makes points that are clear, convincing, and engaging.
MN.3.3	Determine perspective or purpose in a piece of media in which the rhetoric is particularly effective. Analyze how style and content contribute to the power and persuasiveness of the media product (e.g. <i>appeals to both friendly and hostile audiences and anticipates and addresses audience's concerns and counterclaims</i>).



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Synthesis and Connection of Ideas

MN.4.1	Delineate and evaluate the arguments and specific claims in U.S. and world media, assessing whether the reasoning is valid and the evidence is relevant and sufficient; analyze the impact of false statements and fallacious reasoning (e.g. <i>misinformation/disinformation, copyright, libel/slander, plagiarism, privacy, First Amendment</i>).
MN.4.2	Synthesize and evaluate multiple sources of information presented in different mediums in order to address a question or solve a problem.
MN.4.3	Analyze and synthesize foundational U.S. and world documents, such as the First Amendment and relevant case law, for their themes, purposes and rhetorical features.

Mass Media: Vocabulary

Learning Outcome

MV.1

Acquire and accurately use academic and content-specific words and phrases at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression, including those standard to the media industry.

Vocabulary Building

MV.2.1

Use context to determine or clarify the meaning of words and phrases.

MV.2.2

Students are expected to build upon and continue applying concepts learned previously.

Grade of Mastery: 7

Use the relationship between particular words to better understand each of the words (e.g. synonym/antonym, analogy).

MV.2.3

Analyze nuances in the meaning of words with similar denotations.

MV.2.4

Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *conceive*, *conception*, *conceivable*).

MV.2.5

Select appropriate general and specialized reference materials to find the pronunciation of a word or determine or clarify its precise meaning, part of speech, etymology, or standard usage (e.g. *Associated Press Stylebook*).

MV.2.6

Identify and apply knowledge of media-related terms in the following areas: media production process (*pre-production*, *production*, *post-production*), news reporting, writing, law, ethics, and technology.

Vocabulary in Media Writing and Production



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MV.3.1	Analyze the meaning of words and phrases as they are used in media products including figurative and connotative meanings; analyze the cumulative impact of specific word choices (e.g., <i>imagery, allegory, and symbolism</i>) on meaning and tone (e.g. <i>how the language evokes a sense of time and place; how it sets a formal and informal tone</i>).
MV.3.2	Determine the meaning of words and phrases as they are used in a nonfiction text, including figurative, connotative, and technical meanings; evaluate the cumulative impact of how an author or producer uses and refines the meaning of a key term or terms over the course of a text or media product.
MV.3.3	Interpret figures of speech and the use of colloquial terms (e.g. <i>paradox and idiom</i>) in context and analyze their role in a text or media product.

Mass Media: Writing	
Learning Outcome	
MW.1	Write routinely over a variety of time frames for a range of tasks, purposes, and audiences; apply reading standards to support analysis, reflection, and research by drawing evidence from a variety of texts and media products.
Handwriting	
MW.2	<p>Students are expected to build upon and continue applying concepts learned previously.</p> <p>Grade of Mastery: 4</p> <p><i>Write legibly in print or cursive, forming letters and words that can be read by others.</i></p>
Writing Genres: Editorial, News, Feature, and Narrative	
MW.3.1	<p>Write or produce arguments or commentaries in a variety of forms that:</p> <ul style="list-style-type: none"> • Introduce precise claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence, • Use rhetorical strategies to enhance the effectiveness of the claim, • Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases, • Use effective and varied transitions as well as varied syntax to link the major sections of the media piece, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims, • Establish and maintain a consistent style and tone appropriate to purpose and audience, • Provide a concluding statement or section that follows from and supports the argument presented, • Explore the personal significance of an experience, • Draw comparisons between specific incidents and broader themes related to important beliefs or generalizations about life,

	<ul style="list-style-type: none"> • Maintain a balance between individual events and more general and abstract ideas,
MW.3.2	<p>Write or produce informative products on a variety of topics that:</p> <ul style="list-style-type: none"> • Introduce a topic using a variety of lead-ins; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting(e.g., <i>headings</i>), graphics (e.g.,<i>figures,tables</i>),and multimedia when useful to aiding comprehension, • Utilize credible sources, develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic, • Use appropriate and varied transitions and syntax to link the major sections of the piece,create cohesion, and clarify the relationships among complex ideas and concepts, • Choose language, content- specific vocabulary, and techniques to manage the complexity of the topic, recognizing and eliminating wordiness and redundancy, • Establish and maintain an informative style appropriate to the purpose and audience, and • Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., <i>articulating implications or the significance of the topic</i>).
MW.3.3	<p>Write or produce narrative and feature-style media products in a variety of forms that:</p> <ul style="list-style-type: none"> • Engage and orient the audience by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and including narration and/or sources or characters, • Create a smooth progression of experiences or events, • Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple anecdotes to develop experiences, events, and/or sources, • Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome, • Use precise words and phrases,telling details,and sensory language to convey a vivid picture of the experiences,events,setting, and/or characters.
The Writing Process	

MW.4.1	<p>Apply the writing process to all formal writing and media product development, including but not limited to argumentative, informative, and narrative.</p> <ul style="list-style-type: none"> Plan and develop, draft, revise using appropriate reference materials, rewrite, try a new approach, focusing on addressing what is most significant for a specific purpose and audience, and edit to produce and strengthen writing that is clear and coherent, Use technology to generate, produce, publish, and update individual or shared products in response to ongoing feedback, including new arguments or information, Utilize a standard style guide framework for properly crediting sources in all media product types, utilizing multiple sources when appropriate.
MW.4.2	Evaluate and revise the content for meaning, clarity, and purpose.
MW.4.3	Revise and edit to improve sentence variety and style and to enhance subtlety of meaning and tone in ways that are consistent with purpose, audience, and media format.
MW.4.4	Revise and edit to ensure effective, grammatically correct communication.
MW.4.5	Follow ethical standards related to information gathering that include the appropriate citing of sources and the importance of avoiding plagiarism.
The Research Process: Finding, Assessing, Synthesizing, and Reporting Information	
MW.5.1	Discuss ideas for writing with classmates, teachers, other writers, or community members.
MW.5.2	Identify relevant issues and events of interest to readers through current news analysis, surveys, research reports, statistical data, and interviews with the audience.
MW.5.3	<p>Conduct short as well as more sustained research assignments and tasks to build knowledge about the research process and the topic under study:</p> <ul style="list-style-type: none"> Formulate an inquiry question, and refine and narrow the focus as research evolves,

	<ul style="list-style-type: none"> • Gather relevant information from multiple types of authoritative sources, using advanced searches effectively, and annotate sources, • Assess the strengths and limitations of each source in terms of the task, purpose, and audience, • Synthesize and integrate information into the text selectively to maintain the flow of ideas. • Avoid plagiarism and overreliance on any one source and follow a standard format (e.g., <i>AP Style</i>) for citation. • Present information, choosing from a variety of formats.
MW.5.4	<p>Ask clear interview questions to guide a balanced and unbiased information-gathering process that include:</p> <ul style="list-style-type: none"> • Researching background information, • Formulating questions that elicit valuable information, • Observing and recording details during the interview, • Effectively concluding the interview, • Double-checking information before writing the story, and • Keeping dated notes or interview records on file.
Conventions of Standard English: Grammar and Usage / Capitalization, Punctuation, and Spelling	
MW.6.1	<p>Demonstrate command of English grammar and usage, focusing on:</p> <p>A. Pronouns— Students are expected to build upon and continue applying conventions learned previously. Grade of Mastery: 4</p> <ul style="list-style-type: none"> • <i>Writing sentences that include relative pronouns (e.g., who, which) and reflexive pronouns (e.g., myself, ourselves) and explaining their functions in a sentence.</i> <p>B. Verbs - Students are expected to build upon and continue applying conventions learned previously. Grade of Mastery: 10</p> <ul style="list-style-type: none"> • <i>Forming and using verbs in the indicative, imperative, interrogative, conditional and subjunctive moods.</i> <p>C. Adjectives and Adverbs – Students are expected to build upon and continue applying conventions learned previously. Grade of Mastery: 4</p> <ul style="list-style-type: none"> • <i>Writing sentences using relative adverbs (e.g., where, when) and explaining their functions in a sentence.</i>

	<p>D. Phrases and Clauses – Students are expected to build upon and continue applying conventions learned previously.</p> <p>Grade of Mastery: 7</p> <ul style="list-style-type: none"> • <i>Recognizing and correcting misplaced and dangling modifiers.</i> <p>E. Usage- Students are expected to build upon and continue applying conventions learned previously.</p> <p>Grade of Mastery: 10</p> <ul style="list-style-type: none"> • <i>Identifying and using parallelism in all writing to present items in a series and items juxtaposed for emphasis.</i>
MW.6.2	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling focusing on:</p> <p>A. Capitalization–Students are expected to build upon and continue applying conventions learned previously.</p> <p>Grade of Mastery: 5</p> <ul style="list-style-type: none"> • <i>Applying correct usage of capitalization in writing.</i> <p>B. Punctuation –Students are expected to build upon and continue applying conventions learned previously.</p> <p>Grade of Mastery: 10</p> <ul style="list-style-type: none"> • <i>Using a semicolon and a conjunctive adverb to link two or more closely related independent clauses.</i> <p>C. Spelling –Students are expected to build upon and continue applying conventions learned previously.</p> <p>Grade of Mastery: 5</p> <ul style="list-style-type: none"> • <i>Applying correct spelling patterns and generalizations in writing.</i>

Mass Media: Speaking and Listening	
Learning Outcome	
MSL.1	Listen actively and adjust the use of spoken language (e.g., <i>conventions, style, vocabulary, probing questions</i>) to communicate effectively with a variety of sources and audiences and for different purposes and media platforms.
Discussion and Collaboration	
MSL2.1	Initiate and participate effectively in a range of collaborative discussions (<i>one-on-one, critiques, group discussion, interviews, etc.</i>) on current events, sample media, newsworthy issues, creative story ideas, use of technology in projects; building on others' ideas and expressing personal viewpoints and narratives clearly.
MSL.2.2	Engage in a thoughtful, well-reasoned exchange of ideas by referring to specific evidence.
MSL.2.3	Work with peers to promote collegial discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
MSL.2.4	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
MSL.2.5	Conduct debate and discussion to allow all views to be presented; allow for a dissenting view, in addition to group compromise; and determine what additional information or research is required to deepen the investigation or complete the task.
Comprehension	
MSL.3.1	Integrate multiple sources of information presented in multiple formats (e.g., <i>graphics, photos, illustrations, public records, audio, video</i>) in order to make informed decisions, solve problems, or create evaluating the credibility,

	accuracy, and feasibility noting any discrepancies among the information.
MSL.3.2	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
Presentation of Knowledge of Ideas	
MSL.4.1	Using a range of informal and formal tasks, present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, opposing perspectives are addressed, ensuring the organization, development, substance, and style are appropriate to purpose, audience.
MSL.4.2	Create engaging content that strategically and creatively uses digital media (e.g., <i>textual, graphical, audio, visual, and interactive elements</i>) to add interest and enhance understanding of findings, reasoning, and evidence.
MSL.4.3	Students are expected to build upon and continue applying concepts learned previously. Grade of Mastery: 2 <i>Give and follow multi-step directions.</i>

Mass Media: Media Literacy	
Learning Outcome	
ML.1	Critically analyze content found in media used to inform, persuade, entertain, and transmit culture.
Media Literacy	
ML.2.1	Evaluate the intersections and conflicts between visual and verbal messages, and recognize how visual techniques or design elements carry or influence messages in various media.
ML.2.2	Analyze the impact of the media on the public, including identifying rhetorical appeals and logical fallacies.
ML.2.3	Identify choices producers make while constructing media. Evaluate how choices contribute to the impact on the audience.
ML.2.4	Analyze and evaluate the role of media in transmitting cultural and shaping public opinion, including: <ul style="list-style-type: none"> Increasing awareness of cultural similarities and differences as well as recognize their interdependence, Analyze media industry content choices in relation to their specific audience and identify which possible points of bias and prejudice exist, and Compare media content choices over a variety of outlets and platforms.
ML.2.5	Identify and describe how frequent access and critical analysis of media can enhance the ability of citizens to make informed choices when exercising democratic freedoms.



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ML.2.6	Analyze and evaluate how the consumerism of the media industry influences how content is produced, distributed, and directed toward specific users.
Critique of Media	
ML.3.1	Compare and contrast coverage of the same stories in a variety of print and digital media.
ML.3.2	Evaluate the credibility of sources in a variety of print and digital media.



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Mass Media: Law and Ethics	
Learning Outcome	
MLE.1	Students understand and apply knowledge of legal and ethical principles related to the functioning of a free and independent press and various media platforms in the United States.
Law and Ethics	
MLE.2.1	Evaluate the rights, the responsibilities, and the role of a free, independent press in a democratic society to maintain accuracy, balance, fairness, objectivity, and truthfulness.
MLE.2.2	Analyze how media law influences the purpose and function of the media industry, including student media.
MLE.2.3	Identify essential ethical principles and legal limitations within various platforms of media, including student media.
MLE.2.4	Analyze ethical guidelines or codes of ethics and explain how or why they are an integral part of the media industry.
MLE.2.5	Analyze case studies or examples and evaluate how ethical responsibilities and principles affect media credibility.



Indiana Academic Standards

Subject: Student Media

Introduction

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Student Media: 9-12

Standard 1

Journalistic Perspectives	
<i>Students understand the history, development, and function of a free and independent press in the United States.</i>	
SMED.1.1	Evaluate the impact of the First Amendment and important events on the development of freedom of speech and an independent press in the United States.
SMED.1.2	Evaluate and analyze journalistic developments in the independent press.
SMED.1.3	Analyze the function or role of scholastic journalism in secondary schools in the United States.

Standard 2

Legal and Ethical Principles of Journalism	
<i>Students understand and apply knowledge of legal and ethical principles related to the functioning of journalism.</i>	
Law	
SMED.2.1	Analyze the effect on student media of the First Amendment, the Bill of Rights, the Indiana State Constitution, new legislation for student expression, relevant state court decisions and relevant Supreme Court decisions.
SMED.2.2	Identify the responsibilities of the media to maintain accuracy, balance, fairness, objectivity and truthfulness.
SMED.2.3	Describe and apply knowledge of the legal boundaries and concepts affecting journalism that include: <ul style="list-style-type: none"> • censorship and obscenity, • copyright, • libel and slander, • prior review, • retraction, • FERPA, and • student expression.
Ethics	
SMED.2.4	Identify essential ethical principles guiding journalists to maintain integrity in their work, which include recognizing: <ul style="list-style-type: none"> • confidentiality, • fabrication,



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	<ul style="list-style-type: none">• photo-manipulation,• off-the-record remarks,• plagiarism, and• use of anonymous sources.
SMED.2.5	Analyze, evaluate, and/or apply how ethical responsibilities and principles affect reporting.
SMED.2.6	Analyze, evaluate, and/or apply ethical guidelines from relevant and credible student and professional organizations.
SMED.2.7	Analyze and/or evaluate how ethical guidelines are reflected in a variety of articles and commentaries both professional and scholastic.

Standard 3

Media Content Development Process

Students discuss ideas for coverage with others. They develop coherent and focused content ideas that demonstrate well-researched information that is appropriate for their audience.

Develop Ideas

SMED.3.1	Discuss ideas for media coverage with classmates, teachers, other journalists, or community members.
SMED.3.2	Identify relevant issues and ideas of interest to readers through analysis of current events, surveys, research reports, statistical data, and interviews.
SMED.3.3	Compare and contrast quality journalistic coverage in professional and student media that can serve as models.

Gather Information

SMED.3.4	Identify and evaluate credible, relevant print and non-print information sources that include the following: <ul style="list-style-type: none">• interviews,• observations and on-the-scene reports,• primary and secondary sources,• records,• public documents,• reference works,
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	<ul style="list-style-type: none">• database information, and• Internet sources.
SMED.3.5	<p>Ask clear interview questions to guide a balanced and unbiased information gathering process that includes the following:</p> <ul style="list-style-type: none">• researching background information,• formulating questions that elicit valuable information,• observing and recording details during the interview,• effectively concluding the interview,• double-checking information before writing the story, and• keeping dated notes or interview records on file.
SMED.3.6	<p>Follow ethical standards related to information gathering that include the appropriate citing of sources to avoid charges of plagiarism or copyright violation.</p>



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Standard 4

Media Content Creation

Students develop newsworthy, journalistic content while adhering to legal and ethical standards for scholastic journalism. Students demonstrate an understanding of the research, organizational, and drafting strategies in the journalistic content creation process.

Organize and Focus

SMED.4.1	<p>Choose the appropriate method and medium to deliver information (verbal, visual, multimedia). Various types of media include the following:</p> <p><i>Writing (Inverted pyramid, narrative, in-depth, personality profile, opinion, etc.)</i></p> <ul style="list-style-type: none">• uses effective display text (headline, title, summary deck, combination,• uses a variety of creative leads,• contains adequate information from credible sources and cites sources of information correctly,• narrates events accurately including their significance to the audience,• includes appropriate quotations and proper attribution,• describes specific incidents, and actions, with sufficient detail,• follows standard journalistic language and format conventions, and
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- uses vocabulary and language that is appropriate for the subject, journalistic style, different purposes, and a variety of audiences.

Photography

- demonstrates elements of photo composition,
- includes well-written captions that contain adequate information from credible sources,
- demonstrates a clear newsworthy focus,
- demonstrates knowledge of post-production editing (cropping, lighting adjustment, etc.), and
- follows legal and ethical guidelines.

Graphics

- use effective display text (headline, title, summary deck, combination,
- contain adequate information from credible sources and cite those sources correctly,
- include appropriate and proper source attribution,
- describe specific incidents and actions with sufficient detail, and
- follow standard journalistic language and format conventions.

Video/Audio

- writing style is writing “for the ear,”
- uses effective display text (title, lower thirds),
- demonstrates knowledge of various shot types (interview, B-roll, standup) and composition,
- contains adequate information from credible sources and cites those sources correctly,
- demonstrates a clear newsworthy focus,
- demonstrates knowledge of post-production editing,
- follows standard journalistic language and format conventions,
- uses vocabulary and language that is appropriate for the subject, journalistic style, different purposes, and a variety of audiences, and
- follows legal and ethical guidelines, including those for live broadcasting, where FCC regulations are different from websites and print.

	<p><i>Other Multimedia</i></p> <ul style="list-style-type: none"> • use effective display text (headline, title, summary deck, combination, • contain adequate information from credible sources and cite those sources correctly, • describe specific incidents and actions with sufficient detail, • use concise and lively language for different formats, and • follow standard journalistic language and format convention.
SMED.4.2	Select and use an appropriate journalistic format to inform, educate, entertain, and/or persuade.
SMED.4.3	Use language effectively to establish a specific tone.
Evaluate and Revise	
SMED.4.4	Evaluate and revise the content of coverage for accuracy, meaning, clarity, and purpose.
SMED.4.5	Revise and edit content to improve variety and style and to enhance subtlety of meaning and tone in ways that are consistent with purpose, audience, and journalistic form.
SMED.4.6	Revise and edit content to ensure effective, grammatically correct communication.
SMED.4.7	Use Associated Press style and the appropriate style manual customized for a local school setting.

Standard 5

Student Media Production Cycles	
<i>Students produce media within an established production cycle, meeting deadlines and following style manual guidelines for consistency. Students analyze, evaluate, and critique their own work and that of others as they improve future media based on feedback.</i>	
SMED.5.1	Work within a production cycle for media that includes: <ul style="list-style-type: none">• developing content for a variety of stories including features, news, opinions, and/or sports,• gathering information (interviewing, researching, observing, etc.),• submitting rough drafts, edits, and final drafts,• designing or finalizing media content,• distributing content, and• critiquing content and improving future content based on feedback.
SMED.5.2	Analyze and critique media created during the production cycle based on criteria that include: <ul style="list-style-type: none">• content and coverage of features, news, opinions, and sports,• overall media product including design, written content, photography, graphics, video, audio, and multimedia content,• advertising and public relations, and• media quality.



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Standard 6

Media Leadership and Career Development

Students understand the organization, economics, and management of media staff. They explore career paths and further educational opportunities in journalism.

Media Leadership

SMED.6.1	Create an effective organizational model for the day-to-day work and year-long goals of the media staff.
SMED.6.2	Create a document with job descriptions for the roles of members of the media staff.
SMED.6.3	Apply the rights and responsibilities guaranteed by the First Amendment in managing a media staff.
SMED.6.4	Understand available resources (including financial, technology, and outside sources) that enable production of content.
SMED.6.5	Create and implement business plans that help students engage in sales, advertising, and fundraising options to financially support the student media program including printing, equipment, memberships, conferences, and other



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	program related expenses.
Career Development	
SMED.6.6	Analyze the careers of noted journalists and how they impacted the field.
SMED.6.7	Create portfolios (print or non-print) that include <ul style="list-style-type: none">• personal narrative summary of high school experience,• resumes or career goal statements,• letters of recommendation,• samples of best clips or work, and• recognitions, awards, certificates, or testimonials.