# Indiana Academic Standards
# Subject: Student Media

## Introduction

The Indiana Academic Standards for Student 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.

# Student Media: 9-12

**Standard 1**

| Journalistic Perspectives | |
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| *Students understand the history, development, and function of a free and independent press in the United States.* | |
| 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 |
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| *Students understand and apply knowledge of legal and ethical principles related to the functioning of journalism.* |

| **Law** | |
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| **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:<br>● censorship and obscenity,<br>● copyright,<br>● libel and slander,<br>● prior review,<br>● retraction,<br>● FERPA, and<br>● student expression. |

| **Ethics** | |
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| **SMED.2.4** | Identify essential ethical principles guiding journalists to maintain integrity in their work, which include recognizing:<br>● confidentiality,<br>● fabrication, |

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|  | <ul><li>photo-manipulation,</li><li>off-the-record remarks,</li><li>plagiarism, and</li><li>use of anonymous sources.</li></ul> |
| **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** |
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| *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. |
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| 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: <br>● interviews, <br>● observations and on-the-scene reports, <br>● primary and secondary sources, <br>● records, <br>● public documents, <br>●  reference works, <br>● database information, and <br>● Internet sources. |
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| SMED.3.5 | Ask clear interview questions to guide a balanced and unbiased information gathering process that includes the following: <br>● researching background information, <br>● formulating questions that elicit valuable information, <br>● observing and recording details during the interview, <br>● effectively concluding the interview, |

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| | ● double-checking information before writing the story, and<br>● keeping dated notes or interview records on file. |
| **SMED.3.6** | Follow ethical standards related to information gathering that include the appropriate citing of sources to avoid charges of plagiarism or copyright violation. |

**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

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| **SMED.4.1** | Choose the appropriate method and medium to deliver information (verbal, visual, multimedia). Various types of media include the following: <br><br> *Writing (Inverted pyramid, narrative, in-depth, personality profile, opinion, etc.)* <ul><li>uses effective display text (headline, title, summary deck, combination,</li><li>uses a variety of creative leads,</li><li>contains adequate information from credible sources and cites sources of information correctly,</li><li>narrates events accurately including their significance to the audience,</li><li>includes appropriate quotations and proper attribution,</li><li>describes specific incidents, and actions, with sufficient detail,</li><li>follows standard journalistic language and format conventions, and</li><li>uses vocabulary and language that is appropriate for the subject, journalistic style, different purposes, and a variety of audiences.</li></ul> *Photography* <ul><li>demonstrates elements of photo composition,</li><li>includes well-written captions that contain adequate information from credible sources,</li><li>demonstrates a clear newsworthy focus,</li><li>demonstrates knowledge of post-production editing (cropping, lighting adjustment, etc.), and</li><li>follows legal and ethical guidelines.</li></ul> *Graphics* <ul><li>use effective display text (headline, title, summary deck, combination,</li><li>contain adequate information from credible sources and cite those sources correctly,</li><li>include appropriate and proper source attribution,</li><li>describe specific incidents and actions with sufficient detail, and</li><li>follow standard journalistic language and format conventions.</li></ul> *Video/Audio* <ul><li>writing style is writing "for the ear,"</li></ul> |

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|  | <ul><li>uses effective display text (title, lower thirds),</li><li>demonstrates knowledge of various shot types (interview, B-roll, standup) and composition,</li><li>contains adequate information from credible sources and cites those sources correctly,</li><li>demonstrates a clear newsworthy focus,</li><li>demonstrates knowledge of post-production editing,</li><li>follows standard journalistic language and format conventions,</li><li>uses vocabulary and language that is appropriate for the subject, journalistic style, different purposes, and a variety of audiences, and</li><li>follows legal and ethical guidelines, including those for live broadcasting, where FCC regulations are different from websites and print.</li></ul>*Other Multimedia*<ul><li>use effective display text (headline, title, summary deck, combination,</li><li>contain adequate information from credible sources and cite those sources correctly,</li><li>describe specific incidents and actions with sufficient detail,</li><li>use concise and lively language for different formats, and</li><li>follow standard journalistic language and format convention.</li></ul> |
| **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. |
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| 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** | |
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| *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.* | |
| SMED.5.1 | Work within a production cycle for media that includes:<br>• developing content for a variety of stories including features, news, opinions, and/or sports,<br>• gathering information (interviewing, researching, observing, etc.), |

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|  | <ul><li>submitting rough drafts, edits, and final drafts,</li><li>designing or finalizing media content,</li><li>distributing content, and</li><li>critiquing content and improving future content based on feedback.</li></ul> |
| **SMED.5.2** | Analyze and critique media created during the production cycle based on criteria that include:<ul><li>content and coverage of features, news, opinions, and sports,</li><li>overall media product including design, written content, photography, graphics, video, audio, and multimedia content,</li><li>advertising and public relations, and</li><li>media quality.</li></ul> |

**Standard 6**

| **Media Leadership and Career Development** |
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| *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. |
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| 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 program related expenses. |

## Career Development

| SMED.6.6 | Analyze the careers of noted journalists and how they impacted the field. |
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| SMED.6.7 | Create portfolios (print or non-print) that include<br>• personal narrative summary of high school experience,<br>• resumes or career goal statements,<br>• letters of recommendation,<br>• samples of best clips or work, and<br>• recognitions, awards, certificates, or testimonials. |