HS Communications and Computer-Information Sciences
Core Course Objectives

The Massachusetts Department of Elementary and Secondary Education (ESE) partnered with WestEd to convene panels of expert educators to review and develop statements of essential curriculum content, Core Course Objectives (CCOs), for approximately 100 different grades/subjects and courses.

In conjunction with the Massachusetts Curriculum Frameworks, the CCOs were used by a team of WestEd evaluators to ensure content alignment in the identification and evaluation of example assessments suitable for use as District-Determined Measures (DDMs). Districts can utilize the CCOs themselves or the process of developing CCOs in their own work when selecting DDMs.

At each meeting, educators developed high-quality CCOs that met the following criteria:

- **Scope:** The CCO describes an overarching learning goal.
- **Assess-ability:** The CCO describes knowledge, skills, or abilities that are readily able to be measured.
- **Centrality:** The CCO describes a critically important concept, skill, or ability that is central to the subject/grade or course.
- **Relevance:** The CCO represents knowledge, skills, and abilities that are consistent with Massachusetts’s values and goals.

After public review, WestEd’s content specialists reviewed the comments submitted by educators and other stakeholders. The CCOs that emerged from this process are presented below.

**Core Course Objectives (CCOs) are statements that:**

- describe different elements of core, essential content (knowledge, skills, or abilities);
- are pulled, created, or synthesized from a larger set of curriculum standards; and
- clarify key knowledge, skills, and abilities that many educators and other content experts working together agree are most critical in that content area, grade, or course.

Each CCO should be high-level and represent broad enough learning goals to be taught using a wide variety of instructional tools or methods (scope), while also focused enough that students’ growth in learning that knowledge or skill can be measured by an assessment (assess-ability).
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<th>Objective</th>
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| 1 | Students describe how various types of data are stored in a computer system and are transmitted (Computational Thinking). For example:  
- Represent data in a variety of ways, including text, sounds, pictures, and numbers.  
- Analyze the representations and trade-offs among various forms of digital data. |
| 2 | Students follow complex, multistep procedures when developing digital products (Computational Thinking). |
| 3 | Students describe a software development process used to systematically solve problems (e.g., design, coding, testing, verification) (Computational Thinking). |
| 4 | Students demonstrate how abstract concepts (e.g., art and music) can be translated into digitally produced artifacts (Computational Thinking). For example:  
- Scan original art and produce jpg, bmp, or other file extension.  
- Record/edit music to produce midi, mp3, or other sound file. |
| 5 | Students describe how computing provides opportunities to enhance traditional forms and enable new forms of experience, expression, communication, and collaboration (Collaboration). For example:  
- Explain how digital communication media can support group collaboration, using tools such as discussion threads, wikis, blogs, and version control. |
| 6 | Students demonstrate use of technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibility and dynamically (Collaboration). |
| 7 | Students apply principles of computer science analysis, design, and implementation techniques to create digital solutions or applications (Computing Practice and Programming). For example:  
- Apply software lifecycle models to projects (e.g., the iterative development process).  
- Apply computer science principles and methods to divide complex problems into simpler parts.  
- Select appropriate file formats for various types and uses of data. |
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| 8  | Students describe the principal components of computer systems (Computers and Communication Devices). For example:  
• Compare various forms of input and output.  
• Develop criteria for purchasing or upgrading computer system hardware.  
• Select the appropriate file formats for various types and uses of data. |
| 9  | Students describe how the Internet facilitates global communication (Computers and Communication Devices). For example:  
• Explain the basic components of computer networks.  
• Evaluate positive and negative impacts of mobile technologies on society. |
| 10 | Students identify and describe examples of the application of computer science and technology in various disciplines and professions (Community, Global, and Ethical Impacts). For example:  
• Demonstrate an understanding of the impact of computing technology on business and commerce (e.g., automated tracking of goods, automated financial transactions, e-commerce, cloud computing), and society.  
• Explain and demonstrate ethical use of modern communication media and devices. |
| 11 | Students describe strategies for determining the reliability of information found on the Internet (Community, Global, and Ethical Impacts). For example:  
• Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively.  
• Assess the usefulness of each source in answering a research question.  
• Integrate information into a text selectively to maintain the flow of ideas, avoid plagiarism, and follow a standard format for citation. |

**Note:** These Core Course Objectives were developed by Massachusetts educators in summer 2013. They are intended to provide districts with information about the content taught in this course. Source documents used are as follows: Computer Science Teachers Association (CSTA), K–12 Computer Science Standards (2011); Common Core State Standards.
**Computer-Information Sciences – Computer Applications – Grade: HS**

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| 1 | Students demonstrate proficiency in the use of word processing applications. For example:  
  - Apply advanced formatting and page layout features when appropriate (e.g., columns, templates, and styles) to improve the appearance of documents and materials.  
  - Use available applications to interact and work collaboratively with others to produce and publish writing.  
  - Use editing features appropriately (e.g., track changes, insert comments).  
  - Insert, create, and modify objects in a document (e.g., tables, charts, and images). |
| 2 | Students demonstrate proficiency in the use of spreadsheet applications. For example:  
  - Define and use functions of a spreadsheet application (e.g., sort, filter, find).  
  - Enter formulas and functions; use the auto-fill feature in a spreadsheet application.  
  - Use multiple sheets within a workbook, and create links among worksheets to solve problems. |
| 3 | Students demonstrate proficiency in the use of Internet, networking, and online communication applications. For example:  
  - Use effective search strategies for locating and retrieving electronic information (e.g., using syntax and Boolean logic operators).  
  - Use advanced email features, such as distribution lists and attachments.  
  - Compare, evaluate, and select appropriate electronic resources to locate specific information. |
| 4 | Students demonstrate proficiency in the use of multimedia and presentation applications. For example:  
  - Use a variety of applications to plan, create, edit, and present multimedia products (e.g., slide presentations, videos, animations, simulations, podcasts).  
  - Use advanced application features, such as master slides, charts, and graphs. |
| 5 | Students demonstrate an understanding of computer security and privacy issues. For example:  
  - Describe good practices for password protection and authentication.  
  - Describe what computer viruses are and how to prevent them.  
  - Explain current laws related to computer privacy and security. |
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| 6  | Students demonstrate an understanding of computer-related health and safety issues. For example:  
- Evaluate school and work environments in terms of ergonomic practices.  
- Describe and use safe and appropriate practices when participating in online communities and social media (e.g., not sharing personal information, reporting suspicious activities).  
- List some common health problems that can be associated with using a computer.  
- Be aware of environmental issues with computers, including recycling, power usage, and replacing printed materials with electronic documents. |
| 7  | Students demonstrate an understanding of computer-related ethical issues. For example:  
- Explain laws restricting the use of copyrighted materials.  
- Identify examples of plagiarism and discuss the possible consequences of plagiarizing the work of others.  
- Write correct in-text citations and reference lists for text and images gathered from electronic sources.  
- Discuss misuse of technology for personal and commercial reasons (e.g., cyberbullying, software piracy, unauthorized file sharing, virus-spreading, and hacking). |
| 8  | Students create digital products (e.g., reports, research papers, presentations, blogs, podcasts, applications) for specific purposes, presented in a variety of formats, such as text, graphics, audio, and HTML. For example:  
- Understand which application is best for a specific task.  
- Integrate data from one application (e.g., spreadsheets or presentations) into another application (e.g., word processing or social media). |
| 9  | Students apply principles of analysis, design, and implementation techniques to create digital solutions or applications (Computing Practice and Programming). |

**Note:** These Core Course Objectives were developed by Massachusetts educators in summer 2013. They are intended to provide districts with information about the content taught in this course. Source documents used are as follows: Massachusetts Technology Literacy Standards and Expectations (2008); ACCUPLACER—Computer Skills Placement Objectives; Common Core State Standards.
# Objective

1. Students demonstrate proficiency in basic computer operations (including mobile devices).
   - Apply strategies for identifying and solving routine hardware and software problems that occur during everyday use.
   - Select and use appropriate software and technology resources for a given task.
   - Demonstrate keyboarding techniques, including the use of keyboard shortcuts, to complete assignments efficiently and accurately.

2. Students demonstrate an understanding of the interoperability and connectivity among hardware, software, and peripherals.
   - Identify the platform, version, properties, function, and interoperability of a variety of computing devices and peripherals.
   - Explain criteria for evaluating hardware and/or software appropriate for a given task.
   - Troubleshoot systems and applications.
   - Install and uninstall software, and upload and convert files.

3. Students demonstrate a basic understanding of how to browse and search the Internet.
   - Use search engines and online directories.
   - Explain the differences among various search engines.
   - Explain and demonstrate effective search strategies for locating and retrieving electronic information (e.g., using syntax and Boolean logic operators).

4. Students effectively use digital technology, including the Internet, to produce, publish, and update individual or shared work.
   - Use productivity tools (e.g., cloud-based software, word processing and publishing software, spreadsheets, image editors) to produce original works.
   - Select and use appropriate applications based on project goals and outcomes.

5. Students effectively use multimedia applications and peripherals to communicate ideas and information.
   - Identify hardware and software that can be used to create multimedia products and what features are offered.
   - Use a variety of applications to plan, create, edit, and present multimedia products (e.g., presentations, videos, animations, simulations, podcasts).
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| 6 | Students understand and practice legal, ethical, and responsible behavior when using digital technology. For example:  
- Understand the impact of one’s digital footprint.  
- Demonstrate the characteristics of good digital citizenship (e.g., use appropriate practices when participating in online environments, use practices to protect one’s personal safety).  
- Identify examples of plagiarism and discuss the possible consequences of plagiarizing the work of others.  
- Write correct in-text citations and reference lists for text and images gathered from electronic sources. |
| 7 | Students effectively use digital technology for research and problem-solving tasks. For example:  
- Evaluate, select, and employ digital tools and resources based on their appropriateness for specific tasks.  
- Locate, organize, evaluate, and integrate information from multiple sources in a variety of digital formats.  
- Analyze and synthesize data and report inquiry results. |
| 8 | Students effectively use digital technology to communicate and collaborate. For example:  
- Use a variety of media to communicate for specific purposes (e.g., reports, research papers, presentations, newsletters, websites, podcasts, blogs, citing sources).  
- Interact, collaborate, and publish with peers, experts, or others, employing a variety of digital environments and media (e.g., email, wikis, blogs, etc.).  
- Select and use a variety of media and formats to communicate information and ideas effectively for audiences inside and outside the classroom. |

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# Computer-Information Sciences – Web Page Design – Grade: HS

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| 1  | Students demonstrate knowledge of basic web design theory (Theory Basics). For example:  
  - Critique websites using web design standards.  
  - Describe and apply procedures for maintaining websites.  
  - Explain accessibility considerations. |
| 2  | Students analyze/evaluate the stated need/purpose for a website and gather appropriate content (e.g., text, images, videos, tables, graphs) (Design: Plan Content). For example:  
  - Plan website to client specifications, and manage activities to develop a solution or complete a project.  
  - Gather information/content/images guided by appropriate copyright guidelines.  
  - Develop website so keyword searches will yield the website as choice on most popular search engines. |
| 3  | Students plan and document the design of a website to meet a specific purpose (Design: Plan Structure). For example:  
  - Plan the structure of a website using storyboarding, wireframes, or other visual planning tool.  
  - Plan the layout and design of basic web page. |
| 4  | Students construct a basic, functional website to meet a specific purpose (Design: Develop Structure). For example:  
  - Create website structure, website map, and navigational scheme.  
  - Construct web pages, applying layout and design scheme.  
  - Debug website to ensure proper functioning.  
  - Apply accessibility features as appropriate. |
| 5  | Students demonstrate understanding of the fundamentals of Hyper Text Markup Language (HTML) (Technical Skills: HTML). For example:  
  - Create an HTML document and launch in a browser.  
  - Create a web page utilizing standard XHTML tags, frames, forms, tables, links, anchors, and multimedia in contemporary use.  
  - Test and debug the web page.  
  - Take an existing HTML page and format code using XHTML.  
  - Validate page. |
# Objective

## 6
Students demonstrate understanding of the fundamentals of cascading style sheets (CSS) when creating a web page (Technical Skills: CSS).
For example:
- Create a web page utilizing an external CSS supplied by teacher.
- Create new external CSS to redesign given web page.

## 7
Students demonstrate understanding of the fundamentals of JavaScript when creating a web page (Technical Skills: JavaScript).
For example:
- Create a web page utilizing basic JavaScript functions and techniques, such as pop-up windows, rollovers, slideshows, time/date, and form verification.
- Test and debug the page.

## 8
Students apply creative thinking and develop innovative products and processes to deliver highly effective web-based content (Design: Problem-solving).
For example:
- Apply existing knowledge to generate ideas and make design decisions that meet or exceed client's specifications.
- Solicit feedback and revise if needed.

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### Communications – Audio/Visual Production – Grades: 9–12

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| 1 | Students exercise proper health and safety practices.  
   For example:  
   - identifying and performing practices used to avoid accidents;  
   - demonstrating appropriate workspace cleaning and organizational procedures, including storing and maintaining all equipment; and  
   - practicing safety procedures while shooting on location; including identifying potential hazards and safeguarding the area (e.g., wrapping and taping cords). |
| 2 | Students plan and create audio and visual productions to effectively convey the intended message for a particular audience.  
   For example:  
   - demonstrating an understanding of the relationship between form and meaning of media production elements, and making purposeful decisions about media in order to convey intended message; and  
   - preparing effective scripts and/or storyboards for the production. |
| 3 | Students demonstrate knowledge of project-management principles and practices inherent in coordinating a team to execute a production task.  
   For example:  
   - communicating with clients and staff when determining the correct platform and media;  
   - understanding and assigning production roles for all group members and participating effectively in group productions; and  
   - constructing and following a production schedule. |
| 4 | Students demonstrate effective pre-production practices, including preparing all equipment for recording.  
   For example:  
   - choosing the proper location and/or studio set;  
   - adjusting for lighting and/or audio modifications as needed;  
   - recognizing the use of different wire connectors, mounts, and adapters; and  
   - checking memory cards, external lights, and microphones for the shoot. |
| 5 | Students demonstrate basic photography skills.  
   For example:  
   - operating a camera on both manual and automatic settings and explaining the difference;  
   - demonstrating an understanding of basic lighting techniques (natural, supplemental, and flash);  
   - photographing a variety of subjects using appropriate compositions, principles, |
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<td>Students demonstrate the proper operation of and the correct techniques for using still and/or video cameras. For example: • selecting the correct equipment (e.g., lens, film, digital); • applying the principles of shot composition (e.g., angles, framing, types of shots); and • demonstrating effective camera movement (e.g., pan, tilt, zoom).</td>
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<td>Students demonstrate the proper operation of audio equipment and the correct techniques for effective audio production. For example: • selecting the correct microphones and setup; and • selecting the correct peripheral equipment (e.g., boom, windscreen, mixer).</td>
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<td>Students identify and apply advanced audio and video post-production technologies to achieve a desired effect and/or manipulate sounds and images for an intended outcome. For example: • applying computer-based technologies to engineer audio and video for the desired output; • utilizing editing software to manipulate and enhance sound and image files; • rendering final products for distribution across multiple viewing platforms (e.g., .mpeg, .mov, bit rate); and • demonstrating and applying proper file-management practices.</td>
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<td>7</td>
<td>Students demonstrate the responsible use of technology and an understanding of ethics and security issues in using electronic media at home, in school, and in society. For example: • explaining issues related to the responsible use of technology (e.g., privacy, security); • explaining and following copyright, broadcasting, and licensing laws; • identifying examples of plagiarism, and discussing the possible consequences of plagiarizing the work of others; and • evaluating the authenticity, accuracy, appropriateness, and bias of electronic resources, and taking measures to recognize and eliminate bias when reporting on topics of social concern.</td>
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| 8  | Students develop and prepare a digital body of work (e.g., portfolio) that effectively communicates their creativity and vision and is also representative of the type of work to be considered by post-secondary institutions or typical employers in the workforce. For example: • organizing a body of digitally created products that represents acquired skills (i.e., text/graphical compositions, PSAs, commercials, music videos) that can be
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<td>distributed to post-secondary institutions and/or potential employers; and</td>
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<td>• identifying and evaluating industries, organizations, and potential careers based on multiple sources of research and information.</td>
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**Note:** These Core Course Objectives were developed by Massachusetts educators in summer 2013. They are intended to provide districts with information about the content taught in this course. Source documents used are as follows: Darien Public Schools Curriculum Guide for Video Production (Connecticut 2011); National Occupational Competency Testing Institute (NOCTI) Assessment Blueprint, Audio-Visual Communications; Massachusetts Vocational Technical Education Frameworks, Arts and Communication Services Occupational Cluster, Radio and Television Broadcasting (2012).
## Communications – Interactive Media – Grades: 9–12

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| 1  | **Project Management**  
Students effectively engage in project planning and project-development processes for the life cycle of an interactive media project.  
For example, students can:  
• identify client requirements and determine the scope of work;  
• conduct technical research and perform usability standards; and  
• abide by all applicable business laws (e.g., Fair Use guidelines, Copyright laws). |
| 2  | **Computer Literacy**  
Students perform computer functions on standard platforms as they apply to digital media to create multimedia presentations.  
For example, students can:  
• demonstrate proficiency with digital imaging techniques and graphics software; and  
• demonstrate proficiency with standard productivity and presentations software. |
| 3  | **Visual Design Fundamentals**  
Students create design solutions that demonstrate skills and knowledge of different visual design fundamentals, as well as media design processes to communicate ideas and information.  
For example, students can:  
• apply design principles and elements of design (e.g., concepts of balance and composition);  
• demonstrate and apply an understanding of color theory as it applies to digital media; and  
• follow platform- and project-specific visual design guidelines. |
| 4  | **Multimedia Elements and Application**  
Students demonstrate basic skills and application of processes in developing video, audio, and image assets (stills and videos) for use in multimedia purposes.  
For example, students can:  
• demonstrate proficiency in performing basic audio recording and production processes;  
• demonstrate proficiency in performing basic video and photography production and editing processes; and  
• apply the basic principles of 2D and 3D animation. |
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| 5  | **Web Standards**  
   Students demonstrate the effective application of basic web standards to create online digital products.  
   For example, students can:  
   - apply current web standards when building and rendering web pages (e.g., W3C technical specifications); and  
   - follow Internet communication protocols. |
| 6  | **Career Pathways**  
   Students demonstrate knowledge of various career pathways in the field of interactive media and what they involve.  
   For example, students can:  
   - evaluate career opportunities in different areas of interactive media;  
   - explain the importance of different roles for members of a digital media team;  
   - explore careers and training opportunities, trends, and requirements for different roles in interactive media; and  
   - develop personal performance quality, positive work ethic, and professional respect. |
| 7  | **Collaborative Writing/Production Skills**  
   Students demonstrate basic skills and application of peer editing and publication using collaborative, web-based software (e.g., Google Docs/Drive, online blogs, social media, etc.).  
   For example, students can:  
   - use web-based software (e.g., Wiki, Google Docs) to produce and publish content and to interact and collaborate with others;  
   - use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically; and  
   - use collaborative, web-based software to request clarification, ask relevant questions, build on others’ ideas, and confirm they have been understood. |
| 8  | **Media Bias and Manipulation**  
   Students analyze types and uses of interactive media bias and media imaging tactics. They also apply practices that respect full disclosure of media manipulation.  
   For example, students can:  
   - cite specific textual evidence to support author’s prejudice, image manipulation, and active bias or bias by omission;  
   - identify examples of targeted messaging towards a specific demographic; and  
   - consider ethical implications of how source material can be modified (e.g., quotations, audio sound bites, cropped imaging). |
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| 9  | **Research and Quality Assurance**  
Using advanced search techniques, students gather and evaluate relevant information from multiple print and digital sources for interactive media productions.  
For example, students can:  
- evaluate the accuracy and reliability of sources and identify vetted, authoritative information;  
- assess the usefulness of each source in answering the research question;  
- integrate information into the text selectively to maintain the flow of ideas;  
- avoid plagiarism; and  
- follow a standard format for citation. |
| 10 | **Concept Development**  
Students strategically organize, implement, and communicate a plan to produce a multimedia project to achieve an intended outcome.  
For example:  
- articulate the creative process from concept development and brainstorming through storyboarding to final execution;  
- demonstrate metacognitive understanding of impactful design and production choices; and  
- formulate a statement of purpose clearly demonstrating their creative process, influences, goals, and other relevant information utilizing concise and articulate language. |

**Note:** These Core Course Objectives were developed by Massachusetts educators in summer 2013. They are intended to provide districts with information about the content taught in this course. Source documents used are as follows: Indiana Department of Education Academic Standards Course Framework for Interactive Media (2012); Massachusetts Arts Curriculum Framework (1999); Common Core State Standards; Massachusetts Vocational Technical Education Frameworks, Arts and Communications Services Cluster, Design and Visual Communications (2007); Association of College & Research Libraries, Information Literacy Competency Standards for Journalism Students and Professionals (2011).
Communications – Journalism – Grades: 9–12

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| 1  | **Historical Perspectives**  
Students understand the function, history, and development of a free and independent press in the United States. This includes knowledge of the:  
- First Amendment;  
- Bill of Rights; and  
- importance of promoting democratic discourse in a free society. |
| 2  | **Law and Ethics**  
Students understand and apply knowledge of legal and ethical principles related to the functioning of a free and independent press in the United States. This may include knowledge of:  
- key Supreme Court decisions;  
- Code of Ethics for Journalism;  
- Censorship: Massachusetts Student Press Law: Massachusetts General Law, Chapter 71, Section 82-5;  
- copyright law; and  
- correct citation as the solution to plagiarism. |
| 3  | **Media Analysis**  
- Students analyze and evaluate the accuracy and efficacy of news and information found in print, on the Internet, and in other media (e.g., opinion, commentary, op-ed, editorial, news, feature, sports, column, profile) for veracity, authority, bias, ethical standards, and/or hidden agendas. |
| 4  | **Research**  
- Students apply a multistep process for gathering information, including researching articles, finding sources, and using effective interviewing techniques. |
| 5  | **Journalistic Writing**  
Students write coherent and focused copy that demonstrates:  
- well-researched information;  
- appropriate journalistic structure and style;  
- concise, logical flow of ideas;  
- command of standard English; and  
- correct citation. |
| 6  | **Writing Across Genres and Formats**  
Students write in a variety of journalistic genres effectively and accurately within print and media, while adhering to legal and ethical standards for journalists. This includes:  
- following conventions for news stories, feature stories and columns, in-depth issue
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<td>features, reviews, editorials or opinions, and commentaries; and following specific style manual guidelines for consistency in specific media formats.</td>
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| 7  | **Technology**  
Students use digital technology (including the Internet) to produce, publish, update, and/or interact with individual or shared writing products that demonstrate knowledge of:  
- audiovisual media (podcasts, blogs, vlogs, YouTube, RSS feeds, websites, ezines);  
- ethics of technology (censorship, privacy, Family Educational Rights, and Privacy Act [FERPA]); and  
- relevant principles, elements, tools, and techniques to create effective, aesthetically pleasing media. |
| 8  | **Design**  
Students use appropriate tools and apply relevant design, layout, and format features and techniques for a variety of publication formats. This may include, but need not be limited to, knowledge of:  
- dummying, font selection, and selection and creation of graphics;  
- styles of publications/media;  
- principles of design, readability, and appeal elements;  
- technology platforms and methods of data transfer;  
- design for print;  
- design for web: coding, web writing, search engine optimization (SEO), social media management (for example, FaceBook, Twitter, and other platforms);  
- photojournalism: principles, ethics, laws, including copyright and attribution;  
- creating and managing graphic art (comics, sidebars, graphs); and  
- awareness of copyright and correct attribution formats. |
| 9  | **Leadership and Teambuilding**  
Students understand the organization, economics, and management of media staffs. This may include knowledge of:  
- leadership models;  
- hierarchy and roles of media staff and organization; and  
- organizational methods and decision-making. |
| 10 | **Entrepreneurship**  
Create and implement financial plans to support a publication. This may include:  
- production and cost models of print versus electronic publication;  
- analysis of cost factors;  
- advertising;  
- marketing (i.e., increasing readership even if not selling advertisements);  
- readership interfacing, social media, and ombudsman;  
- creating and supporting financial plans;  
- supporting expenses using local advertising; and |
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<td>• advertising ethics: in Massachusetts, decisions to publish belong to the student editorial staff.</td>
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<td>Students explore career pathways and further educational opportunities in journalism. This may include:</td>
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<td>• understanding the educational requirements and the necessary experience to pursue a variety of careers supported by the range of skills learned in Journalism class;</td>
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<td>• use of résumés, portfolios (clips, links to clips, web-based portfolio), credentials, letters of recommendation, and reflections on journalistic careers for a portfolio;</td>
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<td>• understanding the different areas and specialties of journalism; and</td>
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<td></td>
<td>• lives and careers of outstanding journalists.</td>
</tr>
</tbody>
</table>

**Note:** These Core Course Objectives were developed by Massachusetts educators in summer 2013. They are intended to provide districts with information about the content taught in this course. Source documents used are as follows: Indiana Department of Education: High School Journalism Standards (2007); Common Core State Standards.