

# Main Criteria: Introduction to Public Speaking

## Secondary Criteria: Indiana Academic Standards

Subject: Language Arts

Grade: 11

### Introduction to Public Speaking

Week 01: Memory and Delivery Techniques; Deliver Speech from KWO, p. 9-16

### Indiana Academic Standards

#### Language Arts

Grade 11 - Adopted: 2023

#### STANDARD / STRAND

#### Grades 11-12 English/Language Arts

#### PROFICIENCY STATEMENT / SUBSTRAND

**Reading Comprehension – Learning Outcome: Students analyze the author's technique, purpose, and perspective in grade-level fiction and nonfiction text, using textual evidence to support analysis.**

INDICATOR /  
STANDARD

11-  
12.RC.1.

Analyze what a text says explicitly and implicitly (e.g., inferences and interpretations) by citing strong and thorough textual evidence to support and explain how the evidence develops the analysis, including where the text leaves matters uncertain. (E)

INDICATOR /  
STANDARD

11-  
12.RC.2.

Compare and contrast the development of similar themes across two or more works of literature, and analyze how they emerge and are shaped and refined by specific details.

INDICATOR /  
STANDARD

11-  
12.RC.11.

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

INDICATOR /  
STANDARD

11-  
12.RC.14.

Determine the meaning of words and phrases as they are used in a nonfiction text, including figurative, connotative, denotative, and technical meanings; evaluate the cumulative impact of how an author uses and refines the meaning of a key term or terms over the course of a text. (E)

#### STANDARD / STRAND

#### Grades 11-12 English/Language Arts

#### PROFICIENCY STATEMENT / SUBSTRAND

**Communication and Collaboration – Learning Outcome: Students discuss and debate ideas based on research and specific evidence, allowing for all perspectives to be heard, and assessing and analyzing a speaker's stylistic choices.**

INDICATOR /  
STANDARD

11-  
12.CC.1.

Initiate and engage in a range of collaborative discussions on grade-appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly and persuasively.

INDICATOR /  
STANDARD

11-  
12.CC.2.

Engage in a thoughtful, well-reasoned exchange of ideas by referring to specific evidence. (E)

INDICATOR /  
STANDARD

11-  
12.CC.3.

Expand 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.

INDICATOR /  
STANDARD

11-  
12.CC.4.

Conduct, debate, and discuss 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. (E)

INDICATOR / STANDARD	11-12.CC.5.	Evaluate a speaker's perspective, reasoning, and use of evidence and rhetoric, as well as assessing stylistic choices such as word choice, points of emphasis, and tone. (E)
INDICATOR / STANDARD	11-12.CC.6.	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. Address opposing perspectives, ensuring the organization, development, substance, and style are appropriate to purpose and audience.

### Grade 11 - Adopted: 2020

#### STANDARD / STRAND Journalism: Grades 9-12

PROFICIENCY STATEMENT / SUBSTRAND		Journalism: Narrative Nonfiction/Historical Fiction
INDICATOR / STANDARD		Key Ideas and Textual Support
EXPECTATION / INDICATOR	JL.2.1.	Cite strong and thorough facts from observation, quotations, and specific details that support analysis of what a piece of narrative nonfiction/historical fiction says explicitly as well as inferences and interpretations drawn from the text, including determining where the text leaves matters uncertain. (e.g. excerpts from The Immortal Life of Henrietta Lacks, The Jungle, Unbroken, The Devil in the White City, Into the Wild).
EXPECTATION / INDICATOR	JL.2.2.	Compare and contrast the development of similar themes or central ideas across two or more works of narrative nonfiction/historical fiction and analyze how the author uses specific details to shape and reveal themes. (e.g. excerpts from Historical fiction of Alexander Thom and Native American poetry, works of Ernie Pyle and Tim O'Brien).
EXPECTATION / INDICATOR	JL.2.4.	Students are expected to build upon and continue applying concepts learned previously. (Grade of mastery: 2)

#### STANDARD / STRAND Journalism: Grades 9-12

PROFICIENCY STATEMENT / SUBSTRAND		Journalism: Nonfiction
INDICATOR / STANDARD		Learning Outcome
EXPECTATION / INDICATOR	JN.1.1.	Read a variety of nonfiction within a range of complexity appropriate for grades 11-CCR. By the end of grade 11, students interact with texts proficiently and independently at the low end of the range and with scaffolding as needed for texts at the high end of the range. By the end of grade 12, students interact with texts proficiently and independently.

#### STANDARD / STRAND Journalism: Grades 9-12

PROFICIENCY STATEMENT / SUBSTRAND		Journalism: Nonfiction
INDICATOR / STANDARD		Key Ideas and Textual Support
EXPECTATION / INDICATOR	JN.2.1.	Cite strong and thorough facts from observation, quotations, and specific details that support analysis of what a piece of nonfiction says explicitly as well as inferences and interpretations drawn from the text, including determining where the text leaves matters uncertain.

**STANDARD /  
STRAND****Journalism: Grades 9-12**

PROFICIENCY STATEMENT / SUBSTRAND		Journalism: Vocabulary
INDICATOR / STANDARD		Learning Outcome

EXPECTATION / INDICATOR	JV.1.1.	Acquire and use accurately general 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 journalism industry.
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**STANDARD /  
STRAND****Journalism: Grades 9-12**

PROFICIENCY STATEMENT / SUBSTRAND		Journalism: Vocabulary
INDICATOR / STANDARD		Vocabulary Building

EXPECTATION / INDICATOR	JV.2.1.	Use context to determine or clarify the meaning of words and phrases.
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EXPECTATION / INDICATOR	JV.2.2.	Students are expected to build upon and continue applying concepts learned previously. (Grade of Mastery: 7)
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**STANDARD /  
STRAND****Journalism: Grades 9-12**

PROFICIENCY STATEMENT / SUBSTRAND		Journalism: Vocabulary
INDICATOR / STANDARD		Vocabulary in Historical Fiction and Nonfiction

EXPECTATION / INDICATOR	JV.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 uses and refines the meaning of a key term or terms over the course of a text.
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**STANDARD /  
STRAND****Journalism: Grades 9-12**

PROFICIENCY STATEMENT / SUBSTRAND		Writing
INDICATOR / STANDARD		Learning Outcome

EXPECTATION / INDICATOR	JW.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.
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**STANDARD /  
STRAND****Journalism: Grades 9-12**

PROFICIENCY STATEMENT / SUBSTRAND		Writing
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INDICATOR / STANDARD		Handwriting
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EXPECTATION / INDICATOR	JW.2.	Students are expected to build upon and continue applying concepts learned previously. (Grade of Mastery: 4)
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STANDARD / STRAND	Journalism: Grades 9-12
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PROFICIENCY STATEMENT / SUBSTRAND		Writing
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INDICATOR / STANDARD		Writing Genres: Editorial, News, and Feature
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EXPECTATION / INDICATOR	JW.3.	Students are expected to build upon and continue concepts learned previously.
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STANDARD / STRAND	Journalism: Grades 9-12
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PROFICIENCY STATEMENT / SUBSTRAND		Writing
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INDICATOR / STANDARD		The Research Process: Finding, Assessing, Synthesizing, and Reporting Information
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EXPECTATION / INDICATOR	JW.5.4.	Ask clear interview questions to guide a balanced and unbiased information-gathering process that include
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INDICATOR		Formulating questions that elicit valuable information
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INDICATOR		Observing and recording details during the interview
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STANDARD / STRAND	Journalism: Grades 9-12
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PROFICIENCY STATEMENT / SUBSTRAND		Speaking and Listening
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INDICATOR / STANDARD		Learning Outcome
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EXPECTATION / INDICATOR	JSL.1.	Listen actively and adjust the use of spoken language (e.g., conventions, style, vocabulary, probing questions) to communicate effectively with a variety of sources and audiences and for different purposes.
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STANDARD / STRAND	Journalism: Grades 9-12
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PROFICIENCY STATEMENT / SUBSTRAND		Speaking and Listening
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INDICATOR / STANDARD		Discussion and Collaboration
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EXPECTATION / INDICATOR	JSL.2.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one critiques, group discussion of news coverage, story ideas, and interviews) on current events, sample media, and newsworthy issues; building on others' ideas and expressing personal viewpoints clearly and persuasively.
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EXPECTATION / INDICATOR	JSL.2.3.	Work with peers to promote collegial discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
EXPECTATION / INDICATOR	JSL.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.

**STANDARD /  
STRAND**

**Journalism: Grades 9-12**

PROFICIENCY STATEMENT / SUBSTRAND		Speaking and Listening
INDICATOR / STANDARD		Comprehension

EXPECTATION / INDICATOR	JSL.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.
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**STANDARD /  
STRAND**

**Journalism: Grades 9-12**

PROFICIENCY STATEMENT / SUBSTRAND		Speaking and Listening
INDICATOR / STANDARD		Presentation of Knowledge and Ideas

EXPECTATION / INDICATOR	JSL.4.1.	Present information, findings, and supporting evidence so that listeners can follow a clear line of reasoning. Address alternate or opposing perspectives. The organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
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EXPECTATION / INDICATOR	JSL.4.3.	Students are expected to build upon and continue applying concepts learned previously. (Grade of Mastery: 2)
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**STANDARD /  
STRAND**

**Digital Media: Grades 9-12**

PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Narrative Storytelling
INDICATOR / STANDARD		Key Ideas and Textual Support

EXPECTATION / INDICATOR	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.
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**STANDARD /  
STRAND**

**Digital Media: Grades 9-12**

PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Nonfiction
INDICATOR / STANDARD		Learning Outcome

EXPECTATION / INDICATOR	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.
STANDARD / STRAND		Digital Media: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Nonfiction
INDICATOR / STANDARD		Key Ideas and Textual Support
EXPECTATION / INDICATOR	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.
STANDARD / STRAND		Digital Media: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Vocabulary
INDICATOR / STANDARD		Learning Outcome
EXPECTATION / INDICATOR	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.
STANDARD / STRAND		Digital Media: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Vocabulary
INDICATOR / STANDARD		Vocabulary Building
EXPECTATION / INDICATOR	MV.2.1.	Use context to determine or clarify the meaning of words and phrases.
STANDARD / STRAND		Digital Media: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Vocabulary
INDICATOR / STANDARD		Vocabulary in Media Writing and Production
EXPECTATION / INDICATOR	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.
STANDARD / STRAND		Digital Media: Grades 9-12

PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Speaking and Listening
INDICATOR / STANDARD		Learning Outcome

EXPECTATION / INDICATOR	MSL.1.	Listen actively and adjust the use of spoken language (e.g., conventions, style, vocabulary, probing questions) to communicate effectively with a variety of sources and audiences and for different purposes and media platforms.
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**STANDARD / STRAND**

**Digital Media: Grades 9-12**

PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Speaking and Listening
INDICATOR / STANDARD		Discussion and Collaboration

EXPECTATION / INDICATOR	MSL.2.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, critiques, group discussion, interviews, etc.) 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.
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EXPECTATION / INDICATOR	MSL.2.2.	Engage in a thoughtful, well-reasoned exchange of ideas by referring to specific evidence.
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EXPECTATION / INDICATOR	MSL.2.3.	Work with peers to promote collegial discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
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EXPECTATION / INDICATOR	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.
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EXPECTATION / INDICATOR	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.
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**STANDARD / STRAND**

**Digital Media: Grades 9-12**

PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Speaking and Listening
INDICATOR / STANDARD		Comprehension

EXPECTATION / INDICATOR	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.
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**STANDARD / STRAND**

**Digital Media: Grades 9-12**

PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Speaking and Listening
INDICATOR / STANDARD		Presentation of Knowledge of Ideas

EXPECTATION / INDICATOR	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.
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Week 02: Speaker Evaluation Techniques; Structure of a Basic Speech, p. 17-28

## Indiana Academic Standards

### Language Arts

#### Grade 11 - Adopted: 2023

STANDARD / STRAND		Grades 11-12 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Reading Comprehension – Learning Outcome: Students analyze the author's technique, purpose, and perspective in grade-level fiction and nonfiction text, using textual evidence to support analysis.
INDICATOR / STANDARD	11- 12.RC.1.	Analyze what a text says explicitly and implicitly (e.g., inferences and interpretations) by citing strong and thorough textual evidence to support and explain how the evidence develops the analysis, including where the text leaves matters uncertain. (E)
INDICATOR / STANDARD	11- 12.RC.2.	Compare and contrast the development of similar themes across two or more works of literature, and analyze how they emerge and are shaped and refined by specific details.
INDICATOR / STANDARD	11- 12.RC.11.	Use context to determine or clarify the meaning of words and phrases.
STANDARD / STRAND		Grades 11-12 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes; compositions will include correct use of standard formatting (e.g., MLA, APA) with sources correctly cited.
INDICATOR / STANDARD	11- 12.W.2.	Write informative compositions on a variety of topics that:
EXPECTATION / INDICATOR	11- 12.W.2.b.	Utilizing 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.
STANDARD / STRAND		Grades 11-12 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes; compositions will include correct use of standard formatting (e.g., MLA, APA) with sources correctly cited.
INDICATOR / STANDARD	11- 12.W.5.	Conduct more sustained research assignments and tasks to build knowledge about the research process and the topic understudy.
EXPECTATION / INDICATOR	11- 12.W.5.f.	Present information, choosing from a variety of formats. (E)
STANDARD / STRAND		Grades 11-12 English/Language Arts



PROFICIENCY STATEMENT / SUBSTRAND		Communication and Collaboration – Learning Outcome: Students discuss and debate ideas based on research and specific evidence, allowing for all perspectives to be heard, and assessing and analyzing a speaker's stylistic choices.
INDICATOR / STANDARD	11-12.CC.1.	Initiate and engage in a range of collaborative discussions on grade-appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly and persuasively.
INDICATOR / STANDARD	11-12.CC.2.	Engage in a thoughtful, well-reasoned exchange of ideas by referring to specific evidence. (E)
INDICATOR / STANDARD	11-12.CC.3.	Expand 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.
INDICATOR / STANDARD	11-12.CC.4.	Conduct, debate, and discuss 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. (E)
INDICATOR / STANDARD	11-12.CC.5.	Evaluate a speaker's perspective, reasoning, and use of evidence and rhetoric, as well as assessing stylistic choices such as word choice, points of emphasis, and tone. (E)
INDICATOR / STANDARD	11-12.CC.6.	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. Address opposing perspectives, ensuring the organization, development, substance, and style are appropriate to purpose and audience.

### Grade 11 - Adopted: 2020

#### STANDARD / STRAND

#### Journalism: Grades 9-12

PROFICIENCY STATEMENT / SUBSTRAND		Journalism: Narrative Nonfiction/Historical Fiction
INDICATOR / STANDARD		Key Ideas and Textual Support
EXPECTATION / INDICATOR	JL.2.1.	Cite strong and thorough facts from observation, quotations, and specific details that support analysis of what a piece of narrative nonfiction/historical fiction says explicitly as well as inferences and interpretations drawn from the text, including determining where the text leaves matters uncertain. (e.g. excerpts from <i>The Immortal Life of Henrietta Lacks</i> , <i>The Jungle</i> , <i>Unbroken</i> , <i>The Devil in the White City</i> , <i>Into the Wild</i> ).
EXPECTATION / INDICATOR	JL.2.2.	Compare and contrast the development of similar themes or central ideas across two or more works of narrative nonfiction/historical fiction and analyze how the author uses specific details to shape and reveal themes. (e.g. excerpts from Historical fiction of Alexander Thom and Native American poetry, works of Ernie Pyle and Tim O'Brien).

#### STANDARD / STRAND

#### Journalism: Grades 9-12

PROFICIENCY STATEMENT / SUBSTRAND		Journalism: Vocabulary
INDICATOR / STANDARD		Learning Outcome

EXPECTATION / INDICATOR	JV.1.1.	Acquire and use accurately general 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 journalism industry.
<b>STANDARD / STRAND</b>		<b>Journalism: Grades 9-12</b>
PROFICIENCY STATEMENT / SUBSTRAND		Journalism: Vocabulary
INDICATOR / STANDARD		Vocabulary Building
EXPECTATION / INDICATOR	JV.2.2.	Students are expected to build upon and continue applying concepts learned previously. (Grade of Mastery: 7)
<b>STANDARD / STRAND</b>		<b>Journalism: Grades 9-12</b>
PROFICIENCY STATEMENT / SUBSTRAND		Writing
INDICATOR / STANDARD		Learning Outcome
EXPECTATION / INDICATOR	JW.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.
<b>STANDARD / STRAND</b>		<b>Journalism: Grades 9-12</b>
PROFICIENCY STATEMENT / SUBSTRAND		Writing
INDICATOR / STANDARD		Handwriting
EXPECTATION / INDICATOR	JW.2.	Students are expected to build upon and continue applying concepts learned previously. (Grade of Mastery: 4)
<b>STANDARD / STRAND</b>		<b>Journalism: Grades 9-12</b>
PROFICIENCY STATEMENT / SUBSTRAND		Writing
INDICATOR / STANDARD		Writing Genres: Editorial, News, and Feature
EXPECTATION / INDICATOR	JW.3.	Students are expected to build upon and continue concepts learned previously.
<b>STANDARD / STRAND</b>		<b>Journalism: Grades 9-12</b>
PROFICIENCY STATEMENT / SUBSTRAND		Writing

INDICATOR / STANDARD		The Research Process: Finding, Assessing, Synthesizing, and Reporting Information
EXPECTATION / INDICATOR	JW.5.4.	Ask clear interview questions to guide a balanced and unbiased information-gathering process that include

INDICATOR		Formulating questions that elicit valuable information
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INDICATOR		Observing and recording details during the interview
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**STANDARD / STRAND**

**Journalism: Grades 9-12**

PROFICIENCY STATEMENT / SUBSTRAND		Speaking and Listening
INDICATOR / STANDARD		Learning Outcome

EXPECTATION / INDICATOR	JSL.1.	Listen actively and adjust the use of spoken language (e.g., conventions, style, vocabulary, probing questions) to communicate effectively with a variety of sources and audiences and for different purposes.
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**STANDARD / STRAND**

**Journalism: Grades 9-12**

PROFICIENCY STATEMENT / SUBSTRAND		Speaking and Listening
INDICATOR / STANDARD		Discussion and Collaboration

EXPECTATION / INDICATOR	JSL.2.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one critiques, group discussion of news coverage, story ideas, and interviews) on current events, sample media, and newsworthy issues; building on others' ideas and expressing personal viewpoints clearly and persuasively.
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EXPECTATION / INDICATOR	JSL.2.3.	Work with peers to promote collegial discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
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EXPECTATION / INDICATOR	JSL.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.
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**STANDARD / STRAND**

**Journalism: Grades 9-12**

PROFICIENCY STATEMENT / SUBSTRAND		Speaking and Listening
INDICATOR / STANDARD		Comprehension

EXPECTATION / INDICATOR	JSL.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.
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**STANDARD / STRAND**

**Journalism: Grades 9-12**

PROFICIENCY STATEMENT / SUBSTRAND		Speaking and Listening
INDICATOR / STANDARD		Presentation of Knowledge and Ideas

EXPECTATION / INDICATOR	JSL.4.1.	Present information, findings, and supporting evidence so that listeners can follow a clear line of reasoning. Address alternate or opposing perspectives. The organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
EXPECTATION / INDICATOR	JSL.4.2.	Create engaging content that strategically and creatively uses digital media (e.g., textual, graphical, audio, visual, and interactive elements) to add interest and enhance understanding of findings, reasoning, and evidence.
EXPECTATION / INDICATOR	JSL.4.3.	Students are expected to build upon and continue applying concepts learned previously. (Grade of Mastery: 2)

#### STANDARD / STRAND

#### Digital Media: Grades 9-12

PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Narrative Storytelling
INDICATOR / STANDARD		Key Ideas and Textual Support

EXPECTATION / INDICATOR	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.
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#### STANDARD / STRAND

#### Digital Media: Grades 9-12

PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Writing
INDICATOR / STANDARD		The Research Process: Finding, Assessing, Synthesizing, and Reporting Information
EXPECTATION / INDICATOR	MW.5.3.	Conduct short as well as more sustained research assignments and tasks to build knowledge about the research process and the topic under study:

INDICATOR	MW.5.3.6	Present information, choosing from a variety of formats.
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#### STANDARD / STRAND

#### Digital Media: Grades 9-12

PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Speaking and Listening
INDICATOR / STANDARD		Learning Outcome

EXPECTATION / INDICATOR	MSL.1.	Listen actively and adjust the use of spoken language (e.g., conventions, style, vocabulary, probing questions) to communicate effectively with a variety of sources and audiences and for different purposes and media platforms.
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#### STANDARD / STRAND

#### Digital Media: Grades 9-12

PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Speaking and Listening
INDICATOR / STANDARD		Discussion and Collaboration
EXPECTATION / INDICATOR	MSL2.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, critiques, group discussion, interviews, etc.) 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.
EXPECTATION / INDICATOR	MSL2.2.	Engage in a thoughtful, well-reasoned exchange of ideas by referring to specific evidence.
EXPECTATION / INDICATOR	MSL2.3.	Work with peers to promote collegial discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
EXPECTATION / INDICATOR	MSL2.4.	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.
EXPECTATION / INDICATOR	MSL2.5.	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.

#### STANDARD / STRAND

#### Digital Media: Grades 9-12

PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Speaking and Listening
INDICATOR / STANDARD		Comprehension
EXPECTATION / INDICATOR	MSL3.2.	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.

#### STANDARD / STRAND

#### Digital Media: Grades 9-12

PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Speaking and Listening
INDICATOR / STANDARD		Presentation of Knowledge of Ideas
EXPECTATION / INDICATOR	MSL4.1.	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.

#### STANDARD / STRAND

#### Student Media: 9-12

PROFICIENCY STATEMENT / SUBSTRAND		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.
INDICATOR / STANDARD		Organize and Focus

EXPECTATION / INDICATOR	SMED.4.1 .	Choose the appropriate method and medium to deliver information (verbal, visual, multimedia). Various types of media include the following:
INDICATOR	SMED.4.1.4.	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. •
INDICATOR	SMED.4.1.5.	Other Multimedia • 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.

### Week 03: The Body of a Speech, p. 29-42

## Indiana Academic Standards

### Language Arts

#### Grade 11 - Adopted: 2023

#### STANDARD / STRAND Grades 11-12 English/Language Arts

PROFICIENCY STATEMENT / SUBSTRAND		Reading Comprehension – Learning Outcome: Students analyze the author's technique, purpose, and perspective in grade-level fiction and nonfiction text, using textual evidence to support analysis.
INDICATOR / STANDARD	11-12.RC.1.	Analyze what a text says explicitly and implicitly (e.g., inferences and interpretations) by citing strong and thorough textual evidence to support and explain how the evidence develops the analysis, including where the text leaves matters uncertain. (E)
INDICATOR / STANDARD	11-12.RC.2.	Compare and contrast the development of similar themes across two or more works of literature, and analyze how they emerge and are shaped and refined by specific details.
INDICATOR / STANDARD	11-12.RC.11.	Use context to determine or clarify the meaning of words and phrases.

#### STANDARD / STRAND Grades 11-12 English/Language Arts

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes; compositions will include correct use of standard formatting (e.g., MLA, APA) with sources correctly cited.
INDICATOR / STANDARD	11-12.W.2.	Write informative compositions on a variety of topics that:
EXPECTATION / INDICATOR	11-12.W.2.a.	Introduce a topic and 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., headings), graphics (e.g., figures, tables), and multimedia when useful to aid comprehension.
EXPECTATION / INDICATOR	11-12.W.2.b.	Utilizing 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.



INDICATOR / STANDARD	11- 12.CC.6.	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. Address opposing perspectives, ensuring the organization, development, substance, and style are appropriate to purpose and audience.
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### Grade 11 - Adopted: 2020

#### STANDARD / STRAND

#### Journalism: Grades 9-12

PROFICIENCY STATEMENT / SUBSTRAND		Journalism: Narrative Nonfiction/Historical Fiction
INDICATOR / STANDARD		Key Ideas and Textual Support

EXPECTATION / INDICATOR	JL.2.1.	Cite strong and thorough facts from observation, quotations, and specific details that support analysis of what a piece of narrative nonfiction/historical fiction says explicitly as well as inferences and interpretations drawn from the text, including determining where the text leaves matters uncertain. (e.g. excerpts from The Immortal Life of Henrietta Lacks, The Jungle, Unbroken, The Devil in the White City, Into the Wild).
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EXPECTATION / INDICATOR	JL.2.2.	Compare and contrast the development of similar themes or central ideas across two or more works of narrative nonfiction/historical fiction and analyze how the author uses specific details to shape and reveal themes. (e.g. excerpts from Historical fiction of Alexander Thom and Native American poetry, works of Ernie Pyle and Tim O'Brien).
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#### STANDARD / STRAND

#### Journalism: Grades 9-12

PROFICIENCY STATEMENT / SUBSTRAND		Journalism: Vocabulary
INDICATOR / STANDARD		Learning Outcome

EXPECTATION / INDICATOR	JV.1.1.	Acquire and use accurately general 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 journalism industry.
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#### STANDARD / STRAND

#### Journalism: Grades 9-12

PROFICIENCY STATEMENT / SUBSTRAND		Journalism: Vocabulary
INDICATOR / STANDARD		Vocabulary Building

EXPECTATION / INDICATOR	JV.2.2.	Students are expected to build upon and continue applying concepts learned previously. (Grade of Mastery: 7)
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#### STANDARD / STRAND

#### Journalism: Grades 9-12

PROFICIENCY STATEMENT / SUBSTRAND		Writing
INDICATOR / STANDARD		Learning Outcome



EXPECTATION / INDICATOR	JW.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.
<b>STANDARD / STRAND</b>		<b>Journalism: Grades 9-12</b>
PROFICIENCY STATEMENT / SUBSTRAND		Writing
INDICATOR / STANDARD		Handwriting
EXPECTATION / INDICATOR	JW.2.	Students are expected to build upon and continue applying concepts learned previously. (Grade of Mastery: 4)
<b>STANDARD / STRAND</b>		<b>Journalism: Grades 9-12</b>
PROFICIENCY STATEMENT / SUBSTRAND		Writing
INDICATOR / STANDARD		Writing Genres: Editorial, News, and Feature
EXPECTATION / INDICATOR	JW.3.	Students are expected to build upon and continue concepts learned previously.
<b>STANDARD / STRAND</b>		<b>Journalism: Grades 9-12</b>
PROFICIENCY STATEMENT / SUBSTRAND		Writing
INDICATOR / STANDARD		Writing Genres: Editorial, News, and Feature
EXPECTATION / INDICATOR	JW.3.1.	Write editorials/commentaries that —
INDICATOR		Use effective transitions as well as varied syntax to link the major sections of the text, 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.
<b>STANDARD / STRAND</b>		<b>Journalism: Grades 9-12</b>
PROFICIENCY STATEMENT / SUBSTRAND		Writing
INDICATOR / STANDARD		Writing Genres: Editorial, News, and Feature
EXPECTATION / INDICATOR	JW.3.2.	Write news that —
INDICATOR		Develops the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, attributions, or other information and examples relevant to the audience's knowledge of the topic.

INDICATOR		Uses appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
<b>STANDARD / STRAND</b>		<b>Journalism: Grades 9-12</b>
PROFICIENCY STATEMENT / SUBSTRAND		Writing
INDICATOR / STANDARD		Writing Genres: Editorial, News, and Feature
EXPECTATION / INDICATOR	JW.3.3.	Write features that --

INDICATOR		Provide an ending that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
<b>STANDARD / STRAND</b>		<b>Journalism: Grades 9-12</b>
PROFICIENCY STATEMENT / SUBSTRAND		Writing
INDICATOR / STANDARD		The Writing Process
EXPECTATION / INDICATOR	JW.4.1.	Apply the writing process to —

INDICATOR		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.
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INDICATOR		Use technology to generate, produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
<b>STANDARD / STRAND</b>		<b>Journalism: Grades 9-12</b>
PROFICIENCY STATEMENT / SUBSTRAND		Writing
INDICATOR / STANDARD		The Writing Process

EXPECTATION / INDICATOR	JW.4.4.	Revise and edit copy to ensure effective, grammatically correct communication using appropriate proofreading or copy editing symbols.
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<b>STANDARD / STRAND</b>		<b>Journalism: Grades 9-12</b>
PROFICIENCY STATEMENT / SUBSTRAND		Writing
INDICATOR / STANDARD		The Research Process: Finding, Assessing, Synthesizing, and Reporting Information
EXPECTATION / INDICATOR	JW.5.4.	Ask clear interview questions to guide a balanced and unbiased information-gathering process that include

INDICATOR		Formulating questions that elicit valuable information
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INDICATOR		Observing and recording details during the interview
<b>STANDARD / STRAND</b>		<b>Journalism: Grades 9-12</b>
<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Speaking and Listening</b>
<b>INDICATOR / STANDARD</b>		<b>Learning Outcome</b>
EXPECTATION / INDICATOR	JSL.1.	Listen actively and adjust the use of spoken language (e.g., conventions, style, vocabulary, probing questions) to communicate effectively with a variety of sources and audiences and for different purposes.
<b>STANDARD / STRAND</b>		<b>Journalism: Grades 9-12</b>
<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Speaking and Listening</b>
<b>INDICATOR / STANDARD</b>		<b>Discussion and Collaboration</b>
EXPECTATION / INDICATOR	JSL.2.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one critiques, group discussion of news coverage, story ideas, and interviews) on current events, sample media, and newsworthy issues; building on others' ideas and expressing personal viewpoints clearly and persuasively.
EXPECTATION / INDICATOR	JSL.2.3.	Work with peers to promote collegial discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
EXPECTATION / INDICATOR	JSL.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.
<b>STANDARD / STRAND</b>		<b>Journalism: Grades 9-12</b>
<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Speaking and Listening</b>
<b>INDICATOR / STANDARD</b>		<b>Comprehension</b>
EXPECTATION / INDICATOR	JSL.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.
<b>STANDARD / STRAND</b>		<b>Journalism: Grades 9-12</b>
<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Speaking and Listening</b>
<b>INDICATOR / STANDARD</b>		<b>Presentation of Knowledge and Ideas</b>

EXPECTATION / INDICATOR	JSL.4.1.	Present information, findings, and supporting evidence so that listeners can follow a clear line of reasoning. Address alternate or opposing perspectives. The organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
EXPECTATION / INDICATOR	JSL.4.2.	Create engaging content that strategically and creatively uses digital media (e.g., textual, graphical, audio, visual, and interactive elements) to add interest and enhance understanding of findings, reasoning, and evidence.
EXPECTATION / INDICATOR	JSL.4.3.	Students are expected to build upon and continue applying concepts learned previously. (Grade of Mastery: 2)

**STANDARD /  
STRAND**

**Digital Media: Grades 9-12**

PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Narrative Storytelling
INDICATOR / STANDARD		Key Ideas and Textual Support

EXPECTATION / INDICATOR	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.
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**STANDARD /  
STRAND**

**Digital Media: Grades 9-12**

PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Writing
INDICATOR / STANDARD		Learning Outcome

EXPECTATION / INDICATOR	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.
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**STANDARD /  
STRAND**

**Digital Media: Grades 9-12**

PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Writing
INDICATOR / STANDARD		Writing Genres: Editorial, News, Feature, and Narrative
EXPECTATION / INDICATOR	MW.3.2.	Write or produce informative products on a variety of topics that:

INDICATOR	MW.3.2.2.	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,
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INDICATOR	MW.3.2.3.	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,
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INDICATOR	MW.3.2.4	Choose language, content-specific vocabulary, and techniques to manage the complexity of the topic, recognizing and eliminating wordiness and redundancy,
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INDICATOR	MW.3.2.6	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
<b>STANDARD / STRAND</b>	<b>Digital Media: Grades 9-12</b>	
PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Writing
INDICATOR / STANDARD		The Writing Process
EXPECTATION / INDICATOR	MW.4.1.	Apply the writing process to all formal writing and media product development, including but not limited to argumentative, informative, and narrative.
INDICATOR	MW.4.1.1	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,
<b>STANDARD / STRAND</b>	<b>Digital Media: Grades 9-12</b>	
PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Writing
INDICATOR / STANDARD		The Writing Process
EXPECTATION / INDICATOR	MW.4.4.	Revise and edit to ensure effective, grammatically correct communication.
<b>STANDARD / STRAND</b>	<b>Digital Media: Grades 9-12</b>	
PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Writing
INDICATOR / STANDARD		The Research Process: Finding, Assessing, Synthesizing, and Reporting Information
EXPECTATION / INDICATOR	MW.5.3.	Conduct short as well as more sustained research assignments and tasks to build knowledge about the research process and the topic under study:
INDICATOR	MW.5.3.6	Present information, choosing from a variety of formats.
<b>STANDARD / STRAND</b>	<b>Digital Media: Grades 9-12</b>	
PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Speaking and Listening
INDICATOR / STANDARD		Learning Outcome
EXPECTATION / INDICATOR	MSL.1.	Listen actively and adjust the use of spoken language (e.g., conventions, style, vocabulary, probing questions) to communicate effectively with a variety of sources and audiences and for different purposes and media platforms.
<b>STANDARD / STRAND</b>	<b>Digital Media: Grades 9-12</b>	

PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Speaking and Listening
INDICATOR / STANDARD		Discussion and Collaboration

EXPECTATION / INDICATOR	MSL2.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, critiques, group discussion, interviews, etc.) 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.
EXPECTATION / INDICATOR	MSL2.2.	Engage in a thoughtful, well-reasoned exchange of ideas by referring to specific evidence.
EXPECTATION / INDICATOR	MSL2.3.	Work with peers to promote collegial discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
EXPECTATION / INDICATOR	MSL2.4.	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.
EXPECTATION / INDICATOR	MSL2.5.	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.

**STANDARD / STRAND**

**Digital Media: Grades 9-12**

PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Speaking and Listening
INDICATOR / STANDARD		Comprehension

EXPECTATION / INDICATOR	MSL3.2.	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.
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**STANDARD / STRAND**

**Digital Media: Grades 9-12**

PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Speaking and Listening
INDICATOR / STANDARD		Presentation of Knowledge of Ideas

EXPECTATION / INDICATOR	MSL4.1.	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.
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**STANDARD / STRAND**

**Student Media: 9-12**

PROFICIENCY STATEMENT / SUBSTRAND		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.
INDICATOR / STANDARD		Organize and Focus

<b>EXPECTATION / INDICATOR</b>	<b>SMED.4.1</b>	<b>Choose the appropriate method and medium to deliver information (verbal, visual, multimedia). Various types of media include the following:</b>
INDICATOR	SMED.4.1.4.	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. •
INDICATOR	SMED.4.1.5.	Other Multimedia • 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.

Week 04: The Introduction and Conclusion of a Speech, p. 43-50

## Indiana Academic Standards

### Language Arts

#### Grade 11 - Adopted: 2023

#### STANDARD / STRAND

#### Grades 11-12 English/Language Arts

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes; compositions will include correct use of standard formatting (e.g., MLA, APA) with sources correctly cited.</b>
<b>INDICATOR / STANDARD</b>	<b>11-12.W.2.</b>	<b>Write informative compositions on a variety of topics that:</b>
EXPECTATION / INDICATOR	11-12.W.2.a.	Introduce a topic and 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., headings), graphics (e.g., figures, tables), and multimedia when useful to aid comprehension.
EXPECTATION / INDICATOR	11-12.W.2.b.	Utilizing 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.
EXPECTATION / INDICATOR	11-12.W.2.c.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
EXPECTATION / INDICATOR	11-12.W.2.f.	Provide a concluding statement or section that follows and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). (E)

#### STANDARD / STRAND

#### Grades 11-12 English/Language Arts

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes; compositions will include correct use of standard formatting (e.g., MLA, APA) with sources correctly cited.</b>
<b>INDICATOR / STANDARD</b>	<b>11-12.W.4.</b>	<b>Apply the writing process to all formal writing including but not limited to argumentative, informative, and narrative:</b>

EXPECTATION / INDICATOR	11-12.W.4.a.	Plan and develop, draft, and revise writing 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.
STANDARD / STRAND	Grades 11-12 English/Language Arts	
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes; compositions will include correct use of standard formatting (e.g., MLA, APA) with sources correctly cited.
INDICATOR / STANDARD	11-12.W.5.	Conduct more sustained research assignments and tasks to build knowledge about the research process and the topic understudy.

EXPECTATION / INDICATOR	11-12.W.5.f.	Present information, choosing from a variety of formats. (E)
<b>STANDARD / STRAND</b>	<b>Grades 11-12 English/Language Arts</b>	
<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Communication and Collaboration – Learning Outcome: Students discuss and debate ideas based on research and specific evidence, allowing for all perspectives to be heard, and assessing and analyzing a speaker's stylistic choices.</b>
INDICATOR / STANDARD	11-12.CC.1.	Initiate and engage in a range of collaborative discussions on grade-appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly and persuasively.
INDICATOR / STANDARD	11-12.CC.2.	Engage in a thoughtful, well-reasoned exchange of ideas by referring to specific evidence. (E)
INDICATOR / STANDARD	11-12.CC.3.	Expand 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.
INDICATOR / STANDARD	11-12.CC.4.	Conduct, debate, and discuss 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. (E)
INDICATOR / STANDARD	11-12.CC.5.	Evaluate a speaker's perspective, reasoning, and use of evidence and rhetoric, as well as assessing stylistic choices such as word choice, points of emphasis, and tone. (E)
INDICATOR / STANDARD	11-12.CC.6.	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. Address opposing perspectives, ensuring the organization, development, substance, and style are appropriate to purpose and audience.

## Grade 11 - Adopted: 2020

STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Journalism: Narrative Nonfiction/Historical Fiction
INDICATOR / STANDARD		Key Ideas and Textual Support



EXPECTATION / INDICATOR	JL.2.1.	Cite strong and thorough facts from observation, quotations, and specific details that support analysis of what a piece of narrative nonfiction/historical fiction says explicitly as well as inferences and interpretations drawn from the text, including determining where the text leaves matters uncertain. (e.g. excerpts from <i>The Immortal Life of Henrietta Lacks</i> , <i>The Jungle</i> , <i>Unbroken</i> , <i>The Devil in the White City</i> , <i>Into the Wild</i> ).
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EXPECTATION / INDICATOR	JL.2.2.	Compare and contrast the development of similar themes or central ideas across two or more works of narrative nonfiction/historical fiction and analyze how the author uses specific details to shape and reveal themes. (e.g. excerpts from <i>Historical Fiction of Alexander Thom</i> and <i>Native American poetry</i> , works of <i>Ernie Pyle</i> and <i>Tim O'Brien</i> ).
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**STANDARD /  
STRAND**

**Journalism: Grades 9-12**

PROFICIENCY STATEMENT / SUBSTRAND		Writing
INDICATOR / STANDARD		Learning Outcome

EXPECTATION / INDICATOR	JW.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.
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**STANDARD /  
STRAND**

**Journalism: Grades 9-12**

PROFICIENCY STATEMENT / SUBSTRAND		Writing
INDICATOR / STANDARD		Handwriting

EXPECTATION / INDICATOR	JW.2.	Students are expected to build upon and continue applying concepts learned previously. (Grade of Mastery: 4)
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**STANDARD /  
STRAND**

**Journalism: Grades 9-12**

PROFICIENCY STATEMENT / SUBSTRAND		Writing
INDICATOR / STANDARD		Writing Genres: Editorial, News, and Feature

EXPECTATION / INDICATOR	JW.3.	Students are expected to build upon and continue concepts learned previously.
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**STANDARD /  
STRAND**

**Journalism: Grades 9-12**

PROFICIENCY STATEMENT / SUBSTRAND		Writing
INDICATOR / STANDARD		Writing Genres: Editorial, News, and Feature
EXPECTATION / INDICATOR	JW.3.1.	Write editorials/commentaries that —

INDICATOR		Use effective transitions as well as varied syntax to link the major sections of the text, 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.
<b>STANDARD / STRAND</b>		<b>Journalism: Grades 9-12</b>
PROFICIENCY STATEMENT / SUBSTRAND		Writing
INDICATOR / STANDARD		Writing Genres: Editorial, News, and Feature
EXPECTATION / INDICATOR	JW.3.2.	Write news that —
INDICATOR		Develops the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, attributions, or other information and examples relevant to the audience's knowledge of the topic.
INDICATOR		Uses appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
<b>STANDARD / STRAND</b>		<b>Journalism: Grades 9-12</b>
PROFICIENCY STATEMENT / SUBSTRAND		Writing
INDICATOR / STANDARD		Writing Genres: Editorial, News, and Feature
EXPECTATION / INDICATOR	JW.3.3.	Write features that --
INDICATOR		Provide an ending that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
<b>STANDARD / STRAND</b>		<b>Journalism: Grades 9-12</b>
PROFICIENCY STATEMENT / SUBSTRAND		Writing
INDICATOR / STANDARD		The Writing Process
EXPECTATION / INDICATOR	JW.4.1.	Apply the writing process to —
INDICATOR		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.
INDICATOR		Use technology to generate, produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
<b>STANDARD / STRAND</b>		<b>Journalism: Grades 9-12</b>

PROFICIENCY STATEMENT / SUBSTRAND		Writing
INDICATOR / STANDARD		The Writing Process

EXPECTATION / INDICATOR	JW.4.4.	Revise and edit copy to ensure effective, grammatically correct communication using appropriate proofreading or copy editing symbols.
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**STANDARD / STRAND** **Journalism: Grades 9-12**

PROFICIENCY STATEMENT / SUBSTRAND		Writing
INDICATOR / STANDARD		The Research Process: Finding, Assessing, Synthesizing, and Reporting Information
EXPECTATION / INDICATOR	JW.5.4.	Ask clear interview questions to guide a balanced and unbiased information-gathering process that include

INDICATOR		Formulating questions that elicit valuable information
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INDICATOR		Observing and recording details during the interview
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**STANDARD / STRAND** **Journalism: Grades 9-12**

PROFICIENCY STATEMENT / SUBSTRAND		Speaking and Listening
INDICATOR / STANDARD		Learning Outcome

EXPECTATION / INDICATOR	JSL.1.	Listen actively and adjust the use of spoken language (e.g., conventions, style, vocabulary, probing questions) to communicate effectively with a variety of sources and audiences and for different purposes.
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**STANDARD / STRAND** **Journalism: Grades 9-12**

PROFICIENCY STATEMENT / SUBSTRAND		Speaking and Listening
INDICATOR / STANDARD		Discussion and Collaboration

EXPECTATION / INDICATOR	JSL.2.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one critiques, group discussion of news coverage, story ideas, and interviews) on current events, sample media, and newsworthy issues; building on others' ideas and expressing personal viewpoints clearly and persuasively.
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EXPECTATION / INDICATOR	JSL.2.3.	Work with peers to promote collegial discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
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EXPECTATION / INDICATOR	JSL.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.
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**STANDARD /  
STRAND****Journalism: Grades 9-12**

PROFICIENCY STATEMENT / SUBSTRAND		Speaking and Listening
INDICATOR / STANDARD		Comprehension

EXPECTATION / INDICATOR	JSL.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.
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**STANDARD /  
STRAND****Journalism: Grades 9-12**

PROFICIENCY STATEMENT / SUBSTRAND		Speaking and Listening
INDICATOR / STANDARD		Presentation of Knowledge and Ideas

EXPECTATION / INDICATOR	JSL.4.1.	Present information, findings, and supporting evidence so that listeners can follow a clear line of reasoning. Address alternate or opposing perspectives. The organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
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EXPECTATION / INDICATOR	JSL.4.2.	Create engaging content that strategically and creatively uses digital media (e.g., textual, graphical, audio, visual, and interactive elements) to add interest and enhance understanding of findings, reasoning, and evidence.
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EXPECTATION / INDICATOR	JSL.4.3.	Students are expected to build upon and continue applying concepts learned previously. (Grade of Mastery: 2)
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**STANDARD /  
STRAND****Digital Media: Grades 9-12**

PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Writing
INDICATOR / STANDARD		Learning Outcome

EXPECTATION / INDICATOR	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.
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**STANDARD /  
STRAND****Digital Media: Grades 9-12**

PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Writing
INDICATOR / STANDARD		Writing Genres: Editorial, News, Feature, and Narrative
EXPECTATION / INDICATOR	MW.3.2.	Write or produce informative products on a variety of topics that:

INDICATOR	MW.3.2.2.	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,
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INDICATOR	MW.3.2.3.	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,
INDICATOR	MW.3.2.4 .	Choose language, content- specific vocabulary, and techniques to manage the complexity of the topic, recognizing and eliminating wordiness and redundancy,
INDICATOR	MW.3.2.6 .	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

**STANDARD /  
STRAND**

**Digital Media: Grades 9-12**

PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Writing
INDICATOR / STANDARD		The Writing Process
EXPECTATION / INDICATOR	MW.4.1.	Apply the writing process to all formal writing and media product development, including but not limited to argumentative, informative, and narrative.
INDICATOR	MW.4.1.1 .	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,

**STANDARD /  
STRAND**

**Digital Media: Grades 9-12**

PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Writing
INDICATOR / STANDARD		The Writing Process
EXPECTATION / INDICATOR	MW.4.4.	Revise and edit to ensure effective, grammatically correct communication.

**STANDARD /  
STRAND**

**Digital Media: Grades 9-12**

PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Writing
INDICATOR / STANDARD		The Research Process: Finding, Assessing, Synthesizing, and Reporting Information
EXPECTATION / INDICATOR	MW.5.3.	Conduct short as well as more sustained research assignments and tasks to build knowledge about the research process and the topic under study:
INDICATOR	MW.5.3.6 .	Present information, choosing from a variety of formats.

**STANDARD /  
STRAND**

**Digital Media: Grades 9-12**

PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Speaking and Listening
INDICATOR / STANDARD		Learning Outcome

EXPECTATION / INDICATOR	MSL.1.	Listen actively and adjust the use of spoken language (e.g., conventions, style, vocabulary, probing questions) to communicate effectively with a variety of sources and audiences and for different purposes and media platforms.
<b>STANDARD / STRAND</b>	<b>Digital Media: Grades 9-12</b>	
<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Digital Media: Speaking and Listening</b>
<b>INDICATOR / STANDARD</b>		<b>Discussion and Collaboration</b>

EXPECTATION / INDICATOR	MSL2.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, critiques, group discussion, interviews, etc.) 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.
EXPECTATION / INDICATOR	MSL2.2.	Engage in a thoughtful, well-reasoned exchange of ideas by referring to specific evidence.
EXPECTATION / INDICATOR	MSL2.3.	Work with peers to promote collegial discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
EXPECTATION / INDICATOR	MSL2.4.	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.
EXPECTATION / INDICATOR	MSL2.5.	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.

<b>STANDARD / STRAND</b>	<b>Digital Media: Grades 9-12</b>	
<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Digital Media: Speaking and Listening</b>
<b>INDICATOR / STANDARD</b>		<b>Comprehension</b>

EXPECTATION / INDICATOR	MSL3.2.	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.
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<b>STANDARD / STRAND</b>	<b>Digital Media: Grades 9-12</b>	
<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Digital Media: Speaking and Listening</b>
<b>INDICATOR / STANDARD</b>		<b>Presentation of Knowledge of Ideas</b>

EXPECTATION / INDICATOR	MSL4.1.	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.
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**STANDARD /  
STRAND****Student Media: 9-12**

PROFICIENCY STATEMENT / SUBSTRAND		<b>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.</b>
INDICATOR / STANDARD		<b>Organize and Focus</b>
EXPECTATION / INDICATOR	<b>SMED.4.1</b>	<b>Choose the appropriate method and medium to deliver information (verbal, visual, multimedia). Various types of media include the following:</b>
INDICATOR	SMED.4.1.4.	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. •
INDICATOR	SMED.4.1.5.	Other Multimedia • 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.

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**Indiana Academic Standards****Language Arts****Grade 11 - Adopted: 2023****STANDARD /  
STRAND****Grades 11-12 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		<b>Reading Comprehension – Learning Outcome: Students analyze the author's technique, purpose, and perspective in grade-level fiction and nonfiction text, using textual evidence to support analysis.</b>
INDICATOR / STANDARD	11-12.RC.2.	Compare and contrast the development of similar themes across two or more works of literature, and analyze how they emerge and are shaped and refined by specific details.
INDICATOR / STANDARD	11-12.RC.4.	Analyze and evaluate works of literary or cultural significance in history for the way in which these works have used archetypes drawn from myths, traditional stories, or religious works, as well as how two or more of the works treat similar themes, conflicts, issues, or topics, and maintain relevance for current audiences.
INDICATOR / STANDARD	11-12.RC.6.	Analyze a complex set of ideas or sequence of events and explain how specific ideas, events, and individuals develop throughout the text.

**STANDARD /  
STRAND****Grades 11-12 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		<b>Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes; compositions will include correct use of standard formatting (e.g., MLA, APA) with sources correctly cited.</b>
INDICATOR / STANDARD	11-12.W.2.	<b>Write informative compositions on a variety of topics that:</b>

EXPECTATION / INDICATOR	11- 12.W.2.a.	Introduce a topic and 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., headings), graphics (e.g., figures, tables), and multimedia when useful to aid comprehension.
EXPECTATION / INDICATOR	11- 12.W.2.c.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
EXPECTATION / INDICATOR	11- 12.W.2.f.	Provide a concluding statement or section that follows and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). (E)

**STANDARD /  
STRAND**

**Grades 11-12 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		<b>Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes; compositions will include correct use of standard formatting (e.g., MLA, APA) with sources correctly cited.</b>
INDICATOR / STANDARD	11- 12.W.4.	<b>Apply the writing process to all formal writing including but not limited to argumentative, informative, and narrative:</b>

EXPECTATION / INDICATOR	11- 12.W.4.a.	Plan and develop, draft, and revise writing 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.
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**STANDARD /  
STRAND**

**Grades 11-12 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		<b>Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes; compositions will include correct use of standard formatting (e.g., MLA, APA) with sources correctly cited.</b>
INDICATOR / STANDARD	11- 12.W.5.	<b>Conduct more sustained research assignments and tasks to build knowledge about the research process and the topic understudy.</b>

EXPECTATION / INDICATOR	11- 12.W.5.e.	Avoid plagiarism and over reliance on any one source and follow a standard format (e.g., MLA, APA) for citation.
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EXPECTATION / INDICATOR	11- 12.W.5.f.	Present information, choosing from a variety of formats. (E)
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**STANDARD /  
STRAND**

**Grades 11-12 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		<b>Communication and Collaboration – Learning Outcome: Students discuss and debate ideas based on research and specific evidence, allowing for all perspectives to be heard, and assessing and analyzing a speaker's stylistic choices.</b>
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INDICATOR / STANDARD	11- 12.CC.1.	Initiate and engage in a range of collaborative discussions on grade-appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly and persuasively.
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INDICATOR / STANDARD	11- 12.CC.2.	Engage in a thoughtful, well-reasoned exchange of ideas by referring to specific evidence. (E)
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INDICATOR / STANDARD	11- 12.CC.3.	Expand 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.
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INDICATOR / STANDARD	11- 12.CC.4.	Conduct, debate, and discuss 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. (E)
INDICATOR / STANDARD	11- 12.CC.5.	Evaluate a speaker's perspective, reasoning, and use of evidence and rhetoric, as well as assessing stylistic choices such as word choice, points of emphasis, and tone. (E)
INDICATOR / STANDARD	11- 12.CC.6.	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. Address opposing perspectives, ensuring the organization, development, substance, and style are appropriate to purpose and audience.

### Grade 11 - Adopted: 2020

#### STANDARD / STRAND

#### Journalism: Grades 9-12

PROFICIENCY STATEMENT / SUBSTRAND		Journalism: Narrative Nonfiction/Historical Fiction
INDICATOR / STANDARD		Key Ideas and Textual Support

EXPECTATION /  
INDICATOR

JL.2.2.

Compare and contrast the development of similar themes or central ideas across two or more works of narrative nonfiction/historical fiction and analyze how the author uses specific details to shape and reveal themes. (e.g. excerpts from Historical fiction of Alexander Thom and Native American poetry, works of Ernie Pyle and Tim O'Brien).

#### STANDARD / STRAND

#### Journalism: Grades 9-12

PROFICIENCY STATEMENT / SUBSTRAND		Journalism: Narrative Nonfiction/Historical Fiction
INDICATOR / STANDARD		Synthesis and Connection of Ideas

EXPECTATION /  
INDICATOR

JL.4.2.

Analyze and evaluate significant works of narrative nonfiction/historical fiction (American, English, or world) and how two or more of the works treat similar themes, conflicts, issues, or topics. (e.g. In Cold Blood and actual accounts of The Clutter murders).

#### STANDARD / STRAND

#### Journalism: Grades 9-12

PROFICIENCY STATEMENT / SUBSTRAND		Writing
INDICATOR / STANDARD		Learning Outcome

EXPECTATION /  
INDICATOR

JW.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.

#### STANDARD / STRAND

#### Journalism: Grades 9-12

PROFICIENCY STATEMENT / SUBSTRAND		Writing
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INDICATOR / STANDARD		Handwriting
EXPECTATION / INDICATOR	JW.2.	Students are expected to build upon and continue applying concepts learned previously. (Grade of Mastery: 4)
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Writing
INDICATOR / STANDARD		Writing Genres: Editorial, News, and Feature
EXPECTATION / INDICATOR	JW.3.	Students are expected to build upon and continue concepts learned previously.
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Writing
INDICATOR / STANDARD		Writing Genres: Editorial, News, and Feature
EXPECTATION / INDICATOR	JW.3.1.	Write editorials/commentaries that —
INDICATOR		Use effective transitions as well as varied syntax to link the major sections of the text, 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.
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Writing
INDICATOR / STANDARD		Writing Genres: Editorial, News, and Feature
EXPECTATION / INDICATOR	JW.3.2.	Write news that —
INDICATOR		Develops the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, attributions, or other information and examples relevant to the audience's knowledge of the topic.
INDICATOR		Uses appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Writing
INDICATOR / STANDARD		Writing Genres: Editorial, News, and Feature

<b>EXPECTATION / INDICATOR</b>	<b>JW.3.3.</b>	<b>Write features that --</b>
INDICATOR		Use narrative techniques, such as dialogue, pacing, description, source reflection, and multiple anecdotes to develop experiences, events, and/or sources.
INDICATOR		Provide an ending that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
<b>STANDARD / STRAND</b>	<b>Journalism: Grades 9-12</b>	
<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Writing</b>
<b>INDICATOR / STANDARD</b>		<b>The Writing Process</b>
<b>EXPECTATION / INDICATOR</b>	<b>JW.4.1.</b>	<b>Apply the writing process to —</b>
INDICATOR		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.
INDICATOR		Use technology to generate, produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
<b>STANDARD / STRAND</b>	<b>Journalism: Grades 9-12</b>	
<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Writing</b>
<b>INDICATOR / STANDARD</b>		<b>The Writing Process</b>
EXPECTATION / INDICATOR	JW.4.4.	Revise and edit copy to ensure effective, grammatically correct communication using appropriate proofreading or copy editing symbols.
EXPECTATION / INDICATOR	JW.4.5.	Follow ethical standards related to information gathering that include the appropriate citing of sources and the importance of avoiding plagiarism.
<b>STANDARD / STRAND</b>	<b>Journalism: Grades 9-12</b>	
<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Writing</b>
<b>INDICATOR / STANDARD</b>		<b>The Research Process: Finding, Assessing, Synthesizing, and Reporting Information</b>
<b>EXPECTATION / INDICATOR</b>	<b>JW.5.3.</b>	<b>Conduct short as well as more sustained research assignments and tasks to build knowledge about the research process and the topic under study.</b>
INDICATOR		Avoid plagiarism and overreliance on any one source and follow a standard format (e.g., AP Style) for citation.
<b>STANDARD / STRAND</b>	<b>Journalism: Grades 9-12</b>	

PROFICIENCY STATEMENT / SUBSTRAND		Writing
INDICATOR / STANDARD		The Research Process: Finding, Assessing, Synthesizing, and Reporting Information
EXPECTATION / INDICATOR	JW.5.4.	Ask clear interview questions to guide a balanced and unbiased information-gathering process that include

INDICATOR		Formulating questions that elicit valuable information
INDICATOR		Observing and recording details during the interview

**STANDARD / STRAND** **Journalism: Grades 9-12**

PROFICIENCY STATEMENT / SUBSTRAND		Speaking and Listening
INDICATOR / STANDARD		Learning Outcome

EXPECTATION / INDICATOR	JSL.1.	Listen actively and adjust the use of spoken language (e.g., conventions, style, vocabulary, probing questions) to communicate effectively with a variety of sources and audiences and for different purposes.
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**STANDARD / STRAND** **Journalism: Grades 9-12**

PROFICIENCY STATEMENT / SUBSTRAND		Speaking and Listening
INDICATOR / STANDARD		Discussion and Collaboration

EXPECTATION / INDICATOR	JSL.2.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one critiques, group discussion of news coverage, story ideas, and interviews) on current events, sample media, and newsworthy issues; building on others' ideas and expressing personal viewpoints clearly and persuasively.
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EXPECTATION / INDICATOR	JSL.2.3.	Work with peers to promote collegial discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
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EXPECTATION / INDICATOR	JSL.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.
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**STANDARD / STRAND** **Journalism: Grades 9-12**

PROFICIENCY STATEMENT / SUBSTRAND		Speaking and Listening
INDICATOR / STANDARD		Comprehension

EXPECTATION / INDICATOR	JSL.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.
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**STANDARD /  
STRAND****Journalism: Grades 9-12**

PROFICIENCY STATEMENT / SUBSTRAND		Speaking and Listening
INDICATOR / STANDARD		Presentation of Knowledge and Ideas
EXPECTATION / INDICATOR	JSL.4.1.	Present information, findings, and supporting evidence so that listeners can follow a clear line of reasoning. Address alternate or opposing perspectives. The organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
EXPECTATION / INDICATOR	JSL.4.2.	Create engaging content that strategically and creatively uses digital media (e.g., textual, graphical, audio, visual, and interactive elements) to add interest and enhance understanding of findings, reasoning, and evidence.
EXPECTATION / INDICATOR	JSL.4.3.	Students are expected to build upon and continue applying concepts learned previously. (Grade of Mastery: 2)

**STANDARD /  
STRAND****Digital Media: Grades 9-12**

PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Writing
INDICATOR / STANDARD		Learning Outcome
EXPECTATION / INDICATOR	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.

**STANDARD /  
STRAND****Digital Media: Grades 9-12**

PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Writing
INDICATOR / STANDARD		Writing Genres: Editorial, News, Feature, and Narrative
EXPECTATION / INDICATOR	MW.3.2.	Write or produce informative products on a variety of topics that:
INDICATOR	MW.3.2.2.	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,
INDICATOR	MW.3.2.3.	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,
INDICATOR	MW.3.2.4.	Choose language, content-specific vocabulary, and techniques to manage the complexity of the topic, recognizing and eliminating wordiness and redundancy,
INDICATOR	MW.3.2.6.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

**STANDARD /  
STRAND****Digital Media: Grades 9-12**

PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Writing
INDICATOR / STANDARD		The Writing Process
EXPECTATION / INDICATOR	MW.4.1.	Apply the writing process to all formal writing and media product development, including but not limited to argumentative, informative, and narrative.

INDICATOR	MW.4.1.1	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,
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INDICATOR	MW.4.1.3	Utilize a standard style guide framework for properly crediting sources in all media product types, utilizing multiple sources when appropriate.
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**STANDARD /  
STRAND****Digital Media: Grades 9-12**

PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Writing
INDICATOR / STANDARD		The Writing Process

EXPECTATION / INDICATOR	MW.4.4.	Revise and edit to ensure effective, grammatically correct communication.
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EXPECTATION / INDICATOR	MW.4.5.	Follow ethical standards related to information gathering that include the appropriate citing of sources and the importance of avoiding plagiarism.
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**STANDARD /  
STRAND****Digital Media: Grades 9-12**

PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Writing
INDICATOR / STANDARD		The Research Process: Finding, Assessing, Synthesizing, and Reporting Information
EXPECTATION / INDICATOR	MW.5.3.	Conduct short as well as more sustained research assignments and tasks to build knowledge about the research process and the topic under study:

INDICATOR	MW.5.3.5	Avoid plagiarism and overreliance on any one source and follow a standard format (e.g., AP Style) for citation.
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INDICATOR	MW.5.3.6	Present information, choosing from a variety of formats.
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**STANDARD /  
STRAND****Digital Media: Grades 9-12**

PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Speaking and Listening
INDICATOR / STANDARD		Learning Outcome

EXPECTATION / INDICATOR	MSL.1.	Listen actively and adjust the use of spoken language (e.g., conventions, style, vocabulary, probing questions) to communicate effectively with a variety of sources and audiences and for different purposes and media platforms.
<b>STANDARD / STRAND</b>	<b>Digital Media: Grades 9-12</b>	
<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Digital Media: Speaking and Listening</b>
<b>INDICATOR / STANDARD</b>		<b>Discussion and Collaboration</b>

EXPECTATION / INDICATOR	MSL2.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, critiques, group discussion, interviews, etc.) 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.
EXPECTATION / INDICATOR	MSL2.2.	Engage in a thoughtful, well-reasoned exchange of ideas by referring to specific evidence.
EXPECTATION / INDICATOR	MSL2.3.	Work with peers to promote collegial discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
EXPECTATION / INDICATOR	MSL2.4.	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.
EXPECTATION / INDICATOR	MSL2.5.	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.

<b>STANDARD / STRAND</b>	<b>Digital Media: Grades 9-12</b>	
<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Digital Media: Speaking and Listening</b>
<b>INDICATOR / STANDARD</b>		<b>Comprehension</b>

EXPECTATION / INDICATOR	MSL3.2.	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.
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<b>STANDARD / STRAND</b>	<b>Digital Media: Grades 9-12</b>	
<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Digital Media: Speaking and Listening</b>
<b>INDICATOR / STANDARD</b>		<b>Presentation of Knowledge of Ideas</b>

EXPECTATION / INDICATOR	MSL4.1.	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.
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**STANDARD /  
STRAND****Student Media: 9-12**

PROFICIENCY STATEMENT / SUBSTRAND		<b>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.</b>
INDICATOR / STANDARD		<b>Internet sources.</b>

EXPECTATION / INDICATOR	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.
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**STANDARD /  
STRAND****Student Media: 9-12**

PROFICIENCY STATEMENT / SUBSTRAND		<b>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.</b>
INDICATOR / STANDARD		<b>Organize and Focus</b>
EXPECTATION / INDICATOR	SMED.4.1 .	<b>Choose the appropriate method and medium to deliver information (verbal, visual, multimedia). Various types of media include the following:</b>

INDICATOR	SMED.4. 1.1.	Writing (Inverted pyramid, narrative, in-depth, personality profile, opinion, etc.) • 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 • uses vocabulary and language that is appropriate for the subject, journalistic style, different purposes, and a variety of audiences.
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INDICATOR	SMED.4. 1.4.	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. •
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INDICATOR	SMED.4. 1.5.	Other Multimedia • 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.
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Week 06: Two Primary Speech Goals, p. 63-66

**Indiana Academic Standards****Language Arts**

Grade 11 - Adopted: 2023

**STANDARD /  
STRAND****Grades 11-12 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		<b>Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes; compositions will include correct use of standard formatting (e.g., MLA, APA) with sources correctly cited.</b>
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INDICATOR / STANDARD	11-12.W.2.	Write informative compositions on a variety of topics that:
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EXPECTATION / INDICATOR	11-12.W.2.d.	Choose language, content-specific vocabulary, and techniques to manage the complexity of the topic, recognizing and eliminating wordiness and redundancy.
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**STANDARD / STRAND** **Grades 11-12 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes; compositions will include correct use of standard formatting (e.g., MLA, APA) with sources correctly cited.
INDICATOR / STANDARD	11-12.W.4.	Apply the writing process to all formal writing including but not limited to argumentative, informative, and narrative:

EXPECTATION / INDICATOR	11-12.W.4.a.	Plan and develop, draft, and revise writing 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.
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**STANDARD / STRAND** **Grades 11-12 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		Communication and Collaboration – Learning Outcome: Students discuss and debate ideas based on research and specific evidence, allowing for all perspectives to be heard, and assessing and analyzing a speaker's stylistic choices.
INDICATOR / STANDARD	11-12.CC.1.	Initiate and engage in a range of collaborative discussions on grade-appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly and persuasively.
INDICATOR / STANDARD	11-12.CC.2.	Engage in a thoughtful, well-reasoned exchange of ideas by referring to specific evidence. (E)
INDICATOR / STANDARD	11-12.CC.3.	Expand 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.
INDICATOR / STANDARD	11-12.CC.4.	Conduct, debate, and discuss 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. (E)
INDICATOR / STANDARD	11-12.CC.5.	Evaluate a speaker's perspective, reasoning, and use of evidence and rhetoric, as well as assessing stylistic choices such as word choice, points of emphasis, and tone. (E)

**Grade 11 - Adopted: 2020**

**STANDARD / STRAND** **Journalism: Grades 9-12**

PROFICIENCY STATEMENT / SUBSTRAND		Writing
INDICATOR / STANDARD		Writing Genres: Editorial, News, and Feature
EXPECTATION / INDICATOR	JW.3.3.	Write features that --

INDICATOR		Use narrative techniques, such as dialogue, pacing, description, source reflection, and multiple anecdotes to develop experiences, events, and/or sources.
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**STANDARD /  
STRAND****Journalism: Grades 9-12**

PROFICIENCY STATEMENT / SUBSTRAND		Writing
INDICATOR / STANDARD		The Writing Process
EXPECTATION / INDICATOR	JW.4.1.	Apply the writing process to —

## INDICATOR

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.

**STANDARD /  
STRAND****Journalism: Grades 9-12**

PROFICIENCY STATEMENT / SUBSTRAND		Writing
INDICATOR / STANDARD		The Writing Process

EXPECTATION /  
INDICATOR

JW.4.2.

Evaluate and revise the content of copy for meaning, clarity, and purpose.

**STANDARD /  
STRAND****Journalism: Grades 9-12**

PROFICIENCY STATEMENT / SUBSTRAND		Writing
INDICATOR / STANDARD		The Research Process: Finding, Assessing, Synthesizing, and Reporting Information
EXPECTATION / INDICATOR	JW.5.4.	Ask clear interview questions to guide a balanced and unbiased information-gathering process that include

## INDICATOR

Observing and recording details during the interview

**STANDARD /  
STRAND****Journalism: Grades 9-12**

PROFICIENCY STATEMENT / SUBSTRAND		Speaking and Listening
INDICATOR / STANDARD		Discussion and Collaboration

EXPECTATION /  
INDICATOR

JSL.2.1.

Initiate and participate effectively in a range of collaborative discussions (one-on-one critiques, group discussion of news coverage, story ideas, and interviews) on current events, sample media, and newsworthy issues; building on others' ideas and expressing personal viewpoints clearly and persuasively.

EXPECTATION /  
INDICATOR

JSL.2.3.

Work with peers to promote collegial discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

EXPECTATION / INDICATOR	JSL.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.
<b>STANDARD / STRAND</b>	<b>Journalism: Grades 9-12</b>	
PROFICIENCY STATEMENT / SUBSTRAND		Speaking and Listening
INDICATOR / STANDARD		Comprehension
EXPECTATION / INDICATOR	JSL.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.
<b>STANDARD / STRAND</b>	<b>Journalism: Grades 9-12</b>	
PROFICIENCY STATEMENT / SUBSTRAND		Speaking and Listening
INDICATOR / STANDARD		Presentation of Knowledge and Ideas
EXPECTATION / INDICATOR	JSL.4.2.	Create engaging content that strategically and creatively uses digital media (e.g., textual, graphical, audio, visual, and interactive elements) to add interest and enhance understanding of findings, reasoning, and evidence.
<b>STANDARD / STRAND</b>	<b>Digital Media: Grades 9-12</b>	
PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Writing
INDICATOR / STANDARD		The Writing Process
EXPECTATION / INDICATOR	MW.4.2.	Evaluate and revise the content for meaning, clarity, and purpose.
<b>STANDARD / STRAND</b>	<b>Digital Media: Grades 9-12</b>	
PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Speaking and Listening
INDICATOR / STANDARD		Learning Outcome
EXPECTATION / INDICATOR	MSL.1.	Listen actively and adjust the use of spoken language (e.g., conventions, style, vocabulary, probing questions) to communicate effectively with a variety of sources and audiences and for different purposes and media platforms.
<b>STANDARD / STRAND</b>	<b>Digital Media: Grades 9-12</b>	
PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Speaking and Listening

INDICATOR / STANDARD		Discussion and Collaboration
EXPECTATION / INDICATOR	MSL.2.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, critiques, group discussion, interviews, etc.) 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.
EXPECTATION / INDICATOR	MSL.2.2.	Engage in a thoughtful, well-reasoned exchange of ideas by referring to specific evidence.
EXPECTATION / INDICATOR	MSL.2.3.	Work with peers to promote collegial discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
EXPECTATION / INDICATOR	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.
EXPECTATION / INDICATOR	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.
<b>STANDARD / STRAND</b>		<b>Digital Media: Grades 9-12</b>
PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Speaking and Listening
INDICATOR / STANDARD		Comprehension
EXPECTATION / INDICATOR	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.
<b>STANDARD / STRAND</b>		<b>Student Media: 9-12</b>
PROFICIENCY STATEMENT / SUBSTRAND		<b>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.</b>
INDICATOR / STANDARD		Organize and Focus
EXPECTATION / INDICATOR	SMED.4.1.	<b>Choose the appropriate method and medium to deliver information (verbal, visual, multimedia). Various types of media include the following:</b>
INDICATOR	SMED.4.1.4.	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. •
INDICATOR	SMED.4.1.5.	Other Multimedia • 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.

## Indiana Academic Standards

### Language Arts

Grade 11 - Adopted: 2023

#### STANDARD / STRAND

#### Grades 11-12 English/Language Arts

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes; compositions will include correct use of standard formatting (e.g., MLA, APA) with sources correctly cited.
INDICATOR / STANDARD	11-12.W.2.	Write informative compositions on a variety of topics that:

EXPECTATION / INDICATOR	11-12.W.2.a.	Introduce a topic and 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., headings), graphics (e.g., figures, tables), and multimedia when useful to aid comprehension.
EXPECTATION / INDICATOR	11-12.W.2.b.	Utilizing 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.
EXPECTATION / INDICATOR	11-12.W.2.c.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
EXPECTATION / INDICATOR	11-12.W.2.f.	Provide a concluding statement or section that follows and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). (E)

#### STANDARD / STRAND

#### Grades 11-12 English/Language Arts

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes; compositions will include correct use of standard formatting (e.g., MLA, APA) with sources correctly cited.
INDICATOR / STANDARD	11-12.W.4.	Apply the writing process to all formal writing including but not limited to argumentative, informative, and narrative:

EXPECTATION / INDICATOR	11-12.W.4.a.	Plan and develop, draft, and revise writing 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.
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#### STANDARD / STRAND

#### Grades 11-12 English/Language Arts

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes; compositions will include correct use of standard formatting (e.g., MLA, APA) with sources correctly cited.
INDICATOR / STANDARD	11-12.W.5.	Conduct more sustained research assignments and tasks to build knowledge about the research process and the topic under study.

EXPECTATION / INDICATOR	11-12.W.5.b.	Gather relevant information from multiple types of authoritative sources, using advanced searches effectively, and annotate sources.
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EXPECTATION / INDICATOR	11- 12.W.5.d.	Synthesize and integrate information into the text selectively to maintain the flow of ideas.
EXPECTATION / INDICATOR	11- 12.W.5.e.	Avoid plagiarism and over reliance on any one source and follow a standard format (e.g., MLA, APA) for citation.
EXPECTATION / INDICATOR	11- 12.W.5.f.	Present information, choosing from a variety of formats. (E)

**STANDARD /  
STRAND**

**Grades 11-12 English/Language Arts**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Communication and Collaboration – Learning Outcome: Students discuss and debate ideas based on research and specific evidence, allowing for all perspectives to be heard, and assessing and analyzing a speaker's stylistic choices.</b>
INDICATOR / STANDARD	11- 12.CC.1.	Initiate and engage in a range of collaborative discussions on grade-appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly and persuasively.
INDICATOR / STANDARD	11- 12.CC.2.	Engage in a thoughtful, well-reasoned exchange of ideas by referring to specific evidence. (E)
INDICATOR / STANDARD	11- 12.CC.3.	Expand 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.
INDICATOR / STANDARD	11- 12.CC.4.	Conduct, debate, and discuss 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. (E)
INDICATOR / STANDARD	11- 12.CC.5.	Evaluate a speaker's perspective, reasoning, and use of evidence and rhetoric, as well as assessing stylistic choices such as word choice, points of emphasis, and tone. (E)
INDICATOR / STANDARD	11- 12.CC.6.	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. Address opposing perspectives, ensuring the organization, development, substance, and style are appropriate to purpose and audience.

**Grade 11 - Adopted: 2020**

**STANDARD /  
STRAND**

**Journalism: Grades 9-12**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Journalism: Narrative Nonfiction/Historical Fiction</b>
<b>INDICATOR / STANDARD</b>		<b>Key Ideas and Textual Support</b>

EXPECTATION / INDICATOR	JL.2.1.	Cite strong and thorough facts from observation, quotations, and specific details that support analysis of what a piece of narrative nonfiction/historical fiction says explicitly as well as inferences and interpretations drawn from the text, including determining where the text leaves matters uncertain. (e.g. excerpts from The Immortal Life of Henrietta Lacks, The Jungle, Unbroken, The Devil in the White City, Into the Wild).
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EXPECTATION / INDICATOR	JL.2.2.	Compare and contrast the development of similar themes or central ideas across two or more works of narrative nonfiction/historical fiction and analyze how the author uses specific details to shape and reveal themes. (e.g. excerpts from Historical fiction of Alexander Thom and Native American poetry, works of Ernie Pyle and Tim O'Brien).
<b>STANDARD / STRAND</b>	<b>Journalism: Grades 9-12</b>	
<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Journalism: Narrative Nonfiction/Historical Fiction</b>
<b>INDICATOR / STANDARD</b>		<b>Structural Elements and Organization</b>
EXPECTATION / INDICATOR	JL.3.1.	Analyze and evaluate how an author chooses to craft specific parts of a work of narrative nonfiction/historical fiction to contribute to its overall structure and meaning as well as its aesthetic impact.
EXPECTATION / INDICATOR	JL.3.2.	Analyze the point of view of narrative nonfiction/historical fiction in which the reader must distinguish between what the author directly states and what the author may intend.
<b>STANDARD / STRAND</b>	<b>Journalism: Grades 9-12</b>	
<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Journalism: Narrative Nonfiction/Historical Fiction</b>
<b>INDICATOR / STANDARD</b>		<b>Synthesis and Connection of Ideas</b>
EXPECTATION / INDICATOR	JL.4.1.	Compare and contrast multiple interpretations of narrative nonfiction/historical fiction, evaluating how each version interprets the source text and the potential impact of the interpretations on the reader.
EXPECTATION / INDICATOR	JL.4.2.	Analyze and evaluate significant works of narrative nonfiction/historical fiction (American, English, or world) and how two or more of the works treat similar themes, conflicts, issues, or topics. (e.g. In Cold Blood and actual accounts of The Clutter murders).
<b>STANDARD / STRAND</b>	<b>Journalism: Grades 9-12</b>	
<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Journalism: Nonfiction</b>
<b>INDICATOR / STANDARD</b>		<b>Synthesis and Connection of Ideas</b>
EXPECTATION / INDICATOR	JN.4.2.	Synthesize and evaluate sources of information presented in multimedia platforms in order to address a question or to solve a problem.
<b>STANDARD / STRAND</b>	<b>Journalism: Grades 9-12</b>	
<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Writing</b>
<b>INDICATOR / STANDARD</b>		<b>Learning Outcome</b>

EXPECTATION / INDICATOR	JW.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.
<b>STANDARD / STRAND</b>		<b>Journalism: Grades 9-12</b>
PROFICIENCY STATEMENT / SUBSTRAND		Writing
INDICATOR / STANDARD		Handwriting
EXPECTATION / INDICATOR	JW.2.	Students are expected to build upon and continue applying concepts learned previously. (Grade of Mastery: 4)
<b>STANDARD / STRAND</b>		<b>Journalism: Grades 9-12</b>
PROFICIENCY STATEMENT / SUBSTRAND		Writing
INDICATOR / STANDARD		Writing Genres: Editorial, News, and Feature
EXPECTATION / INDICATOR	JW.3.	Students are expected to build upon and continue concepts learned previously.
<b>STANDARD / STRAND</b>		<b>Journalism: Grades 9-12</b>
PROFICIENCY STATEMENT / SUBSTRAND		Writing
INDICATOR / STANDARD		Writing Genres: Editorial, News, and Feature
EXPECTATION / INDICATOR	JW.3.1.	Write editorials/commentaries that —
INDICATOR		Use effective transitions as well as varied syntax to link the major sections of the text, 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.
<b>STANDARD / STRAND</b>		<b>Journalism: Grades 9-12</b>
PROFICIENCY STATEMENT / SUBSTRAND		Writing
INDICATOR / STANDARD		Writing Genres: Editorial, News, and Feature
EXPECTATION / INDICATOR	JW.3.2.	Write news that —
INDICATOR		Uses a variety of creative leads; organizes complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; includes formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.



INDICATOR		Develops the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, attributions, or other information and examples relevant to the audience's knowledge of the topic.
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INDICATOR		Uses appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
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**STANDARD /  
STRAND**

**Journalism: Grades 9-12**

PROFICIENCY STATEMENT / SUBSTRAND		Writing
INDICATOR / STANDARD		Writing Genres: Editorial, News, and Feature
EXPECTATION / INDICATOR	JW.3.3.	Write features that --

INDICATOR		Use narrative techniques, such as dialogue, pacing, description, source reflection, and multiple anecdotes to develop experiences, events, and/or sources.
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INDICATOR		Provide an ending that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
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**STANDARD /  
STRAND**

**Journalism: Grades 9-12**

PROFICIENCY STATEMENT / SUBSTRAND		Writing
INDICATOR / STANDARD		The Writing Process
EXPECTATION / INDICATOR	JW.4.1.	Apply the writing process to —

INDICATOR		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.
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INDICATOR		Use technology to generate, produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
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**STANDARD /  
STRAND**

**Journalism: Grades 9-12**

PROFICIENCY STATEMENT / SUBSTRAND		Writing
INDICATOR / STANDARD		The Writing Process

EXPECTATION / INDICATOR	JW.4.4.	Revise and edit copy to ensure effective, grammatically correct communication using appropriate proofreading or copy editing symbols.
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EXPECTATION / INDICATOR	JW.4.5.	Follow ethical standards related to information gathering that include the appropriate citing of sources and the importance of avoiding plagiarism.
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**STANDARD /  
STRAND****Journalism: Grades 9-12**

PROFICIENCY STATEMENT / SUBSTRAND		Writing
INDICATOR / STANDARD		The Research Process: Finding, Assessing, Synthesizing, and Reporting Information
EXPECTATION / INDICATOR	JW.5.3.	Conduct short as well as more sustained research assignments and tasks to build knowledge about the research process and the topic under study.
INDICATOR		Gather relevant information from multiple types of authoritative sources, using advanced searches effectively, and annotate sources.
INDICATOR		Synthesize and integrate information into the text selectively to maintain the flow of ideas.
INDICATOR		Avoid plagiarism and overreliance on any one source and follow a standard format (e.g., AP Style) for citation.

**STANDARD /  
STRAND****Journalism: Grades 9-12**

PROFICIENCY STATEMENT / SUBSTRAND		Writing
INDICATOR / STANDARD		The Research Process: Finding, Assessing, Synthesizing, and Reporting Information
EXPECTATION / INDICATOR	JW.5.4.	Ask clear interview questions to guide a balanced and unbiased information-gathering process that include
INDICATOR		Observing and recording details during the interview
INDICATOR		Double-checking information before writing the story

**STANDARD /  
STRAND****Journalism: Grades 9-12**

PROFICIENCY STATEMENT / SUBSTRAND		Speaking and Listening
INDICATOR / STANDARD		Discussion and Collaboration
EXPECTATION / INDICATOR	JSL.2.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one critiques, group discussion of news coverage, story ideas, and interviews) on current events, sample media, and newsworthy issues; building on others' ideas and expressing personal viewpoints clearly and persuasively.
EXPECTATION / INDICATOR	JSL.2.3.	Work with peers to promote collegial discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
EXPECTATION / INDICATOR	JSL.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.

**STANDARD /  
STRAND****Journalism: Grades 9-12**

PROFICIENCY STATEMENT / SUBSTRAND		Speaking and Listening
INDICATOR / STANDARD		Comprehension

EXPECTATION / INDICATOR	JSL.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.
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**STANDARD / STRAND**

**Journalism: Grades 9-12**

PROFICIENCY STATEMENT / SUBSTRAND		Speaking and Listening
INDICATOR / STANDARD		Presentation of Knowledge and Ideas

EXPECTATION / INDICATOR	JSL.4.1.	Present information, findings, and supporting evidence so that listeners can follow a clear line of reasoning. Address alternate or opposing perspectives. The organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
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EXPECTATION / INDICATOR	JSL.4.2.	Create engaging content that strategically and creatively uses digital media (e.g., textual, graphical, audio, visual, and interactive elements) to add interest and enhance understanding of findings, reasoning, and evidence.
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EXPECTATION / INDICATOR	JSL.4.3.	Students are expected to build upon and continue applying concepts learned previously. (Grade of Mastery: 2)
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**STANDARD / STRAND**

**Digital Media: Grades 9-12**

PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Writing
INDICATOR / STANDARD		Learning Outcome

EXPECTATION / INDICATOR	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.
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**STANDARD / STRAND**

**Digital Media: Grades 9-12**

PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Writing
INDICATOR / STANDARD		Writing Genres: Editorial, News, Feature, and Narrative
EXPECTATION / INDICATOR	MW.3.2.	Write or produce informative products on a variety of topics that:

INDICATOR	MW.3.2.2.	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,
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INDICATOR	MW.3.2.3.	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,
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INDICATOR	MW.3.2.4	Choose language, content- specific vocabulary, and techniques to manage the complexity of the topic, recognizing and eliminating wordiness and redundancy,
INDICATOR	MW.3.2.6	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
<b>STANDARD / STRAND</b>		<b>Digital Media: Grades 9-12</b>
<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Digital Media: Writing</b>
<b>INDICATOR / STANDARD</b>		<b>The Writing Process</b>
<b>EXPECTATION / INDICATOR</b>	<b>MW.4.1.</b>	<b>Apply the writing process to all formal writing and media product development, including but not limited to argumentative, informative, and narrative.</b>
INDICATOR	MW.4.1.1	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,
INDICATOR	MW.4.1.3	Utilize a standard style guide framework for properly crediting sources in all media product types, utilizing multiple sources when appropriate.
<b>STANDARD / STRAND</b>		<b>Digital Media: Grades 9-12</b>
<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Digital Media: Writing</b>
<b>INDICATOR / STANDARD</b>		<b>The Writing Process</b>
EXPECTATION / INDICATOR	MW.4.5.	Follow ethical standards related to information gathering that include the appropriate citing of sources and the importance of avoiding plagiarism.
<b>STANDARD / STRAND</b>		<b>Digital Media: Grades 9-12</b>
<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Digital Media: Writing</b>
<b>INDICATOR / STANDARD</b>		<b>The Research Process: Finding, Assessing, Synthesizing, and Reporting Information</b>
EXPECTATION / INDICATOR	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.
<b>STANDARD / STRAND</b>		<b>Digital Media: Grades 9-12</b>
<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Digital Media: Writing</b>
<b>INDICATOR / STANDARD</b>		<b>The Research Process: Finding, Assessing, Synthesizing, and Reporting Information</b>
EXPECTATION / INDICATOR	MW.5.3.	Conduct short as well as more sustained research assignments and tasks to build knowledge about the research process and the topic under study:

INDICATOR	MW.5.3.2	Gather relevant information from multiple types of authoritative sources, using advanced searches effectively, and annotate sources,
INDICATOR	MW.5.3.5	Avoid plagiarism and overreliance on any one source and follow a standard format (e.g., AP Style) for citation.
INDICATOR	MW.5.3.6	Present information, choosing from a variety of formats.

**STANDARD / STRAND**

**Digital Media: Grades 9-12**

PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Writing
INDICATOR / STANDARD		The Research Process: Finding, Assessing, Synthesizing, and Reporting Information
EXPECTATION / INDICATOR	MW.5.4.	Ask clear interview questions to guide a balanced and unbiased information-gathering process that include: 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.

INDICATOR	MW.5.4.1	Researching background information,
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**STANDARD / STRAND**

**Digital Media: Grades 9-12**

PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Speaking and Listening
INDICATOR / STANDARD		Learning Outcome

EXPECTATION / INDICATOR	MSL.1.	Listen actively and adjust the use of spoken language (e.g., conventions, style, vocabulary, probing questions) to communicate effectively with a variety of sources and audiences and for different purposes and media platforms.
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**STANDARD / STRAND**

**Digital Media: Grades 9-12**

PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Speaking and Listening
INDICATOR / STANDARD		Discussion and Collaboration

EXPECTATION / INDICATOR	MSL2.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, critiques, group discussion, interviews, etc.) 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.
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EXPECTATION / INDICATOR	MSL2.2.	Engage in a thoughtful, well-reasoned exchange of ideas by referring to specific evidence.
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EXPECTATION / INDICATOR	MSL2.3.	Work with peers to promote collegial discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
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EXPECTATION / INDICATOR	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.
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EXPECTATION / INDICATOR	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.
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**STANDARD /  
STRAND**

**Digital Media: Grades 9-12**

PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Speaking and Listening
INDICATOR / STANDARD		Comprehension

EXPECTATION / INDICATOR	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.
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**STANDARD /  
STRAND**

**Digital Media: Grades 9-12**

PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Speaking and Listening
INDICATOR / STANDARD		Presentation of Knowledge of Ideas

EXPECTATION / INDICATOR	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.
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**STANDARD /  
STRAND**

**Student Media: 9-12**

PROFICIENCY STATEMENT / SUBSTRAND		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.
INDICATOR / STANDARD		Internet sources.

EXPECTATION / INDICATOR	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.
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**STANDARD /  
STRAND**

**Student Media: 9-12**

PROFICIENCY STATEMENT / SUBSTRAND		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.
INDICATOR / STANDARD		Organize and Focus
EXPECTATION / INDICATOR	SMED.4.1 .	Choose the appropriate method and medium to deliver information (verbal, visual, multimedia). Various types of media include the following:

INDICATOR	SMED.4.1.1.	Writing (Inverted pyramid, narrative, in-depth, personality profile, opinion, etc.) • 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• uses vocabulary and language that is appropriate for the subject, journalistic style, different purposes, and a variety of audiences.
INDICATOR	SMED.4.1.2.	Photography • 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.
INDICATOR	SMED.4.1.4.	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. •
INDICATOR	SMED.4.1.5.	Other Multimedia • 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.

#### STANDARD / STRAND

#### Student Media: 9-12

PROFICIENCY STATEMENT / SUBSTRAND		Standard 5: Student Media Production Cycles - 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.
INDICATOR / STANDARD	SMED.5.1.	Work within a production cycle for media that includes:

EXPECTATION / INDICATOR	SMED.5.1.2.	gathering information (interviewing, researching, observing, etc.),
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#### STANDARD / STRAND

#### Student Media: 9-12

PROFICIENCY STATEMENT / SUBSTRAND		Standard 5: Student Media Production Cycles - 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.
INDICATOR / STANDARD	SMED.5.2.	Analyze and critique media created during the production cycle based on criteria that include:

EXPECTATION / INDICATOR	SMED.5.2.2.	overall media product including design, written content, photography, graphics, video, audio, and multimedia content,
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## Indiana Academic Standards

### Language Arts

Grade 11 - Adopted: 2023

**STANDARD /  
STRAND****Grades 11-12 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes; compositions will include correct use of standard formatting (e.g., MLA, APA) with sources correctly cited.
INDICATOR / STANDARD	11-12.W.2.	Write informative compositions on a variety of topics that:
EXPECTATION / INDICATOR	11-12.W.2.b.	Utilizing 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.
EXPECTATION / INDICATOR	11-12.W.2.d.	Choose language, content-specific vocabulary, and techniques to manage the complexity of the topic, recognizing and eliminating wordiness and redundancy.

**STANDARD /  
STRAND****Grades 11-12 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes; compositions will include correct use of standard formatting (e.g., MLA, APA) with sources correctly cited.
INDICATOR / STANDARD	11-12.W.4.	Apply the writing process to all formal writing including but not limited to argumentative, informative, and narrative:
EXPECTATION / INDICATOR	11-12.W.4.a.	Plan and develop, draft, and revise writing 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.

**STANDARD /  
STRAND****Grades 11-12 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes; compositions will include correct use of standard formatting (e.g., MLA, APA) with sources correctly cited.
INDICATOR / STANDARD	11-12.W.5.	Conduct more sustained research assignments and tasks to build knowledge about the research process and the topic under study.
EXPECTATION / INDICATOR	11-12.W.5.e.	Avoid plagiarism and over reliance on any one source and follow a standard format (e.g., MLA, APA) for citation.

**STANDARD /  
STRAND****Grades 11-12 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		Communication and Collaboration – Learning Outcome: Students discuss and debate ideas based on research and specific evidence, allowing for all perspectives to be heard, and assessing and analyzing a speaker's stylistic choices.
INDICATOR / STANDARD	11-12.CC.1.	Initiate and engage in a range of collaborative discussions on grade-appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly and persuasively.
INDICATOR / STANDARD	11-12.CC.2.	Engage in a thoughtful, well-reasoned exchange of ideas by referring to specific evidence. (E)
INDICATOR / STANDARD	11-12.CC.3.	Expand 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.



INDICATOR / STANDARD	11- 12.CC.4.	Conduct, debate, and discuss 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. (E)
INDICATOR / STANDARD	11- 12.CC.5.	Evaluate a speaker's perspective, reasoning, and use of evidence and rhetoric, as well as assessing stylistic choices such as word choice, points of emphasis, and tone. (E)
INDICATOR / STANDARD	11- 12.CC.6.	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. Address opposing perspectives, ensuring the organization, development, substance, and style are appropriate to purpose and audience.

### Grade 11 - Adopted: 2020

#### STANDARD / STRAND

#### Journalism: Grades 9-12

PROFICIENCY STATEMENT / SUBSTRAND		Journalism: Narrative Nonfiction/Historical Fiction
INDICATOR / STANDARD		Key Ideas and Textual Support
EXPECTATION / INDICATOR	JL.2.1.	Cite strong and thorough facts from observation, quotations, and specific details that support analysis of what a piece of narrative nonfiction/historical fiction says explicitly as well as inferences and interpretations drawn from the text, including determining where the text leaves matters uncertain. (e.g. excerpts from The Immortal Life of Henrietta Lacks, The Jungle, Unbroken, The Devil in the White City, Into the Wild).
EXPECTATION / INDICATOR	JL.2.2.	Compare and contrast the development of similar themes or central ideas across two or more works of narrative nonfiction/historical fiction and analyze how the author uses specific details to shape and reveal themes. (e.g. excerpts from Historical fiction of Alexander Thom and Native American poetry, works of Ernie Pyle and Tim O'Brien).

#### STANDARD / STRAND

#### Journalism: Grades 9-12

PROFICIENCY STATEMENT / SUBSTRAND		Journalism: Narrative Nonfiction/Historical Fiction
INDICATOR / STANDARD		Structural Elements and Organization
EXPECTATION / INDICATOR	JL.3.1.	Analyze and evaluate how an author chooses to craft specific parts of a work of narrative nonfiction/historical fiction to contribute to its overall structure and meaning as well as its aesthetic impact.
EXPECTATION / INDICATOR	JL.3.2.	Analyze the point of view of narrative nonfiction/historical fiction in which the reader must distinguish between what the author directly states and what the author may intend.

#### STANDARD / STRAND

#### Journalism: Grades 9-12

PROFICIENCY STATEMENT / SUBSTRAND		Journalism: Narrative Nonfiction/Historical Fiction
INDICATOR / STANDARD		Synthesis and Connection of Ideas

EXPECTATION / INDICATOR	JL.4.1.	Compare and contrast multiple interpretations of narrative nonfiction/historical fiction, evaluating how each version interprets the source text and the potential impact of the interpretations on the reader.
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EXPECTATION / INDICATOR	JL.4.2.	Analyze and evaluate significant works of narrative nonfiction/historical fiction (American, English, or world) and how two or more of the works treat similar themes, conflicts, issues, or topics. (e.g. In Cold Blood and actual accounts of The Clutter murders).
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**STANDARD /  
STRAND**

**Journalism: Grades 9-12**

PROFICIENCY STATEMENT / SUBSTRAND		Writing
INDICATOR / STANDARD		The Writing Process
EXPECTATION / INDICATOR	JW.4.1.	Apply the writing process to —

INDICATOR

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.

**STANDARD /  
STRAND**

**Journalism: Grades 9-12**

PROFICIENCY STATEMENT / SUBSTRAND		Writing
INDICATOR / STANDARD		The Writing Process

EXPECTATION /  
INDICATOR

JW.4.2. Evaluate and revise the content of copy for meaning, clarity, and purpose.

EXPECTATION /  
INDICATOR

JW.4.5. Follow ethical standards related to information gathering that include the appropriate citing of sources and the importance of avoiding plagiarism.

**STANDARD /  
STRAND**

**Journalism: Grades 9-12**

PROFICIENCY STATEMENT / SUBSTRAND		Writing
INDICATOR / STANDARD		The Research Process: Finding, Assessing, Synthesizing, and Reporting Information
EXPECTATION / INDICATOR	JW.5.3.	Conduct short as well as more sustained research assignments and tasks to build knowledge about the research process and the topic under study.

INDICATOR

Avoid plagiarism and overreliance on any one source and follow a standard format (e.g., AP Style) for citation.

**STANDARD /  
STRAND**

**Journalism: Grades 9-12**

PROFICIENCY STATEMENT / SUBSTRAND		Writing
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INDICATOR / STANDARD		The Research Process: Finding, Assessing, Synthesizing, and Reporting Information
EXPECTATION / INDICATOR	JW.5.4.	Ask clear interview questions to guide a balanced and unbiased information-gathering process that include

INDICATOR Observing and recording details during the interview

#### STANDARD / STRAND

#### Journalism: Grades 9-12

PROFICIENCY STATEMENT / SUBSTRAND		Speaking and Listening
INDICATOR / STANDARD		Discussion and Collaboration

EXPECTATION / INDICATOR JSL.2.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one critiques, group discussion of news coverage, story ideas, and interviews) on current events, sample media, and newsworthy issues; building on others' ideas and expressing personal viewpoints clearly and persuasively.

EXPECTATION / INDICATOR JSL.2.3. Work with peers to promote collegial discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

EXPECTATION / INDICATOR JSL.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.

#### STANDARD / STRAND

#### Journalism: Grades 9-12

PROFICIENCY STATEMENT / SUBSTRAND		Speaking and Listening
INDICATOR / STANDARD		Comprehension

EXPECTATION / INDICATOR JSL.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.

#### STANDARD / STRAND

#### Journalism: Grades 9-12

PROFICIENCY STATEMENT / SUBSTRAND		Speaking and Listening
INDICATOR / STANDARD		Presentation of Knowledge and Ideas

EXPECTATION / INDICATOR JSL.4.1. Present information, findings, and supporting evidence so that listeners can follow a clear line of reasoning. Address alternate or opposing perspectives. The organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

EXPECTATION / INDICATOR JSL.4.2. Create engaging content that strategically and creatively uses digital media (e.g., textual, graphical, audio, visual, and interactive elements) to add interest and enhance understanding of findings, reasoning, and evidence.

EXPECTATION / INDICATOR	JSL.4.3.	Students are expected to build upon and continue applying concepts learned previously. (Grade of Mastery: 2)
<b>STANDARD / STRAND</b>	<b>Digital Media: Grades 9-12</b>	
<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Digital Media: Writing</b>
<b>INDICATOR / STANDARD</b>		<b>Writing Genres: Editorial, News, Feature, and Narrative</b>
<b>EXPECTATION / INDICATOR</b>	<b>MW.3.2.</b>	<b>Write or produce informative products on a variety of topics that:</b>

INDICATOR	MW.3.2.1.	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., headings), graphics (e.g.,figures,tables),and multimedia when useful to aiding comprehension,
INDICATOR	MW.3.2.2.	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,
INDICATOR	MW.3.2.3.	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,
INDICATOR	MW.3.2.4	Choose language, content- specific vocabulary, and techniques to manage the complexity of the topic, recognizing and eliminating wordiness and redundancy,
INDICATOR	MW.3.2.5	Establish and maintain an informative style appropriate to the purpose and audience, and
INDICATOR	MW.3.2.6	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

<b>STANDARD / STRAND</b>	<b>Digital Media: Grades 9-12</b>	
<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Digital Media: Writing</b>
<b>INDICATOR / STANDARD</b>		<b>The Writing Process</b>
<b>EXPECTATION / INDICATOR</b>	<b>MW.4.1.</b>	<b>Apply the writing process to all formal writing and media product development, including but not limited to argumentative, informative, and narrative.</b>

INDICATOR	MW.4.1.1	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,
INDICATOR	MW.4.1.3	Utilize a standard style guide framework for properly crediting sources in all media product types, utilizing multiple sources when appropriate.

<b>STANDARD / STRAND</b>	<b>Digital Media: Grades 9-12</b>	
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PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Writing
INDICATOR / STANDARD		The Writing Process

EXPECTATION / INDICATOR	MW.4.2.	Evaluate and revise the content for meaning, clarity, and purpose.
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EXPECTATION / INDICATOR	MW.4.5.	Follow ethical standards related to information gathering that include the appropriate citing of sources and the importance of avoiding plagiarism.
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**STANDARD / STRAND**

**Digital Media: Grades 9-12**

PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Writing
INDICATOR / STANDARD		The Research Process: Finding, Assessing, Synthesizing, and Reporting Information
EXPECTATION / INDICATOR	MW.5.3.	Conduct short as well as more sustained research assignments and tasks to build knowledge about the research process and the topic under study:

INDICATOR	MW.5.3.5 .	Avoid plagiarism and overreliance on any one source and follow a standard format (e.g., AP Style) for citation.
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**STANDARD / STRAND**

**Digital Media: Grades 9-12**

PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Speaking and Listening
INDICATOR / STANDARD		Learning Outcome

EXPECTATION / INDICATOR	MSL.1.	Listen actively and adjust the use of spoken language (e.g., conventions, style, vocabulary, probing questions) to communicate effectively with a variety of sources and audiences and for different purposes and media platforms.
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**STANDARD / STRAND**

**Digital Media: Grades 9-12**

PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Speaking and Listening
INDICATOR / STANDARD		Discussion and Collaboration

EXPECTATION / INDICATOR	MSL2.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, critiques, group discussion, interviews, etc.) 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.
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EXPECTATION / INDICATOR	MSL.2.2.	Engage in a thoughtful, well-reasoned exchange of ideas by referring to specific evidence.
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EXPECTATION / INDICATOR	MSL.2.3.	Work with peers to promote collegial discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
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EXPECTATION / INDICATOR	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.
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EXPECTATION / INDICATOR	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.
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**STANDARD /  
STRAND**

**Digital Media: Grades 9-12**

PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Speaking and Listening
INDICATOR / STANDARD		Comprehension

EXPECTATION / INDICATOR	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.
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**STANDARD /  
STRAND**

**Digital Media: Grades 9-12**

PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Speaking and Listening
INDICATOR / STANDARD		Presentation of Knowledge of Ideas

EXPECTATION / INDICATOR	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.
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**STANDARD /  
STRAND**

**Student Media: 9-12**

PROFICIENCY STATEMENT / SUBSTRAND		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.
INDICATOR / STANDARD		Internet sources.

EXPECTATION / INDICATOR	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.
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**STANDARD /  
STRAND**

**Student Media: 9-12**

PROFICIENCY STATEMENT / SUBSTRAND		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.
INDICATOR / STANDARD		Organize and Focus
EXPECTATION / INDICATOR	SMED.4.1 .	Choose the appropriate method and medium to deliver information (verbal, visual, multimedia). Various types of media include the following:

INDICATOR	SMED.4.1.1.	Writing (Inverted pyramid, narrative, in-depth, personality profile, opinion, etc.) • 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• uses vocabulary and language that is appropriate for the subject, journalistic style, different purposes, and a variety of audiences.
INDICATOR	SMED.4.1.4.	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. •
INDICATOR	SMED.4.1.5.	Other Multimedia • 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.

### Week 09: Persuasive Speech, p. 83-94

## Indiana Academic Standards

### Language Arts

#### Grade 11 - Adopted: 2023

#### STANDARD / STRAND

#### Grades 11-12 English/Language Arts

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes; compositions will include correct use of standard formatting (e.g., MLA, APA) with sources correctly cited.
INDICATOR / STANDARD	11-12.W.1.	Write arguments in a variety of forms that:
EXPECTATION / INDICATOR	11-12.W.1.a.	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.
EXPECTATION / INDICATOR	11-12.W.1.c.	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.
EXPECTATION / INDICATOR	11-12.W.1.d.	Use effective and varied transitions as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
EXPECTATION / INDICATOR	11-12.W.1.f.	Provide a concluding statement or section that follows and supports the argument presented. (E)

#### STANDARD / STRAND

#### Grades 11-12 English/Language Arts

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes; compositions will include correct use of standard formatting (e.g., MLA, APA) with sources correctly cited.</b>
<b>INDICATOR / STANDARD</b>	<b>11-12.W.2.</b>	<b>Write informative compositions on a variety of topics that:</b>

EXPECTATION / INDICATOR	11-12.W.2.b.	Utilizing 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.
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EXPECTATION / INDICATOR	11-12.W.2.d.	Choose language, content-specific vocabulary, and techniques to manage the complexity of the topic, recognizing and eliminating wordiness and redundancy.
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**STANDARD / STRAND** **Grades 11-12 English/Language Arts**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes; compositions will include correct use of standard formatting (e.g., MLA, APA) with sources correctly cited.</b>
<b>INDICATOR / STANDARD</b>	<b>11-12.W.4.</b>	<b>Apply the writing process to all formal writing including but not limited to argumentative, informative, and narrative:</b>

EXPECTATION / INDICATOR	11-12.W.4.a.	Plan and develop, draft, and revise writing 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.
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**STANDARD / STRAND** **Grades 11-12 English/Language Arts**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes; compositions will include correct use of standard formatting (e.g., MLA, APA) with sources correctly cited.</b>
<b>INDICATOR / STANDARD</b>	<b>11-12.W.5.</b>	<b>Conduct more sustained research assignments and tasks to build knowledge about the research process and the topic understudy.</b>

EXPECTATION / INDICATOR	11-12.W.5.b.	Gather relevant information from multiple types of authoritative sources, using advanced searches effectively, and annotate sources.
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EXPECTATION / INDICATOR	11-12.W.5.d.	Synthesize and integrate information into the text selectively to maintain the flow of ideas.
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EXPECTATION / INDICATOR	11-12.W.5.e.	Avoid plagiarism and over reliance on any one source and follow a standard format (e.g., MLA, APA) for citation.
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EXPECTATION / INDICATOR	11-12.W.5.f.	Present information, choosing from a variety of formats. (E)
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**STANDARD / STRAND** **Grades 11-12 English/Language Arts**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Communication and Collaboration – Learning Outcome: Students discuss and debate ideas based on research and specific evidence, allowing for all perspectives to be heard, and assessing and analyzing a speaker's stylistic choices.</b>
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INDICATOR / STANDARD	11-12.CC.1.	Initiate and engage in a range of collaborative discussions on grade-appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly and persuasively.
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INDICATOR / STANDARD	11-12.CC.2.	Engage in a thoughtful, well-reasoned exchange of ideas by referring to specific evidence. (E)
INDICATOR / STANDARD	11-12.CC.3.	Expand 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.
INDICATOR / STANDARD	11-12.CC.4.	Conduct, debate, and discuss 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. (E)
INDICATOR / STANDARD	11-12.CC.5.	Evaluate a speaker's perspective, reasoning, and use of evidence and rhetoric, as well as assessing stylistic choices such as word choice, points of emphasis, and tone. (E)
INDICATOR / STANDARD	11-12.CC.6.	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. Address opposing perspectives, ensuring the organization, development, substance, and style are appropriate to purpose and audience.

### Grade 11 - Adopted: 2020

#### STANDARD / STRAND

#### Journalism: Grades 9-12

PROFICIENCY STATEMENT / SUBSTRAND		Journalism: Narrative Nonfiction/Historical Fiction
INDICATOR / STANDARD		Key Ideas and Textual Support
EXPECTATION / INDICATOR	JL.2.1.	Cite strong and thorough facts from observation, quotations, and specific details that support analysis of what a piece of narrative nonfiction/historical fiction says explicitly as well as inferences and interpretations drawn from the text, including determining where the text leaves matters uncertain. (e.g. excerpts from The Immortal Life of Henrietta Lacks, The Jungle, Unbroken, The Devil in the White City, Into the Wild).

#### STANDARD / STRAND

#### Journalism: Grades 9-12

PROFICIENCY STATEMENT / SUBSTRAND		Journalism: Nonfiction
INDICATOR / STANDARD		Synthesis and Connection of Ideas
EXPECTATION / INDICATOR	JN.4.2.	Synthesize and evaluate sources of information presented in multimedia platforms in order to address a question or to solve a problem.

#### STANDARD / STRAND

#### Journalism: Grades 9-12

PROFICIENCY STATEMENT / SUBSTRAND		Writing
INDICATOR / STANDARD		Learning Outcome
EXPECTATION / INDICATOR	JW.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.

**STANDARD /  
STRAND****Journalism: Grades 9-12**

PROFICIENCY STATEMENT / SUBSTRAND		Writing
INDICATOR / STANDARD		Handwriting

EXPECTATION / INDICATOR	JW.2.	Students are expected to build upon and continue applying concepts learned previously. (Grade of Mastery: 4)
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**STANDARD /  
STRAND****Journalism: Grades 9-12**

PROFICIENCY STATEMENT / SUBSTRAND		Writing
INDICATOR / STANDARD		Writing Genres: Editorial, News, and Feature

EXPECTATION / INDICATOR	JW.3.	Students are expected to build upon and continue concepts learned previously.
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**STANDARD /  
STRAND****Journalism: Grades 9-12**

PROFICIENCY STATEMENT / SUBSTRAND		Writing
INDICATOR / STANDARD		Writing Genres: Editorial, News, and Feature
EXPECTATION / INDICATOR	JW.3.1.	Write editorials/commentaries that —

INDICATOR		Introduce precise, knowledgeable 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.
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INDICATOR		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.
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INDICATOR		Provide a concluding statement or section that follows from and supports the argument presented.
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**STANDARD /  
STRAND****Journalism: Grades 9-12**

PROFICIENCY STATEMENT / SUBSTRAND		Writing
INDICATOR / STANDARD		The Writing Process
EXPECTATION / INDICATOR	JW.4.1.	Apply the writing process to —

INDICATOR		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.
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INDICATOR		Use technology to generate, produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
<b>STANDARD / STRAND</b>		<b>Journalism: Grades 9-12</b>
<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Writing</b>
<b>INDICATOR / STANDARD</b>		<b>The Writing Process</b>
EXPECTATION / INDICATOR	JW.4.2.	Evaluate and revise the content of copy for meaning, clarity, and purpose.
EXPECTATION / INDICATOR	JW.4.4.	Revise and edit copy to ensure effective, grammatically correct communication using appropriate proofreading or copy editing symbols.
EXPECTATION / INDICATOR	JW.4.5.	Follow ethical standards related to information gathering that include the appropriate citing of sources and the importance of avoiding plagiarism.
<b>STANDARD / STRAND</b>		<b>Journalism: Grades 9-12</b>
<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Writing</b>
<b>INDICATOR / STANDARD</b>		<b>The Research Process: Finding, Assessing, Synthesizing, and Reporting Information</b>
EXPECTATION / INDICATOR	JW.5.3.	<b>Conduct short as well as more sustained research assignments and tasks to build knowledge about the research process and the topic under study.</b>
INDICATOR		Gather relevant information from multiple types of authoritative sources, using advanced searches effectively, and annotate sources.
INDICATOR		Synthesize and integrate information into the text selectively to maintain the flow of ideas.
INDICATOR		Avoid plagiarism and overreliance on any one source and follow a standard format (e.g., AP Style) for citation.
<b>STANDARD / STRAND</b>		<b>Journalism: Grades 9-12</b>
<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Writing</b>
<b>INDICATOR / STANDARD</b>		<b>The Research Process: Finding, Assessing, Synthesizing, and Reporting Information</b>
EXPECTATION / INDICATOR	JW.5.4.	<b>Ask clear interview questions to guide a balanced and unbiased information-gathering process that include</b>
INDICATOR		Observing and recording details during the interview
INDICATOR		Double-checking information before writing the story
<b>STANDARD / STRAND</b>		<b>Journalism: Grades 9-12</b>

PROFICIENCY STATEMENT / SUBSTRAND		Speaking and Listening
INDICATOR / STANDARD		Discussion and Collaboration

EXPECTATION / INDICATOR	JSL.2.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one critiques, group discussion of news coverage, story ideas, and interviews) on current events, sample media, and newsworthy issues; building on others' ideas and expressing personal viewpoints clearly and persuasively.
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EXPECTATION / INDICATOR	JSL.2.3.	Work with peers to promote collegial discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
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EXPECTATION / INDICATOR	JSL.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.
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#### STANDARD / STRAND

#### Journalism: Grades 9-12

PROFICIENCY STATEMENT / SUBSTRAND		Speaking and Listening
INDICATOR / STANDARD		Comprehension

EXPECTATION / INDICATOR	JSL.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.
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#### STANDARD / STRAND

#### Journalism: Grades 9-12

PROFICIENCY STATEMENT / SUBSTRAND		Speaking and Listening
INDICATOR / STANDARD		Presentation of Knowledge and Ideas

EXPECTATION / INDICATOR	JSL.4.1.	Present information, findings, and supporting evidence so that listeners can follow a clear line of reasoning. Address alternate or opposing perspectives. The organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
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EXPECTATION / INDICATOR	JSL.4.2.	Create engaging content that strategically and creatively uses digital media (e.g., textual, graphical, audio, visual, and interactive elements) to add interest and enhance understanding of findings, reasoning, and evidence.
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EXPECTATION / INDICATOR	JSL.4.3.	Students are expected to build upon and continue applying concepts learned previously. (Grade of Mastery: 2)
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#### STANDARD / STRAND

#### Digital Media: Grades 9-12

PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Writing
INDICATOR / STANDARD		Learning Outcome

EXPECTATION / INDICATOR	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.
<b>STANDARD / STRAND</b>	<b>Digital Media: Grades 9-12</b>	
PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Writing
INDICATOR / STANDARD		Writing Genres: Editorial, News, Feature, and Narrative
EXPECTATION / INDICATOR	MW.3.1.	Write or produce arguments or commentaries in a variety of forms that:
INDICATOR	MW.3.1.1.	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,
INDICATOR	MW.3.1.2.	Use rhetorical strategies to enhance the effectiveness of the claim,
INDICATOR	MW.3.1.3.	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,
INDICATOR	MW.3.1.4	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,
INDICATOR	MW.3.1.5	Establish and maintain a consistent style and tone appropriate to purpose and audience,
INDICATOR	MW.3.1.6	Provide a concluding statement or section that follows from and supports the argument presented,
INDICATOR	MW.3.1.7.	Explore the personal significance of an experience,
INDICATOR	MW.3.1.8	Draw comparisons between specific incidents and broader themes related to important beliefs or generalizations about life,
INDICATOR	MW.3.1.9	Maintain a balance between individual events and more general and abstract ideas,
<b>STANDARD / STRAND</b>	<b>Digital Media: Grades 9-12</b>	
PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Writing
INDICATOR / STANDARD		Writing Genres: Editorial, News, Feature, and Narrative
EXPECTATION / INDICATOR	MW.3.2.	Write or produce informative products on a variety of topics that:

INDICATOR	MW.3.2.1.	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., headings), graphics (e.g.,figures,tables),and multimedia when useful to aiding comprehension,
INDICATOR	MW.3.2.2.	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,
INDICATOR	MW.3.2.3.	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,
INDICATOR	MW.3.2.4	Choose language, content- specific vocabulary, and techniques to manage the complexity of the topic, recognizing and eliminating wordiness and redundancy,
INDICATOR	MW.3.2.5	Establish and maintain an informative style appropriate to the purpose and audience, and
INDICATOR	MW.3.2.6	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

**STANDARD / STRAND**

**Digital Media: Grades 9-12**

PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Writing
INDICATOR / STANDARD		The Writing Process
EXPECTATION / INDICATOR	MW.4.1.	Apply the writing process to all formal writing and media product development, including but not limited to argumentative, informative, and narrative.
INDICATOR	MW.4.1.1	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,
INDICATOR	MW.4.1.3	Utilize a standard style guide framework for properly crediting sources in all media product types, utilizing multiple sources when appropriate.

**STANDARD / STRAND**

**Digital Media: Grades 9-12**

PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Writing
INDICATOR / STANDARD		The Writing Process
EXPECTATION / INDICATOR	MW.4.2.	Evaluate and revise the content for meaning, clarity, and purpose.
EXPECTATION / INDICATOR	MW.4.4.	Revise and edit to ensure effective, grammatically correct communication.
EXPECTATION / INDICATOR	MW.4.5.	Follow ethical standards related to information gathering that include the appropriate citing of sources and the importance of avoiding plagiarism.

**STANDARD /  
STRAND****Digital Media: Grades 9-12**

PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Writing
INDICATOR / STANDARD		The Research Process: Finding, Assessing, Synthesizing, and Reporting Information

EXPECTATION / INDICATOR	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.
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**STANDARD /  
STRAND****Digital Media: Grades 9-12**

PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Writing
INDICATOR / STANDARD		The Research Process: Finding, Assessing, Synthesizing, and Reporting Information
EXPECTATION / INDICATOR	MW.5.3.	Conduct short as well as more sustained research assignments and tasks to build knowledge about the research process and the topic under study:

INDICATOR	MW.5.3.2 .	Gather relevant information from multiple types of authoritative sources, using advanced searches effectively, and annotate sources,
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INDICATOR	MW.5.3.5 .	Avoid plagiarism and overreliance on any one source and follow a standard format (e.g., AP Style) for citation.
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INDICATOR	MW.5.3.6 .	Present information, choosing from a variety of formats.
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**STANDARD /  
STRAND****Digital Media: Grades 9-12**

PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Writing
INDICATOR / STANDARD		The Research Process: Finding, Assessing, Synthesizing, and Reporting Information
EXPECTATION / INDICATOR	MW.5.4.	Ask clear interview questions to guide a balanced and unbiased information-gathering process that include: 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.

INDICATOR	MW.5.4.1 .	Researching background information,
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**STANDARD /  
STRAND****Digital Media: Grades 9-12**

PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Speaking and Listening
INDICATOR / STANDARD		Learning Outcome

EXPECTATION / INDICATOR	MSL.1.	Listen actively and adjust the use of spoken language (e.g., conventions, style, vocabulary, probing questions) to communicate effectively with a variety of sources and audiences and for different purposes and media platforms.
<b>STANDARD / STRAND</b>	<b>Digital Media: Grades 9-12</b>	
<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Digital Media: Speaking and Listening</b>
<b>INDICATOR / STANDARD</b>		<b>Discussion and Collaboration</b>
EXPECTATION / INDICATOR	MSL2.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, critiques, group discussion, interviews, etc.) 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.
EXPECTATION / INDICATOR	MSL2.2.	Engage in a thoughtful, well-reasoned exchange of ideas by referring to specific evidence.
EXPECTATION / INDICATOR	MSL2.3.	Work with peers to promote collegial discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
EXPECTATION / INDICATOR	MSL2.4.	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.
EXPECTATION / INDICATOR	MSL2.5.	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.
<b>STANDARD / STRAND</b>	<b>Digital Media: Grades 9-12</b>	
<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Digital Media: Speaking and Listening</b>
<b>INDICATOR / STANDARD</b>		<b>Comprehension</b>
EXPECTATION / INDICATOR	MSL3.2.	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.
<b>STANDARD / STRAND</b>	<b>Digital Media: Grades 9-12</b>	
<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Digital Media: Speaking and Listening</b>
<b>INDICATOR / STANDARD</b>		<b>Presentation of Knowledge of Ideas</b>
EXPECTATION / INDICATOR	MSL4.1.	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.



**STANDARD /  
STRAND****Student Media: 9-12**

PROFICIENCY STATEMENT / SUBSTRAND		<b>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.</b>
INDICATOR / STANDARD		<b>Internet sources.</b>

EXPECTATION / INDICATOR	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.
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**STANDARD /  
STRAND****Student Media: 9-12**

PROFICIENCY STATEMENT / SUBSTRAND		<b>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.</b>
INDICATOR / STANDARD		<b>Organize and Focus</b>
EXPECTATION / INDICATOR	SMED.4.1 .	<b>Choose the appropriate method and medium to deliver information (verbal, visual, multimedia). Various types of media include the following:</b>

INDICATOR	SMED.4. 1.1.	Writing (Inverted pyramid, narrative, in-depth, personality profile, opinion, etc.) • 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 • uses vocabulary and language that is appropriate for the subject, journalistic style, different purposes, and a variety of audiences.
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INDICATOR	SMED.4. 1.4.	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. •
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INDICATOR	SMED.4. 1.5.	Other Multimedia • 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.
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**STANDARD /  
STRAND****Student Media: 9-12**

PROFICIENCY STATEMENT / SUBSTRAND		<b>Standard 5: Student Media Production Cycles - 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.</b>
INDICATOR / STANDARD	SMED.5.1 .	<b>Work within a production cycle for media that includes:</b>

EXPECTATION / INDICATOR	SMED.5. 1.2.	gathering information (interviewing, researching, observing, etc.),
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## Indiana Academic Standards

### Language Arts

Grade 11 - Adopted: 2023

#### STANDARD / STRAND Grades 11-12 English/Language Arts

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes; compositions will include correct use of standard formatting (e.g., MLA, APA) with sources correctly cited.
INDICATOR / STANDARD	11-12.W.2.	Write informative compositions on a variety of topics that:

EXPECTATION / INDICATOR	11-12.W.2.d.	Choose language, content-specific vocabulary, and techniques to manage the complexity of the topic, recognizing and eliminating wordiness and redundancy.
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#### STANDARD / STRAND Grades 11-12 English/Language Arts

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes; compositions will include correct use of standard formatting (e.g., MLA, APA) with sources correctly cited.
INDICATOR / STANDARD	11-12.W.4.	Apply the writing process to all formal writing including but not limited to argumentative, informative, and narrative:

EXPECTATION / INDICATOR	11-12.W.4.a.	Plan and develop, draft, and revise writing 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.
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#### STANDARD / STRAND Grades 11-12 English/Language Arts

PROFICIENCY STATEMENT / SUBSTRAND		Communication and Collaboration – Learning Outcome: Students discuss and debate ideas based on research and specific evidence, allowing for all perspectives to be heard, and assessing and analyzing a speaker's stylistic choices.
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INDICATOR / STANDARD	11-12.CC.1.	Initiate and engage in a range of collaborative discussions on grade-appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly and persuasively.
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INDICATOR / STANDARD	11-12.CC.2.	Engage in a thoughtful, well-reasoned exchange of ideas by referring to specific evidence. (E)
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INDICATOR / STANDARD	11-12.CC.3.	Expand 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.
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INDICATOR / STANDARD	11-12.CC.4.	Conduct, debate, and discuss 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. (E)
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INDICATOR / STANDARD	11-12.CC.5.	Evaluate a speaker's perspective, reasoning, and use of evidence and rhetoric, as well as assessing stylistic choices such as word choice, points of emphasis, and tone. (E)
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INDICATOR / STANDARD	11- 12.CC.6.	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. Address opposing perspectives, ensuring the organization, development, substance, and style are appropriate to purpose and audience.
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**Grade 11 - Adopted: 2020**

**STANDARD /  
STRAND**                      **Journalism: Grades 9-12**

PROFICIENCY STATEMENT / SUBSTRAND		Writing
INDICATOR / STANDARD		The Writing Process
EXPECTATION / INDICATOR	JW.4.1.	Apply the writing process to —

INDICATOR                      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.

**STANDARD /  
STRAND**                      **Journalism: Grades 9-12**

PROFICIENCY STATEMENT / SUBSTRAND		Writing
INDICATOR / STANDARD		The Writing Process

EXPECTATION /  
INDICATOR                      JW.4.2.                      Evaluate and revise the content of copy for meaning, clarity, and purpose.

**STANDARD /  
STRAND**                      **Journalism: Grades 9-12**

PROFICIENCY STATEMENT / SUBSTRAND		Writing
INDICATOR / STANDARD		The Research Process: Finding, Assessing, Synthesizing, and Reporting Information
EXPECTATION / INDICATOR	JW.5.4.	Ask clear interview questions to guide a balanced and unbiased information-gathering process that include

INDICATOR                      Observing and recording details during the interview

**STANDARD /  
STRAND**                      **Journalism: Grades 9-12**

PROFICIENCY STATEMENT / SUBSTRAND		Speaking and Listening
INDICATOR / STANDARD		Discussion and Collaboration

EXPECTATION /  
INDICATOR                      JSL.2.1.                      Initiate and participate effectively in a range of collaborative discussions (one-on-one critiques, group discussion of news coverage, story ideas, and interviews) on current events, sample media, and newsworthy issues; building on others' ideas and expressing personal viewpoints clearly and persuasively.

EXPECTATION / INDICATOR	JSL.2.3.	Work with peers to promote collegial discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
EXPECTATION / INDICATOR	JSL.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.

**STANDARD /  
STRAND**

**Journalism: Grades 9-12**

PROFICIENCY STATEMENT / SUBSTRAND		Speaking and Listening
INDICATOR / STANDARD		Comprehension

EXPECTATION / INDICATOR	JSL.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.
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**STANDARD /  
STRAND**

**Journalism: Grades 9-12**

PROFICIENCY STATEMENT / SUBSTRAND		Speaking and Listening
INDICATOR / STANDARD		Presentation of Knowledge and Ideas

EXPECTATION / INDICATOR	JSL.4.1.	Present information, findings, and supporting evidence so that listeners can follow a clear line of reasoning. Address alternate or opposing perspectives. The organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
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EXPECTATION / INDICATOR	JSL.4.2.	Create engaging content that strategically and creatively uses digital media (e.g., textual, graphical, audio, visual, and interactive elements) to add interest and enhance understanding of findings, reasoning, and evidence.
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EXPECTATION / INDICATOR	JSL.4.3.	Students are expected to build upon and continue applying concepts learned previously. (Grade of Mastery: 2)
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**STANDARD /  
STRAND**

**Digital Media: Grades 9-12**

PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Writing
INDICATOR / STANDARD		The Writing Process

EXPECTATION / INDICATOR	MW.4.2.	Evaluate and revise the content for meaning, clarity, and purpose.
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**STANDARD /  
STRAND**

**Digital Media: Grades 9-12**

PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Speaking and Listening
INDICATOR / STANDARD		Learning Outcome

EXPECTATION / INDICATOR	MSL.1.	Listen actively and adjust the use of spoken language (e.g., conventions, style, vocabulary, probing questions) to communicate effectively with a variety of sources and audiences and for different purposes and media platforms.
<b>STANDARD / STRAND</b>	<b>Digital Media: Grades 9-12</b>	
<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Digital Media: Speaking and Listening</b>
<b>INDICATOR / STANDARD</b>		<b>Discussion and Collaboration</b>

EXPECTATION / INDICATOR	MSL2.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, critiques, group discussion, interviews, etc.) 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.
EXPECTATION / INDICATOR	MSL2.2.	Engage in a thoughtful, well-reasoned exchange of ideas by referring to specific evidence.
EXPECTATION / INDICATOR	MSL2.3.	Work with peers to promote collegial discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
EXPECTATION / INDICATOR	MSL2.4.	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.
EXPECTATION / INDICATOR	MSL2.5.	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.

<b>STANDARD / STRAND</b>	<b>Digital Media: Grades 9-12</b>	
<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Digital Media: Speaking and Listening</b>
<b>INDICATOR / STANDARD</b>		<b>Comprehension</b>

EXPECTATION / INDICATOR	MSL3.2.	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.
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<b>STANDARD / STRAND</b>	<b>Digital Media: Grades 9-12</b>	
<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Digital Media: Speaking and Listening</b>
<b>INDICATOR / STANDARD</b>		<b>Presentation of Knowledge of Ideas</b>

EXPECTATION / INDICATOR	MSL4.1.	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.
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**STANDARD /  
STRAND**

**Student Media: 9-12**

PROFICIENCY STATEMENT / SUBSTRAND		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.
INDICATOR / STANDARD		Organize and Focus
EXPECTATION / INDICATOR	SMED.4.1	Choose the appropriate method and medium to deliver information (verbal, visual, multimedia). Various types of media include the following:
INDICATOR	SMED.4.1.4.	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. •
INDICATOR	SMED.4.1.5.	Other Multimedia • 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.

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**Indiana Academic Standards**

**Language Arts**

**Grade 11 - Adopted: 2023**

**STANDARD /  
STRAND**

**Grades 11-12 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		Reading Comprehension – Learning Outcome: Students analyze the author's technique, purpose, and perspective in grade-level fiction and nonfiction text, using textual evidence to support analysis.
INDICATOR / STANDARD	11-12.RC.7.	Determine an author's perspective or purpose in a text in which the rhetoric is particularly effective (e.g., appeals to both friendly and hostile audiences, anticipates and addresses reader concerns and counterclaims), and analyze how style and content contribute to the power and persuasiveness of the text. (E)

**STANDARD /  
STRAND**

**Grades 11-12 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes; compositions will include correct use of standard formatting (e.g., MLA, APA) with sources correctly cited.
INDICATOR / STANDARD	11-12.W.2.	Write informative compositions on a variety of topics that:
EXPECTATION / INDICATOR	11-12.W.2.b.	Utilizing 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.

**STANDARD /  
STRAND****Grades 11-12 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes; compositions will include correct use of standard formatting (e.g., MLA, APA) with sources correctly cited.
INDICATOR / STANDARD	11-12.W.4.	Apply the writing process to all formal writing including but not limited to argumentative, informative, and narrative:
EXPECTATION / INDICATOR	11-12.W.4.a.	Plan and develop, draft, and revise writing 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.

**STANDARD /  
STRAND****Grades 11-12 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes; compositions will include correct use of standard formatting (e.g., MLA, APA) with sources correctly cited.
INDICATOR / STANDARD	11-12.W.5.	Conduct more sustained research assignments and tasks to build knowledge about the research process and the topic under study.
EXPECTATION / INDICATOR	11-12.W.5.a.	Formulate an inquiry question and refine and narrow the focus as research evolves.
EXPECTATION / INDICATOR	11-12.W.5.e.	Avoid plagiarism and over reliance on any one source and follow a standard format (e.g., MLA, APA) for citation.

**STANDARD /  
STRAND****Grades 11-12 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		Communication and Collaboration – Learning Outcome: Students discuss and debate ideas based on research and specific evidence, allowing for all perspectives to be heard, and assessing and analyzing a speaker's stylistic choices.
INDICATOR / STANDARD	11-12.CC.1.	Initiate and engage in a range of collaborative discussions on grade-appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly and persuasively.
INDICATOR / STANDARD	11-12.CC.2.	Engage in a thoughtful, well-reasoned exchange of ideas by referring to specific evidence. (E)
INDICATOR / STANDARD	11-12.CC.3.	Expand 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.
INDICATOR / STANDARD	11-12.CC.4.	Conduct, debate, and discuss 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. (E)
INDICATOR / STANDARD	11-12.CC.5.	Evaluate a speaker's perspective, reasoning, and use of evidence and rhetoric, as well as assessing stylistic choices such as word choice, points of emphasis, and tone. (E)
INDICATOR / STANDARD	11-12.CC.6.	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. Address opposing perspectives, ensuring the organization, development, substance, and style are appropriate to purpose and audience.

**STANDARD /  
STRAND****Journalism: Grades 9-12**

PROFICIENCY STATEMENT / SUBSTRAND		Journalism: Narrative Nonfiction/Historical Fiction
INDICATOR / STANDARD		Key Ideas and Textual Support

EXPECTATION / INDICATOR	JL.2.1.	Cite strong and thorough facts from observation, quotations, and specific details that support analysis of what a piece of narrative nonfiction/historical fiction says explicitly as well as inferences and interpretations drawn from the text, including determining where the text leaves matters uncertain. (e.g. excerpts from <i>The Immortal Life of Henrietta Lacks</i> , <i>The Jungle</i> , <i>Unbroken</i> , <i>The Devil in the White City</i> , <i>Into the Wild</i> ).
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EXPECTATION / INDICATOR	JL.2.2.	Compare and contrast the development of similar themes or central ideas across two or more works of narrative nonfiction/historical fiction and analyze how the author uses specific details to shape and reveal themes. (e.g. excerpts from Historical fiction of Alexander Thom and Native American poetry, works of Ernie Pyle and Tim O'Brien).
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**STANDARD /  
STRAND****Journalism: Grades 9-12**

PROFICIENCY STATEMENT / SUBSTRAND		Journalism: Narrative Nonfiction/Historical Fiction
INDICATOR / STANDARD		Structural Elements and Organization

EXPECTATION / INDICATOR	JL.3.1.	Analyze and evaluate how an author chooses to craft specific parts of a work of narrative nonfiction/historical fiction to contribute to its overall structure and meaning as well as its aesthetic impact.
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EXPECTATION / INDICATOR	JL.3.2.	Analyze the point of view of narrative nonfiction/historical fiction in which the reader must distinguish between what the author directly states and what the author may intend.
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**STANDARD /  
STRAND****Journalism: Grades 9-12**

PROFICIENCY STATEMENT / SUBSTRAND		Journalism: Narrative Nonfiction/Historical Fiction
INDICATOR / STANDARD		Synthesis and Connection of Ideas

EXPECTATION / INDICATOR	JL.4.1.	Compare and contrast multiple interpretations of narrative nonfiction/historical fiction, evaluating how each version interprets the source text and the potential impact of the interpretations on the reader.
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EXPECTATION / INDICATOR	JL.4.2.	Analyze and evaluate significant works of narrative nonfiction/historical fiction (American, English, or world) and how two or more of the works treat similar themes, conflicts, issues, or topics. (e.g. In <i>Cold Blood</i> and actual accounts of The Clutter murders).
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**STANDARD /  
STRAND****Journalism: Grades 9-12**

PROFICIENCY STATEMENT / SUBSTRAND		Journalism: Nonfiction
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INDICATOR / STANDARD		Structural Elements and Organization
EXPECTATION / INDICATOR	JN.3.3.	Determine an author's perspective or purpose in a column, editorial, or editorial cartoon in which the rhetoric is particularly effective (e.g., appeals to both friendly and hostile audiences, anticipates and addresses reader concerns and counterclaims), analyzing how style and content contribute to the power, persuasiveness or beauty of the text.
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Writing
INDICATOR / STANDARD		Writing Genres: Editorial, News, and Feature
EXPECTATION / INDICATOR	JW.3.3.	Write features that --
INDICATOR		Use a variety of creative leads. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing sources.
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Writing
INDICATOR / STANDARD		The Writing Process
EXPECTATION / INDICATOR	JW.4.1.	Apply the writing process to —
INDICATOR		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.
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Writing
INDICATOR / STANDARD		The Writing Process
EXPECTATION / INDICATOR	JW.4.5.	Follow ethical standards related to information gathering that include the appropriate citing of sources and the importance of avoiding plagiarism.
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Writing
INDICATOR / STANDARD		The Research Process: Finding, Assessing, Synthesizing, and Reporting Information
EXPECTATION / INDICATOR	JW.5.1.	Discuss ideas for writing with classmates, teachers, other writers, or community members.

**STANDARD /  
STRAND****Journalism: Grades 9-12**

PROFICIENCY STATEMENT / SUBSTRAND		Writing
INDICATOR / STANDARD		The Research Process: Finding, Assessing, Synthesizing, and Reporting Information
EXPECTATION / INDICATOR	JW.5.3.	Conduct short as well as more sustained research assignments and tasks to build knowledge about the research process and the topic under study.

INDICATOR		Formulate an inquiry question, and refine and narrow the focus as research evolves.
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INDICATOR		Avoid plagiarism and overreliance on any one source and follow a standard format (e.g., AP Style) for citation.
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**STANDARD /  
STRAND****Journalism: Grades 9-12**

PROFICIENCY STATEMENT / SUBSTRAND		Writing
INDICATOR / STANDARD		The Research Process: Finding, Assessing, Synthesizing, and Reporting Information
EXPECTATION / INDICATOR	JW.5.4.	Ask clear interview questions to guide a balanced and unbiased information-gathering process that include

INDICATOR		Observing and recording details during the interview
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**STANDARD /  
STRAND****Journalism: Grades 9-12**

PROFICIENCY STATEMENT / SUBSTRAND		Speaking and Listening
INDICATOR / STANDARD		Discussion and Collaboration

EXPECTATION / INDICATOR	JSL.2.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one critiques, group discussion of news coverage, story ideas, and interviews) on current events, sample media, and newsworthy issues; building on others' ideas and expressing personal viewpoints clearly and persuasively.
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EXPECTATION / INDICATOR	JSL.2.3.	Work with peers to promote collegial discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
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EXPECTATION / INDICATOR	JSL.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.
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**STANDARD /  
STRAND****Journalism: Grades 9-12**

PROFICIENCY STATEMENT / SUBSTRAND		Speaking and Listening
INDICATOR / STANDARD		Comprehension

EXPECTATION / INDICATOR	JSL.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.
<b>STANDARD / STRAND</b>	<b>Journalism: Grades 9-12</b>	
PROFICIENCY STATEMENT / SUBSTRAND		Speaking and Listening
INDICATOR / STANDARD		Presentation of Knowledge and Ideas
EXPECTATION / INDICATOR	JSL.4.1.	Present information, findings, and supporting evidence so that listeners can follow a clear line of reasoning. Address alternate or opposing perspectives. The organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
EXPECTATION / INDICATOR	JSL.4.2.	Create engaging content that strategically and creatively uses digital media (e.g., textual, graphical, audio, visual, and interactive elements) to add interest and enhance understanding of findings, reasoning, and evidence.
EXPECTATION / INDICATOR	JSL.4.3.	Students are expected to build upon and continue applying concepts learned previously. (Grade of Mastery: 2)
<b>STANDARD / STRAND</b>	<b>Digital Media: Grades 9-12</b>	
PROFICIENCY STATEMENT / SUBSTRAND		Digital Media:Vocabulary
INDICATOR / STANDARD		Learning Outcome
EXPECTATION / INDICATOR	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.
<b>STANDARD / STRAND</b>	<b>Digital Media: Grades 9-12</b>	
PROFICIENCY STATEMENT / SUBSTRAND		Digital Media:Vocabulary
INDICATOR / STANDARD		Vocabulary in Media Writing and Production
EXPECTATION / INDICATOR	MV.3.3.	Interpret figures of speech and the use of colloquial terms (e.g. paradox and idiom) in context and analyze their role in a text or media product.
<b>STANDARD / STRAND</b>	<b>Digital Media: Grades 9-12</b>	
PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Writing
INDICATOR / STANDARD		The Writing Process
EXPECTATION / INDICATOR	MW.4.1.	Apply the writing process to all formal writing and media product development, including but not limited to argumentative, informative, and narrative.

INDICATOR	MW.4.1.3	Utilize a standard style guide framework for properly crediting sources in all media product types, utilizing multiple sources when appropriate.
<b>STANDARD / STRAND</b>	<b>Digital Media: Grades 9-12</b>	
PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Writing
INDICATOR / STANDARD		The Writing Process
EXPECTATION / INDICATOR	MW.4.5.	Follow ethical standards related to information gathering that include the appropriate citing of sources and the importance of avoiding plagiarism.
<b>STANDARD / STRAND</b>	<b>Digital Media: Grades 9-12</b>	
PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Writing
INDICATOR / STANDARD		The Research Process: Finding, Assessing, Synthesizing, and Reporting Information
EXPECTATION / INDICATOR	MW.5.1.	Discuss ideas for writing with classmates, teachers, other writers, or community members.
<b>STANDARD / STRAND</b>	<b>Digital Media: Grades 9-12</b>	
PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Writing
INDICATOR / STANDARD		The Research Process: Finding, Assessing, Synthesizing, and Reporting Information
EXPECTATION / INDICATOR	MW.5.3.	Conduct short as well as more sustained research assignments and tasks to build knowledge about the research process and the topic under study:
INDICATOR	MW.5.3.5	Avoid plagiarism and overreliance on any one source and follow a standard format (e.g., AP Style) for citation.
<b>STANDARD / STRAND</b>	<b>Digital Media: Grades 9-12</b>	
PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Speaking and Listening
INDICATOR / STANDARD		Learning Outcome
EXPECTATION / INDICATOR	MSL.1.	Listen actively and adjust the use of spoken language (e.g., conventions, style, vocabulary, probing questions) to communicate effectively with a variety of sources and audiences and for different purposes and media platforms.
<b>STANDARD / STRAND</b>	<b>Digital Media: Grades 9-12</b>	
PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Speaking and Listening

INDICATOR / STANDARD		Discussion and Collaboration
EXPECTATION / INDICATOR	MSL2.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, critiques, group discussion, interviews, etc.) 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.
EXPECTATION / INDICATOR	MSL2.2.	Engage in a thoughtful, well-reasoned exchange of ideas by referring to specific evidence.
EXPECTATION / INDICATOR	MSL2.3.	Work with peers to promote collegial discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
EXPECTATION / INDICATOR	MSL2.4.	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.
EXPECTATION / INDICATOR	MSL2.5.	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.
<b>STANDARD / STRAND</b>		<b>Digital Media: Grades 9-12</b>
PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Speaking and Listening
INDICATOR / STANDARD		Comprehension
EXPECTATION / INDICATOR	MSL3.2.	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.
<b>STANDARD / STRAND</b>		<b>Digital Media: Grades 9-12</b>
PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Speaking and Listening
INDICATOR / STANDARD		Presentation of Knowledge of Ideas
EXPECTATION / INDICATOR	MSL4.1.	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.
<b>STANDARD / STRAND</b>		<b>Student Media: 9-12</b>
PROFICIENCY STATEMENT / SUBSTRAND		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.
INDICATOR / STANDARD		Internet sources.
EXPECTATION / INDICATOR	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 /  
STRAND**

**Student Media: 9-12**

PROFICIENCY STATEMENT / SUBSTRAND		<b>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.</b>
INDICATOR / STANDARD		<b>Organize and Focus</b>
EXPECTATION / INDICATOR	<b>SMED.4.1</b>	<b>Choose the appropriate method and medium to deliver information (verbal, visual, multimedia). Various types of media include the following:</b>
INDICATOR	SMED.4.1.1.	Writing (Inverted pyramid, narrative, in-depth, personality profile, opinion, etc.) • 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• uses vocabulary and language that is appropriate for the subject, journalistic style, different purposes, and a variety of audiences.
INDICATOR	SMED.4.1.4.	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. •
INDICATOR	SMED.4.1.5.	Other Multimedia • 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.

**Week 12: Various Speech Opportunities, p. 110-119**

**Indiana Academic Standards**

**Language Arts**

**Grade 11 - Adopted: 2023**

**STANDARD /  
STRAND**

**Grades 11-12 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		<b>Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes; compositions will include correct use of standard formatting (e.g., MLA, APA) with sources correctly cited.</b>
INDICATOR / STANDARD	<b>11-12.W.5.</b>	<b>Conduct more sustained research assignments and tasks to build knowledge about the research process and the topic understudy.</b>
EXPECTATION / INDICATOR	11-12.W.5.e.	Avoid plagiarism and over reliance on any one source and follow a standard format (e.g., MLA, APA) for citation.
EXPECTATION / INDICATOR	11-12.W.5.f.	Present information, choosing from a variety of formats. (E)

**STANDARD /  
STRAND**

**Grades 11-12 English/Language Arts**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Communication and Collaboration – Learning Outcome: Students discuss and debate ideas based on research and specific evidence, allowing for all perspectives to be heard, and assessing and analyzing a speaker's stylistic choices.</b>
INDICATOR / STANDARD	11-12.CC.1.	Initiate and engage in a range of collaborative discussions on grade-appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly and persuasively.
INDICATOR / STANDARD	11-12.CC.2.	Engage in a thoughtful, well-reasoned exchange of ideas by referring to specific evidence. (E)
INDICATOR / STANDARD	11-12.CC.3.	Expand 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.
INDICATOR / STANDARD	11-12.CC.4.	Conduct, debate, and discuss 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. (E)
INDICATOR / STANDARD	11-12.CC.5.	Evaluate a speaker's perspective, reasoning, and use of evidence and rhetoric, as well as assessing stylistic choices such as word choice, points of emphasis, and tone. (E)
INDICATOR / STANDARD	11-12.CC.6.	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. Address opposing perspectives, ensuring the organization, development, substance, and style are appropriate to purpose and audience.

#### Grade 11 - Adopted: 2020

#### STANDARD / STRAND

#### Journalism: Grades 9-12

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Writing</b>
<b>INDICATOR / STANDARD</b>		<b>The Writing Process</b>

EXPECTATION / INDICATOR	JW.4.5.	Follow ethical standards related to information gathering that include the appropriate citing of sources and the importance of avoiding plagiarism.
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#### STANDARD / STRAND

#### Journalism: Grades 9-12

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Writing</b>
<b>INDICATOR / STANDARD</b>		<b>The Research Process: Finding, Assessing, Synthesizing, and Reporting Information</b>
EXPECTATION / INDICATOR	JW.5.3.	Conduct short as well as more sustained research assignments and tasks to build knowledge about the research process and the topic under study.

INDICATOR		Avoid plagiarism and overreliance on any one source and follow a standard format (e.g., AP Style) for citation.
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#### STANDARD / STRAND

#### Journalism: Grades 9-12

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Writing</b>
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INDICATOR / STANDARD		The Research Process: Finding, Assessing, Synthesizing, and Reporting Information
EXPECTATION / INDICATOR	JW.5.4.	Ask clear interview questions to guide a balanced and unbiased information-gathering process that include

INDICATOR Observing and recording details during the interview

**STANDARD / STRAND** **Journalism: Grades 9-12**

PROFICIENCY STATEMENT / SUBSTRAND		Speaking and Listening
INDICATOR / STANDARD		Discussion and Collaboration

EXPECTATION / INDICATOR JSL.2.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one critiques, group discussion of news coverage, story ideas, and interviews) on current events, sample media, and newsworthy issues; building on others' ideas and expressing personal viewpoints clearly and persuasively.

EXPECTATION / INDICATOR JSL.2.2. Stimulate a thoughtful, well-reasoned debate and exchange of ideas about news and current events supported by information from credible sources.

EXPECTATION / INDICATOR JSL.2.3. Work with peers to promote collegial discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

EXPECTATION / INDICATOR JSL.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.

EXPECTATION / INDICATOR JSL.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.

**STANDARD / STRAND** **Journalism: Grades 9-12**

PROFICIENCY STATEMENT / SUBSTRAND		Speaking and Listening
INDICATOR / STANDARD		Comprehension

EXPECTATION / INDICATOR JSL.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.

**STANDARD / STRAND** **Journalism: Grades 9-12**

PROFICIENCY STATEMENT / SUBSTRAND		Speaking and Listening
INDICATOR / STANDARD		Presentation of Knowledge and Ideas



EXPECTATION / INDICATOR	JSL.4.1.	Present information, findings, and supporting evidence so that listeners can follow a clear line of reasoning. Address alternate or opposing perspectives. The organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
EXPECTATION / INDICATOR	JSL.4.2.	Create engaging content that strategically and creatively uses digital media (e.g., textual, graphical, audio, visual, and interactive elements) to add interest and enhance understanding of findings, reasoning, and evidence.
EXPECTATION / INDICATOR	JSL.4.3.	Students are expected to build upon and continue applying concepts learned previously. (Grade of Mastery: 2)
<b>STANDARD / STRAND</b>	<b>Digital Media: Grades 9-12</b>	
PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Writing
INDICATOR / STANDARD		The Writing Process
EXPECTATION / INDICATOR	MW.4.1.	Apply the writing process to all formal writing and media product development, including but not limited to argumentative, informative, and narrative.
INDICATOR	MW.4.1.3	Utilize a standard style guide framework for properly crediting sources in all media product types, utilizing multiple sources when appropriate.
<b>STANDARD / STRAND</b>	<b>Digital Media: Grades 9-12</b>	
PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Writing
INDICATOR / STANDARD		The Writing Process
EXPECTATION / INDICATOR	MW.4.5.	Follow ethical standards related to information gathering that include the appropriate citing of sources and the importance of avoiding plagiarism.
<b>STANDARD / STRAND</b>	<b>Digital Media: Grades 9-12</b>	
PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Writing
INDICATOR / STANDARD		The Research Process: Finding, Assessing, Synthesizing, and Reporting Information
EXPECTATION / INDICATOR	MW.5.3.	Conduct short as well as more sustained research assignments and tasks to build knowledge about the research process and the topic under study:
INDICATOR	MW.5.3.5	Avoid plagiarism and overreliance on any one source and follow a standard format (e.g., AP Style) for citation.
INDICATOR	MW.5.3.6	Present information, choosing from a variety of formats.
<b>STANDARD / STRAND</b>	<b>Digital Media: Grades 9-12</b>	

PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Speaking and Listening
INDICATOR / STANDARD		Learning Outcome

EXPECTATION / INDICATOR	MSL.1.	Listen actively and adjust the use of spoken language (e.g., conventions, style, vocabulary, probing questions) to communicate effectively with a variety of sources and audiences and for different purposes and media platforms.
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**STANDARD / STRAND**

**Digital Media: Grades 9-12**

PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Speaking and Listening
INDICATOR / STANDARD		Discussion and Collaboration

EXPECTATION / INDICATOR	MSL2.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, critiques, group discussion, interviews, etc.) 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.
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EXPECTATION / INDICATOR	MSL2.2.	Engage in a thoughtful, well-reasoned exchange of ideas by referring to specific evidence.
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EXPECTATION / INDICATOR	MSL2.3.	Work with peers to promote collegial discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
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EXPECTATION / INDICATOR	MSL2.4.	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.
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EXPECTATION / INDICATOR	MSL2.5.	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.
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**STANDARD / STRAND**

**Digital Media: Grades 9-12**

PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Speaking and Listening
INDICATOR / STANDARD		Comprehension

EXPECTATION / INDICATOR	MSL3.2.	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.
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**STANDARD / STRAND**

**Digital Media: Grades 9-12**

PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Speaking and Listening
INDICATOR / STANDARD		Presentation of Knowledge of Ideas

EXPECTATION / INDICATOR	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.
<b>STANDARD / STRAND</b>		
PROFICIENCY STATEMENT / SUBSTRAND		<b>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.</b>
INDICATOR / STANDARD		<b>Internet sources.</b>

EXPECTATION / INDICATOR	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.
<b>STANDARD / STRAND</b>		
PROFICIENCY STATEMENT / SUBSTRAND		<b>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.</b>
INDICATOR / STANDARD		<b>Organize and Focus</b>
EXPECTATION / INDICATOR	SMED.4.1 .	<b>Choose the appropriate method and medium to deliver information (verbal, visual, multimedia). Various types of media include the following:</b>

INDICATOR	SMED.4. 1.1.	Writing (Inverted pyramid, narrative, in-depth, personality profile, opinion, etc.) • 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 • uses vocabulary and language that is appropriate for the subject, journalistic style, different purposes, and a variety of audiences.
INDICATOR	SMED.4. 1.4.	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. •
INDICATOR	SMED.4. 1.5.	Other Multimedia • 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.