Main Criteria: Structure and Style for Students Secondary Criteria: Indiana Academic Standards

> Subject: Language Arts Grade: 9

Structure and Style for Students

RESPONSE TO LITERATURE Week 22 Page 241-248

Indiana Academic Standards Language Arts

Grade 9 - Adopted: 2023

STANDARD /

EXPECTATION / 9-

INDICATOR

Grades 9-10 English/Language Arts

STRAND		
PROFICIENCY STATEMENT / SUBSTRAND		Reading Comprehension – Learning Outcome: Students analyze the author's technique, structure, main ideas, purpose, and perspective in grade-level fiction and nonfiction text, using textual evidence to support analysis.
INDICATOR / STANDARD	9- 10.RC.1.	Analyze what a text says both explicitly and implicitly (e.g., inferences and interpretations) by citing strong and thorough textual evidence. (E)
INDICATOR / STANDARD	9- 10.RC.2.	Analyze in detail the development of two or more themes over the course of a work of literature, including how they emerge and are specific and refined by specific details. (E)
INDICATOR / STANDARD	9- 10.RC.3.	Analyze and evaluate how an author's choices concerning how to structure a work of literature, order events within it (e.g., parallel episodes), and manipulate time (e.g., pacing, flashbacks) contribute to the overall meaning and effect of a work.
INDICATOR / STANDARD	9- 10.RC.4.	Analyze in detail the development of two or more central ideas over the course of a text, including how they build on one another to provide a complex analysis.
INDICATOR / STANDARD	9- 10.RC.5.	Analyze a series of ideas or events, including the order in which the points are made and developed, and the connections that are drawn between them.
INDICATOR / STANDARD	9- 10.RC.9.	Use context to determine or clarify the meaning of words and phrases.
INDICATOR / STANDARD	9- 10.RC.12.	Analyze the meaning of words and phrases as they are used in works of literature, including figurative, connotative, and denotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings. (E)
STANDARD / STRAND		Grades 9-10 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 correctly cited sources.
INDICATOR / STANDARD	9- 10.W.2.	Write informative compositions on a variety of topics that:
EXPECTATION / INDICATOR	9- 10.W.2.a.	Introduce a topic and organize complex ideas, concepts, and information to make important connections and distinctions.

Develop the topic utilizing credible sources with relevant, and sufficient facts, extended definitions, concrete details,

10.W.2.b. quotations, or other information and examples appropriate to the audience's knowledge of the topic.

EXPECTATION / INDICATOR	9- 10.W.2.d.	Choose language and content-specific vocabulary that express ideas precisely and concisely to manage the complexity of the topic, recognizing and eliminating wordiness and redundancy.
EXPECTATION / INDICATOR	9- 10.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 9-10 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 correctly cited sources.
INDICATOR / STANDARD	9- 10.W.3.	Write narrative compositions in a variety of forms that:
EXPECTATION / INDICATOR	9- 10.W.3.a.	Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters.
EXPECTATION / INDICATOR	9- 10.W.3.b.	Create a smooth progression of experiences or events.
EXPECTATION / INDICATOR	9- 10.W.3.c.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plotlines to develop experiences, events, and/or characters.
EXPECTATION / INDICATOR	9- 10.W.3.d.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
EXPECTATION / INDICATOR	9- 10.W.3.e.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
EXPECTATION / INDICATOR	9- 10.W.3.f.	Provide an ending that follows and reflects on what is experienced, observed, or resolved over the course of the narrative. (E)
STANDARD / STRAND		Grades 9-10 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 correctly cited sources.
INDICATOR / STANDARD	9- 10.W.4.	Apply the writing process to all formal writing including but not limited to argumentative, informative, and narrative:
EXPECTATION / INDICATOR	9- 10.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.
EXPECTATION / INDICATOR	9- 10.W.4.b.	Use technology to generate, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically (e.g., use of publishing programs, integration of multimedia).
EXPECTATION / INDICATOR	9- 10.W.4.c.	Utilize a standard style guide framework for in-text documentation, formatting, and works cited in order to properly credit sources in all writing types, utilizing multiple sources when appropriate.
STANDARD / STRAND		Grades 9-10 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 correctly cited sources.
INDICATOR / STANDARD	9- 10.W.5.	Conduct more sustained research assignments and tasks to build knowledge about the research process and the topic under study.
EXPECTATION / INDICATOR	9- 10.W.5.b.	Gather relevant information from multiple authoritative sources, using advanced searches effectively, and annotate sources.
EXPECTATION / INDICATOR	9- 10.W.5.e.	Avoid plagiarism and over reliance on any one source and follow a standard format (e.g., MLA, APA) for citation.
		Grade 9 - 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		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.
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)
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)
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.3.2.	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.
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 precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
INDICATOR		Provide an ending that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
INDICATOR		Establish and maintain a feature style appropriate to the purpose and audience. (e.g. AP Style)
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.
INDICATOR		Use technology to generate, produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
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.4.3.	Revise and edit copy to improve sentence variety and style and to enhance subtlety of meaning and tone in ways that are consistent with purpose, audience, and journalistic form.
EXPECTATION / INDICATOR	JW.4.4.	Revise and edit copy to ensure effective, grammatically correct communication using appropriate proofreading or copy editing symbols.
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
INDICATOR / STANDARD		Conventions of Standard English: Grammar and Usage/Capitalization, Punctuation, and Spelling
EXPECTATION / INDICATOR	JW.6.1.	Demonstrate command of English grammar and usage, focusing on:
INDICATOR	JW.6.1.B.	Verbs – Students are expected to build upon and continue applying conventions learned previously. (Grade of Mastery: 10)
INDICATOR	JW.6.1.C.	Adjectives and Adverbs — Students are expected to build upon and continue applying conventions learned previously. (Grade of Mastery: 4)
INDICATOR	JW.6.1.D.	Phrases and Clauses — Students are expected to build upon and continue applying conventions learned previously. (Grade of Mastery: 7)
INDICATOR	JW.6.1.E.	Usage- Students are expected to build upon and continue applying conventions learned previously. (Grade of Mastery: 10)
STANDARD / STRAND		Journalism: Grades 9-12
		Journalism: Grades 9-12 Writing
PROFICIENCY STATEMENT /		
PROFICIENCY STATEMENT / SUBSTRAND	JW.6.2.	Writing
PROFICIENCY STATEMENT / SUBSTRAND INDICATOR / STANDARD	JW.6.2.A.	Writing Conventions of Standard English: Grammar and Usage/Capitalization, Punctuation, and Spelling Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling focusing on:
PROFICIENCY STATEMENT / SUBSTRAND INDICATOR / STANDARD EXPECTATION / INDICATOR		Writing Conventions of Standard English: Grammar and Usage/Capitalization, Punctuation, and Spelling Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling focusing on: Capitalization—Students are expected to build upon and continue applying conventions learned previously. (Grade of Mastery: 5)
PROFICIENCY STATEMENT / SUBSTRAND INDICATOR / STANDARD EXPECTATION / INDICATOR	JW.6.2.A.	Writing Conventions of Standard English: Grammar and Usage/Capitalization, Punctuation, and Spelling Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling focusing on: Capitalization—Students are expected to build upon and continue applying conventions learned previously. (Grade of Mastery: 5) Punctuation—Students are expected to build upon and continue applying conventions learned previously. (Grade of Mastery: 10)
PROFICIENCY STATEMENT / SUBSTRAND INDICATOR / STANDARD EXPECTATION / INDICATOR INDICATOR INDICATOR	JW.6.2.A.	Writing Conventions of Standard English: Grammar and Usage/Capitalization, Punctuation, and Spelling Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling focusing on: Capitalization—Students are expected to build upon and continue applying conventions learned previously. (Grade of Mastery: 5) Punctuation—Students are expected to build upon and continue applying conventions learned previously. (Grade of Mastery: 10) Spelling—Students are expected to build upon and continue applying conventions learned previously. (Grade of
PROFICIENCY STATEMENT / SUBSTRAND INDICATOR / STANDARD EXPECTATION / INDICATOR INDICATOR INDICATOR INDICATOR INDICATOR STANDARD /	JW.6.2.A.	Conventions of Standard English: Grammar and Usage/Capitalization, Punctuation, and Spelling Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling focusing on: Capitalization—Students are expected to build upon and continue applying conventions learned previously. (Grade of Mastery: 5) Punctuation—Students are expected to build upon and continue applying conventions learned previously. (Grade of Mastery: 10) Spelling—Students are expected to build upon and continue applying conventions learned previously. (Grade of Mastery: 5)

EXPECTATION / INDICATOR	MS.1.	Read and interact with a variety of media from journalistic outlets and read other texts related to media within a range of complexity appropriate for grades 9-12 that include possibilities for analysis of literary techniques, structure and style. By the end of this course, students interact with media and texts proficiently and independently at the low end of the range and with scaffolding as needed at the high end of the range.
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.
EXPECTATION / INDICATOR	MS.2.3.	Analyze how the producer's choices impact subject development over the course of a media product.
STANDARD / STRAND		Digital Media: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Narrative Storytelling
INDICATOR / STANDARD		Structural Elements and Organization
EXPECTATION / INDICATOR	MS.3.1.	Analyze and evaluate how a producer's choices concerning how to structure specific parts of a media product contribute to its overall meaning and effect.
STANDARD / STRAND		Digital Media: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Nonfiction
INDICATOR / STANDARD		Structural Elements and Organization
EXPECTATION / INDICATOR	MN.3.3.	Determine perspective or purpose in a piece of media in which the rhetoric is particularly effective. Analyze how style and content contribute to the power and persuasiveness of the media product (e.g.appeals to both friendly and hostile audiences and anticipates and addresses audience's concerns and counterclaims).
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.3.2.1.	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
		Digital Media: Grades 9-12 Digital Media: Writing
PROFICIENCY STATEMENT /		
PROFICIENCY STATEMENT / SUBSTRAND	MW.3.3.	Digital Media: Writing
PROFICIENCY STATEMENT / SUBSTRAND INDICATOR / STANDARD		Digital Media: Writing Writing Genres: Editorial, News, Feature, and Narrative
PROFICIENCY STATEMENT / SUBSTRAND INDICATOR / STANDARD EXPECTATION / INDICATOR	MW.3.3.1.	Digital Media: Writing Writing Genres: Editorial, News, Feature, and Narrative Write or produce narrative and feature-style media products in a variety of forms that: Engage and orient the audience by setting out a problem, situation, or observation and its significance, establishing
PROFICIENCY STATEMENT / SUBSTRAND INDICATOR / STANDARD EXPECTATION / INDICATOR	MW.3.3.1.	Digital Media: Writing Writing Genres: Editorial, News, Feature, and Narrative Write or produce narrative and feature-style media products in a variety of forms that: Engage and orient the audience by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and including narration and/or sources or characters, Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and
PROFICIENCY STATEMENT / SUBSTRAND INDICATOR / STANDARD EXPECTATION / INDICATOR INDICATOR	MW.3.3.1.	Digital Media: Writing Writing Genres: Editorial, News, Feature, and Narrative Write or produce narrative and feature-style media products in a variety of forms that: Engage and orient the audience by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and including narration and/or sources or characters, Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome, Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the
PROFICIENCY STATEMENT / SUBSTRAND INDICATOR / STANDARD EXPECTATION / INDICATOR INDICATOR INDICATOR INDICATOR INDICATOR	MW.3.3.1.	Digital Media: Writing Writing Genres: Editorial, News, Feature, and Narrative Write or produce narrative and feature-style media products in a variety of forms that: Engage and orient the audience by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and including narration and/or sources or characters, Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome, Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

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.4.1.2.	Use technology to generate, produce, publish, and update individual or shared products in response to ongoing feedback, including new arguments or information,
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.4.3.	Revise and edit to improve sentence variety and style and to enhance subtlety of meaning and tone in ways that are consistent with purpose, audience, and media format.
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:
		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 STANDARD / STRAND	MW.5.3.5.	
STANDARD /	MW.5.3.5.	Avoid plagiarism and overreliance on any one source and follow a standard format (e.g., AP Style) for citation.
STANDARD / STRAND PROFICIENCY STATEMENT /	MW.5.3.5.	Avoid plagiarism and overreliance on any one source and follow a standard format (e.g., AP Style) for citation. Digital Media: Grades 9-12
STANDARD / STRAND PROFICIENCY STATEMENT / SUBSTRAND INDICATOR /	MW.5.3.5.	Avoid plagiarism and overreliance on any one source and follow a standard format (e.g., AP Style) for citation. Digital Media: Grades 9-12 Digital Media: Writing

INDICATOR	MW.6.1.C	Adjectives and Adverbs – Students are expected to build upon and continue applying conventions learned previously. Grade of Mastery: 4 Writing sentences using relative adverbs (e.g., where, when) and explaining their functions in a sentence.
STANDARD / STRAND		Digital Media: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Writing
INDICATOR / STANDARD		Conventions of Standard English: Grammar and Usage / Capitalization, Punctuation, and Spelling
EXPECTATION / INDICATOR	MW.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling focusing on:
INDICATOR	MW.6.2.A	Capitalization–Students are expected to build upon and continue applying conventions learned previously. Grade of Mastery: 5 Applying correct usage of capitalization in writing.
INDICATOR	MW.6.2.B	Punctuation –Students are expected to build upon and continue applying conventions learned previously. Grade of Mastery: 10 Using a semicolon and a conjunctive adverb to link two or more closely related independent clauses.
INDICATOR	MW.6.2.C	Spelling –Students are expected to build upon and continue applying conventions learned previously. Grade of Mastery: 5 Applying correct spelling patterns and generalizations in writing.
STANDARD / STRAND		Digital Media: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Media Literacy
INDICATOR / STANDARD		Learning Outcome
EXPECTATION / INDICATOR	ML.1.	Critically analyze content found in media used to inform, persuade, entertain, and transmit culture.
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Indiana Academic Standards Language Arts Grade 9 - Adopted: 2023

STANDARD / Grades 9-10 English/Language Arts STRAND

PROFICIENCY STATEMENT / SUBSTRAND		Reading Comprehension – Learning Outcome: Students analyze the author's technique, structure, main ideas, purpose, and perspective in grade-level fiction and nonfiction text, using textual evidence to support analysis.
INDICATOR / STANDARD	9- 10.RC.1.	Analyze what a text says both explicitly and implicitly (e.g., inferences and interpretations) by citing strong and thorough textual evidence. (E)
INDICATOR / STANDARD	9- 10.RC.2.	Analyze in detail the development of two or more themes over the course of a work of literature, including how they emerge and are specific and refined by specific details. (E)
INDICATOR / STANDARD	9- 10.RC.3.	Analyze and evaluate how an author's choices concerning how to structure a work of literature, order events within it (e.g., parallel episodes), and manipulate time (e.g., pacing, flashbacks) contribute to the overall meaning and effect of a work.

INDICATOR / STANDARD	9- 10.RC.4.	Analyze in detail the development of two or more central ideas over the course of a text, including how they build on one another to provide a complex analysis.
INDICATOR / STANDARD	9- 10.RC.5.	Analyze a series of ideas or events, including the order in which the points are made and developed, and the connections that are drawn between them.
INDICATOR / STANDARD	9- 10.RC.9.	Use context to determine or clarify the meaning of words and phrases.
INDICATOR / STANDARD	9- 10.RC.12.	Analyze the meaning of words and phrases as they are used in works of literature, including figurative, connotative, and denotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings. (E)
STANDARD / STRAND		Grades 9-10 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 correctly cited sources.
INDICATOR / STANDARD	9- 10.W.2.	Write informative compositions on a variety of topics that:
EXPECTATION / INDICATOR	9- 10.W.2.a.	Introduce a topic and organize complex ideas, concepts, and information to make important connections and distinctions.
EXPECTATION / INDICATOR	9- 10.W.2.b.	Develop the topic utilizing credible sources with relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
EXPECTATION / INDICATOR	9- 10.W.2.d.	Choose language and content-specific vocabulary that express ideas precisely and concisely to manage the complexity of the topic, recognizing and eliminating wordiness and redundancy.
EXPECTATION / INDICATOR	9- 10.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 9-10 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 correctly cited sources.
INDICATOR / STANDARD	9- 10.W.3.	Write narrative compositions in a variety of forms that:
EXPECTATION / INDICATOR	9- 10.W.3.a.	Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters.
EXPECTATION / INDICATOR	9- 10.W.3.b.	Create a smooth progression of experiences or events.
EXPECTATION / INDICATOR	9- 10.W.3.c.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plotlines to develop experiences, events, and/or characters.
EXPECTATION / INDICATOR	9- 10.W.3.d.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.

EXPECTATION / INDICATOR	9- 10.W.3.e.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
EXPECTATION / INDICATOR	9- 10.W.3.f.	Provide an ending that follows and reflects on what is experienced, observed, or resolved over the course of the narrative. (E)
STANDARD / STRAND		Grades 9-10 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 correctly cited sources.
INDICATOR / STANDARD	9- 10.W.4.	Apply the writing process to all formal writing including but not limited to argumentative, informative, and narrative:
EXPECTATION / INDICATOR	9- 10.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.
EXPECTATION / INDICATOR	9- 10.W.4.b.	Use technology to generate, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically (e.g., use of publishing programs, integration of multimedia).
EXPECTATION / INDICATOR	9- 10.W.4.c.	Utilize a standard style guide framework for in-text documentation, formatting, and works cited in order to properly credit sources in all writing types, utilizing multiple sources when appropriate.
STANDARD / STRAND		Grades 9-10 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 correctly cited sources.
INDICATOR / STANDARD	9- 10.W.5.	Conduct more sustained research assignments and tasks to build knowledge about the research process and the topic under study.
EXPECTATION / INDICATOR	9- 10.W.5.b.	Gather relevant information from multiple authoritative sources, using advanced searches effectively, and annotate sources.
EXPECTATION / INDICATOR	9- 10.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	9- 10.W.5.f.	Present information, choosing from a variety of formats. (E)
		Grade 9 - Adopted: 2020
STANDARD /		Journalism: Grades 9-12
STRAND		
		Journalism: Narrative Nonfiction/Historical Fiction

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		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		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.
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Journalism: Vocabulary
INDICATOR /		Vocabulary Building
STANDARD		
	JV.2.2.	Students are expected to build upon and continue applying concepts learned previously. (Grade of Mastery: 7)
ST ANDARD EXPECTATION /	JV.2.2.	Students are expected to build upon and continue applying concepts learned previously. (Grade of Mastery: 7) Journalism: Grades 9-12
EXPECTATION / INDICATOR ST AND ARD /	JV.2.2.	

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)
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.3.2.	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		Contains adequate information from a variety of credible sources.
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.

INDICATOR		Contain adequate information from a variety of credible sources.
INDICATOR		Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
INDICATOR		Provide an ending that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
INDICATOR		Establish and maintain a feature style appropriate to the purpose and audience. (e.g. AP Style)
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.
INDICATOR		Use technology to generate, produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD / STRAND		Journalism: Grades 9-12
		Journalism: Grades 9-12 Writing
PROFICIENCY STATEMENT /		
PROFICIENCY STATEMENT / SUBSTRAND	JW.4.2.	Writing
PROFICIENCY STATEMENT / SUBSTRAND INDICATOR / STANDARD	JW.4.2.	Writing The Writing Process
PROFICIENCY STATEMENT / SUBSTRAND INDICATOR / STANDARD EXPECTATION / INDICATOR		Writing The Writing Process Evaluate and revise the content of copy for meaning, clarity, and purpose. Revise and edit copy to improve sentence variety and style and to enhance subtlety of meaning and tone in ways
PROFICIENCY STATEMENT / SUBSTRAND INDICATOR / STANDARD EXPECTATION / INDICATOR EXPECTATION / INDICATOR EXPECTATION / INDICATOR	JW.4.3.	Writing The Writing Process Evaluate and revise the content of copy for meaning, clarity, and purpose. Revise and edit copy to improve sentence variety and style and to enhance subtlety of meaning and tone in ways that are consistent with purpose, audience, and journalistic form. Revise and edit copy to ensure effective, grammatically correct communication using appropriate proofreading or
PROFICIENCY STATEMENT / SUBSTRAND INDICATOR / STANDARD EXPECTATION / INDICATOR EXPECTATION / INDICATOR EXPECTATION / INDICATOR EXPECTATION / INDICATOR STANDARD /	JW.4.3.	Writing The Writing Process Evaluate and revise the content of copy for meaning, clarity, and purpose. Revise and edit copy to improve sentence variety and style and to enhance subtlety of meaning and tone in ways that are consistent with purpose, audience, and journalistic form. Revise and edit copy to ensure effective, grammatically correct communication using appropriate proofreading or copy editing symbols.
PROFICIENCY STATEMENT / SUBSTRAND INDICATOR / STANDARD EXPECTATION / INDICATOR EXPECTATION / INDICATOR EXPECTATION / INDICATOR STANDARD / STANDARD / STRAND PROFICIENCY STATEMENT /	JW.4.3.	Writing The Writing Process Evaluate and revise the content of copy for meaning, clarity, and purpose. Revise and edit copy to improve sentence variety and style and to enhance subtlety of meaning and tone in ways that are consistent with purpose, audience, and journalistic form. Revise and edit copy to ensure effective, grammatically correct communication using appropriate proofreading or copy editing symbols. Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND INDICATOR / STANDARD EXPECTATION / INDICATOR EXPECTATION / INDICATOR EXPECTATION / INDICATOR STANDARD / STRAND PROFICIENCY STATEMENT / SUBSTRAND INDICATOR /	JW.4.3.	Writing The Writing Process Evaluate and revise the content of copy for meaning, clarity, and purpose. Revise and edit copy to improve sentence variety and style and to enhance subtlety of meaning and tone in ways that are consistent with purpose, audience, and journalistic form. Revise and edit copy to ensure effective, grammatically correct communication using appropriate proofreading or copy editing symbols. Journalism: Grades 9-12 Writing

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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		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		Double-checking information before writing the story
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Writing
INDICATOR / STANDARD		Conventions of Standard English: Grammar and Usage/Capitalization, Punctuation, and Spelling
EXPECTATION / INDICATOR	JW.6.1.	Demonstrate command of English grammar and usage, focusing on:
INDICATOR	JW.6.1.B.	Verbs – Students are expected to build upon and continue applying conventions learned previously. (Grade of Mastery: 10)
INDICATOR	JW.6.1.C.	Adjectives and Adverbs — Students are expected to build upon and continue applying conventions learned previously. (Grade of Mastery: 4)
INDICATOR	JW.6.1.D.	Phrases and Clauses — Students are expected to build upon and continue applying conventions learned previously. (Grade of Mastery: 7)
INDICATOR	JW.6.1.E.	Usage- Students are expected to build upon and continue applying conventions learned previously. (Grade of Mastery: 10)
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Writing

INDICATOR / STANDARD		Conventions of Standard English: Grammar and Usage/Capitalization, Punctuation, and Spelling
EXPECTATION / INDICATOR	JW.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling focusing on:
INDICATOR	JW.6.2.A.	Capitalization—Students are expected to build upon and continue applying conventions learned previously. (Grade of Mastery: 5)
INDICATOR	JW.6.2.B.	Punctuation —Students are expected to build upon and continue applying conventions learned previously. (Grade of Mastery: 10)
INDICATOR	JW.6.2.C.	Spelling —Students are expected to build upon and continue applying conventions learned previously. (Grade of Mastery: 5)
STANDARD / STRAND		Digital Media: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Narrative Storytelling
INDICATOR / STANDARD		Learning Outcome
EXPECTATION / INDICATOR	MS.1.	Read and interact with a variety of media from journalistic outlets and read other texts related to media within a range of complexity appropriate for grades 9-12 that include possibilities for analysis of literary techniques, structure and style. By the end of this course, students interact with media and texts proficiently and independently at the low end of the range and with scaffolding as needed at the high end of the range.
STANDARD / STRAND		Digital Media: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Narrative Storytelling
INDICATOR / STANDARD		Key Ideas and Textual Support
	MS.2.1.	Key Ideas and Textual Support 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.
ST ANDARD EXPECTATION /	MS.2.1. MS.2.2.	Analyze what a product says explicitly and implicitly as well as inferences and interpretations drawn from the media
EXPECTATION / INDICATOR		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. Compare and contrast the development of similar themes across two or more media products and analyze how they
EXPECTATION / INDICATOR EXPECTATION / INDICATOR EXPECTATION /	MS.2.2.	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. Compare and contrast the development of similar themes across two or more media products and analyze how they emerge and are shaped and refined by specific details.
EXPECTATION / INDICATOR EXPECTATION / INDICATOR EXPECTATION / INDICATOR STANDARD /	MS.2.2.	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. Compare and contrast the development of similar themes across two or more media products and analyze how they emerge and are shaped and refined by specific details. Analyze how the producer's choices impact subject development over the course of a media product.
EXPECTATION / INDICATOR EXPECTATION / INDICATOR EXPECTATION / INDICATOR EXPECTATION / INDICATOR STANDARD / STRAND PROFICIENCY STATEMENT /	MS.2.2.	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. Compare and contrast the development of similar themes across two or more media products and analyze how they emerge and are shaped and refined by specific details. Analyze how the producer's choices impact subject development over the course of a media product. Digital Media: Grades 9-12

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Digital Media: Grades 9-12

STRAND		
PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Nonfiction
INDICATOR / STANDARD		Structural Elements and Organization
EXPECTATION / INDICATOR	MN.3.3.	Determine perspective or purpose in a piece of media in which the rhetoric is particularly effective. Analyze how style and content contribute to the power and persuasiveness of the media product (e.g.appeals to both friendly and hostile audiences and anticipates and addresses audience's concerns and counterclaims).
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.3.2.1.	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

MW.3.2.6. Provide a concluding statement or section that follows from and supports the information or explanation presented

STANDARD / STRAND

INDICATOR

Digital Media: Grades 9-12

(e.g., articulating implications or the significance of the topic).

PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Writing
INDICATOR / STANDARD		Writing Genres: Editorial, News, Feature, and Narrative
EXPECTATION / INDICATOR	MW.3.3.	Write or produce narrative and feature-style media products in a variety of forms that:
INDICATOR	MW.3.3.1.	Engage and orient the audience by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and including narration and/or sources or characters,
INDICATOR	MW.3.3.4.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome,
INDICATOR	MW.3.3.5.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
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.4.1.2.	Use technology to generate, produce, publish, and update individual or shared products in response to ongoing feedback, including new arguments or information,
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.4.3.	Revise and edit to improve sentence variety and style and to enhance subtlety of meaning and tone in ways that are consistent with purpose, audience, and media format.
EXPECTATION / INDICATOR	MW.4.4.	Revise and edit to ensure effective, grammatically correct communication.

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INDICATOR

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.
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.5.3.4.	Synthesize and integrate information into the text selectively to maintain the flow of ideas.
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,
STANDARD / STRAND		Digital Media: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Writing
INDICATOR / STANDARD		Conventions of Standard English: Grammar and Usage / Capitalization, Punctuation, and Spelling
EXPECTATION / INDICATOR	MW.6.1.	Demonstrate command of English grammar and usage, focusing on:

MW.6.1.B Verbs - Students are expected to build upon and continue applying conventions learned previously. Grade of

Mastery: 10 Forming and using verbs in the indicative, imperative, interrogative, conditional and subjunctive moods.

INDICATOR	MW.6.1.C	Adjectives and Adverbs – Students are expected to build upon and continue applying conventions learned previously. Grade of Mastery: 4 Writing sentences using relative adverbs (e.g., where, when) and explaining their functions in a sentence.
STANDARD / STRAND		Digital Media: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Writing
INDICATOR / STANDARD		Conventions of Standard English: Grammar and Usage / Capitalization, Punctuation, and Spelling
EXPECTATION / INDICATOR	MW.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling focusing on:
INDICATOR	MW.6.2.A	Capitalization–Students are expected to build upon and continue applying conventions learned previously. Grade of Mastery: 5 Applying correct usage of capitalization in writing.
INDICATOR	MW.6.2.B	Punctuation –Students are expected to build upon and continue applying conventions learned previously. Grade of Mastery: 10 Using a semicolon and a conjunctive adverb to link two or more closely related independent clauses.
INDICATOR	MW.6.2.C	Spelling –Students are expected to build upon and continue applying conventions learned previously. Grade of Mastery: 5 Applying correct spelling patterns and generalizations in writing.
STANDARD / STRAND		Digital Media: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Speaking and Listening
INDICATOR / STANDARD		Comprehension
EXPECTATION / INDICATOR	MSL.3.1.	Integrate multiple sources of information presented in multiple formats (e.g., graphics, photos, illustrations, public records, audio, video) in order to make informed decisions, solve problems, or create evaluating the credibility, accuracy, and feasibility noting any discrepancies among the information.
STANDARD / STRAND		Digital Media: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Media Literacy
INDICATOR / STANDARD		Learning Outcome
EXPECTATION / INDICATOR	ML.1.	Critically analyze content found in media used to inform, persuade, entertain, and transmit culture.
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		Develop Ideas

EXPECTATION / INDICATOR	SMED.3.2	Identify relevant issues and ideas of interest to readers through analysis of current events, surveys, research reports, statistical data, and interviews.
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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Indiana Academic Standards Language Arts Grade 9 - Adopted: 2023

ST AND ARD / Grades 9-10 English/Language Arts STRAND

PROFICIENCY STATEMENT / SUBSTRAND		Reading Comprehension – Learning Outcome: Students analyze the author's technique, structure, main ideas, purpose, and perspective in grade-level fiction and nonfiction text, using textual evidence to support analysis.
INDICATOR / STANDARD	9- 10.RC.1.	Analyze what a text says both explicitly and implicitly (e.g., inferences and interpretations) by citing strong and thorough textual evidence. (E)
INDICATOR / STANDARD	9- 10.RC.2.	Analyze in detail the development of two or more themes over the course of a work of literature, including how they emerge and are specific and refined by specific details. (E)
INDICATOR / STANDARD	9- 10.RC.4.	Analyze in detail the development of two or more central ideas over the course of a text, including how they build on one another to provide a complex analysis.
INDICATOR / STANDARD	9- 10.RC.9.	Use context to determine or clarify the meaning of words and phrases.
INDICATOR / STANDARD	9- 10.RC.12.	Analyze the meaning of words and phrases as they are used in works of literature, including figurative, connotative, and denotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings. (E)
INDICATOR / STANDARD	9- 10.RC.13.	Determine the meaning of words and phrases as they are used in a nonfiction text, including figurative, connotative, denotative, and technical meanings; evaluate the effectiveness of specific word choices on meaning and tone in multiple and varied contexts.

STANDARD / Grades 9-10 English/Language Arts STRAND

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 correctly cited sources.	
INDICATOR / STANDARD	Apply the writing process to all formal writing including but not limited to argumentative, informative, and narrative:	

EXPECTATION / INDICATOR	9- 10.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.
EXPECTATION / INDICATOR	9- 10.W.4.b.	Use technology to generate, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically (e.g., use of publishing programs, integration of multimedia).
		Grade 9 - 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.2.3.	Analyze the impact of the author's choices: How the author uses structure, imagery, and characterization of a story for dramatic effect. (e.g., Mrs. Kelly's Monster).
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: 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.
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

independently.

STANDARD / STRAND

INDICATOR

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.
EXPECTATION / INDICATOR	JN.2.3.	Analyze a complex set of ideas or sequence of events and explain how specific sources, facts, or events interact and develop over the course of a text. (e.g. article, infographic, editorial cartoon, photo or illustration).
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Journalism: Nonfiction
INDICATOR / STANDARD		Structural Elements and Organization
EXPECTATION / INDICATOR	JN.3.1.	Students are expected to build upon and continue applying concepts learned previously. (Grade of Mastery: 5)
EXPECTATION / INDICATOR	JN.3.2.	Analyze and evaluate the effectiveness of the structure an author uses in his or her lead or claim including whether the structure makes points clear, convincing, and engaging.
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.
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.
EXPECTATION /	JV.2.2.	Students are expected to build upon and continue applying concepts learned previously. (Grade of Mastery: 7)

ST	ANDARD	
ST	RAND	

PROFICIENCY		Journalism: Vocabulary
STATEMENT / SUBSTRAND		
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.
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)
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		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.
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.
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Writing
INDICATOR / STANDARD		Conventions of Standard English: Grammar and Usage/Capitalization, Punctuation, and Spelling
EXPECTATION / INDICATOR	JW.6.1.	Demonstrate command of English grammar and usage, focusing on:
INDICATOR	JW.6.1.E.	Usage- Students are expected to build upon and continue applying conventions learned previously. (Grade of Mastery: 10)
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Writing
INDICATOR / STANDARD		Conventions of Standard English: Grammar and Usage/Capitalization, Punctuation, and Spelling
EXPECTATION / INDICATOR	JW.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling focusing on:
INDICATOR	JW.6.2.A.	Capitalization—Students are expected to build upon and continue applying conventions learned previously. (Grade of Mastery: 5)
INDICATOR	JW.6.2.B.	Punctuation —Students are expected to build upon and continue applying conventions learned previously. (Grade of Mastery: 10)
INDICATOR	JW.6.2.C.	Spelling —Students are expected to build upon and continue applying conventions learned previously. (Grade of Mastery: 5)
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Media Literacy

INDICATOR / STANDARD		Media Literacy
EXPECTATION / INDICATOR	JML.2.6.	Analyze and evaluate the essential features of journalistic writing in a variety of news sources for: brevity and clarity content, topics or themes appropriate for the audience
INDICATOR		structural elements and organization
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.
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.
EXPECTATION / INDICATOR	MN.2.3.	Analyze a complex set of ideas or sequence of events and explain how specific ideas, facts, events, or individuals develop throughout the product.
STANDARD / STRAND		Digital Media: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Nonfiction
INDICATOR / STANDARD		Structural Elements and Organization

EXPECTATION / INDICATOR	MN.3.3.	Determine perspective or purpose in a piece of media in which the rhetoric is particularly effective. Analyze how style and content contribute to the power and persuasiveness of the media product (e.g.appeals to both friendly and hostile audiences and anticipates and addresses audience's concerns and counterclaims).
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
		Digital Media: Grades 9-12 Digital Media: Vocabulary
PROFICIENCY STATEMENT /		
PROFICIENCY STATEMENT / SUBSTRAND	MV.3.2.	Digital Media:Vocabulary
PROFICIENCY STATEMENT / SUBSTRAND INDICATOR / STANDARD	MV.3.2.	Digital Media:Vocabulary Vocabulary in Media Writing and Production 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
PROFICIENCY STATEMENT / SUBSTRAND INDICATOR / STANDARD EXPECTATION / INDICATOR	MV.3.2.	Digital Media:Vocabulary Vocabulary in Media Writing and Production 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.
PROFICIENCY STATEMENT / SUBSTRAND INDICATOR / STANDARD EXPECTATION / INDICATOR STANDARD / STRAND PROFICIENCY STATEMENT /	MV.3.2.	Digital Media:Vocabulary Vocabulary in Media Writing and Production 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. Digital Media: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND INDICATOR / STANDARD EXPECTATION / INDICATOR STANDARD / STRAND PROFICIENCY STATEMENT / SUBSTRAND INDICATOR /	MV.3.2.	Digital Media:Vocabulary Vocabulary in Media Writing and Production 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. Digital Media: Grades 9-12 Digital Media: Writing
PROFICIENCY STATEMENT / SUBSTRAND INDICATOR / STANDARD EXPECTATION / INDICATOR STANDARD / STRAND PROFICIENCY STATEMENT / SUBSTRAND INDICATOR / STANDARD EXPECTATION	MW.4.1.	Digital Media:Vocabulary Vocabulary in Media Writing and Production 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. Digital Media: Grades 9-12 Digital Media: Writing The Writing Process Apply the writing process to all formal writing and media product development, including but not

PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Writing
INDICATOR / STANDARD		The Writing Process
EXPECTATION / INDICATOR	MW.4.3.	Revise and edit to improve sentence variety and style and to enhance subtlety of meaning and tone in ways that are consistent with purpose, audience, and media format.
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		Conventions of Standard English: Grammar and Usage / Capitalization, Punctuation, and Spelling
EXPECTATION / INDICATOR	MW.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling focusing on:
INDICATOR	MW.6.2.A	Capitalization–Students are expected to build upon and continue applying conventions learned previously. Grade of Mastery: 5 Applying correct usage of capitalization in writing.
INDICATOR	MW.6.2.B	Punctuation –Students are expected to build upon and continue applying conventions learned previously. Grade of Mastery: 10 Using a semicolon and a conjunctive adverb to link two or more closely related independent clauses.
INDICATOR	MW.6.2.C	Spelling –Students are expected to build upon and continue applying conventions learned previously. Grade of Mastery: 5 Applying correct spelling patterns and generalizations in writing.
STANDARD / STRAND		Digital Media: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Media Literacy
INDICATOR / STANDARD		Learning Outcome
EXPECTATION / INDICATOR	ML.1.	Critically analyze content found in media used to inform, persuade, entertain, and transmit culture.
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UNIT 1: NOTE MAKING AND OUTLINES Week 1 Page 9-16

Indiana Academic Standards Language Arts Grade 9 - Adopted: 2023

10.RC.1. thorough textual evidence. (E)

STANDARD

STANDARD / STRAND		Grades 9-10 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Reading Comprehension – Learning Outcome: Students analyze the author's technique, structure, main ideas, purpose, and perspective in grade-level fiction and nonfiction text, using textual evidence to support analysis.
INDICATOR /	9-	Analyze what a text says both explicitly and implicitly (e.g., inferences and interpretations) by citing strong and

INDICATOR / STANDARD	9- 10.RC.4.	Analyze in detail the development of two or more central ideas over the course of a text, including how they build on one another to provide a complex analysis.
INDICATOR / STANDARD	9- 10.RC.9.	Use context to determine or clarify the meaning of words and phrases.
INDICATOR / STANDARD	9- 10.RC.12.	Analyze the meaning of words and phrases as they are used in works of literature, including figurative, connotative, and denotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings. (E)
INDICATOR / STANDARD	9- 10.RC.13.	Determine the meaning of words and phrases as they are used in a nonfiction text, including figurative, connotative, denotative, and technical meanings; evaluate the effectiveness of specific word choices on meaning and tone in multiple and varied contexts.
STANDARD / STRAND		Grades 9-10 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 correctly cited sources.
INDICATOR / STANDARD	9- 10.W.2.	Write informative compositions on a variety of topics that:
EXPECTATION / INDICATOR	9- 10.W.2.a.	Introduce a topic and organize complex ideas, concepts, and information to make important connections and distinctions.
EXPECTATION / INDICATOR	9- 10.W.2.b.	Develop the topic utilizing credible sources with relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
STANDARD / STRAND		Grades 9-10 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 correctly cited sources.
INDICATOR / STANDARD	9- 10.W.4.	Apply the writing process to all formal writing including but not limited to argumentative, informative, and narrative:
EXPECTATION / INDICATOR	9- 10.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 9-10 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 correctly cited sources.
INDICATOR / STANDARD	9- 10.W.5.	Conduct more sustained research assignments and tasks to build knowledge about the research process and the topic under study.
EXPECTATION / INDICATOR	9- 10.W.5.b.	Gather relevant information from multiple authoritative sources, using advanced searches effectively, and annotate sources.
EXPECTATION /	9-	Present information, choosing from a variety of formats. (E)

INDICATOR 10.W.5.f.

STANDARD / STRAND

Grades 9-10 English/Language Arts

PROFICIENCY STATEMENT / SUBSTRAND		Communication and Collaboration – Learning Outcome: Students actively engage in listening, discussing, and presenting ideas justified by sound reasoning and textual evidence while also evaluating and identifying fallacious reasoning or distorted evidence.
INDICATOR / STANDARD	9- 10.CC.1.	Initiate and participate effectively in a range of collaborative discussions on grade-appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly and persuasively. (E)
INDICATOR / STANDARD	9- 10.CC.2.	Examine, analyze, and reflect on ideas under discussion by providing textual evidence to support or refute those ideas. (E)
INDICATOR / STANDARD	9- 10.CC.3.	Expand conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
INDICATOR / STANDARD	9- 10.CC.4.	Respond thoughtfully to multiple perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify personal views and understanding and make new connections in reference to the evidence and reasoning presented.
INDICATOR / STANDARD	9- 10.CC.7.	Present information, findings, and supporting evidence logically so that listeners can follow the line of reasoning, ensuring organization and development are appropriate to purpose, audience, and task.

Grade 9 - 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.2.3.	Analyze the impact of the author's choices: How the author uses structure, imagery, and characterization of a story for dramatic effect. (e.g., Mrs. Kelly's Monster).
EXPECTATION / INDICATOR	JL.2.4.	Students are expected to build upon and continue applying concepts learned previously. (Grade of mastery: 2)

STANDARD / STRAND

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.
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.
EXPECTATION / INDICATOR	JN.2.3.	Analyze a complex set of ideas or sequence of events and explain how specific sources, facts, or events interact and develop over the course of a text. (e.g. article, infographic, editorial cartoon, photo or illustration).
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Journalism: Nonfiction
INDICATOR / STANDARD		Structural Elements and Organization
EXPECTATION / INDICATOR	JN.3.1.	Students are expected to build upon and continue applying concepts learned previously. (Grade of Mastery: 5)
EXPECTATION / INDICATOR	JN.3.2.	Analyze and evaluate the effectiveness of the structure an author uses in his or her lead or claim including whether the structure makes points clear, convincing, and engaging.
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.
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.
EXPECTATION / INDICATOR	JV.2.2.	Students are expected to build upon and continue applying concepts learned previously. (Grade of Mastery: 7)
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.
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)
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.3.2.	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.
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 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		Gather relevant information from multiple types of authoritative sources, using advanced searches effectively, and annotate sources.
STANDARD / STRAND	÷	Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Speaking and Listening
INDICATOR / STANDARD		Discussion and Collaboration
EXPECTATION / JS		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 / JS		Work with peers to promote collegial discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
EXPECTATION / JS		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		Presentation of Knowledge and Ideas
EXPECTATION / JS	SL.4.3.	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		Media Literacy
INDICATOR / STANDARD		Media Literacy
EXPECTATION JI / INDICATOR		Analyze and evaluate the essential features of journalistic writing in a variety of news sources for: brevity and clarity content, topics or themes appropriate for the audience
INDICATOR		structural elements and organization
STANDARD / STRAND	ı	Digital Media: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Nonfiction
30B31 KAND		

EXPECTATION / MN.1. **INDICATOR**

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.
EXPECTATION / INDICATOR	MN.2.3.	Analyze a complex set of ideas or sequence of events and explain how specific ideas, facts, events, or individuals develop throughout the product.
STANDARD / STRAND		Digital Media: Grades 9-12

PROFICIENCY STATEMENT / SUBSTRAND	Digital Media: Nonfiction
INDICATOR / STANDARD	Structural Elements and Organization

EXPECTATION / MN.3.3. **INDICATOR**

Determine perspective or purpose in a piece of media in which the rhetoric is particularly effective. Analyze how style and content contribute to the power and persuasiveness of the media product (e.g.appeals to both friendly and hostile audiences and anticipates and addresses audience's concerns and counterclaims).

STANDARD / **STRAND**

Digital Media: Grades 9-12

PROFICIENCY STATEMENT / SUBSTRAND	Digital Media:Vocabulary
INDICATOR / ST ANDARD	Learning Outcome

EXPECTATION / MV.1. **INDICATOR**

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 / MV.2.1. **INDICATOR**

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

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: 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.3.2.1.	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	MM 3 2 2	
	WW.J.Z.Z.	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		definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge
	MW.3.2.3.	definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic, Use appropriate and varied transitions and syntax to link the major sections of the piece,create cohesion, and clarify
INDICATOR	MW.3.2.3.	definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic, Use appropriate and varied transitions and syntax to link the major sections of the piece, create cohesion, and clarify the relationships among complex ideas and concepts, Choose language, content- specific vocabulary, and techniques to manage the complexity of the topic, recognizing
INDICATOR	MW.3.2.3. MW.3.2.4.	definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic, Use appropriate and varied transitions and syntax to link the major sections of the piece, create cohesion, and clarify the relationships among complex ideas and concepts, Choose language, content- specific vocabulary, and techniques to manage the complexity of the topic, recognizing and eliminating wordiness and redundancy,

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 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.
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: $ \frac{1}{2} \left(\frac{1}{2} \right) \left$
INDICATOR	MW.5.3.2.	Gather relevant information from multiple types of authoritative sources, using advanced searches effectively, and annotate sources,
INDICATOR	MW.5.3.6.	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		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	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 establindividual 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.
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.
STANDARD / STRAND		Digital Media: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Media Literacy

UNIT 2: WRITING FROM NOTES Week 2 Page 17-26

Critically analyze content found in media used to inform, persuade, entertain, and transmit culture.

Indiana Academic Standards Language Arts Grade 9 - Adopted: 2023

STANDARD / Grades 9-10 English/Language Arts STRAND

Learning Outcome

INDICATOR /

EXPECTATION / ML.1.

STANDARD

INDICATOR

PROFICIENCY STATEMENT / SUBSTRAND		Reading Comprehension – Learning Outcome: Students analyze the author's technique, structure, main ideas, purpose, and perspective in grade-level fiction and nonfiction text, using textual evidence to support analysis.
INDICATOR / STANDARD	9- 10.RC.1.	Analyze what a text says both explicitly and implicitly (e.g., inferences and interpretations) by citing strong and thorough textual evidence. (E)
INDICATOR / STANDARD	9- 10.RC.4.	Analyze in detail the development of two or more central ideas over the course of a text, including how they build on one another to provide a complex analysis.
INDICATOR / STANDARD	9- 10.RC.9.	Use context to determine or clarify the meaning of words and phrases.
INDICATOR / STANDARD	9- 10.RC.12.	Analyze the meaning of words and phrases as they are used in works of literature, including figurative, connotative, and denotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings. (E)

INDICATOR / STANDARD	9- 10.RC.13.	Determine the meaning of words and phrases as they are used in a nonfiction text, including figurative, connotative, denotative, and technical meanings; evaluate the effectiveness of specific word choices on meaning and tone in multiple and varied contexts.
STANDARD / STRAND		Grades 9-10 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 correctly cited sources.
INDICATOR / STANDARD	9- 10.W.1.	Write arguments in a variety of forms that:
EXPECTATION / INDICATOR	9- 10.W.1.e.	Establish and maintain a consistent style and tone appropriate for the purpose and audience.
STANDARD / STRAND		Grades 9-10 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 correctly cited sources.
INDICATOR / STANDARD	9- 10.W.2.	Write informative compositions on a variety of topics that:
EXPECTATION / INDICATOR	9- 10.W.2.a.	Introduce a topic and organize complex ideas, concepts, and information to make important connections and distinctions.
EXPECTATION / INDICATOR	9- 10.W.2.b.	Develop the topic utilizing credible sources with relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
EXPECTATION / INDICATOR	9- 10.W.2.e.	Establish and maintain a style appropriate for the purpose and audience.
EXPECTATION / INDICATOR	9- 10.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 9-10 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 correctly cited sources.
INDICATOR / STANDARD	9- 10.W.4.	Apply the writing process to all formal writing including but not limited to argumentative, informative, and narrative:
EXPECTATION / INDICATOR	9- 10.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.
EXPECTATION / INDICATOR	9- 10.W.4.b.	Use technology to generate, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically (e.g., use of publishing programs, integration of multimedia).
CT AND ADD /		Crades 0.10 English! anguage Arts

Grades 9-10 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 correctly cited sources.
INDICATOR / STANDARD	9- 10.W.5.	Conduct more sustained research assignments and tasks to build knowledge about the research process and the topic under study.
EXPECTATION / INDICATOR	9- 10.W.5.b.	Gather relevant information from multiple authoritative sources, using advanced searches effectively, and annotate sources.
EXPECTATION / INDICATOR	9- 10.W.5.f.	Present information, choosing from a variety of formats. (E)
STANDARD / STRAND		Grades 9-10 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Communication and Collaboration – Learning Outcome: Students actively engage in listening, discussing, and presenting ideas justified by sound reasoning and textual evidence while also evaluating and identifying fallacious reasoning or distorted evidence.
INDICATOR / STANDARD	9- 10.CC.1.	Initiate and participate effectively in a range of collaborative discussions on grade-appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly and persuasively. (E)
INDICATOR / STANDARD	9- 10.CC.4.	Respond thoughtfully to multiple perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify personal views and understanding and make new connections in reference to the evidence and reasoning presented.
INDICATOR / STANDARD	9- 10.CC.7.	Present information, findings, and supporting evidence logically so that listeners can follow the line of reasoning, ensuring organization and development are appropriate to purpose, audience, and task.
		Grade 9 - 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.2.3.	Analyze the impact of the author's choices: How the author uses structure, imagery, and characterization of a story for dramatic effect. (e.g., Mrs. Kelly's Monster).

Students are expected to build upon and continue applying concepts learned previously. (Grade of mastery: 2)

STANDARD / STRAND

INDICATOR

EXPECTATION / JL.2.4.

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.
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.
EXPECTATION / INDICATOR	JN.2.3.	Analyze a complex set of ideas or sequence of events and explain how specific sources, facts, or events interact and develop over the course of a text. (e.g. article, infographic, editorial cartoon, photo or illustration).
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Journalism: Nonfiction
INDICATOR / STANDARD		Structural Elements and Organization
EXPECTATION / INDICATOR	JN.3.1.	Students are expected to build upon and continue applying concepts learned previously. (Grade of Mastery: 5)
EXPECTATION / INDICATOR	JN.3.2.	Analyze and evaluate the effectiveness of the structure an author uses in his or her lead or claim including whether the structure makes points clear, convincing, and engaging.
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.
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.
EXPECTATION / INDICATOR	JV.2.2.	Students are expected to build upon and continue applying concepts learned previously. (Grade of Mastery: 7)
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.
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)

INDICATOR

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.
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		Provide an ending that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
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.
INDICATOR		Use technology to generate, produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
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.
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.
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Writing
INDICATOR / STANDARD		Conventions of Standard English: Grammar and Usage/Capitalization, Punctuation, and Spelling
EXPECTATION / INDICATOR	JW.6.1.	Demonstrate command of English grammar and usage, focusing on:
INDICATOR	JW.6.1.C.	Adjectives and Adverbs — Students are expected to build upon and continue applying conventions learned previously. (Grade of Mastery: 4)
INDICATOR	JW.6.1.D.	Phrases and Clauses — Students are expected to build upon and continue applying conventions learned previously. (Grade of Mastery: 7)
INDICATOR	JW.6.1.E.	Usage- Students are expected to build upon and continue applying conventions learned previously. (Grade of Mastery: 10)

Journalism: Grades 9-12

PROFICIENCY STATEMENT / SUBSTRAND		Writing
INDICATOR / STANDARD		Conventions of Standard English: Grammar and Usage/Capitalization, Punctuation, and Spelling
EXPECTATION / INDICATOR	JW.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling focusing on:
INDICATOR	JW.6.2.A.	Capitalization—Students are expected to build upon and continue applying conventions learned previously. (Grade of Mastery: 5)
INDICATOR	JW.6.2.B.	Punctuation —Students are expected to build upon and continue applying conventions learned previously. (Grade of Mastery: 10)
INDICATOR	JW.6.2.C.	Spelling —Students are expected to build upon and continue applying conventions learned previously. (Grade of Mastery: 5)
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.
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Speaking and Listening
INDICATOR / STANDARD		Presentation of Knowledge and Ideas
EXPECTATION / INDICATOR	JSL.4.3.	Students are expected to build upon and continue applying concepts learned previously. (Grade of Mastery: 2)
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT I SUBSTRAND		Media Literacy
INDICATOR / STANDARD		Media Literacy
EXPECTATION / INDICATOR	JML.2.6.	Analyze and evaluate the essential features of journalistic writing in a variety of news sources for: brevity and clarity content, topics or themes appropriate for the audience

INDICATOR		structural elements and organization
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.
EXPECTATION / INDICATOR	MN.2.3.	Analyze a complex set of ideas or sequence of events and explain how specific ideas, facts, events, or individuals develop throughout the product.
STANDARD / STRAND		Digital Media: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Nonfiction
INDICATOR / STANDARD		Structural Elements and Organization
EXPECTATION / INDICATOR	MN.3.3.	Determine perspective or purpose in a piece of media in which the rhetoric is particularly effective. Analyze how style and content contribute to the power and persuasiveness of the media product (e.g.appeals to both friendly and hostile audiences and anticipates and addresses audience's concerns and counterclaims).
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: 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.3.2.1.	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.4.1.2.	Use technology to generate, produce, publish, and update individual or shared products in response to ongoing feedback, including new arguments or information,
STANDARD / STRAND		Digital Media: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Writing
INDICATOR / STANDARD		The Writing Process
EXPECTATION / INDICATOR	MW.4.3.	Revise and edit to improve sentence variety and style and to enhance subtlety of meaning and tone in ways that are consistent with purpose, audience, and media format.
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.5.3.2.	Gather relevant information from multiple types of authoritative sources, using advanced searches effectively, and annotate sources,
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		Conventions of Standard English: Grammar and Usage / Capitalization, Punctuation, and Spelling
EXPECTATION / INDICATOR	MW.6.1.	Demonstrate command of English grammar and usage, focusing on:
INDICATOR	MW.6.1.C	Adjectives and Adverbs – Students are expected to build upon and continue applying conventions learned previously. Grade of Mastery: 4 Writing sentences using relative adverbs (e.g., where, when) and explaining their functions in a sentence.
STANDARD / STRAND		Digital Media: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Writing
INDICATOR / STANDARD		Conventions of Standard English: Grammar and Usage / Capitalization, Punctuation, and Spelling
EXPECTATION / INDICATOR	MW.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling focusing on:
INDICATOR	MW.6.2.A	Capitalization–Students are expected to build upon and continue applying conventions learned previously. Grade of Mastery: 5 Applying correct usage of capitalization in writing.
INDICATOR	MW.6.2.B	Punctuation –Students are expected to build upon and continue applying conventions learned previously. Grade of Mastery: 10 Using a semicolon and a conjunctive adverb to link two or more closely related independent clauses.
INDICATOR	MW.6.2.C	Spelling –Students are expected to build upon and continue applying conventions learned previously. Grade of Mastery: 5 Applying correct spelling patterns and generalizations in writing.
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.
STANDARD / STRAND		Digital Media: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Media Literacy
INDICATOR / STANDARD		Learning Outcome
EXPECTATION / INDICATOR	ML.1.	Critically analyze content found in media used to inform, persuade, entertain, and transmit culture.

Indiana Academic Standards

Language Arts

Grade 9 - Adopted: 2023

STANDARD /

Grades 9-10 English/Language Arts

STANDARD / STRAND		Grades 9-10 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Reading Comprehension – Learning Outcome: Students analyze the author's technique, structure, main ideas, purpose, and perspective in grade-level fiction and nonfiction text, using textual evidence to support analysis.
INDICATOR / STANDARD	9- 10.RC.1.	Analyze what a text says both explicitly and implicitly (e.g., inferences and interpretations) by citing strong and thorough textual evidence. (E)
INDICATOR / STANDARD	9- 10.RC.2.	Analyze in detail the development of two or more themes over the course of a work of literature, including how they emerge and are specific and refined by specific details. (E)
INDICATOR / STANDARD	9- 10.RC.3.	Analyze and evaluate how an author's choices concerning how to structure a work of literature, order events within it (e.g., parallel episodes), and manipulate time (e.g., pacing, flashbacks) contribute to the overall meaning and effect of a work.
INDICATOR / STANDARD	9- 10.RC.4.	Analyze in detail the development of two or more central ideas over the course of a text, including how they build on one another to provide a complex analysis.
INDICATOR / STANDARD	9- 10.RC.9.	Use context to determine or clarify the meaning of words and phrases.
INDICATOR / STANDARD	9- 10.RC.12.	Analyze the meaning of words and phrases as they are used in works of literature, including figurative, connotative, and denotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings. (E)
STANDARD / STRAND		Grades 9-10 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 correctly cited sources.
INDICATOR / STANDARD	9- 10.W.3.	Write narrative compositions in a variety of forms that:
EXPECTATION / INDICATOR	9- 10.W.3.a.	Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters.
EXPECTATION / INDICATOR	9- 10.W.3.b.	Create a smooth progression of experiences or events.

EXPECTATION / 9- Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plotlines to develop

EXPECTATION / 9- Provide an ending that follows and reflects on what is experienced, observed, or resolved over the course of the

Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences,

INDICATOR 10.W.3.c. experiences, events, and/or characters.

INDICATOR 10.W.3.e. events, setting, and/or characters.

INDICATOR 10.W.3.f. narrative. (E)

EXPECTATION / 9-

Grades 9-10 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 correctly cited sources.
INDICATOR / STANDARD	9- 10.W.4.	Apply the writing process to all formal writing including but not limited to argumentative, informative, and narrative:
EXPECTATION / INDICATOR	9- 10.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.
EXPECTATION / INDICATOR	9- 10.W.4.b.	Use technology to generate, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically (e.g., use of publishing programs, integration of multimedia).

STANDARD / STRAND

Grades 9-10 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 correctly cited sources.
	9- 10.W.5.	Conduct more sustained research assignments and tasks to build knowledge about the research process and the topic under study.

EXPECTATION / 9-INDICATOR 10.V

10.W.5.f.

Present information, choosing from a variety of formats. (E)

STANDARD / STRAND

Grades 9-10 English/Language Arts

PROFICIENCY STATEMENT / SUBSTRAND		Communication and Collaboration – Learning Outcome: Students actively engage in listening, discussing, and presenting ideas justified by sound reasoning and textual evidence while also evaluating and identifying fallacious reasoning or distorted evidence.
INDICATOR / STANDARD	9- 10.CC.1.	Initiate and participate effectively in a range of collaborative discussions on grade-appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly and persuasively. (E)
INDICATOR / STANDARD	9- 10.CC.4.	Respond thoughtfully to multiple perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify personal views and understanding and make new connections in reference to the evidence and reasoning presented.
INDICATOR / STANDARD	9- 10.CC.7.	Present information, findings, and supporting evidence logically so that listeners can follow the line of reasoning, ensuring organization and development are appropriate to purpose, audience, and task.

Grade 9 - Adopted: 2020

STANDARD / STRAND

Journalism: Grades 9-12

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

EXPECTATION / JL.2.2. INDICATOR

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		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.
STANDARD /		Journalism: Grades 9-12
STRAND		Southalism. Oraces 3-12
		Journalism: Vocabulary
STRAND PROFICIENCY STATEMENT /		
PROFICIENCY STATEMENT / SUBSTRAND	JV.2.2.	Journalism: Vocabulary
PROFICIENCY STATEMENT / SUBSTRAND INDICATOR / STANDARD	JV.2.2.	Journalism: Vocabulary Vocabulary Building
PROFICIENCY STATEMENT / SUBSTRAND INDICATOR / STANDARD	JV.2.2.	Journalism: Vocabulary Vocabulary Building Students are expected to build upon and continue applying concepts learned previously. (Grade of Mastery: 7)
PROFICIENCY STATEMENT / SUBSTRAND INDICATOR / STANDARD EXPECTATION / INDICATOR STANDARD / STRAND PROFICIENCY STATEMENT /	JV.2.2.	Journalism: Vocabulary Vocabulary Building Students are expected to build upon and continue applying concepts learned previously. (Grade of Mastery: 7) Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND INDICATOR / STANDARD EXPECTATION / INDICATOR STANDARD / STRAND PROFICIENCY STATEMENT / SUBSTRAND INDICATOR /	JV.2.2.	Journalism: Vocabulary Vocabulary Building Students are expected to build upon and continue applying concepts learned previously. (Grade of Mastery: 7) Journalism: Grades 9-12 Writing
PROFICIENCY STATEMENT / SUBSTRAND INDICATOR / STANDARD EXPECTATION / INDICATOR STANDARD / STRAND PROFICIENCY STATEMENT / SUBSTRAND INDICATOR / STANDARD EXPECTATION / STANDARD		Journalism: Vocabulary Vocabulary Building Students are expected to build upon and continue applying concepts learned previously. (Grade of Mastery: 7) Journalism: Grades 9-12 Writing Learning Outcome Write routinely over a variety of time frames for a range of tasks, purposes, and audiences; apply reading standards

PROFICIENCY STATEMENT / SUBSTRAND	Writing
INDICATOR / STANDARD	Handwriting

EXPECTATION / JW.2. INDICATOR

Students are expected to build upon and continue applying concepts learned previously. (Grade of Mastery: 4)

STANDARD	I
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.3.3.	Write features that
INDICATOR		Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
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.
INDICATOR		Use technology to generate, produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Writing
INDICATOR / STANDARD		The Writing Process

STANDARD / STRAND

Journalism: Grades 9-12

PROFICIENCY STATEMENT / SUBSTRAND		Writing
INDICATOR / STANDARD		Conventions of Standard English: Grammar and Usage/Capitalization, Punctuation, and Spelling
EXPECTATION / INDICATOR	JW.6.1.	Demonstrate command of English grammar and usage, focusing on:
INDICATOR	JW.6.1.B.	Verbs – Students are expected to build upon and continue applying conventions learned previously. (Grade of Mastery: 10)
INDICATOR	JW.6.1.C.	Adjectives and Adverbs — Students are expected to build upon and continue applying conventions learned previously. (Grade of Mastery: 4)
INDICATOR	JW.6.1.D.	Phrases and Clauses — Students are expected to build upon and continue applying conventions learned previously. (Grade of Mastery: 7)
INDICATOR	JW.6.1.E.	Usage- Students are expected to build upon and continue applying conventions learned previously. (Grade of Mastery: 10)
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Writing
INDICATOR / STANDARD		Conventions of Standard English: Grammar and Usage/Capitalization, Punctuation, and Spelling
EXPECTATION / INDICATOR	JW.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling focusing on:
INDICATOR	JW.6.2.A.	Capitalization—Students are expected to build upon and continue applying conventions learned previously. (Grade of Mastery: 5)
INDICATOR	JW.6.2.B.	Punctuation —Students are expected to build upon and continue applying conventions learned previously. (Grade of Mastery: 10)
INDICATOR	JW.6.2.C.	Spelling —Students are expected to build upon and continue applying conventions learned previously. (Grade of Mastery: 5)
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.

STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Speaking and Listening
INDICATOR / STANDARD		Presentation of Knowledge and Ideas
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		Learning Outcome
EXPECTATION / INDICATOR	MS.1.	Read and interact with a variety of media from journalistic outlets and read other texts related to media within a range of complexity appropriate for grades 9-12 that include possibilities for analysis of literary techniques, structure and style. By the end of this course, students interact with media and texts proficiently and independently at the low end of the range and with scaffolding as needed at the high end of the range.
STANDARD / STRAND		Digital Media: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Narrative Storytelling
STATEMENT /		Digital Media: Narrative Storytelling Key Ideas and Textual Support
STATEMENT / SUBSTRAND	MS.2.1.	
STATEMENT / SUBSTRAND INDICATOR / STANDARD EXPECTATION /	MS.2.1. MS.2.3.	Key Ideas and Textual Support Analyze what a product says explicitly and implicitly as well as inferences and interpretations drawn from the media
INDICATOR / STANDARD EXPECTATION / INDICATOR EXPECTATION /		Key Ideas and Textual Support 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.
INDICATOR / STANDARD EXPECTATION / INDICATOR EXPECTATION / INDICATOR STANDARD /		Key Ideas and Textual Support 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. Analyze how the producer's choices impact subject development over the course of a media product.
INDICATOR / STANDARD EXPECTATION / INDICATOR EXPECTATION / INDICATOR STANDARD / STANDARD / STRAND PROFICIENCY STATEMENT /		Key Ideas and Textual Support 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. Analyze how the producer's choices impact subject development over the course of a media product. Digital Media: Grades 9-12
INDICATOR / STANDARD EXPECTATION / INDICATOR EXPECTATION / INDICATOR STANDARD / STRAND PROFICIENCY STATEMENT / SUBSTRAND INDICATOR /		Key Ideas and Textual Support 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. Analyze how the producer's choices impact subject development over the course of a media product. Digital Media: Grades 9-12 Digital Media: Narrative Storytelling
INDICATOR / STANDARD EXPECTATION / INDICATOR EXPECTATION / INDICATOR STANDARD / STANDARD / STRAND PROFICIENCY STATEMENT / SUBSTRAND INDICATOR / STANDARD	MS.2.3.	Key Ideas and Textual Support 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. Analyze how the producer's choices impact subject development over the course of a media product. Digital Media: Grades 9-12 Digital Media: Narrative Storytelling Structural Elements and Organization Analyze and evaluate how a producer's choices concerning how to structure specific parts of a media product

PROFICIENCY STATEMENT / SUBSTRAND

INDICATOR / STANDARD Digital Media: Nonfiction

Structural Elements and Organization

EXPECTATION / INDICATOR	MN.3.3.	Determine perspective or purpose in a piece of media in which the rhetoric is particularly effective. Analyze how style and content contribute to the power and persuasiveness of the media product (e.g.appeals to both friendly and hostile audiences and anticipates and addresses audience's concerns and counterclaims).
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.3.3.	Write or produce narrative and feature-style media products in a variety of forms that:
INDICATOR	MW.3.3.1.	Engage and orient the audience by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and including narration and/or sources or characters,
INDICATOR	MW.3.3.2.	Create a smooth progression of experiences or events,
INDICATOR	MW.3.3.3.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple anecdotes to develop experiences, events, and/or sources,
INDICATOR	MW.3.3.4.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome,
INDICATOR	MW.3.3.5.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
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.4.1.2.	Use technology to generate, produce, publish, and update individual or shared products in response to ongoing feedback, including new arguments or information,
STANDARD / STRAND		Digital Media: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Writing
INDICATOR / STANDARD		The Writing Process
EXPECTATION / INDICATOR	MW.4.3.	Revise and edit to improve sentence variety and style and to enhance subtlety of meaning and tone in ways that are consistent with purpose, audience, and media format.
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: Writing
INDICATOR / STANDARD		Conventions of Standard English: Grammar and Usage / Capitalization, Punctuation, and Spelling
EXPECTATION / INDICATOR	MW.6.1.	Demonstrate command of English grammar and usage, focusing on:
INDICATOR	MW.6.1.B	Verbs - Students are expected to build upon and continue applying conventions learned previously. Grade of Mastery: 10 Forming and using verbs in the indicative, imperative, interrogative, conditional and subjunctive moods.
INDICATOR	MW.6.1.C	Adjectives and Adverbs – Students are expected to build upon and continue applying conventions learned previously. Grade of Mastery: 4 Writing sentences using relative adverbs (e.g., where, when) and explaining their functions in a sentence.
STANDARD / STRAND		Digital Media: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Writing
INDICATOR / STANDARD		Conventions of Standard English: Grammar and Usage / Capitalization, Punctuation, and Spelling
EXPECTATION / INDICATOR	MW.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling focusing on:

INDICATOR	MW.6.2.A	Capitalization–Students are expected to build upon and continue applying conventions learned previously. Grade of Mastery: 5 Applying correct usage of capitalization in writing.
INDICATOR	MW.6.2.B	Punctuation –Students are expected to build upon and continue applying conventions learned previously. Grade of Mastery: 10 Using a semicolon and a conjunctive adverb to link two or more closely related independent clauses.
INDICATOR	MW.6.2.C	Spelling –Students are expected to build upon and continue applying conventions learned previously. Grade of Mastery: 5 Applying correct spelling patterns and generalizations in writing.
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.
STANDARD / STRAND		Digital Media: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Media Literacy
INDICATOR / STANDARD		Learning Outcome

UNIT 3: RETELLING NARRATIVE STORIES Week 4 Page 39-46

Critically analyze content found in media used to inform, persuade, entertain, and transmit culture.

Indiana Academic Standards Language Arts

Grade 9 - Adopted: 2023

STANDARD /	
STPAND	

INDICATOR

EXPECTATION / ML.1.

Grades 9-10 English/Language Arts

PROFICIENCY STATEMENT / SUBSTRAND		Reading Comprehension – Learning Outcome: Students analyze the author's technique, structure, main ideas, purpose, and perspective in grade-level fiction and nonfiction text, using textual evidence to support analysis.
INDICATOR / STANDARD	9- 10.RC.1.	Analyze what a text says both explicitly and implicitly (e.g., inferences and interpretations) by citing strong and thorough textual evidence. (E)
INDICATOR / STANDARD	9- 10.RC.2.	Analyze in detail the development of two or more themes over the course of a work of literature, including how they emerge and are specific and refined by specific details. (E)
INDICATOR / STANDARD	9- 10.RC.3.	Analyze and evaluate how an author's choices concerning how to structure a work of literature, order events within it (e.g., parallel episodes), and manipulate time (e.g., pacing, flashbacks) contribute to the overall meaning and effect of a work.
INDICATOR / STANDARD	9- 10.RC.4.	Analyze in detail the development of two or more central ideas over the course of a text, including how they build on one another to provide a complex analysis.

INDICATOR / STANDARD	9- 10.RC.9.	Use context to determine or clarify the meaning of words and phrases.
INDICATOR / STANDARD	9- 10.RC.12.	Analyze the meaning of words and phrases as they are used in works of literature, including figurative, connotative, and denotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings. (E)
STANDARD / STRAND		Grades 9-10 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 correctly cited sources.
INDICATOR / STANDARD	9- 10.W.3.	Write narrative compositions in a variety of forms that:
EXPECTATION / INDICATOR	9- 10.W.3.a.	Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters.
EXPECTATION / INDICATOR	9- 10.W.3.b.	Create a smooth progression of experiences or events.
EXPECTATION / INDICATOR	9- 10.W.3.c.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plotlines to develop experiences, events, and/or characters.
EXPECTATION / INDICATOR	9- 10.W.3.e.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
EXPECTATION / INDICATOR	9- 10.W.3.f.	Provide an ending that follows and reflects on what is experienced, observed, or resolved over the course of the narrative. (E)
STANDARD / STRAND		Grades 9-10 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 correctly cited sources.
INDICATOR / STANDARD	9- 10.W.4.	Apply the writing process to all formal writing including but not limited to argumentative, informative, and narrative:
EXPECTATION / INDICATOR	9- 10.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.
EXPECTATION / INDICATOR	9- 10.W.4.b.	Use technology to generate, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically (e.g., use of publishing programs, integration of multimedia).
STANDARD / STRAND		Grades 9-10 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 correctly cited sources.
		Sources.

EXPECTATION / INDICATOR	9- 10.W.5.b.	Gather relevant information from multiple authoritative sources, using advanced searches effectively, and annotate sources.
EXPECTATION / INDICATOR	9- 10.W.5.f.	Present information, choosing from a variety of formats. (E)
STANDARD / STRAND		Grades 9-10 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Communication and Collaboration – Learning Outcome: Students actively engage in listening, discussing, and presenting ideas justified by sound reasoning and textual evidence while also evaluating and identifying fallacious reasoning or distorted evidence.
INDICATOR / STANDARD	9- 10.CC.1.	Initiate and participate effectively in a range of collaborative discussions on grade-appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly and persuasively. (E)
INDICATOR / STANDARD	9- 10.CC.4.	Respond thoughtfully to multiple perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify personal views and understanding and make new connections in reference to the evidence and reasoning presented.
INDICATOR / STANDARD	9- 10.CC.7.	Present information, findings, and supporting evidence logically so that listeners can follow the line of reasoning, ensuring organization and development are appropriate to purpose, audience, and task.
		Grade 9 - 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		Journalism: Vocabulary
INDICATOR /		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.
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)
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)
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.3.3.	Write features that
INDICATOR		Use narrative techniques, such as dialogue, pacing, description, source reflection, and multiple anecdotes to develop experiences, events, and/or sources.
INDICATOR		Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
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.
INDICATOR		Use technology to generate, produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
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.
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Writing
INDICATOR / STANDARD		Conventions of Standard English: Grammar and Usage/Capitalization, Punctuation, and Spelling
EXPECTATION / INDICATOR	JW.6.1.	Demonstrate command of English grammar and usage, focusing on:
INDICATOR	JW.6.1.B.	Verbs – Students are expected to build upon and continue applying conventions learned previously. (Grade of Mastery: 10)
INDICATOR	JW.6.1.C.	Adjectives and Adverbs — Students are expected to build upon and continue applying conventions learned previously. (Grade of Mastery: 4)
INDICATOR	JW.6.1.D.	Phrases and Clauses — Students are expected to build upon and continue applying conventions learned previously. (Grade of Mastery: 7)

INDICATOR	JW.6.1.E.	Usage- Students are expected to build upon and continue applying conventions learned previously. (Grade of Mastery: 10)
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Writing
INDICATOR / STANDARD		Conventions of Standard English: Grammar and Usage/Capitalization, Punctuation, and Spelling
EXPECTATION / INDICATOR	JW.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling focusing on:
INDICATOR	JW.6.2.A.	Capitalization—Students are expected to build upon and continue applying conventions learned previously. (Grade of Mastery: 5)
INDICATOR	JW.6.2.B.	Punctuation —Students are expected to build upon and continue applying conventions learned previously. (Grade of Mastery: 10)
INDICATOR	JW.6.2.C.	Spelling —Students are expected to build upon and continue applying conventions learned previously. (Grade of Mastery: 5)
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.
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Speaking and Listening
INDICATOR / STANDARD		Presentation of Knowledge and Ideas
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		Learning Outcome

EXPECTATION / INDICATOR	MS.1.	Read and interact with a variety of media from journalistic outlets and read other texts related to media within a range of complexity appropriate for grades 9-12 that include possibilities for analysis of literary techniques, structure and style. By the end of this course, students interact with media and texts proficiently and independently at the low end of the range and with scaffolding as needed at the high end of the range.
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.
EXPECTATION / INDICATOR	MS.2.3.	Analyze how the producer's choices impact subject development over the course of a media product.
STANDARD / STRAND		Digital Media: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Narrative Storytelling
INDICATOR / STANDARD		Structural Elements and Organization
EXPECTATION / INDICATOR	MS.3.1.	Analyze and evaluate how a producer's choices concerning how to structure specific parts of a media product contribute to its overall meaning and effect.
STANDARD / STRAND		Digital Media: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Nonfiction
INDICATOR / STANDARD		Structural Elements and Organization
EXPECTATION / INDICATOR	MN.3.3.	Determine perspective or purpose in a piece of media in which the rhetoric is particularly effective. Analyze how style and content contribute to the power and persuasiveness of the media product (e.g.appeals to both friendly and hostile audiences and anticipates and addresses audience's concerns and counterclaims).
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.

Digital Media: Grades 9-12

PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Writing
INDICATOR / STANDARD		Writing Genres: Editorial, News, Feature, and Narrative
EXPECTATION / INDICATOR	MW.3.3.	Write or produce narrative and feature-style media products in a variety of forms that:
INDICATOR	MW.3.3.1.	Engage and orient the audience by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and including narration and/or sources or characters,
INDICATOR	MW.3.3.2.	Create a smooth progression of experiences or events,
INDICATOR	MW.3.3.3.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple anecdotes to develop experiences, events, and/or sources,
INDICATOR	MW.3.3.4.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome,
INDICATOR	MW.3.3.5.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
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.4.1.2.	Use technology to generate, produce, publish, and update individual or shared products in response to ongoing feedback, including new arguments or information,
STANDARD / STRAND		Digital Media: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Writing
INDICATOR / STANDARD		The Writing Process
EXPECTATION / INDICATOR	MW.4.3.	Revise and edit to improve sentence variety and style and to enhance subtlety of meaning and tone in ways that are consistent with purpose, audience, and media format.
EXPECTATION / INDICATOR	MW.4.4.	Revise and edit to ensure effective, grammatically correct communication.
STANDARD /		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: Writing
INDICATOR / STANDARD		Conventions of Standard English: Grammar and Usage / Capitalization, Punctuation, and Spelling
EXPECTATION / INDICATOR	MW.6.1.	Demonstrate command of English grammar and usage, focusing on:
INDICATOR	MW.6.1.B	Verbs - Students are expected to build upon and continue applying conventions learned previously. Grade of Mastery: 10 Forming and using verbs in the indicative, imperative, interrogative, conditional and subjunctive moods.
INDICATOR	MW.6.1.C	Adjectives and Adverbs – Students are expected to build upon and continue applying conventions learned previously. Grade of Mastery: 4 Writing sentences using relative adverbs (e.g., where, when) and explaining their functions in a sentence.
STANDARD / STRAND		Digital Media: Grades 9-12
		Digital Media: Grades 9-12 Digital Media: Writing
PROFICIENCY STATEMENT /		
PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Writing
PROFICIENCY STATEMENT / SUBSTRAND INDICATOR / STANDARD	MW.6.2.	Digital Media: Writing Conventions of Standard English: Grammar and Usage / Capitalization, Punctuation, and Spelling Demonstrate command of the conventions of standard English capitalization, punctuation, and
PROFICIENCY STATEMENT / SUBSTRAND INDICATOR / STANDARD EXPECTATION / INDICATOR	MW.6.2.A	Digital Media: Writing Conventions of Standard English: Grammar and Usage / Capitalization, Punctuation, and Spelling Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling focusing on: Capitalization—Students are expected to build upon and continue applying conventions learned previously. Grade of
PROFICIENCY STATEMENT / SUBSTRAND INDICATOR / STANDARD EXPECTATION / INDICATOR INDICATOR	MW.6.2.A	Digital Media: Writing Conventions of Standard English: Grammar and Usage / Capitalization, Punctuation, and Spelling Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling focusing on: Capitalization–Students are expected to build upon and continue applying conventions learned previously. Grade of Mastery: 5 Applying correct usage of capitalization in writing. Punctuation –Students are expected to build upon and continue applying conventions learned previously. Grade of
PROFICIENCY STATEMENT / SUBSTRAND INDICATOR / STANDARD EXPECTATION / INDICATOR INDICATOR INDICATOR	MW.6.2.A	Digital Media: Writing Conventions of Standard English: Grammar and Usage / Capitalization, Punctuation, and Spelling Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling focusing on: Capitalization—Students are expected to build upon and continue applying conventions learned previously. Grade of Mastery: 5 Applying correct usage of capitalization in writing. Punctuation—Students are expected to build upon and continue applying conventions learned previously. Grade of Mastery: 10 Using a semicolon and a conjunctive adverb to link two or more closely related independent clauses. Spelling—Students are expected to build upon and continue applying conventions learned previously. Grade of
PROFICIENCY STATEMENT / SUBSTRAND INDICATOR / STANDARD EXPECTATION / INDICATOR INDICATOR INDICATOR INDICATOR INDICATOR STANDARD /	MW.6.2.A	Digital Media: Writing Conventions of Standard English: Grammar and Usage / Capitalization, Punctuation, and Spelling Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling focusing on: Capitalization—Students are expected to build upon and continue applying conventions learned previously. Grade of Mastery: 5 Applying correct usage of capitalization in writing. Punctuation—Students are expected to build upon and continue applying conventions learned previously. Grade of Mastery: 10 Using a semicolon and a conjunctive adverb to link two or more closely related independent clauses. Spelling—Students are expected to build upon and continue applying conventions learned previously. Grade of Mastery: 5 Applying correct spelling patterns and generalizations in writing.

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.
STANDARD / STRAND		Digital Media: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Media Literacy
INDICATOR / STANDARD		Learning Outcome
EXPECTATION / INDICATOR	ML.1.	Critically analyze content found in media used to inform, persuade, entertain, and transmit culture.

UNIT 3: RETELLING NARRATIVE STORIES Week 5 Page 47-54

Indiana Academic Standards Language Arts

Grade 9 - Adopted: 2023

STANDAR	D
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INDICATOR /

STANDARD

10.W.3.

Grades 9-10 English/Language Arts

STRAND		
PROFICIENCY STATEMENT / SUBSTRAND		Reading Comprehension – Learning Outcome: Students analyze the author's technique, structure, main ideas, purpose, and perspective in grade-level fiction and nonfiction text, using textual evidence to support analysis.
INDICATOR / STANDARD	9- 10.RC.1.	Analyze what a text says both explicitly and implicitly (e.g., inferences and interpretations) by citing strong and thorough textual evidence. (E)
INDICATOR / STANDARD	9- 10.RC.2.	Analyze in detail the development of two or more themes over the course of a work of literature, including how they emerge and are specific and refined by specific details. (E)
INDICATOR / STANDARD	9- 10.RC.3.	Analyze and evaluate how an author's choices concerning how to structure a work of literature, order events within it (e.g., parallel episodes), and manipulate time (e.g., pacing, flashbacks) contribute to the overall meaning and effect of a work.
INDICATOR / STANDARD	9- 10.RC.4.	Analyze in detail the development of two or more central ideas over the course of a text, including how they build on one another to provide a complex analysis.
INDICATOR / STANDARD	9- 10.RC.9.	Use context to determine or clarify the meaning of words and phrases.
INDICATOR / STANDARD	9- 10.RC.12.	Analyze the meaning of words and phrases as they are used in works of literature, including figurative, connotative, and denotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings. (E)
STANDARD / STRAND		Grades 9-10 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 correctly cited sources.

Write narrative compositions in a variety of forms that:

EXPECTATION / INDICATOR	9- 10.W.3.a.	Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters.
EXPECTATION / INDICATOR	9- 10.W.3.b.	Create a smooth progression of experiences or events.
EXPECTATION / INDICATOR	9- 10.W.3.c.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plotlines to develop experiences, events, and/or characters.
EXPECTATION / INDICATOR	9- 10.W.3.e.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
EXPECTATION / INDICATOR	9- 10.W.3.f.	Provide an ending that follows and reflects on what is experienced, observed, or resolved over the course of the narrative. (E)
STANDARD / STRAND		Grades 9-10 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 correctly cited sources.
INDICATOR / STANDARD	9- 10.W.4.	Apply the writing process to all formal writing including but not limited to argumentative, informative, and narrative:
EXPECTATION / INDICATOR	9- 10.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.
EXPECTATION / INDICATOR	9- 10.W.4.b.	Use technology to generate, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically (e.g., use of publishing programs, integration of multimedia).
STANDARD / STRAND		Grades 9-10 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 correctly cited sources.
INDICATOR / STANDARD	9- 10.W.5.	Conduct more sustained research assignments and tasks to build knowledge about the research process and the topic under study.
EXPECTATION / INDICATOR	9- 10.W.5.f.	Present information, choosing from a variety of formats. (E)
STANDARD / STRAND		Grades 9-10 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Communication and Collaboration – Learning Outcome: Students actively engage in listening, discussing, and presenting ideas justified by sound reasoning and textual evidence while also evaluating and identifying fallacious reasoning or distorted evidence.
INDICATOR /	9- 10 CC 1	Initiate and participate effectively in a range of collaborative discussions on grade-appropriate topics, texts, and issues building on others' ideas and expressing personal ideas clearly and persuasively (F)

10.CC.1. issues, building on others' ideas and expressing personal ideas clearly and persuasively. (E)

STANDARD

INDICATOR / STANDARD	9- 10.CC.4.	Respond thoughtfully to multiple perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify personal views and understanding and make new connections in reference to the evidence and reasoning presented.
INDICATOR / STANDARD	9- 10.CC.7.	Present information, findings, and supporting evidence logically so that listeners can follow the line of reasoning, ensuring organization and development are appropriate to purpose, audience, and task.
		Grade 9 - 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		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.
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)

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)
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Writing
INDICATOR / STANDARD		Writing Genres: Editorial, News, and Feature
	JW.3.	Writing Genres: Editorial, News, and Feature Students are expected to build upon and continue concepts learned previously.
ST ANDARD EXPECTATION /	JW.3.	
EXPECTATION / INDICATOR ST ANDARD /	JW.3.	Students are expected to build upon and continue concepts learned previously.
EXPECTATION / INDICATOR STANDARD / STRAND PROFICIENCY STATEMENT /	JW.3.	Students are expected to build upon and continue concepts learned previously. Journalism: Grades 9-12
EXPECTATION / INDICATOR STANDARD / STRAND PROFICIENCY STATEMENT / SUBSTRAND INDICATOR /	JW.3.	Students are expected to build upon and continue concepts learned previously. Journalism: Grades 9-12 Writing
EXPECTATION / INDICATOR STANDARD / STRAND PROFICIENCY STATEMENT / SUBSTRAND INDICATOR / STANDARD EXPECTATION		Students are expected to build upon and continue concepts learned previously. Journalism: Grades 9-12 Writing Writing Genres: Editorial, News, and Feature
EXPECTATION / INDICATOR STANDARD / STRAND PROFICIENCY STATEMENT / SUBSTRAND INDICATOR / STANDARD EXPECTATION / INDICATOR		Students are expected to build upon and continue concepts learned previously. Journalism: Grades 9-12 Writing Writing Genres: Editorial, News, and Feature Write features that Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences,
EXPECTATION / INDICATOR STANDARD / STRAND PROFICIENCY STATEMENT / SUBSTRAND INDICATOR / STANDARD EXPECTATION / INDICATOR INDICATOR INDICATOR		Students are expected to build upon and continue concepts learned previously. Journalism: Grades 9-12 Writing Writing Genres: Editorial, News, and Feature Write features that Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

EXPECTATION JW.4.1. Apply the writing process to — / INDICATOR

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.
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.
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Writing
INDICATOR / STANDARD		Conventions of Standard English: Grammar and Usage/Capitalization, Punctuation, and Spelling
EXPECTATION / INDICATOR	JW.6.1.	Demonstrate command of English grammar and usage, focusing on:
INDICATOR	JW.6.1.B.	Verbs – Students are expected to build upon and continue applying conventions learned previously. (Grade of Mastery: 10)
INDICATOR	JW.6.1.C.	Adjectives and Adverbs — Students are expected to build upon and continue applying conventions learned previously. (Grade of Mastery: 4)
INDICATOR	JW.6.1.D.	Phrases and Clauses — Students are expected to build upon and continue applying conventions learned previously. (Grade of Mastery: 7)
INDICATOR	JW.6.1.E.	Usage- Students are expected to build upon and continue applying conventions learned previously. (Grade of Mastery: 10)
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Writing
INDICATOR / STANDARD		Conventions of Standard English: Grammar and Usage/Capitalization, Punctuation, and Spelling
EXPECTATION / INDICATOR	JW.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling focusing on:
INDICATOR	JW.6.2.A.	Capitalization—Students are expected to build upon and continue applying conventions learned previously. (Grade of Mastery: 5)

INDICATOR 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 / JSL.2.3. Work with peers to promote collegial discussions and decision-making, set clear goals and deadlines, and establis individual roles as needed. STANDARD / STANDARD / SPEAKING Speaking and Listening PROFICIENCY STATEMENT / SUBSTRAND INDICATOR / STANDARD / STANDARD / STANDARD / Digital Media: Grades 9-12 EXPECTATION / JSL.4.3. Students are expected to build upon and continue applying concepts learned previously. (Grade of Mastery: 2) PROFICIENCY STATEMENT / SUBSTRAND Digital Media: Grades 9-12 PROFICIENCY STATEMENT / SUBSTRAND Digital Media: Narrative Storytelling NIDICATOR / STANDARD / SUBSTRAND NIDICATOR / STANDARD / SUBSTRAND NIDICATOR / STANDARD / SUBSTRAND Read and interact with a variety of media from journalistic outlets and read other texts related to media within a			
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NOICATOR STANDARD			Journalism: Grades 9-12
EXPECTATION / SL.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 / JSL.2.3. Work with peers to promote collegial discussions and decision-making, set clear goals and deadlines, and establis individual roles as needed. STANDARD / STRAND PROFICIENCY STATEMENT / Substrant / Speaking and Listening INDICATOR / STANDARD / Presentation of Knowledge and Ideas STANDARD / STANDARD / STANDARD / STANDARD / Digital Media: Grades 9-12 STANDARD / Digital Media: Grades 9-12 STANDARD / Digital Media: Grades 9-12 STANDARD / Digital Media: Narrative Storytelling INDICATOR / STANDARD / Learning Outcome EXPECTATION / MS.1. Read and interact with a variety of media from journalistic outlets and read other texts related to media within a range of complexity appropriate for grades 9-12 that include prossibilies for randysis of literary techniques, sinculare and with scalabiling as needed at the high end of the range. STANDARD / Digital Media: Grades 9-12 STANDARD / Digital Media: Standards Standards interact with media and texts proficently and independently at the low end of the range and with scalabiling as needed at the high end of the range. STANDARD / STRAND Digital Media: Standards Storytelling STANDARD / STRAND Analyze what a product says explicitly and implicitly as well as inferences and interpretations drawn from the media	STATEMENT /		Speaking and Listening
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PROFICIENCY STATEMENT / SUBSTRAND INDICATOR / STANDARD		JSL.2.3.	Work with peers to promote collegial discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
NDICATOR STANDARD Presentation of Knowledge and Ideas			Journalism: Grades 9-12
EXPECTATION / 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 INDICATOR / STANDARD / Learning Outcome EXPECTATION / INDICATOR / STANDARD / STAN	STATEMENT /		Speaking and Listening
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INDICATOR STANDARD Learning Outcome			Digital Media: Grades 9-12
EXPECTATION / INDICATOR MS.1. Read and interact with a variety of media from journalistic outlets and read other texts related to media within a range of complexity appropriate for grades 9-12 that include possibilities for analysis of literary techniques, structure and style. By the end of this course, students interact with media and texts proficiently and independently at the low end of the range and with scaffolding as needed at the high end of the range. STANDARD / STRAND Digital Media: Grades 9-12 PROFICIENCY STATEMENT / SUBSTRAND INDICATOR / STANDARD Key Ideas and Textual Support EXPECTATION / MS.2.1. Analyze what a product says explicitly and implicitly as well as inferences and interpretations drawn from the media	STATEMENT /		Digital Media: Narrative Storytelling
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STATEMENT / SUBSTRAND INDICATOR / STANDARD Key Ideas and Textual Support EXPECTATION / MS.2.1. Analyze what a product says explicitly and implicitly as well as inferences and interpretations drawn from the media			Digital Media: Grades 9-12
EXPECTATION / MS.2.1. Analyze what a product says explicitly and implicitly as well as inferences and interpretations drawn from the media	STATEMENT /		Digital Media: Narrative Storytelling
			Key Ideas and Textual Support
		MS.2.1.	

EXPECTATION / INDICATOR	MS.2.3.	Analyze how the producer's choices impact subject development over the course of a media product.
STANDARD / STRAND		Digital Media: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Narrative Storytelling
INDICATOR / STANDARD		Structural Elements and Organization
EXPECTATION / INDICATOR	MS.3.1.	Analyze and evaluate how a producer's choices concerning how to structure specific parts of a media product contribute to its overall meaning and effect.
STANDARD / STRAND		Digital Media: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Nonfiction
INDICATOR / STANDARD		Structural Elements and Organization
EXPECTATION / INDICATOR	MN.3.3.	Determine perspective or purpose in a piece of media in which the rhetoric is particularly effective. Analyze how style and content contribute to the power and persuasiveness of the media product (e.g.appeals to both friendly and hostile audiences and anticipates and addresses audience's concerns and counterclaims).
STANDARD / STRAND		Digital Media: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Writing
STATEMENT /		Digital Media: Writing Learning Outcome
STATEMENT / SUBSTRAND	MW.1.	
INDICATOR / STANDARD	MW.1.	Learning Outcome Write routinely over a variety of time frames for a range of tasks, purposes, and audiences; apply reading standards
INDICATOR / STANDARD EXPECTATION / INDICATOR STANDARD /	MW.1.	Learning Outcome 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.
STATEMENT / SUBSTRAND INDICATOR / STANDARD EXPECTATION / INDICATOR STANDARD / STRAND PROFICIENCY STATEMENT /	MW.1.	Learning Outcome 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. Digital Media: Grades 9-12
STATEMENT / SUBSTRAND INDICATOR / STANDARD EXPECTATION / INDICATOR STANDARD / STRAND PROFICIENCY STATEMENT / SUBSTRAND INDICATOR /	MW.1.	Learning Outcome 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. Digital Media: Grades 9-12 Digital Media: Writing
INDICATOR / STANDARD EXPECTATION / INDICATOR STANDARD / STANDARD / STRAND PROFICIENCY STATEMENT / SUBSTRAND INDICATOR / STANDARD / STANDARD / STANDARD	MW.3.3.	Learning Outcome 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. Digital Media: Grades 9-12 Digital Media: Writing Writing Genres: Editorial, News, Feature, and Narrative
INDICATOR / STANDARD EXPECTATION / INDICATOR STANDARD / STANDARD / STRAND PROFICIENCY STATEMENT / SUBSTRAND INDICATOR / STANDARD EXPECTATION / INDICATOR / STANDARD	MW.3.3. MW.3.3.1.	Learning Outcome 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. Digital Media: Grades 9-12 Digital Media: Writing Writing Genres: Editorial, News, Feature, and Narrative Write or produce narrative and feature-style media products in a variety of forms that: Engage and orient the audience by setting out a problem, situation, or observation and its significance, establishing

INDICATOR	MW.3.3.4.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome,
INDICATOR	MW.3.3.5.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
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.4.1.2.	Use technology to generate, produce, publish, and update individual or shared products in response to ongoing feedback, including new arguments or information,
STANDARD / STRAND		Digital Media: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Writing
INDICATOR / STANDARD		The Writing Process
EXPECTATION / INDICATOR	MW.4.3.	Revise and edit to improve sentence variety and style and to enhance subtlety of meaning and tone in ways that are consistent with purpose, audience, and media format.
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: Writing

INDICATOR / STANDARD		Conventions of Standard English: Grammar and Usage / Capitalization, Punctuation, and Spelling
EXPECTATION / INDICATOR	MW.6.1.	Demonstrate command of English grammar and usage, focusing on:
INDICATOR	MW.6.1.B	Verbs - Students are expected to build upon and continue applying conventions learned previously. Grade of Mastery: 10 Forming and using verbs in the indicative, imperative, interrogative, conditional and subjunctive moods.
INDICATOR	MW.6.1.C	Adjectives and Adverbs – Students are expected to build upon and continue applying conventions learned previously. Grade of Mastery: 4 Writing sentences using relative adverbs (e.g., where, when) and explaining their functions in a sentence.
STANDARD / STRAND		Digital Media: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Writing
INDICATOR / STANDARD		Conventions of Standard English: Grammar and Usage / Capitalization, Punctuation, and Spelling
EXPECTATION / INDICATOR	MW.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling focusing on:
INDICATOR	MW.6.2.A	Capitalization–Students are expected to build upon and continue applying conventions learned previously. Grade of Mastery: 5 Applying correct usage of capitalization in writing.
INDICATOR	MW.6.2.B	Punctuation –Students are expected to build upon and continue applying conventions learned previously. Grade of Mastery: 10 Using a semicolon and a conjunctive adverb to link two or more closely related independent clauses.
INDICATOR	MW.6.2.C	Spelling –Students are expected to build upon and continue applying conventions learned previously. Grade of Mastery: 5 Applying correct spelling patterns and generalizations in writing.
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.
STANDARD / STRAND		Digital Media: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Media Literacy
INDICATOR / STANDARD		Learning Outcome
EXPECTATION / INDICATOR	ML.1.	Critically analyze content found in media used to inform, persuade, entertain, and transmit culture.

Indiana Academic Standards

Language Arts

Grade 9 - Adopted: 2023

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Grades 9-10 English/Language Arts

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PROFICIENCY STATEMENT / SUBSTRAND		Reading Comprehension – Learning Outcome: Students analyze the author's technique, structure, main ideas, purpose, and perspective in grade-level fiction and nonfiction text, using textual evidence to support analysis.
INDICATOR / STANDARD	9- 10.RC.1.	Analyze what a text says both explicitly and implicitly (e.g., inferences and interpretations) by citing strong and thorough textual evidence. (E)
INDICATOR / STANDARD	9- 10.RC.4.	Analyze in detail the development of two or more central ideas over the course of a text, including how they build on one another to provide a complex analysis.
INDICATOR / STANDARD	9- 10.RC.9.	Use context to determine or clarify the meaning of words and phrases.
INDICATOR / STANDARD	9- 10.RC.12.	Analyze the meaning of words and phrases as they are used in works of literature, including figurative, connotative, and denotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings. (E)
INDICATOR / STANDARD	9- 10.RC.13.	Determine the meaning of words and phrases as they are used in a nonfiction text, including figurative, connotative, denotative, and technical meanings; evaluate the effectiveness of specific word choices on meaning and tone in multiple and varied contexts.
STANDARD / STRAND		Grades 9-10 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 correctly cited sources.
INDICATOR / STANDARD	9- 10.W.1.	Write arguments in a variety of forms that:
EXPECTATION / INDICATOR	9- 10.W.1.e.	Establish and maintain a consistent style and tone appropriate for the purpose and audience.
STANDARD / STRAND		Grades 9-10 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 correctly cited sources.
INDICATOR / STANDARD	9- 10.W.2.	Write informative compositions on a variety of topics that:
EXPECTATION / INDICATOR	9- 10.W.2.a.	Introduce a topic and organize complex ideas, concepts, and information to make important connections and distinctions.
EXPECTATION / INDICATOR	9- 10.W.2.b.	Develop the topic utilizing credible sources with relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
EXPECTATION / INDICATOR	9- 10.W.2.e.	Establish and maintain a style appropriate for the purpose and audience.

Grades 9-10 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 correctly cited sources.
INDICATOR / STANDARD	9- 10.W.4.	Apply the writing process to all formal writing including but not limited to argumentative, informative, and narrative:
EXPECTATION / INDICATOR	9- 10.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.
EXPECTATION / INDICATOR	9- 10.W.4.b.	Use technology to generate, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically (e.g., use of publishing programs, integration of multimedia).

STANDARD / STRAND

Grades 9-10 English/Language Arts

STRAND		
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 correctly cited sources.
INDICATOR / STANDARD	9- 10.W.5.	Conduct more sustained research assignments and tasks to build knowledge about the research process and the topic under study.
EXPECTATION / INDICATOR	9- 10.W.5.b.	Gather relevant information from multiple authoritative sources, using advanced searches effectively, and annotate sources.
EXPECTATION / INDICATOR	9- 10.W.5.f.	Present information, choosing from a variety of formats. (E)

STANDARD / STRAND

Grades 9-10 English/Language Arts

PROFICIENCY STATEMENT / SUBSTRAND		Communication and Collaboration – Learning Outcome: Students actively engage in listening, discussing, and presenting ideas justified by sound reasoning and textual evidence while also evaluating and identifying fallacious reasoning or distorted evidence.
INDICATOR / STANDARD	9- 10.CC.1.	Initiate and participate effectively in a range of collaborative discussions on grade-appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly and persuasively. (E)
INDICATOR / STANDARD	9- 10.CC.2.	Examine, analyze, and reflect on ideas under discussion by providing textual evidence to support or refute those ideas. (E)
INDICATOR / STANDARD	9- 10.CC.3.	Expand conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

Grade 9 - 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.2.3.	Analyze the impact of the author's choices: How the author uses structure, imagery, and characterization of a story for dramatic effect. (e.g., Mrs. Kelly's Monster).
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: 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.
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.
EXPECTATION /	JN.2.3.	Analyze a complex set of ideas or sequence of events and explain how specific sources, facts, or events interact

and develop over the course of a text. (e.g. article, infographic, editorial cartoon, photo or illustration).

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Journalism: Grades 9-12

PROFICIENCY STATEMENT / SUBSTRAND		Journalism: Nonfiction
INDICATOR / STANDARD		Structural Elements and Organization
EXPECTATION / INDICATOR	JN.3.1.	Students are expected to build upon and continue applying concepts learned previously. (Grade of Mastery: 5)
EXPECTATION / INDICATOR	JN.3.2.	Analyze and evaluate the effectiveness of the structure an author uses in his or her lead or claim including whether the structure makes points clear, convincing, and engaging.
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.
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT /		Journalism: Vocabulary
SUBSTRAND		
		Vocabulary Building
SUBSTRAND INDICATOR /	JV.2.1.	Vocabulary Building Use context to determine or clarify the meaning of words and phrases.
SUBSTRAND INDICATOR / STANDARD EXPECTATION /	JV.2.1. JV.2.2.	
SUBSTRAND INDICATOR / STANDARD EXPECTATION / INDICATOR EXPECTATION /		Use context to determine or clarify the meaning of words and phrases.
INDICATOR / STANDARD EXPECTATION / INDICATOR EXPECTATION / INDICATOR STANDARD /		Use context to determine or clarify the meaning of words and phrases. Students are expected to build upon and continue applying concepts learned previously. (Grade of Mastery: 7)
INDICATOR / STANDARD EXPECTATION / INDICATOR EXPECTATION / INDICATOR STANDARD / STRAND PROFICIENCY STATEMENT /		Use context to determine or clarify the meaning of words and phrases. Students are expected to build upon and continue applying concepts learned previously. (Grade of Mastery: 7) Journalism: Grades 9-12

STANDARD / STRAND Journalism: Grades 9-12

term or terms over the course of a text.

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)
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
		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.
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.
INDICATOR		Use technology to generate, produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
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.
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Writing
INDICATOR / STANDARD		The Research Process: Finding, Assessing, Synthesizing, and Reporting Information
EXPECTATION / INDICATOR	JW.5.2.	Identify relevant issues and events of interest to readers through current news analysis, surveys, research reports, statistical data, and interviews with readers.
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

Journalism: Grades 9-12

PROFICIENCY STATEMENT / SUBSTRAND		Writing
INDICATOR / STANDARD		Conventions of Standard English: Grammar and Usage/Capitalization, Punctuation, and Spelling
EXPECTATION / INDICATOR	JW.6.1.	Demonstrate command of English grammar and usage, focusing on:
INDICATOR	JW.6.1.B.	Verbs – Students are expected to build upon and continue applying conventions learned previously. (Grade of Mastery: 10)
INDICATOR	JW.6.1.C.	Adjectives and Adverbs — Students are expected to build upon and continue applying conventions learned previously. (Grade of Mastery: 4)
INDICATOR	JW.6.1.D.	Phrases and Clauses — Students are expected to build upon and continue applying conventions learned previously. (Grade of Mastery: 7)
INDICATOR	JW.6.1.E.	Usage- Students are expected to build upon and continue applying conventions learned previously. (Grade of Mastery: 10)
ST ANDARD / ST RAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Writing
INDICATOR / STANDARD		Conventions of Standard English: Grammar and Usage/Capitalization, Punctuation, and Spelling
EXPECTATION / INDICATOR	JW.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling focusing on:
INDICATOR	JW.6.2.A.	Capitalization—Students are expected to build upon and continue applying conventions learned previously. (Grade of Mastery: 5)
INDICATOR	JW.6.2.B.	Punctuation —Students are expected to build upon and continue applying conventions learned previously. (Grade o Mastery: 10)
INDICATOR	JW.6.2.C.	Spelling —Students are expected to build upon and continue applying conventions learned previously. (Grade of Mastery: 5)
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Speaking and Listening
INDICATOR / STANDARD		Discussion and Collaboration
EXPECTATION /	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

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		Media Literacy
INDICATOR / STANDARD		Media Literacy
EXPECTATION / INDICATOR	JML.2.6.	Analyze and evaluate the essential features of journalistic writing in a variety of news sources for: brevity and clarity content, topics or themes appropriate for the audience
INDICATOR		structural elements and organization
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.
EXPECTATION / INDICATOR	MN.2.3.	Analyze a complex set of ideas or sequence of events and explain how specific ideas, facts, events, or individuals develop throughout the product.
STANDARD / STRAND		Digital Media: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Nonfiction
INDICATOR /		Structural Elements and Organization

EXPECTATION / INDICATOR	MN.3.3.	Determine perspective or purpose in a piece of media in which the rhetoric is particularly effective. Analyze how style and content contribute to the power and persuasiveness of the media product (e.g.appeals to both friendly and hostile audiences and anticipates and addresses audience's concerns and counterclaims).
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: 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.3.2.1.	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
STATEMENT /		Digital Media: Writing The Writing Process
STATEMENT / SUBSTRAND	MW.4.1.	
STATEMENT / SUBSTRAND INDICATOR / STANDARD		The Writing Process Apply the writing process to all formal writing and media product development, including but not
STATEMENT / SUBSTRAND INDICATOR / STANDARD EXPECTATION / INDICATOR	MW.4.1.1.	The Writing Process Apply the writing process to all formal writing and media product development, including but not limited to argumentative, informative, and narrative. 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
STATEMENT / SUBSTRAND INDICATOR / STANDARD EXPECTATION / INDICATOR INDICATOR	MW.4.1.1.	The Writing Process Apply the writing process to all formal writing and media product development, including but not limited to argumentative, informative, and narrative. Plan and develop, draft, revise using appropriate reference materials, rewrite, try a new approach, focusing on addressing what is most significant for a specific purpose and audience, and edit to produce and strengthen. writing that is clear and coherent, Use technology to generate, produce, publish, and update individual or shared products in response to ongoing
STATEMENT / SUBSTRAND INDICATOR / STANDARD EXPECTATION / INDICATOR INDICATOR INDICATOR STANDARD /	MW.4.1.1.	The Writing Process Apply the writing process to all formal writing and media product development, including but not limited to argumentative, informative, and narrative. Plan and develop, draft, revise using appropriate reference materials, rewrite, try a new approach, focusing on addressing what is most significant for a specific purpose and audience, and edit to produce and strengthen. writing that is clear and coherent, Use technology to generate, produce, publish, and update individual or shared products in response to ongoing feedback, including new arguments or information,
STATEMENT / SUBSTRAND INDICATOR / STANDARD EXPECTATION / INDICATOR INDICATOR STANDARD / STRAND PROFICIENCY STATEMENT /	MW.4.1.1.	The Writing Process Apply the writing process to all formal writing and media product development, including but not limited to argumentative, informative, and narrative. Plan and develop, draft, revise using appropriate reference materials, rewrite, try a new approach, focusing on addressing what is most significant for a specific purpose and audience, and edit to produce and strengthen. writing that is clear and coherent, Use technology to generate, produce, publish, and update individual or shared products in response to ongoing feedback, including new arguments or information, Digital Media: Grades 9-12
STATEMENT / SUBSTRAND INDICATOR / STANDARD EXPECTATION / INDICATOR INDICATOR INDICATOR STANDARD / STRAND PROFICIENCY STATEMENT / SUBSTRAND INDICATOR /	MW.4.1.1.	The Writing Process Apply the writing process to all formal writing and media product development, including but not limited to argumentative, informative, and narrative. Plan and develop, draft, revise using appropriate reference materials, rewrite, try a new approach, focusing on addressing what is most significant for a specific purpose and audience, and edit to produce and strengthen. writing that is clear and coherent, Use technology to generate, produce, publish, and update individual or shared products in response to ongoing feedback, including new arguments or information, Digital Media: Grades 9-12 Digital Media: Writing

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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,
INDICATOR	MW.5.3.4.	Synthesize and integrate information into the text selectively to maintain the flow of ideas.
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		Conventions of Standard English: Grammar and Usage / Capitalization, Punctuation, and Spelling
EXPECTATION / INDICATOR	MW.6.1.	Demonstrate command of English grammar and usage, focusing on:
INDICATOR	MW.6.1.B	Verbs - Students are expected to build upon and continue applying conventions learned previously. Grade of Mastery: 10 Forming and using verbs in the indicative, imperative, interrogative, conditional and subjunctive moods.
INDICATOR	MW.6.1.C	Adjectives and Adverbs – Students are expected to build upon and continue applying conventions learned previously. Grade of Mastery: 4 Writing sentences using relative adverbs (e.g., where, when) and explaining their functions in a sentence.

STANDARD / STRAND

PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Writing
INDICATOR / STANDARD		Conventions of Standard English: Grammar and Usage / Capitalization, Punctuation, and Spelling
EXPECTATION / INDICATOR	MW.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling focusing on:
INDICATOR	MW.6.2.A	Capitalization–Students are expected to build upon and continue applying conventions learned previously. Grade of Mastery: 5 Applying correct usage of capitalization in writing.
INDICATOR	MW.6.2.B	Punctuation –Students are expected to build upon and continue applying conventions learned previously. Grade of Mastery: 10 Using a semicolon and a conjunctive adverb to link two or more closely related independent clauses.
INDICATOR	MW.6.2.C	Spelling –Students are expected to build upon and continue applying conventions learned previously. Grade of Mastery: 5 Applying correct spelling patterns and generalizations in writing.

STANDARD / STRAND	Digit
PROFICIENCY STATEMENT / SUBSTRAND	Digi

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	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.
STANDARD / STRAND		Digital Media: Grades 9-12

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

EXPECTATION / ML.1. INDICATOR

 $Critically\ analyze\ content\ found\ in\ media\ used\ to\ inform,\ persuade,\ entertain,\ and\ transmit\ culture.$

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	Develop Ideas

INDICATOR

EXPECTATION / SMED.3.2 Identify relevant issues and ideas of interest to readers through analysis of current events, surveys, research reports, statistical data, and interviews.

UNIT 4: SUMMARIZING A REFERENCE Week 7 Page 69-78

Indiana Academic Standards Language Arts Grade 9 - Adopted: 2023

STANDARD / STRAND

Grades 9-10 English/Language Arts

PROFICIENCY STATEMENT / SUBSTRAND		Reading Comprehension – Learning Outcome: Students analyze the author's technique, structure, main ideas, purpose, and perspective in grade-level fiction and nonfiction text, using textual evidence to support analysis.
INDICATOR / STANDARD	9- 10.RC.1.	Analyze what a text says both explicitly and implicitly (e.g., inferences and interpretations) by citing strong and thorough textual evidence. (E)
INDICATOR / STANDARD	9- 10.RC.4.	Analyze in detail the development of two or more central ideas over the course of a text, including how they build on one another to provide a complex analysis.
INDICATOR / STANDARD	9- 10.RC.9.	Use context to determine or clarify the meaning of words and phrases.
INDICATOR / STANDARD	9- 10.RC.12.	Analyze the meaning of words and phrases as they are used in works of literature, including figurative, connotative, and denotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings. (E)
INDICATOR / STANDARD	9- 10.RC.13.	Determine the meaning of words and phrases as they are used in a nonfiction text, including figurative, connotative, denotative, and technical meanings; evaluate the effectiveness of specific word choices on meaning and tone in multiple and varied contexts.
STANDARD / STRAND		Grades 9-10 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 correctly cited sources.
INDICATOR / STANDARD	9- 10.W.1.	Write arguments in a variety of forms that:
EXPECTATION / INDICATOR	9- 10.W.1.e.	Establish and maintain a consistent style and tone appropriate for the purpose and audience.
STANDARD / STRAND		Grades 9-10 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 correctly cited sources.
INDICATOR / STANDARD	9- 10.W.2.	Write informative compositions on a variety of topics that:
EXPECTATION / INDICATOR	9- 10.W.2.a.	Introduce a topic and organize complex ideas, concepts, and information to make important connections and distinctions.
EXPECTATION / INDICATOR	9- 10.W.2.b.	Develop the topic utilizing credible sources with relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
EXPECTATION / INDICATOR	9- 10.W.2.e.	Establish and maintain a style appropriate for the purpose and audience.
STANDARD / STRAND		Grades 9-10 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 correctly cited sources.

INDICATOR / STANDARD	9- 10.W.4.	Apply the writing process to all formal writing including but not limited to argumentative, informative, and narrative:
EXPECTATION / INDICATOR	9- 10.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.
EXPECTATION / INDICATOR	9- 10.W.4.b.	Use technology to generate, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically (e.g., use of publishing programs, integration of multimedia).

Grades 9-10 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 correctly cited sources.
INDICATOR / STANDARD	9- 10.W.5.	Conduct more sustained research assignments and tasks to build knowledge about the research process and the topic under study.
EXPECTATION / INDICATOR	9- 10.W.5.b.	Gather relevant information from multiple authoritative sources, using advanced searches effectively, and annotate sources.
EXPECTATION / INDICATOR	9- 10.W.5.f.	Present information, choosing from a variety of formats. (E)

STANDARD / STRAND

Grades 9-10 English/Language Arts

PROFICIENCY STATEMENT / SUBSTRAND		Communication and Collaboration – Learning Outcome: Students actively engage in listening, discussing, and presenting ideas justified by sound reasoning and textual evidence while also evaluating and identifying fallacious reasoning or distorted evidence.
INDICATOR / STANDARD	9- 10.CC.1.	Initiate and participate effectively in a range of collaborative discussions on grade-appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly and persuasively. (E)
INDICATOR / STANDARD	9- 10.CC.2.	Examine, analyze, and reflect on ideas under discussion by providing textual evidence to support or refute those ideas. (E)
INDICATOR / STANDARD	9- 10.CC.3.	Expand conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

Grade 9 - Adopted: 2020

STANDARD / STRAND

Journalism: Grades 9-12

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

EXPECTATION / JL.2.1. INDICATOR

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.2.3.	Analyze the impact of the author's choices: How the author uses structure, imagery, and characterization of a story for dramatic effect. (e.g., Mrs. Kelly's Monster).
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: 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.
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.
EXPECTATION / INDICATOR	JN.2.3.	Analyze a complex set of ideas or sequence of events and explain how specific sources, facts, or events interact and develop over the course of a text. (e.g. article, infographic, editorial cartoon, photo or illustration).
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Journalism: Nonfiction

INDICATOR / STANDARD		Structural Elements and Organization
EXPECTATION / INDICATOR	JN.3.1.	Students are expected to build upon and continue applying concepts learned previously. (Grade of Mastery: 5)
EXPECTATION / INDICATOR	JN.3.2.	Analyze and evaluate the effectiveness of the structure an author uses in his or her lead or claim including whether the structure makes points clear, convincing, and engaging.
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.
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.
EXPECTATION / INDICATOR	JV.2.2.	Students are expected to build upon and continue applying concepts learned previously. (Grade of Mastery: 7)
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.
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)
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.

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.
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.
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Writing
INDICATOR / STANDARD		The Research Process: Finding, Assessing, Synthesizing, and Reporting Information
EXPECTATION / INDICATOR	JW.5.2.	Identify relevant issues and events of interest to readers through current news analysis, surveys, research reports, statistical data, and interviews with readers.
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.
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Writing

INDICATOR		Compositions of Standard English, Cropping and Heart Comitalization Burnturation and Conflict
INDICATOR / STANDARD		Conventions of Standard English: Grammar and Usage/Capitalization, Punctuation, and Spelling
EXPECTATION / INDICATOR	JW.6.1.	Demonstrate command of English grammar and usage, focusing on:
INDICATOR	JW.6.1.B.	Verbs – Students are expected to build upon and continue applying conventions learned previously. (Grade of Mastery: 10)
INDICATOR	JW.6.1.C.	Adjectives and Adverbs — Students are expected to build upon and continue applying conventions learned previously. (Grade of Mastery: 4)
INDICATOR	JW.6.1.D.	Phrases and Clauses — Students are expected to build upon and continue applying conventions learned previously. (Grade of Mastery: 7)
INDICATOR	JW.6.1.E.	Usage- Students are expected to build upon and continue applying conventions learned previously. (Grade of Mastery: 10)
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Writing
INDICATOR / STANDARD		Conventions of Standard English: Grammar and Usage/Capitalization, Punctuation, and Spelling
EXPECTATION / INDICATOR	JW.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling focusing on:
INDICATOR	JW.6.2.A.	Capitalization—Students are expected to build upon and continue applying conventions learned previously. (Grade of Mastery: 5)
INDICATOR	JW.6.2.B.	Punctuation —Students are expected to build upon and continue applying conventions learned previously. (Grade of Mastery: 10)
INDICATOR	JW.6.2.C.	Spelling —Students are expected to build upon and continue applying conventions learned previously. (Grade of Mastery: 5)
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.

ST	ANDARD	
ST	RAND	

Journalism: Grades 9-12

INDICATOR / STANDARD Media Literacy EXPECTATION JML.2.6. Analyze and evaluate the essential features of journalistic writing in a variety of news sources for:	PROFICIENCY STATEMENT / SUBSTRAND		Media Literacy
			Media Literacy
INDICATOR brevity and ciarity content, topics or themes appropriate for the audience	EXPECTATION / INDICATOR	JML.2.6.	Analyze and evaluate the essential features of journalistic writing in a variety of news sources for: brevity and clarity content, topics or themes appropriate for the audience

INDICATOR

structural elements and organization

STANDARD / STRAND

Digital Media: Grades 9-12

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

EXPECTATION / MN.1. INDICATOR

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.
EXPECTATION / INDICATOR	MN.2.3.	Analyze a complex set of ideas or sequence of events and explain how specific ideas, facts, events, or individuals develop throughout the product.

STANDARD / STRAND

Digital Media: Grades 9-12

PROFICIENCY STATEMENT / SUBSTRAND	Digital Media: Nonfiction
INDICATOR / STANDARD	Structural Elements and Organization

EXPECTATION / MN.3.3. INDICATOR

Determine perspective or purpose in a piece of media in which the rhetoric is particularly effective. Analyze how style and content contribute to the power and persuasiveness of the media product (e.g.appeals to both friendly and hostile audiences and anticipates and addresses audience's concerns and counterclaims).

STANDARD / STRAND

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: 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.3.2.1.	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		Digital Media: Writing
STATEMENT / SUBSTRAND		Digital Media. Withing
		The Writing Process
SUBSTRAND INDICATOR /	MW.4.1.	
SUBSTRAND INDICATOR / STANDARD EXPECTATION		The Writing Process Apply the writing process to all formal writing and media product development, including but not
SUBSTRAND INDICATOR / STANDARD EXPECTATION / INDICATOR	MW.4.1.1.	The Writing Process Apply the writing process to all formal writing and media product development, including but not limited to argumentative, informative, and narrative. 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
INDICATOR / STANDARD EXPECTATION / INDICATOR INDICATOR	MW.4.1.1.	The Writing Process Apply the writing process to all formal writing and media product development, including but not limited to argumentative, informative, and narrative. Plan and develop, draft, revise using appropriate reference materials, rewrite, try a new approach, focusing on addressing what is most significant for a specific purpose and audience, and edit to produce and strengthen. writing that is clear and coherent, Use technology to generate, produce, publish, and update individual or shared products in response to ongoing
SUBSTRAND INDICATOR / STANDARD EXPECTATION / INDICATOR INDICATOR INDICATOR STANDARD /	MW.4.1.1.	The Writing Process Apply the writing process to all formal writing and media product development, including but not limited to argumentative, informative, and narrative. Plan and develop, draft, revise using appropriate reference materials, rewrite, try a new approach, focusing on addressing what is most significant for a specific purpose and audience, and edit to produce and strengthen. writing that is clear and coherent, Use technology to generate, produce, publish, and update individual or shared products in response to ongoing feedback, including new arguments or information,
INDICATOR / STANDARD EXPECTATION / INDICATOR INDICATOR INDICATOR STANDARD / STRAND PROFICIENCY STATEMENT /	MW.4.1.1.	The Writing Process Apply the writing process to all formal writing and media product development, including but not limited to argumentative, informative, and narrative. Plan and develop, draft, revise using appropriate reference materials, rewrite, try a new approach, focusing on addressing what is most significant for a specific purpose and audience, and edit to produce and strengthen. writing that is clear and coherent, Use technology to generate, produce, publish, and update individual or shared products in response to ongoing feedback, including new arguments or information, Digital Media: Grades 9-12
INDICATOR / STANDARD EXPECTATION / INDICATOR INDICATOR INDICATOR STANDARD / STRAND PROFICIENCY STATEMENT / SUBSTRAND INDICATOR /	MW.4.1.1.	The Writing Process Apply the writing process to all formal writing and media product development, including but not limited to argumentative, informative, and narrative. Plan and develop, draft, revise using appropriate reference materials, rewrite, try a new approach, focusing on addressing what is most significant for a specific purpose and audience, and edit to produce and strengthen. writing that is clear and coherent, Use technology to generate, produce, publish, and update individual or shared products in response to ongoing feedback, including new arguments or information, Digital Media: Grades 9-12 Digital Media: Writing

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,
INDICATOR	MW.5.3.4.	Synthesize and integrate information into the text selectively to maintain the flow of ideas.
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		Conventions of Standard English: Grammar and Usage / Capitalization, Punctuation, and Spelling
EXPECTATION / INDICATOR	MW.6.1.	Demonstrate command of English grammar and usage, focusing on:
INDICATOR	MW.6.1.B	Verbs - Students are expected to build upon and continue applying conventions learned previously. Grade of Mastery: 10 Forming and using verbs in the indicative, imperative, interrogative, conditional and subjunctive moods.
INDICATOR	MW.6.1.C	Adjectives and Adverbs – Students are expected to build upon and continue applying conventions learned previously. Grade of Mastery: 4 Writing sentences using relative adverbs (e.g., where, when) and explaining their functions in a sentence.
STANDARD / STRAND		Digital Media: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Writing
INDICATOR / STANDARD		Conventions of Standard English: Grammar and Usage / Capitalization, Punctuation, and Spelling
EXPECTATION / INDICATOR	MW.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling focusing on:
INDICATOR	MW.6.2.A	Capitalization–Students are expected to build upon and continue applying conventions learned previously. Grade of Mastery: 5 Applying correct usage of capitalization in writing.
INDICATOR	MW.6.2.B	Punctuation –Students are expected to build upon and continue applying conventions learned previously. Grade of Mastery: 10 Using a semicolon and a conjunctive adverb to link two or more closely related independent clauses.
INDICATOR	MW.6.2.C	Spelling –Students are expected to build upon and continue applying conventions learned previously. Grade of Mastery: 5 Applying correct spelling patterns and generalizations in writing.
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	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.
STANDARD / STRAND		Digital Media: Grades 9-12
		Digital Media: Grades 9-12 Digital Media: Media Literacy
PROFICIENCY STATEMENT /		
PROFICIENCY STATEMENT / SUBSTRAND	ML.1.	Digital Media: Media Literacy
PROFICIENCY STATEMENT / SUBSTRAND INDICATOR / STANDARD	ML.1.	Digital Media: Media Literacy Learning Outcome
PROFICIENCY STATEMENT / SUBSTRAND INDICATOR / STANDARD	ML.1.	Digital Media: Media Literacy Learning Outcome Critically analyze content found in media used to inform, persuade, entertain, and transmit culture.
PROFICIENCY STATEMENT / SUBSTRAND INDICATOR / STANDARD EXPECTATION / INDICATOR STANDARD / STRAND PROFICIENCY STATEMENT /	ML.1.	Digital Media: Media Literacy Learning Outcome Critically analyze content found in media used to inform, persuade, entertain, and transmit culture. Student Media: 9-12 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
PROFICIENCY STATEMENT / SUBSTRAND INDICATOR / STANDARD EXPECTATION / INDICATOR STANDARD / STRAND PROFICIENCY STATEMENT / SUBSTRAND INDICATOR /		Digital Media: Media Literacy Learning Outcome Critically analyze content found in media used to inform, persuade, entertain, and transmit culture. Student Media: 9-12 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.

Indiana Academic Standards Language Arts Grade 9 - Adopted: 2023

STANDARD / Grades 9-10 English/Language Arts STRAND

PROFICIENCY	Reading Comprehension – Learning Outcome: Students analyze the author's technique, structure, main
STATEMENT /	ideas, purpose, and perspective in grade-level fiction and nonfiction text, using textual evidence to
SUBSTRAND	support analysis.

INDICATOR / STANDARD	9- 10.RC.1.	Analyze what a text says both explicitly and implicitly (e.g., inferences and interpretations) by citing strong and thorough textual evidence. (E)
INDICATOR / STANDARD	9- 10.RC.4.	Analyze in detail the development of two or more central ideas over the course of a text, including how they build on one another to provide a complex analysis.
INDICATOR / STANDARD	9- 10.RC.5.	Analyze a series of ideas or events, including the order in which the points are made and developed, and the connections that are drawn between them.
INDICATOR / STANDARD	9- 10.RC.9.	Use context to determine or clarify the meaning of words and phrases.
INDICATOR / STANDARD	9- 10.RC.12.	Analyze the meaning of words and phrases as they are used in works of literature, including figurative, connotative, and denotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings. (E)
INDICATOR / STANDARD	9- 10.RC.13.	Determine the meaning of words and phrases as they are used in a nonfiction text, including figurative, connotative, denotative, and technical meanings; evaluate the effectiveness of specific word choices on meaning and tone in multiple and varied contexts.

Grades 9-10 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 correctly cited sources.
INDICATOR / STANDARD	9- 10.W.1.	Write arguments in a variety of forms that:

INDICATOR 10.W.1.e.

EXPECTATION / 9- Establish and maintain a consistent style and tone appropriate for the purpose and audience.

STANDARD / STRAND

Grades 9-10 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 correctly cited sources.
INDICATOR / STANDARD	9- 10.W.2.	Write informative compositions on a variety of topics that:
EXPECTATION / INDICATOR	9- 10.W.2.a.	Introduce a topic and organize complex ideas, concepts, and information to make important connections and distinctions.
EXPECTATION / INDICATOR	9- 10.W.2.b.	Develop the topic utilizing credible sources with relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
EXPECTATION / INDICATOR	9- 10.W.2.e.	Establish and maintain a style appropriate for the purpose and audience.

STANDARD / STRAND

Grades 9-10 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 correctly cited sources.
INDICATOR / STANDARD	9- 10.W.4.	Apply the writing process to all formal writing including but not limited to argumentative, informative, and narrative:
EXPECTATION / INDICATOR	9- 10.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.
EXPECTATION / INDICATOR	9- 10.W.4.b.	Use technology to generate, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically (e.g., use of publishing programs, integration of multimedia).
STANDARD / STRAND		Grades 9-10 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 correctly cited sources.
INDICATOR / STANDARD	9- 10.W.5.	Conduct more sustained research assignments and tasks to build knowledge about the research process and the topic under study.
EXPECTATION / INDICATOR	9- 10.W.5.b.	Gather relevant information from multiple authoritative sources, using advanced searches effectively, and annotate sources.
		Grade 9 - Adopted: 2020
STANDARD /		Journalism: Grades 9-12
STRAND		
PROFICIENCY STATEMENT / SUBSTRAND		Journalism: Narrative Nonfiction/Historical Fiction
PROFICIENCY STATEMENT /		Journalism: Narrative Nonfiction/Historical Fiction Key Ideas and Textual Support
PROFICIENCY STATEMENT / SUBSTRAND	JL.2.1.	
PROFICIENCY STATEMENT / SUBSTRAND INDICATOR / STANDARD	JL.2.1. JL.2.2.	Key Ideas and Textual Support 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
PROFICIENCY STATEMENT / SUBSTRAND INDICATOR / STANDARD EXPECTATION / INDICATOR		Key Ideas and Textual Support 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). 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.
PROFICIENCY STATEMENT / SUBSTRAND INDICATOR / STANDARD EXPECTATION / INDICATOR EXPECTATION / INDICATOR	JL.2.2.	Key Ideas and Textual Support 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). 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).
PROFICIENCY STATEMENT / SUBSTRAND INDICATOR / STANDARD EXPECTATION / INDICATOR EXPECTATION / INDICATOR EXPECTATION / INDICATOR STANDARD /	JL.2.2.	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). 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). Students are expected to build upon and continue applying concepts learned previously. (Grade of mastery: 2)

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.
EXPECTATION / INDICATOR	JN.2.3.	Analyze a complex set of ideas or sequence of events and explain how specific sources, facts, or events interact and develop over the course of a text. (e.g. article, infographic, editorial cartoon, photo or illustration).
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.
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.
EXPECTATION / INDICATOR	JV.2.2.	Students are expected to build upon and continue applying concepts learned previously. (Grade of Mastery: 7)
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.
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)
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.
ST ANDARD /		Journalism: Grades 9-12
STRAND		
		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.
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		Create a smooth progression of experiences or events.
INDICATOR		Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome.
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Writing
INDICATOR / STANDARD		The Writing Process
	JW.4.1.	The Writing Process Apply the writing process to —
ST AND ARD EXPECTATION	JW.4.1.	
EXPECTATION / INDICATOR	JW.4.1.	Apply the writing process to — 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
EXPECTATION / INDICATOR INDICATOR	JW.4.1.	Apply the writing process to — Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach, focusing on addressing what is most significant for a specific purpose and audience; and edit to produce and strengthen writing that is clear and coherent. Use technology to generate, produce, publish, and update individual or shared writing products in response to
EXPECTATION / INDICATOR INDICATOR INDICATOR STANDARD /	JW.4.1.	Apply the writing process to — Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach, focusing on addressing what is most significant for a specific purpose and audience; and edit to produce and strengthen writing that is clear and coherent. Use technology to generate, produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
EXPECTATION / INDICATOR INDICATOR INDICATOR STANDARD / STRAND PROFICIENCY STATEMENT /	JW.4.1.	Apply the writing process to — Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach, focusing on addressing what is most significant for a specific purpose and audience; and edit to produce and strengthen writing that is clear and coherent. Use technology to generate, produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. Journalism: Grades 9-12
EXPECTATION / INDICATOR INDICATOR INDICATOR STANDARD / STRAND PROFICIENCY STATEMENT / SUBSTRAND INDICATOR /	JW.4.1.	Apply the writing process to — Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach, focusing on addressing what is most significant for a specific purpose and audience; and edit to produce and strengthen writing that is clear and coherent. Use technology to generate, produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. Journalism: Grades 9-12 Writing
EXPECTATION / INDICATOR INDICATOR INDICATOR INDICATOR STANDARD / STRAND PROFICIENCY STATEMENT / SUBSTRAND INDICATOR / STANDARD EXPECTATION /		Apply the writing process to — Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach, focusing on addressing what is most significant for a specific purpose and audience; and edit to produce and strengthen writing that is clear and coherent. Use technology to generate, produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. Journalism: Grades 9-12 Writing The Writing Process Revise and edit copy to ensure effective, grammatically correct communication using appropriate proofreading or

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.
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Writing
INDICATOR / STANDARD		Conventions of Standard English: Grammar and Usage/Capitalization, Punctuation, and Spelling
EXPECTATION / INDICATOR	JW.6.1.	Demonstrate command of English grammar and usage, focusing on:
INDICATOR	JW.6.1.B.	Verbs – Students are expected to build upon and continue applying conventions learned previously. (Grade of Mastery: 10)
INDICATOR	JW.6.1.C.	Adjectives and Adverbs — Students are expected to build upon and continue applying conventions learned previously. (Grade of Mastery: 4)
INDICATOR	JW.6.1.D.	Phrases and Clauses — Students are expected to build upon and continue applying conventions learned previously. (Grade of Mastery: 7)
INDICATOR	JW.6.1.E.	Usage- Students are expected to build upon and continue applying conventions learned previously. (Grade of Mastery: 10)
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Writing
INDICATOR / STANDARD		Conventions of Standard English: Grammar and Usage/Capitalization, Punctuation, and Spelling
EXPECTATION / INDICATOR	JW.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling focusing on:
INDICATOR	JW.6.2.A.	Capitalization—Students are expected to build upon and continue applying conventions learned previously. (Grade of Mastery: 5)
INDICATOR	JW.6.2.B.	Punctuation —Students are expected to build upon and continue applying conventions learned previously. (Grade of Mastery: 10)
INDICATOR	JW.6.2.C.	Spelling —Students are expected to build upon and continue applying conventions learned previously. (Grade of Mastery: 5)
STANDARD / STRAND		Digital Media: Grades 9-12

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: Nonfiction
INDICATOR / STANDARD		Structural Elements and Organization
EXPECTATION / INDICATOR	MN.3.3.	Determine perspective or purpose in a piece of media in which the rhetoric is particularly effective. Analyze how style and content contribute to the power and persuasiveness of the media product (e.g.appeals to both friendly and hostile audiences and anticipates and addresses audience's concerns and counterclaims).
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.

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: 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
	MW.3.2.	Writing Genres: Editorial, News, Feature, and Narrative Write or produce informative products on a variety of topics that:
STANDARD EXPECTATION		
EXPECTATION / INDICATOR	MW.3.2.1.	Write or produce informative products on a variety of topics that: 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
EXPECTATION / INDICATOR INDICATOR	MW.3.2.1.	Write or produce informative products on a variety of topics that: 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, 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
EXPECT ATION / INDICATOR INDICATOR INDICATOR	MW.3.2.1. MW.3.2.2.	Write or produce informative products on a variety of topics that: 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, Utilize credible sources, develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic, Use appropriate and varied transitions and syntax to link the major sections of the piece, create cohesion, and clarify
EXPECT ATION / INDICATOR INDICATOR INDICATOR INDICATOR	MW.3.2.1. MW.3.2.2. MW.3.2.3.	Write or produce informative products on a variety of topics that: 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, Utilize credible sources, develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic, Use appropriate and varied transitions and syntax to link the major sections of the piece, create cohesion, and clarify the relationships among complex ideas and concepts, Choose language, content- specific vocabulary, and techniques to manage the complexity of the topic, recognizing

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.4.1.2.	Use technology to generate, produce, publish, and update individual or shared products in response to ongoing feedback, including new arguments or information,
STANDARD / STRAND		Digital Media: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Writing
INDICATOR / STANDARD		The Writing Process
EXPECTATION / INDICATOR	MW.4.3.	Revise and edit to improve sentence variety and style and to enhance subtlety of meaning and tone in ways that are consistent with purpose, audience, and media format.
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.5.3.2.	Gather relevant information from multiple types of authoritative sources, using advanced searches effectively, and annotate sources,
STANDARD / STRAND		Digital Media: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Writing
INDICATOR / STANDARD		Conventions of Standard English: Grammar and Usage / Capitalization, Punctuation, and Spelling
EXPECTATION / INDICATOR	MW.6.1.	Demonstrate command of English grammar and usage, focusing on:
INDICATOR	MW.6.1.B	Verbs - Students are expected to build upon and continue applying conventions learned previously. Grade of

 ${\it Mastery: 10 Forming \ and \ using \ verbs \ in \ the \ indicative, imperative, interrogative, conditional \ and \ subjunctive \ moods.}$

INDICATOR	MW.6.1.C	Adjectives and Adverbs – Students are expected to build upon and continue applying conventions learned previously. Grade of Mastery: 4 Writing sentences using relative adverbs (e.g., where, when) and explaining their functions in a sentence.
STANDARD / STRAND		Digital Media: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Writing
INDICATOR / STANDARD		Conventions of Standard English: Grammar and Usage / Capitalization, Punctuation, and Spelling
EXPECTATION / INDICATOR	MW.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling focusing on:
INDICATOR	MW.6.2.A	Capitalization–Students are expected to build upon and continue applying conventions learned previously. Grade of Mastery: 5 Applying correct usage of capitalization in writing.
INDICATOR	MW.6.2.B	Punctuation –Students are expected to build upon and continue applying conventions learned previously. Grade of Mastery: 10 Using a semicolon and a conjunctive adverb to link two or more closely related independent clauses.
INDICATOR	MW.6.2.C	Spelling –Students are expected to build upon and continue applying conventions learned previously. Grade of Mastery: 5 Applying correct spelling patterns and generalizations in writing.
STANDARD / STRAND		Digital Media: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Media Literacy
INDICATOR / STANDARD		Learning Outcome
EXPECTATION / INDICATOR	ML.1.	Critically analyze content found in media used to inform, persuade, entertain, and transmit culture.

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Indiana Academic Standards Language Arts Grade 9 - Adopted: 2023

STANDARD / Gra

Grades 9-10 English/Language Arts

PROFICIENCY STATEMENT / SUBSTRAND		Reading Comprehension – Learning Outcome: Students analyze the author's technique, structure, main ideas, purpose, and perspective in grade-level fiction and nonfiction text, using textual evidence to support analysis.
INDICATOR / STANDARD	9- 10.RC.1.	Analyze what a text says both explicitly and implicitly (e.g., inferences and interpretations) by citing strong and thorough textual evidence. (E)
INDICATOR / STANDARD	9- 10.RC.2.	Analyze in detail the development of two or more themes over the course of a work of literature, including how they emerge and are specific and refined by specific details. (E)
INDICATOR / STANDARD	9- 10.RC.4.	Analyze in detail the development of two or more central ideas over the course of a text, including how they build on one another to provide a complex analysis.

INDICATOR / STANDARD	9- 10.RC.9.	Use context to determine or clarify the meaning of words and phrases.
INDICATOR / STANDARD	9- 10.RC.12.	Analyze the meaning of words and phrases as they are used in works of literature, including figurative, connotative, and denotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings. (E)
STANDARD / STRAND		Grades 9-10 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 correctly cited sources.
INDICATOR / STANDARD	9- 10.W.3.	Write narrative compositions in a variety of forms that:
EXPECTATION / INDICATOR	9- 10.W.3.a.	Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters.
EXPECTATION / INDICATOR	9- 10.W.3.b.	Create a smooth progression of experiences or events.
EXPECTATION / INDICATOR	9- 10.W.3.c.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plotlines to develop experiences, events, and/or characters.
EXPECTATION / INDICATOR	9- 10.W.3.e.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
STANDARD / STRAND		Grades 9-10 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 correctly cited sources.
INDICATOR / STANDARD	9- 10.W.4.	Apply the writing process to all formal writing including but not limited to argumentative, informative, and narrative:
EXPECTATION / INDICATOR	9- 10.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.
EXPECTATION / INDICATOR	9- 10.W.4.b.	Use technology to generate, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically (e.g., use of publishing programs, integration of multimedia).
		Grade 9 - Adopted: 2020
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.
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)
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)
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.
		Journalism: Grades 9-12
STANDARD / STRAND		
		Writing

EXPECTATION / INDICATOR	JW.3.3.	Write features that
INDICATOR		Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
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.
INDICATOR		Use technology to generate, produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
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.
STANDARD / STRAND		Journalism: Grades 9-12
		Journalism: Grades 9-12 Writing
PROFICIENCY STATEMENT /		
PROFICIENCY STATEMENT / SUBSTRAND	JW.6.1.	Writing
PROFICIENCY STATEMENT / SUBSTRAND INDICATOR / STANDARD		Writing Conventions of Standard English: Grammar and Usage/Capitalization, Punctuation, and Spelling
PROFICIENCY STATEMENT / SUBSTRAND INDICATOR / STANDARD EXPECTATION / INDICATOR	JW.6.1.B.	Writing Conventions of Standard English: Grammar and Usage/Capitalization, Punctuation, and Spelling Demonstrate command of English grammar and usage, focusing on: Verbs – Students are expected to build upon and continue applying conventions learned previously. (Grade of
PROFICIENCY STATEMENT / SUBSTRAND INDICATOR / STANDARD EXPECTATION / INDICATOR	JW.6.1.B.	Writing Conventions of Standard English: Grammar and Usage/Capitalization, Punctuation, and Spelling Demonstrate command of English grammar and usage, focusing on: Verbs – Students are expected to build upon and continue applying conventions learned previously. (Grade of Mastery: 10) Adjectives and Adverbs — Students are expected to build upon and continue applying conventions learned

STANDARD / STRAND

Journalism: Grades 9-12

PROFICIENCY STATEMENT / SUBSTRAND		Writing
INDICATOR / STANDARD		Conventions of Standard English: Grammar and Usage/Capitalization, Punctuation, and Spelling
EXPECTATION / INDICATOR	JW.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling focusing on:
INDICATOR	JW.6.2.A.	Capitalization—Students are expected to build upon and continue applying conventions learned previously. (Grade of Mastery: 5)
INDICATOR	JW.6.2.B.	Punctuation —Students are expected to build upon and continue applying conventions learned previously. (Grade of Mastery: 10)
INDICATOR	JW.6.2.C.	Spelling —Students are expected to build upon and continue applying conventions learned previously. (Grade of Mastery: 5)
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.
STANDARD / STRAND		Digital Media: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Nonfiction
INDICATOR / STANDARD		Structural Elements and Organization
EXPECTATION / INDICATOR	MN.3.3.	Determine perspective or purpose in a piece of media in which the rhetoric is particularly effective. Analyze how style and content contribute to the power and persuasiveness of the media product (e.g.appeals to both friendly and hostile audiences and anticipates and addresses audience's concerns and counterclaims).
STANDARD / STRAND		Digital Media: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Writing
INDICATOR / STANDARD		Learning Outcome
EXPECTATION /	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

to support analysis, reflection, and research by drawing evidence from a variety of texts and media products.

STANDARD / STRAND

INDICATOR

PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Writing
INDICATOR / STANDARD		Writing Genres: Editorial, News, Feature, and Narrative
EXPECTATION / INDICATOR	MW.3.3.	Write or produce narrative and feature-style media products in a variety of forms that:
INDICATOR	MW.3.3.1.	Engage and orient the audience by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and including narration and/or sources or characters,
INDICATOR	MW.3.3.4.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome,
INDICATOR	MW.3.3.5.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
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.4.1.2.	Use technology to generate, produce, publish, and update individual or shared products in response to ongoing feedback, including new arguments or information,
STANDARD / STRAND		Digital Media: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Writing
INDICATOR / STANDARD		The Writing Process
EXPECTATION / INDICATOR	MW.4.3.	Revise and edit to improve sentence variety and style and to enhance subtlety of meaning and tone in ways that are consistent with purpose, audience, and media format.
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		Conventions of Standard English: Grammar and Usage / Capitalization, Punctuation, and Spelling

EXPECTATION / INDICATOR	MW.6.1.	Demonstrate command of English grammar and usage, focusing on:
INDICATOR	MW.6.1.B	Verbs - Students are expected to build upon and continue applying conventions learned previously. Grade of Mastery: 10 Forming and using verbs in the indicative, imperative, interrogative, conditional and subjunctive moods.
INDICATOR	MW.6.1.C	Adjectives and Adverbs – Students are expected to build upon and continue applying conventions learned previously. Grade of Mastery: 4 Writing sentences using relative adverbs (e.g., where, when) and explaining their functions in a sentence.
STANDARD / STRAND		Digital Media: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Writing
INDICATOR / STANDARD		Conventions of Standard English: Grammar and Usage / Capitalization, Punctuation, and Spelling
EXPECTATION / INDICATOR	MW.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling focusing on:
INDICATOR	MW.6.2.A	Capitalization—Students are expected to build upon and continue applying conventions learned previously. Grade of Mastery: 5 Applying correct usage of capitalization in writing.
INDICATOR	MW.6.2.B	Punctuation –Students are expected to build upon and continue applying conventions learned previously. Grade of Mastery: 10 Using a semicolon and a conjunctive adverb to link two or more closely related independent clauses.
INDICATOR	MW.6.2.C	Spelling –Students are expected to build upon and continue applying conventions learned previously. Grade of Mastery: 5 Applying correct spelling patterns and generalizations in writing.
STANDARD / STRAND		Digital Media: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Media Literacy
INDICATOR / STANDARD		Learning Outcome
EXPECTATION / INDICATOR	ML.1.	Critically analyze content found in media used to inform, persuade, entertain, and transmit culture.
		UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 10 Page 99-112

Indiana Academic Standards Language Arts

Grade 9 - Adopted: 2023

STANDARD /	Grades 9-10 English/Language Arts
STRAND	

PROFICIENCY STATEMENT / SUBSTRAND		Reading Comprehension – Learning Outcome: Students analyze the author's technique, structure, main ideas, purpose, and perspective in grade-level fiction and nonfiction text, using textual evidence to support analysis.
INDICATOR / STANDARD	9- 10.RC.1.	Analyze what a text says both explicitly and implicitly (e.g., inferences and interpretations) by citing strong and thorough textual evidence. (E)
INDICATOR / STANDARD	9- 10.RC.4.	Analyze in detail the development of two or more central ideas over the course of a text, including how they build on one another to provide a complex analysis.

INDICATOR / STANDARD	9- 10.RC.8.	Analyze U.S. and world documents of historical and literary significance, including how they address related themes and concepts.
INDICATOR / STANDARD	9- 10.RC.9.	Use context to determine or clarify the meaning of words and phrases.
INDICATOR / STANDARD	9- 10.RC.12.	Analyze the meaning of words and phrases as they are used in works of literature, including figurative, connotative, and denotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings. (E)
NDICATOR / STANDARD	9- 10.RC.13.	Determine the meaning of words and phrases as they are used in a nonfiction text, including figurative, connotative, denotative, and technical meanings; evaluate the effectiveness of specific word choices on meaning and tone in multiple and varied contexts.
ST ANDARD / ST RAND		Grades 9-10 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 correctly cited sources.
INDICATOR / STANDARD	9- 10.W.1.	Write arguments in a variety of forms that:
EXPECTATION / NDICATOR	9- 10.W.1.e.	Establish and maintain a consistent style and tone appropriate for the purpose and audience.
ST ANDARD / ST RAND		Grades 9-10 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 correctly cited sources.
INDICATOR / STANDARD	9- 10.W.2.	Write informative compositions on a variety of topics that:
EXPECTATION / INDICATOR	9- 10.W.2.a.	Introduce a topic and organize complex ideas, concepts, and information to make important connections and distinctions.
EXPECTATION / NDICATOR	9- 10.W.2.b.	Develop the topic utilizing credible sources with relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
EXPECTATION / NDICATOR	9- 10.W.2.e.	Establish and maintain a style appropriate for the purpose and audience.
ST ANDARD / ST RAND		Grades 9-10 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 correctly cited sources.
INDICATOR / STANDARD	9- 10.W.4.	Apply the writing process to all formal writing including but not limited to argumentative, informative and narrative:
EXPECTATION / INDICATOR	9- 10.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

strengthen writing that is clear and coherent.

EXPECTATION / INDICATOR	9- 10.W.4.b.	Use technology to generate, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically (e.g., use of publishing programs, integration of multimedia).
STANDARD / STRAND		Grades 9-10 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 correctly cited sources.
INDICATOR / STANDARD	9- 10.W.5.	Conduct more sustained research assignments and tasks to build knowledge about the research process and the topic under study.
EXPECTATION / INDICATOR	9- 10.W.5.b.	Gather relevant information from multiple authoritative sources, using advanced searches effectively, and annotate sources.
EXPECTATION / INDICATOR	9- 10.W.5.d.	Synthesize and integrate information into the text selectively to maintain the flow of ideas.
EXPECTATION / INDICATOR	9- 10.W.5.e.	Avoid plagiarism and over reliance on any one source and follow a standard format (e.g., MLA, APA) for citation.
		Grade 9 - 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.2.3.	Analyze the impact of the author's choices: How the author uses structure, imagery, and characterization of a story for dramatic effect. (e.g., Mrs. Kelly's Monster).
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: Narrative Nonfiction/Historical Fiction
INDICATOR / STANDARD		Structural Elements and Organization

STANDARD

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.
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.
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		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.
EXPECTATION / INDICATOR	JN.2.2.	Compare and contrast the development of similar themes or central ideas across two or more works of nonfiction and analyze how the author uses specific details to shape and reveal themes.
EXPECTATION / INDICATOR	JN.2.3.	Analyze a complex set of ideas or sequence of events and explain how specific sources, facts, or events interact and develop over the course of a text. (e.g. article, infographic, editorial cartoon, photo or illustration).
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Journalism: Nonfiction

INDICATOR /		Structural Elements and Organization
STANDARD		Structural Elements and Organization
EXPECTATION / INDICATOR	JN.3.1.	Students are expected to build upon and continue applying concepts learned previously. (Grade of Mastery: 5)
EXPECTATION / INDICATOR	JN.3.2.	Analyze and evaluate the effectiveness of the structure an author uses in his or her lead or claim including whether the structure makes points clear, convincing, and engaging.
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		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.
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.
EXPECTATION / INDICATOR	JV.2.2.	Students are expected to build upon and continue applying concepts learned previously. (Grade of Mastery: 7)
EXPECTATION / INDICATOR	JV.2.4.	Identify and correctly use related forms of the word. (e.g., conceive, conception, conceivable).
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.
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)
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		Contains adequate information from a variety of credible sources.
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.
INDICATOR		Contain adequate information from a variety of credible sources.
STANDARD / STRAND		Journalism: Grades 9-12
OTRAND		
PROFICIENCY STATEMENT / SUBSTRAND		Writing
PROFICIENCY STATEMENT /		Writing The Writing Process
PROFICIENCY STATEMENT / SUBSTRAND	JW.4.1.	
PROFICIENCY STATEMENT / SUBSTRAND INDICATOR / STANDARD	JW.4.1.	The Writing Process
PROFICIENCY STATEMENT / SUBSTRAND INDICATOR / STANDARD EXPECTATION / INDICATOR	JW.4.1.	The Writing Process Apply the writing process to — 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
PROFICIENCY STATEMENT / SUBSTRAND INDICATOR / STANDARD EXPECTATION / INDICATOR	JW.4.1.	The Writing Process Apply the writing process to — Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach, focusing on addressing what is most significant for a specific purpose and audience; and edit to produce and strengthen writing that is clear and coherent. Use technology to generate, produce, publish, and update individual or shared writing products in response to
PROFICIENCY STATEMENT / SUBSTRAND INDICATOR / STANDARD EXPECTATION / INDICATOR INDICATOR INDICATOR STANDARD /	JW.4.1.	The Writing Process Apply the writing process to — Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach, focusing on addressing what is most significant for a specific purpose and audience; and edit to produce and strengthen writing that is clear and coherent. Use technology to generate, produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
PROFICIENCY STATEMENT / SUBSTRAND INDICATOR / STANDARD EXPECTATION / INDICATOR INDICATOR INDICATOR STANDARD / STRAND PROFICIENCY STATEMENT /	JW.4.1.	The Writing Process Apply the writing process to — Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach, focusing on addressing what is most significant for a specific purpose and audience; and edit to produce and strengthen writing that is clear and coherent. Use technology to generate, produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. Journalism: Grades 9-12

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		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 /		Comparison of Standard Familiah Common and Hanna (Conitalization Direction and Challing
STANDARD		Conventions of Standard English: Grammar and Usage/Capitalization, Punctuation, and Spelling
	JW.6.1.	Demonstrate command of English grammar and usage, focusing on:
STANDARD EXPECTATION		
EXPECTATION / INDICATOR	JW.6.1.B.	Demonstrate command of English grammar and usage, focusing on: Verbs – Students are expected to build upon and continue applying conventions learned previously. (Grade of
EXPECTATION / INDICATOR INDICATOR	JW.6.1.B.	Demonstrate command of English grammar and usage, focusing on: Verbs – Students are expected to build upon and continue applying conventions learned previously. (Grade of Mastery: 10) Adjectives and Adverbs — Students are expected to build upon and continue applying conventions learned
EXPECT ATION / INDICATOR INDICATOR INDICATOR	JW.6.1.B.	Demonstrate command of English grammar and usage, focusing on: Verbs – Students are expected to build upon and continue applying conventions learned previously. (Grade of Mastery: 10) Adjectives and Adverbs — Students are expected to build upon and continue applying conventions learned previously. (Grade of Mastery: 4) Phrases and Clauses — Students are expected to build upon and continue applying conventions learned previously. (Grade of Mastery: 7)
EXPECT ATION / INDICATOR INDICATOR INDICATOR INDICATOR	JW.6.1.C. JW.6.1.D.	Demonstrate command of English grammar and usage, focusing on: Verbs – Students are expected to build upon and continue applying conventions learned previously. (Grade of Mastery: 10) Adjectives and Adverbs — Students are expected to build upon and continue applying conventions learned previously. (Grade of Mastery: 4) Phrases and Clauses — Students are expected to build upon and continue applying conventions learned previously. (Grade of Mastery: 7) Usage—Students are expected to build upon and continue applying conventions learned previously. (Grade of
EXPECT ATION / INDICATOR INDICATOR INDICATOR INDICATOR INDICATOR INDICATOR STANDARD /	JW.6.1.C. JW.6.1.D.	Demonstrate command of English grammar and usage, focusing on: Verbs – Students are expected to build upon and continue applying conventions learned previously. (Grade of Mastery: 10) Adjectives and Adverbs — Students are expected to build upon and continue applying conventions learned previously. (Grade of Mastery: 4) Phrases and Clauses — Students are expected to build upon and continue applying conventions learned previously. (Grade of Mastery: 7) Usage— Students are expected to build upon and continue applying conventions learned previously. (Grade of Mastery: 10)
EXPECTATION / INDICATOR INDICATOR INDICATOR INDICATOR INDICATOR INDICATOR PROFICIENCY STATEMENT /	JW.6.1.C. JW.6.1.D.	Demonstrate command of English grammar and usage, focusing on: Verbs – Students are expected to build upon and continue applying conventions learned previously. (Grade of Mastery: 10) Adjectives and Adverbs — Students are expected to build upon and continue applying conventions learned previously. (Grade of Mastery: 4) Phrases and Clauses — Students are expected to build upon and continue applying conventions learned previously. (Grade of Mastery: 7) Usage— Students are expected to build upon and continue applying conventions learned previously. (Grade of Mastery: 10) Journalism: Grades 9-12
EXPECTATION / INDICATOR INDICATOR INDICATOR INDICATOR INDICATOR INDICATOR PROFICIENCY STATEMENT / SUBSTRAND INDICATOR /	JW.6.1.C. JW.6.1.D.	Demonstrate command of English grammar and usage, focusing on: Verbs – Students are expected to build upon and continue applying conventions learned previously. (Grade of Mastery: 10) Adjectives and Adverbs — Students are expected to build upon and continue applying conventions learned previously. (Grade of Mastery: 4) Phrases and Clauses — Students are expected to build upon and continue applying conventions learned previously. (Grade of Mastery: 7) Usage— Students are expected to build upon and continue applying conventions learned previously. (Grade of Mastery: 10) Journalism: Grades 9-12 Writing

INDICATOR	JW.6.2.A.	Capitalization—Students are expected to build upon and continue applying conventions learned previously. (Grade of Mastery: 5)
INDICATOR	JW.6.2.B.	Punctuation —Students are expected to build upon and continue applying conventions learned previously. (Grade of Mastery: 10)
INDICATOR	JW.6.2.C.	Spelling —Students are expected to build upon and continue applying conventions learned previously. (Grade of Mastery: 5)
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Media Literacy
INDICATOR / STANDARD		Media Literacy
EXPECTATION / INDICATOR	JML.2.6.	Analyze and evaluate the essential features of journalistic writing in a variety of news sources for: brevity and clarity content, topics or themes appropriate for the audience
INDICATOR		structural elements and organization
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.
EXPECTATION / INDICATOR	MN.2.2.	Analyze the development of similar central ideas across two or more media products and determine how specific details shape and refine the central idea.
EXPECTATION / INDICATOR	MN.2.3.	Analyze a complex set of ideas or sequence of events and explain how specific ideas, facts, events, or individuals develop throughout the product.
STANDARD / STRAND		Digital Media: Grades 9-12

PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Nonfiction
INDICATOR / STANDARD		Structural Elements and Organization
EXPECTATION / INDICATOR	MN.3.3.	Determine perspective or purpose in a piece of media in which the rhetoric is particularly effective. Analyze how style and content contribute to the power and persuasiveness of the media product (e.g.appeals to both friendly and hostile audiences and anticipates and addresses audience's concerns and counterclaims).
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: Writing
INDICATOR / STANDARD		Learning Outcome
EXPECTATION /	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 tasks and media products

to support analysis, reflection, and research by drawing evidence from a variety of texts and media products.

INDICATOR

STANDARD / STRAND

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.4.1.2.	Use technology to generate, produce, publish, and update individual or shared products in response to ongoing feedback, including new arguments or information,
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.4.3.	Revise and edit to improve sentence variety and style and to enhance subtlety of meaning and tone in ways that are consistent with purpose, audience, and media format.
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.5.3.	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.
STANDARD / STRAND		Digital Media: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Writing
INDICATOR / STANDARD		Conventions of Standard English: Grammar and Usage / Capitalization, Punctuation, and Spelling
EXPECTATION / INDICATOR	MW.6.1.	Demonstrate command of English grammar and usage, focusing on:
INDICATOR	MW.6.1.B	Verbs - Students are expected to build upon and continue applying conventions learned previously. Grade of Mastery: 10 Forming and using verbs in the indicative, imperative, interrogative, conditional and subjunctive moods.
INDICATOR	MW.6.1.C	Adjectives and Adverbs – Students are expected to build upon and continue applying conventions learned previously. Grade of Mastery: 4 Writing sentences using relative adverbs (e.g., where, when) and explaining their functions in a sentence.
STANDARD / STRAND		Digital Media: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Writing
INDICATOR / STANDARD		Conventions of Standard English: Grammar and Usage / Capitalization, Punctuation, and Spelling
EXPECTATION / INDICATOR	MW.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling focusing on:

INDICATOR	MW.6.2.A	Capitalization—Students are expected to build upon and continue applying conventions learned previously. Grade of Mastery: 5 Applying correct usage of capitalization in writing.
INDICATOR	MW.6.2.B	Punctuation –Students are expected to build upon and continue applying conventions learned previously. Grade of Mastery: 10 Using a semicolon and a conjunctive adverb to link two or more closely related independent clauses.
INDICATOR	MW.6.2.C	Spelling –Students are expected to build upon and continue applying conventions learned previously. Grade of Mastery: 5 Applying correct spelling patterns and generalizations in writing.
STANDARD / STRAND		Digital Media: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Speaking and Listening
INDICATOR / STANDARD		Comprehension
EXPECTATION / INDICATOR	MSL.3.1.	Integrate multiple sources of information presented in multiple formats (e.g., graphics, photos, illustrations, public records, audio, video) in order to make informed decisions, solve problems, or create evaluating the credibility, accuracy, and feasibility noting any discrepancies among the information.
STANDARD / STRAND		Digital Media: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Media Literacy
INDICATOR / STANDARD		Learning Outcome
EXPECTATION / INDICATOR	ML.1.	Critically analyze content found in media used to inform, persuade, entertain, and transmit culture.
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.	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		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:

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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UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 11 Page 113-126

Indiana Academic Standards Language Arts

Grade 9 - Adopted: 2023

STANDARD / STRAND

Grades 9-10 English/Language Arts

PROFICIENCY STATEMENT / SUBSTRAND		Reading Comprehension – Learning Outcome: Students analyze the author's technique, structure, main ideas, purpose, and perspective in grade-level fiction and nonfiction text, using textual evidence to support analysis.
INDICATOR / STANDARD	9- 10.RC.1.	Analyze what a text says both explicitly and implicitly (e.g., inferences and interpretations) by citing strong and thorough textual evidence. (E)
INDICATOR / STANDARD	9- 10.RC.4.	Analyze in detail the development of two or more central ideas over the course of a text, including how they build on one another to provide a complex analysis.
INDICATOR / STANDARD	9- 10.RC.8.	Analyze U.S. and world documents of historical and literary significance, including how they address related themes and concepts.
INDICATOR / STANDARD	9- 10.RC.9.	Use context to determine or clarify the meaning of words and phrases.
INDICATOR / STANDARD	9- 10.RC.12.	Analyze the meaning of words and phrases as they are used in works of literature, including figurative, connotative, and denotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings. (E)
INDICATOR / STANDARD	9- 10.RC.13.	Determine the meaning of words and phrases as they are used in a nonfiction text, including figurative, connotative, denotative, and technical meanings; evaluate the effectiveness of specific word choices on meaning and tone in multiple and varied contexts.

STANDARD / STRAND

Grades 9-10 English/Language Arts

INDICATOR / 9- Write arguments in a variety of forms that:	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 correctly cited sources.
STANDARD 10.W.1.		9- 10.W.1.	Write arguments in a variety of forms that:

EXPECTATION / 9-INDICATOR 10.W.1.e.

Establish and maintain a consistent style and tone appropriate for the purpose and audience.

STANDARD / STRAND

Grades 9-10 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 correctly cited sources.
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INDICATOR / STANDARD	9- 10.W.2.	Write informative compositions on a variety of topics that:
EXPECTATION / INDICATOR	9- 10.W.2.a.	Introduce a topic and organize complex ideas, concepts, and information to make important connections and distinctions.
EXPECTATION / INDICATOR	9- 10.W.2.b.	Develop the topic utilizing credible sources with relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
EXPECTATION / INDICATOR	9- 10.W.2.e.	Establish and maintain a style appropriate for the purpose and audience.
STANDARD / STRAND		Grades 9-10 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 correctly cited sources.
INDICATOR / STANDARD	9- 10.W.4.	Apply the writing process to all formal writing including but not limited to argumentative, informative, and narrative:
EXPECTATION / INDICATOR	9- 10.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.
EXPECTATION / INDICATOR	9- 10.W.4.b.	Use technology to generate, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically (e.g., use of publishing programs, integration of multimedia).
EXPECTATION / INDICATOR	9- 10.W.4.c.	Utilize a standard style guide framework for in-text documentation, formatting, and works cited in order to properly credit sources in all writing types, utilizing multiple sources when appropriate.
STANDARD / STRAND		Grades 9-10 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 correctly cited sources.
INDICATOR / STANDARD	9- 10.W.5.	Conduct more sustained research assignments and tasks to build knowledge about the research process and the topic under study.
EXPECTATION / INDICATOR	9- 10.W.5.b.	Gather relevant information from multiple authoritative sources, using advanced searches effectively, and annotate sources.
EXPECTATION / INDICATOR	9- 10.W.5.c.	Assess the usefulness of each source in answering the research question.
EXPECTATION / INDICATOR	9- 10.W.5.d.	Synthesize and integrate information into the text selectively to maintain the flow of ideas.
EXPECTATION / INDICATOR	9- 10.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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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.2.3.	Analyze the impact of the author's choices: How the author uses structure, imagery, and characterization of a story for dramatic effect. (e.g., Mrs. Kelly's Monster).
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: 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.
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.
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		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.
EXPECTATION / INDICATOR	JN.2.2.	Compare and contrast the development of similar themes or central ideas across two or more works of nonfiction and analyze how the author uses specific details to shape and reveal themes.
EXPECTATION / INDICATOR	JN.2.3.	Analyze a complex set of ideas or sequence of events and explain how specific sources, facts, or events interact and develop over the course of a text. (e.g. article, infographic, editorial cartoon, photo or illustration).
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Journalism: Nonfiction
INDICATOR / STANDARD		Structural Elements and Organization
EXPECTATION / INDICATOR	JN.3.1.	Students are expected to build upon and continue applying concepts learned previously. (Grade of Mastery: 5)
EXPECTATION / INDICATOR	JN.3.2.	Analyze and evaluate the effectiveness of the structure an author uses in his or her lead or claim including whether the structure makes points clear, convincing, and engaging.
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 /		Journalism: Grades 9-12
STRAND		

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.
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.
EXPECTATION / INDICATOR	JV.2.2.	Students are expected to build upon and continue applying concepts learned previously. (Grade of Mastery: 7)
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.
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 /	JW.2.	Students are expected to build upon and continue applying concepts learned previously. (Grade of Mastery: 4)

INDICATOR

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		Contains adequate information from a variety of credible sources.
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Writing

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

INDICATOR Contain adequate information from a variety of credible sources.

INDICATOR		Establish and maintain a feature style appropriate to the purpose and audience. (e.g. AP Style)
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.
INDICATOR		Use technology to generate, produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
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.
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		Gather relevant information from multiple types of authoritative sources, using advanced searches effectively, and annotate sources.
INDICATOR		Assess the strengths and limitations of each source in terms of the task, purpose, and audience.
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		Double-checking information before writing the story
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Writing
INDICATOR / STANDARD		Conventions of Standard English: Grammar and Usage/Capitalization, Punctuation, and Spelling
EXPECTATION / INDICATOR	JW.6.1.	Demonstrate command of English grammar and usage, focusing on:
INDICATOR	JW.6.1.B.	Verbs – Students are expected to build upon and continue applying conventions learned previously. (Grade of Mastery: 10)
INDICATOR	JW.6.1.C.	Adjectives and Adverbs — Students are expected to build upon and continue applying conventions learned previously. (Grade of Mastery: 4)
INDICATOR	JW.6.1.D.	Phrases and Clauses — Students are expected to build upon and continue applying conventions learned previously. (Grade of Mastery: 7)
INDICATOR	JW.6.1.E.	Usage- Students are expected to build upon and continue applying conventions learned previously. (Grade of Mastery: 10)
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Writing
INDICATOR / STANDARD		Conventions of Standard English: Grammar and Usage/Capitalization, Punctuation, and Spelling
EXPECTATION / INDICATOR	JW.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling focusing on:
INDICATOR	JW.6.2.A.	Capitalization—Students are expected to build upon and continue applying conventions learned previously. (Grade of Mastery: 5)
INDICATOR	JW.6.2.B.	Punctuation —Students are expected to build upon and continue applying conventions learned previously. (Grade of Mastery: 10)
INDICATOR	JW.6.2.C.	Spelling —Students are expected to build upon and continue applying conventions learned previously. (Grade of Mastery: 5)

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Journalism: Grades 9-12

STRAND		
PROFICIENCY STATEMENT / SUBSTRAND		Speaking and Listening
INDICATOR / STANDARD		Comprehension
EXPECTATION / INDICATOR	JSL.3.1.	Integrate multiple sources of information presented in multiple formats (e.g., graphics, photos, illustrations, public records, audio, video) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the information.
STANDARD / STRAND		Journalism: Grades 9-12

PROFICIENCY STATEMENT / SUBSTRAND		Media Literacy
INDICATOR / STANDARD		Media Literacy
EXPECTATION / INDICATOR	JML.2.6.	Analyze and evaluate the essential features of journalistic writing in a variety of news sources for: brevity and clarity content, topics or themes appropriate for the audience

INDICATOR structural elements and organization

STANDARD / **STRAND**

Digital Media: Grades 9-12

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

EXPECTATION / MN.1. INDICATOR

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**

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.
EXPECTATION / INDICATOR	MN.2.2.	Analyze the development of similar central ideas across two or more media products and determine how specific details shape and refine the central idea.
EXPECTATION / INDICATOR	MN.2.3.	Analyze a complex set of ideas or sequence of events and explain how specific ideas, facts, events, or individuals develop throughout the product.

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PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Nonfiction
INDICATOR / STANDARD		Structural Elements and Organization
EXPECTATION / INDICATOR	MN.3.3.	Determine perspective or purpose in a piece of media in which the rhetoric is particularly effective. Analyze how style and content contribute to the power and persuasiveness of the media product (e.g.appeals to both friendly and hostile audiences and anticipates and addresses audience's concerns and counterclaims).
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: 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.3.2.1.	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.4.1.2.	Use technology to generate, produce, publish, and update individual or shared products in response to ongoing feedback, including new arguments or information,
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.4.3.	Revise and edit to improve sentence variety and style and to enhance subtlety of meaning and tone in ways that are consistent with purpose, audience, and media format.
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.
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,
INDICATOR	MW.5.3.3.	Assess the strengths and limitations of each source in terms of the task, purpose, and audience,
INDICATOR	MW.5.3.5.	Avoid plagiarism and overreliance on any one source and follow a standard format (e.g., AP Style) for citation.
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,
INDICATOR	MW.5.4.5	Double-checking information before writing the story, and
STANDARD / STRAND		Digital Media: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Writing
INDICATOR / STANDARD		Conventions of Standard English: Grammar and Usage / Capitalization, Punctuation, and Spelling
EXPECTATION / INDICATOR	MW.6.1.	Demonstrate command of English grammar and usage, focusing on:
INDICATOR	MW.6.1.B	Verbs - Students are expected to build upon and continue applying conventions learned previously. Grade of Mastery: 10 Forming and using verbs in the indicative, imperative, interrogative, conditional and subjunctive moods.
INDICATOR	MW.6.1.C	Adjectives and Adverbs – Students are expected to build upon and continue applying conventions learned previously. Grade of Mastery: 4 Writing sentences using relative adverbs (e.g., where, when) and explaining their functions in a sentence.
STANDARD / STRAND		Digital Media: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Writing
INDICATOR / STANDARD		Conventions of Standard English: Grammar and Usage / Capitalization, Punctuation, and Spelling
EXPECTATION / INDICATOR	MW.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling focusing on:
INDICATOR	MW.6.2.A	Capitalization–Students are expected to build upon and continue applying conventions learned previously. Grade of Mastery: 5 Applying correct usage of capitalization in writing.
INDICATOR	MW.6.2.B	Punctuation –Students are expected to build upon and continue applying conventions learned previously. Grade of Mastery: 10 Using a semicolon and a conjunctive adverb to link two or more closely related independent clauses.
INDICATOR	MW.6.2.C	Spelling –Students are expected to build upon and continue applying conventions learned previously. Grade of Mastery: 5 Applying correct spelling patterns and generalizations in writing.
STANDARD / STRAND		Digital Media: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Speaking and Listening
INDICATOR / STANDARD		Comprehension
EXPECTATION / INDICATOR	MSL.3.1.	Integrate multiple sources of information presented in multiple formats (e.g., graphics, photos, illustrations, public records, audio, video) in order to make informed decisions, solve problems, or create evaluating the credibility, accuracy, and feasibility noting any discrepancies among the information.

accuracy, and feasibility noting any discrepancies among the information.

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PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Media Literacy
INDICATOR / STANDARD		Learning Outcome
EXPECTATION / INDICATOR	ML.1.	Critically analyze content found in media used to inform, persuade, entertain, and transmit culture.
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		Gather Information
EXPECTATION / INDICATOR	SMED.3. 4.	Identify and evaluate credible, relevant print and non-print information sources that include the following:
INDICATOR	SMED.3. 4.2.	observations and on-the-scene reports,
INDICATOR	SMED.3. 4.4.	records,
INDICATOR	SMED.3. 4.6.	reference works,
INDICATOR	SMED.3. 4.7.	database information, and
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.	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		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:
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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.

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 / SMED.5. gathering information (interviewing, researching, observing, etc.), INDICATOR 1.2.

UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 12 Page 127-132

Indiana Academic Standards Language Arts

Grade 9 - Adopted: 2023

STANDARD / STRAND

Grades 9-10 English/Language Arts

PROFICIENCY STATEMENT / SUBSTRAND		Reading Comprehension – Learning Outcome: Students analyze the author's technique, structure, main ideas, purpose, and perspective in grade-level fiction and nonfiction text, using textual evidence to support analysis.
INDICATOR / STANDARD	9- 10.RC.1.	Analyze what a text says both explicitly and implicitly (e.g., inferences and interpretations) by citing strong and thorough textual evidence. (E)
INDICATOR / STANDARD	9- 10.RC.4.	Analyze in detail the development of two or more central ideas over the course of a text, including how they build on one another to provide a complex analysis.
INDICATOR / STANDARD	9- 10.RC.8.	Analyze U.S. and world documents of historical and literary significance, including how they address related themes and concepts.
INDICATOR / STANDARD	9- 10.RC.9.	Use context to determine or clarify the meaning of words and phrases.
INDICATOR / STANDARD	9- 10.RC.12.	Analyze the meaning of words and phrases as they are used in works of literature, including figurative, connotative, and denotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings. (E)
INDICATOR / STANDARD	9- 10.RC.13.	Determine the meaning of words and phrases as they are used in a nonfiction text, including figurative, connotative, denotative, and technical meanings; evaluate the effectiveness of specific word choices on meaning and tone in multiple and varied contexts.
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STANDARD / STRAND

Grades 9-10 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 correctly cited sources.
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INDICATOR / STANDARD	9- 10.W.1.	Write arguments in a variety of forms that:
EXPECTATION / INDICATOR	9- 10.W.1.e.	Establish and maintain a consistent style and tone appropriate for the purpose and audience.
STANDARD / STRAND		Grades 9-10 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 correctly cited sources.
INDICATOR / STANDARD	9- 10.W.2.	Write informative compositions on a variety of topics that:
EXPECTATION / INDICATOR	9- 10.W.2.a.	Introduce a topic and organize complex ideas, concepts, and information to make important connections and distinctions.
EXPECTATION / INDICATOR	9- 10.W.2.b.	Develop the topic utilizing credible sources with relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
EXPECTATION / INDICATOR	9- 10.W.2.e.	Establish and maintain a style appropriate for the purpose and audience.
ST ANDARD / ST RAND		Grades 9-10 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 correctly cited sources.
INDICATOR / STANDARD	9- 10.W.4.	Apply the writing process to all formal writing including but not limited to argumentative, informative, and narrative:
EXPECTATION / INDICATOR	9- 10.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.
EXPECTATION / INDICATOR	9- 10.W.4.b.	Use technology to generate, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically (e.g., use of publishing programs, integration of multimedia).
EXPECTATION / INDICATOR	9- 10.W.4.c.	Utilize a standard style guide framework for in-text documentation, formatting, and works cited in order to properly credit sources in all writing types, utilizing multiple sources when appropriate.
ST ANDARD / ST RAND		Grades 9-10 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 correctly cited sources.
INDICATOR / STANDARD	9- 10.W.5.	Conduct more sustained research assignments and tasks to build knowledge about the research process and the topic under study.
EXPECTATION /	9- 10.W.5.a.	Formulate an inquiry question and refine and narrow the focus as research evolves.

INDICATOR 10.W.5.a.

EXPECTATION / INDICATOR	9- 10.W.5.b.	Gather relevant information from multiple authoritative sources, using advanced searches effectively, and annotate sources.
EXPECTATION / INDICATOR	9- 10.W.5.c.	Assess the usefulness of each source in answering the research question.
EXPECTATION / INDICATOR	9- 10.W.5.d.	Synthesize and integrate information into the text selectively to maintain the flow of ideas.
EXPECTATION / INDICATOR	9- 10.W.5.e.	Avoid plagiarism and over reliance on any one source and follow a standard format (e.g., MLA, APA) for citation.
		Grade 9 - 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.2.3.	Analyze the impact of the author's choices: How the author uses structure, imagery, and characterization of a story for dramatic effect. (e.g., Mrs. Kelly's Monster).
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: 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.
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.
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		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.
EXPECTATION / INDICATOR	JN.2.2.	Compare and contrast the development of similar themes or central ideas across two or more works of nonfiction and analyze how the author uses specific details to shape and reveal themes.
EXPECTATION / INDICATOR	JN.2.3.	Analyze a complex set of ideas or sequence of events and explain how specific sources, facts, or events interact and develop over the course of a text. (e.g. article, infographic, editorial cartoon, photo or illustration).
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Journalism: Nonfiction
INDICATOR / STANDARD		Structural Elements and Organization
EXPECTATION / INDICATOR	JN.3.1.	Students are expected to build upon and continue applying concepts learned previously. (Grade of Mastery: 5)
EXPECTATION / INDICATOR	JN.3.2.	Analyze and evaluate the effectiveness of the structure an author uses in his or her lead or claim including whether the structure makes points clear, convincing, and engaging.
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		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.
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.
EXPECTATION / INDICATOR	JV.2.2.	Students are expected to build upon and continue applying concepts learned previously. (Grade of Mastery: 7)
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.
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)
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.
		Contains adequate information from a variety of credible sources

Contains adequate information from a variety of credible sources.

INDICATOR

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.
INDICATOR		Contain adequate information from a variety of credible sources.
INDICATOR		Establish and maintain a feature style appropriate to the purpose and audience. (e.g. AP Style)
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.
INDICATOR		Use technology to generate, produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
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.
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
EXPECT ATION / INDICAT OR	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.
INDICATOR		Gather relevant information from multiple types of authoritative sources, using advanced searches effectively, and annotate sources.
INDICATOR		Assess the strengths and limitations of each source in terms of the task, purpose, and audience.
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		Double-checking information before writing the story
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Writing
INDICATOR / STANDARD		Conventions of Standard English: Grammar and Usage/Capitalization, Punctuation, and Spelling
EXPECTATION / INDICATOR	JW.6.1.	Demonstrate command of English grammar and usage, focusing on:
INDICATOR	JW.6.1.B.	Verbs – Students are expected to build upon and continue applying conventions learned previously. (Grade of Mastery: 10)
INDICATOR	JW.6.1.C.	Adjectives and Adverbs — Students are expected to build upon and continue applying conventions learned previously. (Grade of Mastery: 4)
INDICATOR	JW.6.1.D.	Phrases and Clauses — Students are expected to build upon and continue applying conventions learned previously. (Grade of Mastery: 7)
INDICATOR	JW.6.1.E.	Usage- Students are expected to build upon and continue applying conventions learned previously. (Grade of Mastery: 10)
STANDARD / STRAND		Journalism: Grades 9-12

PROFICIENCY STATEMENT / SUBSTRAND		Writing
INDICATOR / STANDARD		Conventions of Standard English: Grammar and Usage/Capitalization, Punctuation, and Spelling
EXPECTATION / INDICATOR	JW.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling focusing on:
INDICATOR	JW.6.2.A.	Capitalization—Students are expected to build upon and continue applying conventions learned previously. (Grade of Mastery: 5)
INDICATOR	JW.6.2.B.	Punctuation —Students are expected to build upon and continue applying conventions learned previously. (Grade of Mastery: 10)
INDICATOR	JW.6.2.C.	Spelling —Students are expected to build upon and continue applying conventions learned previously. (Grade of Mastery: 5)
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Speaking and Listening
INDICATOR / STANDARD		Comprehension
EXPECTATION / INDICATOR	JSL.3.1.	Integrate multiple sources of information presented in multiple formats (e.g., graphics, photos, illustrations, public records, audio, video) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the information.
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Media Literacy
INDICATOR / STANDARD		Media Literacy
EXPECTATION / INDICATOR	JML.2.6.	Analyze and evaluate the essential features of journalistic writing in a variety of news sources for: brevity and clarity content, topics or themes appropriate for the audience
INDICATOR		structural elements and organization
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 and of the range, and with scaffolding as peeded at the high end of the range.

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.
EXPECTATION / INDICATOR	MN.2.2.	Analyze the development of similar central ideas across two or more media products and determine how specific details shape and refine the central idea.
EXPECTATION / INDICATOR	MN.2.3.	Analyze a complex set of ideas or sequence of events and explain how specific ideas, facts, events, or individuals develop throughout the product.
STANDARD / STRAND		Digital Media: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Nonfiction
INDICATOR / STANDARD		Structural Elements and Organization
EXPECTATION / INDICATOR	MN.3.3.	Determine perspective or purpose in a piece of media in which the rhetoric is particularly effective. Analyze how style and content contribute to the power and persuasiveness of the media product (e.g.appeals to both friendly and hostile audiences and anticipates and addresses audience's concerns and counterclaims).
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: 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.3.2.1.	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.4.1.2.	Use technology to generate, produce, publish, and update individual or shared products in response to ongoing feedback, including new arguments or information,
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.4.3.	Revise and edit to improve sentence variety and style and to enhance subtlety of meaning and tone in ways that are consistent with purpose, audience, and media format.
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.
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.5.3.1.	Formulate an inquiry question, and refine and narrow the focus as research evolves,
INDICATOR	MW.5.3.2.	Gather relevant information from multiple types of authoritative sources, using advanced searches effectively, and

annotate sources,

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, INDICATOR MW.5.4.2. Formulating questions that elicit valuable information, INDICATOR MW.5.4.5 Double-checking information before writing the story, and STANDARD / STRAND PROFICIENCY STATEMENT / SUBSTRAND INDICATOR / STANDARD / STAND			
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PROFICIENCY SUBSTRAND INDICATOR I STANDARD	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 STANDARD INDICATOR The Research Process: Finding, Assessing, Synthesizing, and Reporting Information INDICATOR The Research Process: Finding, Assessing, Synthesizing, and Reporting Information 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 berving and recording details during the interview. Effective 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, INDICATOR MW.5.4.5. Double-checking information before writing the story, and INDICATOR MW.5.4.5. Double-checking information before writing the story, and INDICATOR Digital Media: Grades 9-12 INDICATOR Digital Media: Writing Digital Media: Writing INDICATOR Conventions of Standard English: Grammar and Usage / Capitalization, Punctuation, and Spelling INDICATOR MW.6.1. Demonstrate command of English grammar and usage, focusing on: INDICATOR MW.6.1. Demonstrate command of English grammar and usage, focusing on: INDICATOR MW.6.1. Demonstrate command of English grammar and usage, focusing on: INDICATOR MW.6.1. Adjectives and Adverbs - Students are expected to build upon and continue applying conventions learned previously. Grade of Mastery; 10 Forming and using verbs in the indicative, imperative, interrogative, conditional and subjunctive moods that the conventions in a sentence. INDICATOR MW.6.1. Digital Media: Grades 9-12 INDICATOR Digital Media: Writing Digital Media:			Digital Media: Grades 9-12
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STANDARD / STRAND Digital Media: Grades 9-12 PROFICIENCY STATEMENT / Digital Media: Writing INDICATOR / STANDARD / SUBJECT / STANDARD / STANDARD / SUBJECT / STANDARD / SUBJECT / SU	INDICATOR	MW.5.4.1.	Researching background information,
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PROFICIENCY STATEMENT / SUBSTRAND INDICATOR / STANDARD Conventions of Standard English: Grammar and Usage / Capitalization, Punctuation, and Spelling EXPECTATION / INDICATOR MW.6.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling focusing on: INDICATOR MW.6.2.A Capitalization—Students are expected to build upon and continue applying conventions learned previously. Grade	INDICATOR	MW.6.1.C	previously. Grade of Mastery: 4 Writing sentences using relative adverbs (e.g., where, when) and explaining their
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EXPECTATION / INDICATOR MW.6.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling focusing on: INDICATOR MW.6.2.A Capitalization—Students are expected to build upon and continue applying conventions learned previously. Grade	STATEMENT /		Digital Media: Writing
INDICATOR spelling focusing on: NW.6.2.A Capitalization—Students are expected to build upon and continue applying conventions learned previously. Grade			Conventions of Standard English: Grammar and Usage / Capitalization, Punctuation, and Spelling
		MW.6.2.	
	INDICATOR	MW.6.2.A	

ST ANDARD /		Student Media: 9-12
INDICATOR	SMED.3. 4.7.	database information, and
INDICATOR	SMED.3. 4.6.	reference works,
INDICATOR	SMED.3. 4.4.	records,
INDICATOR	SMED.3. 4.2.	observations and on-the-scene reports,
EXPECTATION / INDICATOR	SMED.3. 4.	Identify and evaluate credible, relevant print and non-print information sources that include the following:
INDICATOR / STANDARD		Gather Information
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.
STANDARD / STRAND		Student Media: 9-12
EXPECTATION / INDICATOR	ML.1.	Critically analyze content found in media used to inform, persuade, entertain, and transmit culture.
INDICATOR / STANDARD		Learning Outcome
PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Media Literacy
STANDARD / STRAND		Digital Media: Grades 9-12
EXPECTATION / INDICATOR	MSL.3.1.	Integrate multiple sources of information presented in multiple formats (e.g., graphics, photos, illustrations, public records, audio, video) in order to make informed decisions, solve problems, or create evaluating the credibility, accuracy, and feasibility noting any discrepancies among the information.
INDICATOR / STANDARD		Comprehension
PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Speaking and Listening
STANDARD / STRAND		Digital Media: Grades 9-12
INDICATOR	MW.6.2.C	Spelling –Students are expected to build upon and continue applying conventions learned previously. Grade of Mastery: 5 Applying correct spelling patterns and generalizations in writing.
INDICATOR	MW.6.2.B	Punctuation –Students are expected to build upon and continue applying conventions learned previously. Grade of Mastery: 10 Using a semicolon and a conjunctive adverb to link two or more closely related independent clauses.

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.	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		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.
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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Indiana Academic Standards Language Arts Grade 9 - Adopted: 2023

STANDARD / STRAND	Grades 9-10 English/Language Arts
PROFICIENCY	Writing - Learning Outcome: Students compose

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 correctly cited sources.
INDICATOR / STANDARD	9- 10.W.1.	Write arguments in a variety of forms that:

EXPECTATION / 9- Establish and maintain a consistent style and tone appropriate for the purpose and audience. INDICATOR 10.W.1.e.

STANDARD / STRAND

Grades 9-10 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 correctly cited sources.
INDICATOR / STANDARD	9- 10.W.2.	Write informative compositions on a variety of topics that:
EXPECTATION / INDICATOR	9- 10.W.2.a.	Introduce a topic and organize complex ideas, concepts, and information to make important connections and distinctions.
EXPECTATION / INDICATOR	9- 10.W.2.b.	Develop the topic utilizing credible sources with relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
EXPECTATION / INDICATOR	9- 10.W.2.e.	Establish and maintain a style appropriate for the purpose and audience.
EXPECTATION / INDICATOR	9- 10.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 9-10 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 correctly cited sources.
INDICATOR / STANDARD	9- 10.W.4.	Apply the writing process to all formal writing including but not limited to argumentative, informative, and narrative:
EXPECTATION / INDICATOR	9- 10.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.
EXPECTATION / INDICATOR	9- 10.W.4.b.	Use technology to generate, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically (e.g., use of publishing programs, integration of multimedia).
EXPECTATION / INDICATOR	9- 10.W.4.c.	Utilize a standard style guide framework for in-text documentation, formatting, and works cited in order to properly credit sources in all writing types, utilizing multiple sources when appropriate.
STANDARD / STRAND		Grades 9-10 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 correctly cited sources.
INDICATOR / STANDARD	9- 10.W.5.	Conduct more sustained research assignments and tasks to build knowledge about the research process and the topic under study.
EXPECTATION / INDICATOR	9- 10.W.5.b.	Gather relevant information from multiple authoritative sources, using advanced searches effectively, and annotate sources.
EXPECTATION /	9-	Avoid plagiarism and over reliance on any one source and follow a standard format (e.g., MLA, APA) for citation.

10.W.5.e.

INDICATOR

STANDARD	I
STRAND	

Journalism: Grades 9-12

STRAND		
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)
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Writing
INDICATOR / STANDARD		Writing Genres: Editorial, News, and Feature

EXPECTATION / JW.3. INDICATOR

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		Contains adequate information from a variety of credible sources.
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.
INDICATOR		Contain adequate information from a variety of credible sources.
INDICATOR		Provide an ending that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

STANDARD /	Journalism: Grades 9-12
STRAND	

INDICATOR

PROFICIENCY STATEMENT / SUBSTRAND	Writing		
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Establish and maintain a feature style appropriate to the purpose and audience. (e.g. AP Style)

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.
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.
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		Gather relevant information from multiple types of authoritative sources, using advanced searches effectively, and annotate sources.
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		Conventions of Standard English: Grammar and Usage/Capitalization, Punctuation, and Spelling
EXPECTATION / INDICATOR	JW.6.1.	Demonstrate command of English grammar and usage, focusing on:
INDICATOR	JW.6.1.B.	Verbs – Students are expected to build upon and continue applying conventions learned previously. (Grade of Mastery: 10)

INDICATOR	JW.6.1.C.	Adjectives and Adverbs — Students are expected to build upon and continue applying conventions learned previously. (Grade of Mastery: 4)
INDICATOR	JW.6.1.D.	Phrases and Clauses — Students are expected to build upon and continue applying conventions learned previously. (Grade of Mastery: 7)
INDICATOR	JW.6.1.E.	Usage- Students are expected to build upon and continue applying conventions learned previously. (Grade of Mastery: 10)
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Writing
INDICATOR / STANDARD		Conventions of Standard English: Grammar and Usage/Capitalization, Punctuation, and Spelling
EXPECTATION / INDICATOR	JW.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling focusing on:
INDICATOR	JW.6.2.A.	Capitalization—Students are expected to build upon and continue applying conventions learned previously. (Grade of Mastery: 5)
INDICATOR	JW.6.2.B.	Punctuation —Students are expected to build upon and continue applying conventions learned previously. (Grade of Mastery: 10)
INDICATOR	JW.6.2.C.	Spelling —Students are expected to build upon and continue applying conventions learned previously. (Grade of Mastery: 5)
STANDARD / STRAND		Digital Media: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Nonfiction
INDICATOR / STANDARD		Structural Elements and Organization
EXPECTATION / INDICATOR	MN.3.3.	Determine perspective or purpose in a piece of media in which the rhetoric is particularly effective. Analyze how style and content contribute to the power and persuasiveness of the media product (e.g.appeals to both friendly and hostile audiences and anticipates and addresses audience's concerns and counterclaims).
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.3.2.1.	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.
		minica 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		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
	MW.4.1.2.	Plan and develop, draft, revise using appropriate reference materials, rewrite, try a new approach, focusing on addressing what is most significant for a specific purpose and audience, and edit to produce and strengthen. writing that is clear and coherent, Use technology to generate, produce, publish, and update individual or shared products in response to ongoing
INDICATOR	MW.4.1.2. MW.4.1.3.	Plan and develop, draft, revise using appropriate reference materials, rewrite, try a new approach, focusing on addressing what is most significant for a specific purpose and audience, and edit to produce and strengthen. writing that is clear and coherent, Use technology to generate, produce, publish, and update individual or shared products in response to ongoing feedback, including new arguments or information, Utilize a standard style guide framework for properly crediting sources in all media product types, utilizing multiple
INDICATOR INDICATOR STANDARD /	MW.4.1.2. MW.4.1.3.	Plan and develop, draft, revise using appropriate reference materials, rewrite, try a new approach, focusing on addressing what is most significant for a specific purpose and audience, and edit to produce and strengthen. writing that is clear and coherent, Use technology to generate, produce, publish, and update individual or shared products in response to ongoing feedback, including new arguments or information, Utilize a standard style guide framework for properly crediting sources in all media product types, utilizing multiple sources when appropriate.

MW.4.3.	Revise and edit to improve sentence variety and style and to enhance subtlety of meaning and tone in ways that are consistent with purpose, audience, and media format.
MW.4.4.	Revise and edit to ensure effective, grammatically correct communication.
MW.4.5.	Follow ethical standards related to information gathering that include the appropriate citing of sources and the importance of avoiding plagiarism.
	Digital Media: Grades 9-12
	Digital Media: Writing
	The Research Process: Finding, Assessing, Synthesizing, and Reporting Information
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:
MW.5.3.5.	Avoid plagiarism and overreliance on any one source and follow a standard format (e.g., AP Style) for citation.
	Digital Media: Grades 9-12
	Digital Media: Writing
	Conventions of Standard English: Grammar and Usage / Capitalization, Punctuation, and Spelling
MW.6.1.	Demonstrate command of English grammar and usage, focusing on:
MW.6.1.B	Verbs - Students are expected to build upon and continue applying conventions learned previously. Grade of Mastery: 10 Forming and using verbs in the indicative, imperative, interrogative, conditional and subjunctive moods.
	Mastery: 10 Forming and using verbs in the indicative, imperative, interrogative, conditional and subjunctive moods. Adjectives and Adverbs – Students are expected to build upon and continue applying conventions learned previously. Grade of Mastery: 4 Writing sentences using relative adverbs (e.g., where, when) and explaining their
	Mastery: 10 Forming and using verbs in the indicative, imperative, interrogative, conditional and subjunctive moods. Adjectives and Adverbs – Students are expected to build upon and continue applying conventions learned previously. Grade of Mastery: 4 Writing sentences using relative adverbs (e.g., where, when) and explaining their functions in a sentence.
	Mastery: 10 Forming and using verbs in the indicative, imperative, interrogative, conditional and subjunctive moods. Adjectives and Adverbs – Students are expected to build upon and continue applying conventions learned previously. Grade of Mastery: 4 Writing sentences using relative adverbs (e.g., where, when) and explaining their functions in a sentence. Digital Media: Grades 9-12
	Mastery: 10 Forming and using verbs in the indicative, imperative, interrogative, conditional and subjunctive moods. Adjectives and Adverbs – Students are expected to build upon and continue applying conventions learned previously. Grade of Mastery: 4 Writing sentences using relative adverbs (e.g., where, when) and explaining their functions in a sentence. Digital Media: Grades 9-12 Digital Media: Writing
MW.6.1.C	Mastery: 10 Forming and using verbs in the indicative, imperative, interrogative, conditional and subjunctive moods. Adjectives and Adverbs – Students are expected to build upon and continue applying conventions learned previously. Grade of Mastery: 4 Writing sentences using relative adverbs (e.g., where, when) and explaining their functions in a sentence. Digital Media: Grades 9-12 Digital Media: Writing Conventions of Standard English: Grammar and Usage / Capitalization, Punctuation, and Spelling Demonstrate command of the conventions of standard English capitalization, punctuation, and
	MW.4.4. MW.4.5. MW.5.3.

INDICATOR	MW.6.2.C	Spelling –Students are expected to build upon and continue applying conventions learned previously. Grade of Mastery: 5 Applying correct spelling patterns and generalizations in writing.
STANDARD / STRAND		Digital Media: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Speaking and Listening
INDICATOR / STANDARD		Comprehension
EXPECTATION / INDICATOR	MSL.3.1.	Integrate multiple sources of information presented in multiple formats (e.g., graphics, photos, illustrations, public records, audio, video) in order to make informed decisions, solve problems, or create evaluating the credibility, accuracy, and feasibility noting any discrepancies among the information.
STANDARD / STRAND		Digital Media: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Media Literacy
INDICATOR / STANDARD		Learning Outcome
EXPECTATION / INDICATOR	ML.1.	Critically analyze content found in media used to inform, persuade, entertain, and transmit culture.
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.
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.

Indiana Academic Standards

Language Arts

Grade 9 - Adopted: 2023

ST	ANDARD	
ST	RAND	

Grades 9-10 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 correctly cited sources.
INDICATOR / STANDARD	9- 10.W.1.	Write arguments in a variety of forms that:
EXPECTATION / INDICATOR	9- 10.W.1.e.	Establish and maintain a consistent style and tone appropriate for the purpose and audience.
STANDARD / STRAND		Grades 9-10 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 correctly cited sources.
INDICATOR / STANDARD	9- 10.W.2.	Write informative compositions on a variety of topics that:
EXPECTATION / INDICATOR	9- 10.W.2.a.	Introduce a topic and organize complex ideas, concepts, and information to make important connections and distinctions.
EXPECTATION / INDICATOR	9- 10.W.2.b.	Develop the topic utilizing credible sources with relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
EXPECTATION / INDICATOR	9- 10.W.2.e.	Establish and maintain a style appropriate for the purpose and audience.
EXPECTATION / INDICATOR	9- 10.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 9-10 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 correctly cited sources.
INDICATOR / STANDARD	9- 10.W.4.	Apply the writing process to all formal writing including but not limited to argumentative, informative, and narrative:
EXPECTATION / INDICATOR	9- 10.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.
EXPECTATION / INDICATOR	9- 10.W.4.b.	Use technology to generate, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically (e.g., use of publishing programs, integration of multimedia).
EXPECTATION / INDICATOR	9- 10.W.4.c.	Utilize a standard style guide framework for in-text documentation, formatting, and works cited in order to properly credit sources in all writing types, utilizing multiple sources when appropriate.

STANDARD / STRAND

PROFICIENCY STATEMENT / SUBSTRAND

Writing

Grades 9-10 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 correctly cited sources.
INDICATOR / STANDARD	9- 10.W.5.	Conduct more sustained research assignments and tasks to build knowledge about the research process and the topic under study.
EXPECTATION / INDICATOR	9- 10.W.5.b.	Gather relevant information from multiple authoritative sources, using advanced searches effectively, and annotate sources.
EXPECTATION / INDICATOR	9- 10.W.5.e.	Avoid plagiarism and over reliance on any one source and follow a standard format (e.g., MLA, APA) for citation.
		Grade 9 - 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

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		Contains adequate information from a variety of credible sources.
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.
INDICATOR		Contain adequate information from a variety of credible sources.
INDICATOR		Provide an ending that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
INDICATOR		Establish and maintain a feature style appropriate to the purpose and audience. (e.g. AP Style)
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.
INDICATOR		Use technology to generate, produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
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.
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		Gather relevant information from multiple types of authoritative sources, using advanced searches effectively, and

annotate sources.

	Avoid plagiarism and overreliance on any one source and follow a standard format (e.g., AP Style) for citation.
	Journalism: Grades 9-12
	Writing
	Conventions of Standard English: Grammar and Usage/Capitalization, Punctuation, and Spelling
JW.6.1.	Demonstrate command of English grammar and usage, focusing on:
JW.6.1.B.	Verbs – Students are expected to build upon and continue applying conventions learned previously. (Grade of Mastery: 10)
JW.6.1.C.	Adjectives and Adverbs — Students are expected to build upon and continue applying conventions learned previously. (Grade of Mastery: 4)
JW.6.1.D.	Phrases and Clauses — Students are expected to build upon and continue applying conventions learned previously. (Grade of Mastery: 7)
	Usage- Students are expected to build upon and continue applying conventions learned previously. (Grade of
JW.6.1.E.	Mastery: 10)
JW.6.1.E.	
JW.6.1.E.	Mastery: 10)
JW.6.1.E.	Mastery: 10) Journalism: Grades 9-12
JW.6.2.	Mastery: 10) Journalism: Grades 9-12 Writing
	Mastery: 10) Journalism: Grades 9-12 Writing Conventions of Standard English: Grammar and Usage/Capitalization, Punctuation, and Spelling Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling focusing on:
JW.6.2.	Mastery: 10) Journalism: Grades 9-12 Writing Conventions of Standard English: Grammar and Usage/Capitalization, Punctuation, and Spelling Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling focusing on: Capitalization—Students are expected to build upon and continue applying conventions learned previously. (Grade of Mastery: 5)
JW.6.2. JW.6.2.A.	Journalism: Grades 9-12 Writing Conventions of Standard English: Grammar and Usage/Capitalization, Punctuation, and Spelling Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling focusing on: Capitalization—Students are expected to build upon and continue applying conventions learned previously. (Grade of Mastery: 5) Punctuation—Students are expected to build upon and continue applying conventions learned previously. (Grade of Mastery: 10)
JW.6.2.A. JW.6.2.B.	Mastery: 10) Journalism: Grades 9-12 Writing Conventions of Standard English: Grammar and Usage/Capitalization, Punctuation, and Spelling Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling focusing on: Capitalization—Students are expected to build upon and continue applying conventions learned previously. (Grade of Mastery: 5) Punctuation—Students are expected to build upon and continue applying conventions learned previously. (Grade of Mastery: 10) Spelling—Students are expected to build upon and continue applying conventions learned previously. (Grade of
	JW.6.1.B.

Structural Elements and Organization

INDICATOR / STANDARD

EXPECTATION / INDICATOR	MN.3.3.	Determine perspective or purpose in a piece of media in which the rhetoric is particularly effective. Analyze how style and content contribute to the power and persuasiveness of the media product (e.g.appeals to both friendly and hostile audiences and anticipates and addresses audience's concerns and counterclaims).
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.3.2.1.	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.

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,
MW.4.1.2.	Use technology to generate, produce, publish, and update individual or shared products in response to ongoing feedback, including new arguments or information,
MW.4.1.3.	Utilize a standard style guide framework for properly crediting sources in all media product types, utilizing multiple sources when appropriate.
	Digital Media: Grades 9-12
	Digital Media: Writing
	The Writing Process
MW.4.3.	Revise and edit to improve sentence variety and style and to enhance subtlety of meaning and tone in ways that are consistent with purpose, audience, and media format.
MW.4.4.	Revise and edit to ensure effective, grammatically correct communication.
MW.4.5.	Follow ethical standards related to information gathering that include the appropriate citing of sources and the importance of avoiding plagiarism.
	Digital Media: Grades 9-12
	Digital Media: Writing
	The Research Process: Finding, Assessing, Synthesizing, and Reporting Information
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:
MW.5.3.5.	Avoid plagiarism and overreliance on any one source and follow a standard format (e.g., AP Style) for citation.
	Digital Media: Grades 9-12
	Digital Media: Writing
	Conventions of Standard English: Grammar and Usage / Capitalization, Punctuation, and Spelling
MW.6.1.	Demonstrate command of English grammar and usage, focusing on:
MW.6.1.B	Verbs - Students are expected to build upon and continue applying conventions learned previously. Grade of Mastery: 10 Forming and using verbs in the indicative, imperative, interrogative, conditional and subjunctive moods.
	MW.4.1.2. MW.4.1.3. MW.4.3. MW.4.5. MW.5.3.

INDICATOR	MW.6.1.C	Adjectives and Adverbs – Students are expected to build upon and continue applying conventions learned previously. Grade of Mastery: 4 Writing sentences using relative adverbs (e.g., where, when) and explaining their functions in a sentence.
STANDARD / STRAND		Digital Media: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Writing
INDICATOR / STANDARD		Conventions of Standard English: Grammar and Usage / Capitalization, Punctuation, and Spelling
EXPECTATION / INDICATOR	MW.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling focusing on:
INDICATOR	MW.6.2.A	Capitalization–Students are expected to build upon and continue applying conventions learned previously. Grade of Mastery: 5 Applying correct usage of capitalization in writing.
INDICATOR	MW.6.2.B	Punctuation –Students are expected to build upon and continue applying conventions learned previously. Grade of Mastery: 10 Using a semicolon and a conjunctive adverb to link two or more closely related independent clauses.
INDICATOR	MW.6.2.C	Spelling –Students are expected to build upon and continue applying conventions learned previously. Grade of Mastery: 5 Applying correct spelling patterns and generalizations in writing.
STANDARD / STRAND		Digital Media: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Speaking and Listening
INDICATOR / STANDARD		Comprehension
EXPECTATION / INDICATOR	MSL.3.1.	Integrate multiple sources of information presented in multiple formats (e.g., graphics, photos, illustrations, public records, audio, video) in order to make informed decisions, solve problems, or create evaluating the credibility, accuracy, and feasibility noting any discrepancies among the information.
STANDARD / STRAND		Digital Media: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Media Literacy
INDICATOR / STANDARD		Learning Outcome
EXPECTATION / INDICATOR	ML.1.	Critically analyze content found in media used to inform, persuade, entertain, and transmit culture.
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.	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		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.
STANDARD / STRAND		Student Media: 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Standard 6: Media Leadership and Career Development - Students understand the organization, economics, and management of media staff. They explore career paths and further educational opportunities in journalism.
INDICATOR / STANDARD		Career Development
EXPECTATION / INDICATOR	SMED.6. 7.	Create portfolios (print or non-print) that include
INDICATOR	SMED.6. 7.1.	personal narrative summary of high school experience,
INDICATOR	SMED.6. 7.2.	resumes or career goal statements,
INDICATOR	SMED.6. 7.3.	letters of recommendation,
INDICATOR	SMED.6. 7.4.	samples of best clips or work, and
INDICATOR	SMED.6. 7.5.	recognitions, awards, certificates, or testimonials.

UNIT 7: INVENTIVE WRITING Week 15 Page 145-160

Indiana Academic Standards
Language Arts
Grade 9 - Adopted: 2023

STANDARD / STRAND

Grades 9-10 English/Language Arts

PROFICIENCY STATEMENT / SUBSTRAND		Reading Comprehension – Learning Outcome: Students analyze the author's technique, structure, main ideas, purpose, and perspective in grade-level fiction and nonfiction text, using textual evidence to support analysis.
INDICATOR / STANDARD	9- 10.RC.1.	Analyze what a text says both explicitly and implicitly (e.g., inferences and interpretations) by citing strong and thorough textual evidence. (E)
INDICATOR / STANDARD	9- 10.RC.2.	Analyze in detail the development of two or more themes over the course of a work of literature, including how they emerge and are specific and refined by specific details. (E)
INDICATOR / STANDARD	9- 10.RC.3.	Analyze and evaluate how an author's choices concerning how to structure a work of literature, order events within it (e.g., parallel episodes), and manipulate time (e.g., pacing, flashbacks) contribute to the overall meaning and effect of a work.
INDICATOR / STANDARD	9- 10.RC.4.	Analyze in detail the development of two or more central ideas over the course of a text, including how they build on one another to provide a complex analysis.
INDICATOR / STANDARD	9- 10.RC.6.	Determine an author's perspective or purpose in a text, and analyze how an author uses rhetoric to advance that perspective or purpose.
INDICATOR / STANDARD	9- 10.RC.9.	Use context to determine or clarify the meaning of words and phrases.
INDICATOR / STANDARD	9- 10.RC.12.	Analyze the meaning of words and phrases as they are used in works of literature, including figurative, connotative, and denotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings. (E)
STANDARD / STRAND		Grades 9-10 English/Language Arts
		Grades 9-10 English/Language Arts 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 correctly cited sources.
PROFICIENCY STATEMENT /	9- 10.W.3.	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 correctly cited
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 correctly cited sources.
PROFICIENCY STATEMENT / SUBSTRAND INDICATOR / STANDARD	10.W.3 .	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 correctly cited sources. Write narrative compositions in a variety of forms that: Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s)
PROFICIENCY STATEMENT / SUBSTRAND INDICATOR / STANDARD EXPECTATION / INDICATOR	9- 10.W.3.a.	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 correctly cited sources. Write narrative compositions in a variety of forms that: Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters.
PROFICIENCY STATEMENT / SUBSTRAND INDICATOR / STANDARD EXPECTATION / INDICATOR EXPECTATION / INDICATOR	9- 10.W.3.a. 9- 10.W.3.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 correctly cited sources. Write narrative compositions in a variety of forms that: Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters. Create a smooth progression of experiences or events.
PROFICIENCY STATEMENT / SUBSTRAND INDICATOR / STANDARD EXPECTATION / INDICATOR EXPECTATION / INDICATOR EXPECTATION / INDICATOR EXPECTATION / INDICATOR	9- 10.W.3.a. 9- 10.W.3.b. 9- 10.W.3.c.	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 correctly cited sources. Write narrative compositions in a variety of forms that: Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters. Create a smooth progression of experiences or events. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plotlines to develop experiences, events, and/or characters. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences,

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 correctly cited sources.
INDICATOR / STANDARD	9- 10.W.4.	Apply the writing process to all formal writing including but not limited to argumentative, informative, and narrative:
EXPECTATION / INDICATOR	9- 10.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.
EXPECTATION / INDICATOR	9- 10.W.4.b.	Use technology to generate, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically (e.g., use of publishing programs, integration of multimedia).
		Grade 9 - 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		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.
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)
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)
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY		
STATEMENT / SUBSTRAND		Writing
STATEMENT /		Writing Writing Genres: Editorial, News, and Feature
STATEMENT / SUBSTRAND	JW.3.	
STATEMENT / SUBSTRAND INDICATOR / STANDARD EXPECTATION /	JW.3.	Writing Genres: Editorial, News, and Feature
STATEMENT / SUBSTRAND INDICATOR / STANDARD EXPECTATION / INDICATOR STANDARD /	JW.3.	Writing Genres: Editorial, News, and Feature Students are expected to build upon and continue concepts learned previously.
STATEMENT / SUBSTRAND INDICATOR / STANDARD EXPECTATION / INDICATOR STANDARD / STANDARD / STANDARD / STANDARD / STANDARD / STATEMENT /	JW.3.	Writing Genres: Editorial, News, and Feature Students are expected to build upon and continue concepts learned previously. Journalism: Grades 9-12
STATEMENT / SUBSTRAND INDICATOR / STANDARD EXPECTATION / INDICATOR STANDARD / STRAND PROFICIENCY STATEMENT / SUBSTRAND INDICATOR /	JW.3.	Writing Genres: Editorial, News, and Feature Students are expected to build upon and continue concepts learned previously. Journalism: Grades 9-12 Writing
STATEMENT / SUBSTRAND INDICATOR / STANDARD EXPECTATION / INDICATOR STANDARD / STRAND PROFICIENCY STATEMENT / SUBSTRAND INDICATOR / STANDARD EXPECTATION		Writing Genres: Editorial, News, and Feature Students are expected to build upon and continue concepts learned previously. Journalism: Grades 9-12 Writing Writing Genres: Editorial, News, and Feature

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.
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.
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Writing
PROFICIENCY STATEMENT /		Writing Conventions of Standard English: Grammar and Usage/Capitalization, Punctuation, and Spelling
PROFICIENCY STATEMENT / SUBSTRAND	JW.6.1.	
PROFICIENCY STATEMENT / SUBSTRAND INDICATOR / STANDARD		Conventions of Standard English: Grammar and Usage/Capitalization, Punctuation, and Spelling
PROFICIENCY STATEMENT / SUBSTRAND INDICATOR / STANDARD EXPECTATION / INDICATOR	JW.6.1.B.	Conventions of Standard English: Grammar and Usage/Capitalization, Punctuation, and Spelling Demonstrate command of English grammar and usage, focusing on: Verbs – Students are expected to build upon and continue applying conventions learned previously. (Grade of
PROFICIENCY STATEMENT / SUBSTRAND INDICATOR / STANDARD EXPECTATION / INDICATOR	JW.6.1.B.	Conventions of Standard English: Grammar and Usage/Capitalization, Punctuation, and Spelling Demonstrate command of English grammar and usage, focusing on: Verbs – Students are expected to build upon and continue applying conventions learned previously. (Grade of Mastery: 10) Adjectives and Adverbs — Students are expected to build upon and continue applying conventions learned
PROFICIENCY STATEMENT / SUBSTRAND INDICATOR / STANDARD EXPECTATION / INDICATOR INDICATOR INDICATOR	JW.6.1.B.	Conventions of Standard English: Grammar and Usage/Capitalization, Punctuation, and Spelling Demonstrate command of English grammar and usage, focusing on: Verbs – Students are expected to build upon and continue applying conventions learned previously. (Grade of Mastery: 10) Adjectives and Adverbs — Students are expected to build upon and continue applying conventions learned previously. (Grade of Mastery: 4) Usage- Students are expected to build upon and continue applying conventions learned previously. (Grade of
PROFICIENCY STATEMENT / SUBSTRAND INDICATOR / STANDARD EXPECTATION / INDICATOR INDICATOR INDICATOR INDICATOR STANDARD /	JW.6.1.B.	Conventions of Standard English: Grammar and Usage/Capitalization, Punctuation, and Spelling Demonstrate command of English grammar and usage, focusing on: Verbs – Students are expected to build upon and continue applying conventions learned previously. (Grade of Mastery: 10) Adjectives and Adverbs — Students are expected to build upon and continue applying conventions learned previously. (Grade of Mastery: 4) Usage—Students are expected to build upon and continue applying conventions learned previously. (Grade of Mastery: 10)
PROFICIENCY STATEMENT / SUBSTRAND INDICATOR / STANDARD EXPECTATION / INDICATOR INDICATOR INDICATOR INDICATOR STANDARD / STRAND PROFICIENCY STATEMENT /	JW.6.1.B.	Conventions of Standard English: Grammar and Usage/Capitalization, Punctuation, and Spelling Demonstrate command of English grammar and usage, focusing on: Verbs – Students are expected to build upon and continue applying conventions learned previously. (Grade of Mastery: 10) Adjectives and Adverbs — Students are expected to build upon and continue applying conventions learned previously. (Grade of Mastery: 4) Usage— Students are expected to build upon and continue applying conventions learned previously. (Grade of Mastery: 10) Journalism: Grades 9-12

INDICATOR	JW.6.2.A.	Capitalization—Students are expected to build upon and continue applying conventions learned previously. (Grade of Mastery: 5)
INDICATOR	JW.6.2.B.	Punctuation —Students are expected to build upon and continue applying conventions learned previously. (Grade of Mastery: 10)
INDICATOR	JW.6.2.C.	Spelling —Students are expected to build upon and continue applying conventions learned previously. (Grade of Mastery: 5)
STANDARD / STRAND		Digital Media: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Narrative Storytelling
INDICATOR / STANDARD		Learning Outcome
EXPECTATION / INDICATOR	MS.1.	Read and interact with a variety of media from journalistic outlets and read other texts related to media within a range of complexity appropriate for grades 9-12 that include possibilities for analysis of literary techniques, structure and style. By the end of this course, students interact with media and texts proficiently and independently at the low end of the range and with scaffolding as needed at the high end of the range.
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.
EXPECTATION / INDICATOR	MS.2.3.	Analyze how the producer's choices impact subject development over the course of a media product.
STANDARD / STRAND		Digital Media: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Narrative Storytelling
INDICATOR / STANDARD		Structural Elements and Organization
EXPECTATION / INDICATOR	MS.3.1.	Analyze and evaluate how a producer's choices concerning how to structure specific parts of a media product contribute to its overall meaning and effect.
STANDARD / STRAND		Digital Media: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Nonfiction
INDICATOR /		Structural Elements and Organization

EXPECTATION / INDICATOR	MN.3.3.	Determine perspective or purpose in a piece of media in which the rhetoric is particularly effective. Analyze how style and content contribute to the power and persuasiveness of the media product (e.g.appeals to both friendly and hostile audiences and anticipates and addresses audience's concerns and counterclaims).
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.3.3.	Write or produce narrative and feature-style media products in a variety of forms that:
INDICATOR	MW.3.3.1.	Engage and orient the audience by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and including narration and/or sources or characters,
INDICATOR	MW.3.3.4.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome,
INDICATOR	MW.3.3.5.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
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.4.1.2.	Use technology to generate, produce, publish, and update individual or shared products in response to ongoing feedback, including new arguments or information,
STANDARD / STRAND		Digital Media: Grades 9-12

PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Writing
INDICATOR / STANDARD		The Writing Process
EXPECTATION / INDICATOR	MW.4.3.	Revise and edit to improve sentence variety and style and to enhance subtlety of meaning and tone in ways that are consistent with purpose, audience, and media format.
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		Conventions of Standard English: Grammar and Usage / Capitalization, Punctuation, and Spelling
EXPECTATION / INDICATOR	MW.6.1.	Demonstrate command of English grammar and usage, focusing on:
INDICATOR	MW.6.1.B	Verbs - Students are expected to build upon and continue applying conventions learned previously. Grade of Mastery: 10 Forming and using verbs in the indicative, imperative, interrogative, conditional and subjunctive moods.
INDICATOR	MW.6.1.C	Adjectives and Adverbs – Students are expected to build upon and continue applying conventions learned previously. Grade of Mastery: 4 Writing sentences using relative adverbs (e.g., where, when) and explaining their functions in a sentence.
STANDARD / STRAND		Digital Media: Grades 9-12
		Digital Media: Grades 9-12 Digital Media: Writing
PROFICIENCY STATEMENT /		
PROFICIENCY STATEMENT / SUBSTRAND	MW.6.2.	Digital Media: Writing
PROFICIENCY STATEMENT / SUBSTRAND INDICATOR / STANDARD		Digital Media: Writing Conventions of Standard English: Grammar and Usage / Capitalization, Punctuation, and Spelling Demonstrate command of the conventions of standard English capitalization, punctuation, and
PROFICIENCY STATEMENT / SUBSTRAND INDICATOR / STANDARD EXPECTATION / INDICATOR	MW.6.2.A	Digital Media: Writing Conventions of Standard English: Grammar and Usage / Capitalization, Punctuation, and Spelling Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling focusing on: Capitalization—Students are expected to build upon and continue applying conventions learned previously. Grade of
PROFICIENCY STATEMENT / SUBSTRAND INDICATOR / STANDARD EXPECTATION / INDICATOR INDICATOR	MW.6.2.A MW.6.2.B	Digital Media: Writing Conventions of Standard English: Grammar and Usage / Capitalization, Punctuation, and Spelling Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling focusing on: Capitalization–Students are expected to build upon and continue applying conventions learned previously. Grade of Mastery: 5 Applying correct usage of capitalization in writing. Punctuation –Students are expected to build upon and continue applying conventions learned previously. Grade of
PROFICIENCY STATEMENT / SUBSTRAND INDICATOR / STANDARD EXPECTATION / INDICATOR INDICATOR INDICATOR	MW.6.2.A MW.6.2.B	Digital Media: Writing Conventions of Standard English: Grammar and Usage / Capitalization, Punctuation, and Spelling Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling focusing on: Capitalization—Students are expected to build upon and continue applying conventions learned previously. Grade of Mastery: 5 Applying correct usage of capitalization in writing. Punctuation—Students are expected to build upon and continue applying conventions learned previously. Grade of Mastery: 10 Using a semicolon and a conjunctive adverb to link two or more closely related independent clauses. Spelling—Students are expected to build upon and continue applying conventions learned previously. Grade of
PROFICIENCY STATEMENT / SUBSTRAND INDICATOR / STANDARD EXPECTATION / INDICATOR INDICATOR INDICATOR INDICATOR STANDARD /	MW.6.2.A MW.6.2.B	Conventions of Standard English: Grammar and Usage / Capitalization, Punctuation, and Spelling Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling focusing on: Capitalization—Students are expected to build upon and continue applying conventions learned previously. Grade of Mastery: 5 Applying correct usage of capitalization in writing. Punctuation—Students are expected to build upon and continue applying conventions learned previously. Grade of Mastery: 10 Using a semicolon and a conjunctive adverb to link two or more closely related independent clauses. Spelling—Students are expected to build upon and continue applying conventions learned previously. Grade of Mastery: 5 Applying correct spelling patterns and generalizations in writing.

EXPECTATION / ML.1. INDICATOR

Critically analyze content found in media used to inform, persuade, entertain, and transmit culture.

UNIT 8: FORMAL ESSAY MODELS Week 16 Page 161-182

Indiana Academic Standards Language Arts

Grade 9 - Adopted: 2023

ST	ANDARD	
ST	RAND	

Grades 9-10 English/Language Arts

PROFICIENCY STATEMENT / SUBSTRAND		Reading Comprehension – Learning Outcome: Students analyze the author's technique, structure, main ideas, purpose, and perspective in grade-level fiction and nonfiction text, using textual evidence to support analysis.
INDICATOR / STANDARD	9- 10.RC.1.	Analyze what a text says both explicitly and implicitly (e.g., inferences and interpretations) by citing strong and thorough textual evidence. (E)
INDICATOR / STANDARD	9- 10.RC.4.	Analyze in detail the development of two or more central ideas over the course of a text, including how they build on one another to provide a complex analysis.
INDICATOR / STANDARD	9- 10.RC.9.	Use context to determine or clarify the meaning of words and phrases.
INDICATOR / STANDARD	9- 10.RC.12.	Analyze the meaning of words and phrases as they are used in works of literature, including figurative, connotative, and denotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings. (E)
INDICATOR / STANDARD	9- 10.RC.13.	Determine the meaning of words and phrases as they are used in a nonfiction text, including figurative, connotative, denotative, and technical meanings; evaluate the effectiveness of specific word choices on meaning and tone in multiple and varied contexts.
STANDARD / STRAND		Grades 9-10 English/Language Arts
PROFICIENCY		Whiting I coming Outcome, Students compace uniting and procentations for uniting government

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 correctly cited sources.
INDICATOR / STANDARD	9- 10.W.1.	Write arguments in a variety of forms that:

EXPECTATION / 9-INDICATOR 10.W.1.e.

Establish and maintain a consistent style and tone appropriate for the purpose and audience.

STANDARD / STRAND

Grades 9-10 English/Language Arts

SUBSTRAND compositions will include correct use of standard formatting (e.g., MLA, APA) with correct sources.	earch processes; orrectly cited
INDICATOR / 9- Write informative compositions on a variety of topics that: 10.W.2.	

EXPECTATION / 9- Introduce a INDICATOR 10.W.2.a. distinctions.

Introduce a topic and organize complex ideas, concepts, and information to make important connections and

EXPECTATION / INDICATOR	9- 10.W.2.b.	Develop the topic utilizing credible sources with relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
EXPECTATION / INDICATOR	9- 10.W.2.e.	Establish and maintain a style appropriate for the purpose and audience.
EXPECTATION / INDICATOR	9- 10.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 9-10 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 correctly cited sources.
INDICATOR / STANDARD	9- 10.W.4.	Apply the writing process to all formal writing including but not limited to argumentative, informative, and narrative:
EXPECTATION / INDICATOR	9- 10.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.
EXPECTATION / INDICATOR	9- 10.W.4.b.	Use technology to generate, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically (e.g., use of publishing programs, integration of multimedia).
EXPECTATION / INDICATOR	9- 10.W.4.c.	Utilize a standard style guide framework for in-text documentation, formatting, and works cited in order to properly credit sources in all writing types, utilizing multiple sources when appropriate.
STANDARD / STRAND		Grades 9-10 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 correctly cited sources.
INDICATOR / STANDARD	9- 10.W.5.	Conduct more sustained research assignments and tasks to build knowledge about the research process and the topic under study.
EXPECTATION / INDICATOR	9- 10.W.5.a.	Formulate an inquiry question and refine and narrow the focus as research evolves.
EXPECTATION / INDICATOR	9- 10.W.5.b.	Gather relevant information from multiple authoritative sources, using advanced searches effectively, and annotate sources.
EXPECTATION / INDICATOR	9- 10.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	9- 10.W.5.f.	Present information, choosing from a variety of formats. (E)
		Grade 9 - Adopted: 2020

Grade 9 - Adopted: 2020

STANDARD / STRAND Journalism: Grades 9-12

PROFICIENCY		Journalism: Narrative Nonfiction/Historical Fiction
PROFICIENCY STATEMENT / SUBSTRAND		Journalism. Natrative Normetion/filstorical 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.2.3.	Analyze the impact of the author's choices: How the author uses structure, imagery, and characterization of a story for dramatic effect. (e.g., Mrs. Kelly's Monster).
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: 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.
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

where the text leaves matters uncertain.

EXPECTATION / INDICATOR	JN.2.3.	Analyze a complex set of ideas or sequence of events and explain how specific sources, facts, or events interact and develop over the course of a text. (e.g. article, infographic, editorial cartoon, photo or illustration).
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Journalism: Nonfiction
INDICATOR / STANDARD		Structural Elements and Organization
EXPECTATION / INDICATOR	JN.3.1.	Students are expected to build upon and continue applying concepts learned previously. (Grade of Mastery: 5)
EXPECTATION / INDICATOR	JN.3.2.	Analyze and evaluate the effectiveness of the structure an author uses in his or her lead or claim including whether the structure makes points clear, convincing, and engaging.
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.
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.
EXPECTATION / INDICATOR	JV.2.2.	Students are expected to build upon and continue applying concepts learned previously. (Grade of Mastery: 7)
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.

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)
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 /		Writing Genres: Editorial, News, and Feature

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

INDICATOR

Writing Genres: Editorial, News, and Feature

Journalism: Grades 9-12

/ INDICATOR

STANDARD /

INDICATOR /

STANDARD

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.

STRAND	
PROFICIENCY STATEMENT / SUBSTRAND	Writing

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.
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		Provide an ending that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
INDICATOR		Establish and maintain a feature style appropriate to the purpose and audience. (e.g. AP Style)
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.
INDICATOR		Use technology to generate, produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
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.
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Writing
INDICATOR / STANDARD		The Research Process: Finding, Assessing, Synthesizing, and Reporting Information

EXPECTATION / INDICATOR	JW.5.2.	Identify relevant issues and events of interest to readers through current news analysis, surveys, research reports, statistical data, and interviews with readers.
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.
INDICATOR		Gather relevant information from multiple types of authoritative sources, using advanced searches effectively, and annotate sources.
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		Double-checking information before writing the story
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Writing
INDICATOR / STANDARD		Conventions of Standard English: Grammar and Usage/Capitalization, Punctuation, and Spelling
EXPECTATION / INDICATOR	JW.6.1.	Demonstrate command of English grammar and usage, focusing on:
INDICATOR	JW.6.1.B.	Verbs – Students are expected to build upon and continue applying conventions learned previously. (Grade of Mastery: 10)
INDICATOR	JW.6.1.C.	Adjectives and Adverbs — Students are expected to build upon and continue applying conventions learned previously. (Grade of Mastery: 4)
INDICATOR	JW.6.1.D.	Phrases and Clauses — Students are expected to build upon and continue applying conventions learned previously. (Grade of Mastery: 7)
INDICATOR	JW.6.1.E.	Usage- Students are expected to build upon and continue applying conventions learned previously. (Grade of Mastery: 10)

STANDARD / STRAND

EXPECTATION / MN2.1.

INDICATOR

Journalism: Grades 9-12

PROFICIENCY STATEMENT / SUBSTRAND		Writing
INDICATOR / STANDARD		Conventions of Standard English: Grammar and Usage/Capitalization, Punctuation, and Spelling
EXPECTATION / INDICATOR	JW.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling focusing on:
INDICATOR	JW.6.2.A.	Capitalization—Students are expected to build upon and continue applying conventions learned previously. (Grade of Mastery: 5)
INDICATOR	JW.6.2.B.	Punctuation —Students are expected to build upon and continue applying conventions learned previously. (Grade of Mastery: 10)
INDICATOR	JW.6.2.C.	Spelling —Students are expected to build upon and continue applying conventions learned previously. (Grade of Mastery: 5)
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Media Literacy
INDICATOR / STANDARD		Media Literacy
EXPECTATION / INDICATOR	JML.2.6.	Analyze and evaluate the essential features of journalistic writing in a variety of news sources for: brevity and clarity content, topics or themes appropriate for the audience
INDICATOR		structural elements and organization
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

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.

EXPECTATION / INDICATOR	MN.2.3.	Analyze a complex set of ideas or sequence of events and explain how specific ideas, facts, events, or individuals develop throughout the product.
STANDARD / STRAND		Digital Media: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Nonfiction
INDICATOR / STANDARD		Structural Elements and Organization
EXPECTATION / INDICATOR	MN.3.3.	Determine perspective or purpose in a piece of media in which the rhetoric is particularly effective. Analyze how style and content contribute to the power and persuasiveness of the media product (e.g.appeals to both friendly and hostile audiences and anticipates and addresses audience's concerns and counterclaims).
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: 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.3.2.1.	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.4.1.2.	Use technology to generate, produce, publish, and update individual or shared products in response to ongoing feedback, including new arguments or information,
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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Digital Media: Grades 9-12

PROFICIENCY		Dinital Madia Welliam
PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Writing
INDICATOR / STANDARD		The Writing Process
EXPECTATION / INDICATOR	MW.4.3.	Revise and edit to improve sentence variety and style and to enhance subtlety of meaning and tone in ways that are consistent with purpose, audience, and media format.
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.5.2.	Identify relevant issues and events of interest to readers through current news analysis, surveys, research reports, statistical data, and interviews with the audience.
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.5.3.1.	Formulate an inquiry question, and refine and narrow the focus as research evolves,
INDICATOR	MW.5.3.2.	Gather relevant information from multiple types of authoritative sources, using advanced searches effectively, and annotate sources,
INDICATOR	MW.5.3.4.	Synthesize and integrate information into the text selectively to maintain the flow of ideas.
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,
INDICATOR	MW.5.4.2.	Formulating questions that elicit valuable information,
STANDARD / STRAND		Digital Media: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Writing
INDICATOR / STANDARD		Conventions of Standard English: Grammar and Usage / Capitalization, Punctuation, and Spelling
EXPECTATION / INDICATOR	MW.6.1.	Demonstrate command of English grammar and usage, focusing on:
INDICATOR	MW.6.1.B	Verbs - Students are expected to build upon and continue applying conventions learned previously. Grade of Mastery: 10 Forming and using verbs in the indicative, imperative, interrogative, conditional and subjunctive moods.
INDICATOR	MW.6.1.C	Adjectives and Adverbs – Students are expected to build upon and continue applying conventions learned previously. Grade of Mastery: 4 Writing sentences using relative adverbs (e.g., where, when) and explaining their functions in a sentence.
STANDARD / STRAND		Digital Media: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Writing
STATEMENT /		Digital Media: Writing Conventions of Standard English: Grammar and Usage / Capitalization, Punctuation, and Spelling
STATEMENT / SUBSTRAND	MW.6.2.	
STATEMENT / SUBSTRAND INDICATOR / STANDARD		Conventions of Standard English: Grammar and Usage / Capitalization, Punctuation, and Spelling Demonstrate command of the conventions of standard English capitalization, punctuation, and
STATEMENT / SUBSTRAND INDICATOR / STANDARD EXPECTATION / INDICATOR	MW.6.2.A	Conventions of Standard English: Grammar and Usage / Capitalization, Punctuation, and Spelling Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling focusing on: Capitalization—Students are expected to build upon and continue applying conventions learned previously. Grade of
INDICATOR / STANDARD EXPECTATION / INDICATOR INDICATOR	MW.6.2.A MW.6.2.B	Conventions of Standard English: Grammar and Usage / Capitalization, Punctuation, and Spelling Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling focusing on: Capitalization—Students are expected to build upon and continue applying conventions learned previously. Grade of Mastery: 5 Applying correct usage of capitalization in writing. Punctuation—Students are expected to build upon and continue applying conventions learned previously. Grade of
INDICATOR EXPECT ATION / INDICATOR INDICATOR INDICATOR	MW.6.2.A MW.6.2.B	Conventions of Standard English: Grammar and Usage / Capitalization, Punctuation, and Spelling Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling focusing on: Capitalization—Students are expected to build upon and continue applying conventions learned previously. Grade of Mastery: 5 Applying correct usage of capitalization in writing. Punctuation—Students are expected to build upon and continue applying conventions learned previously. Grade of Mastery: 10 Using a semicolon and a conjunctive adverb to link two or more closely related independent clauses. Spelling—Students are expected to build upon and continue applying conventions learned previously. Grade of
STATEMENT / SUBSTRAND INDICATOR / STANDARD EXPECTATION / INDICATOR INDICATOR INDICATOR INDICATOR STANDARD /	MW.6.2.A MW.6.2.B	Conventions of Standard English: Grammar and Usage / Capitalization, Punctuation, and Spelling Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling focusing on: Capitalization–Students are expected to build upon and continue applying conventions learned previously. Grade of Mastery: 5 Applying correct usage of capitalization in writing. Punctuation –Students are expected to build upon and continue applying conventions learned previously. Grade of Mastery: 10 Using a semicolon and a conjunctive adverb to link two or more closely related independent clauses. Spelling –Students are expected to build upon and continue applying conventions learned previously. Grade of Mastery: 5 Applying correct spelling patterns and generalizations in writing.
INDICATOR INDICATOR / STANDARD EXPECTATION / INDICATOR INDICATOR INDICATOR INDICATOR STANDARD / STRAND PROFICIENCY STATEMENT /	MW.6.2.A MW.6.2.B	Conventions of Standard English: Grammar and Usage / Capitalization, Punctuation, and Spelling Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling focusing on: Capitalization–Students are expected to build upon and continue applying conventions learned previously. Grade of Mastery: 5 Applying correct usage of capitalization in writing. Punctuation –Students are expected to build upon and continue applying conventions learned previously. Grade of Mastery: 10 Using a semicolon and a conjunctive adverb to link two or more closely related independent clauses. Spelling –Students are expected to build upon and continue applying conventions learned previously. Grade of Mastery: 5 Applying correct spelling patterns and generalizations in writing. Digital Media: Grades 9-12

STANDARD	1
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	Develop Ideas

INDICATOR

EXPECTATION / SMED.3.2 Identify relevant issues and ideas of interest to readers through analysis of current events, surveys, research reports, statistical data, and interviews.

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 / SMED.5. gathering information (interviewing, researching, observing, etc.),

INDICATOR 1.2.

UNIT 8: FORMAL ESSAY MODELS Week 17 Page 183-194

Indiana Academic Standards Language Arts

Grade 9 - Adopted: 2023

STANDARD / **STRAND**

Grades 9-10 English/Language Arts

PROFICIENCY STATEMENT / SUBSTRAND		Reading Comprehension – Learning Outcome: Students analyze the author's technique, structure, main ideas, purpose, and perspective in grade-level fiction and nonfiction text, using textual evidence to support analysis.
INDICATOR / STANDARD	9- 10.RC.1.	Analyze what a text says both explicitly and implicitly (e.g., inferences and interpretations) by citing strong and thorough textual evidence. (E)
INDICATOR / STANDARD	9- 10.RC.4.	Analyze in detail the development of two or more central ideas over the course of a text, including how they build on one another to provide a complex analysis.
INDICATOR / STANDARD	9- 10.RC.8.	Analyze U.S. and world documents of historical and literary significance, including how they address related themes and concepts.
INDICATOR / STANDARD	9- 10.RC.9.	Use context to determine or clarify the meaning of words and phrases.
INDICATOR / STANDARD	9- 10.RC.12.	Analyze the meaning of words and phrases as they are used in works of literature, including figurative, connotative, and denotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings. (E)
INDICATOR / STANDARD	9- 10.RC.13.	Determine the meaning of words and phrases as they are used in a nonfiction text, including figurative, connotative, denotative, and technical meanings; evaluate the effectiveness of specific word choices on meaning and tone in multiple and varied contexts.

STANDARD / STRAND

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 correctly cited sources.
INDICATOR / STANDARD	9- 10.W.1.	Write arguments in a variety of forms that:
EXPECTATION / INDICATOR	9- 10.W.1.a.	Introduce claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
EXPECTATION / INDICATOR	9- 10.W.1.c.	Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
EXPECTATION / INDICATOR	9- 10.W.1.d.	Use effective transitions 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	9- 10.W.1.f.	Provide a concluding statement or section that follows from and supports the argument presented. (E)
STANDARD / STRAND		Grades 9-10 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 correctly cited sources.
INDICATOR / STANDARD	9- 10.W.2.	Write informative compositions on a variety of topics that:
EXPECTATION / INDICATOR	9- 10.W.2.a.	Introduce a topic and organize complex ideas, concepts, and information to make important connections and distinctions.
STANDARD / STRAND		Grades 9-10 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 correctly cited sources.
INDICATOR / STANDARD	9- 10.W.4.	Apply the writing process to all formal writing including but not limited to argumentative, informative, and narrative:
EXPECTATION / INDICATOR	9- 10.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.
EXPECTATION / INDICATOR	9- 10.W.4.b.	Use technology to generate, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically (e.g., use of publishing programs, integration of multimedia).
EXPECTATION / INDICATOR	9- 10.W.4.c.	Utilize a standard style guide framework for in-text documentation, formatting, and works cited in order to properly credit sources in all writing types, utilizing multiple sources when appropriate.
STANDARD / STRAND		Grades 9-10 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 correctly cited sources.

INDICATOR / STANDARD	9- 10.W.5.	Conduct more sustained research assignments and tasks to build knowledge about the research process and the topic under study.
EXPECTATION / INDICATOR	9- 10.W.5.a.	Formulate an inquiry question and refine and narrow the focus as research evolves.
EXPECTATION / INDICATOR	9- 10.W.5.b.	Gather relevant information from multiple authoritative sources, using advanced searches effectively, and annotate sources.
EXPECTATION / INDICATOR	9- 10.W.5.c.	Assess the usefulness of each source in answering the research question.
EXPECTATION / INDICATOR	9- 10.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	9- 10.W.5.f.	Present information, choosing from a variety of formats. (E)
		Grade 9 - 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.2.3.	Analyze the impact of the author's choices: How the author uses structure, imagery, and characterization of a story for dramatic effect. (e.g., Mrs. Kelly's Monster).
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: 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.

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.
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		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.
EXPECTATION / INDICATOR	JN.2.2.	Compare and contrast the development of similar themes or central ideas across two or more works of nonfiction and analyze how the author uses specific details to shape and reveal themes.
EXPECTATION / INDICATOR	JN.2.3.	Analyze a complex set of ideas or sequence of events and explain how specific sources, facts, or events interact and develop over the course of a text. (e.g. article, infographic, editorial cartoon, photo or illustration).
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Journalism: Nonfiction
INDICATOR / STANDARD		Structural Elements and Organization
EXPECTATION /	JN.3.1.	Students are expected to build upon and continue applying concepts learned previously. (Grade of Mastery: 5)

INDICATOR

EXPECTATION / INDICATOR	JN.3.2.	Analyze and evaluate the effectiveness of the structure an author uses in his or her lead or claim including whether the structure makes points clear, convincing, and engaging.
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		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.
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.
EXPECTATION / INDICATOR	JV.2.2.	Students are expected to build upon and continue applying concepts learned previously. (Grade of Mastery: 7)
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Journalism: Vocabulary
INDICATOR / STANDARD		Vocabulary in Historical Fiction and Nonfiction
	JV.3.2.	Determine the meaning of words and phrases as they are used in a nonfiction text, including figurative, connotative,
EXPECTATION / INDICATOR		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.

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)
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		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.
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.
INDICATOR		Provide a concluding statement or section that follows from and supports the argument presented.
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		Contains adequate information from a variety of credible sources.
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.
INDICATOR		Contain adequate information from a variety of credible sources.
INDICATOR		Establish and maintain a feature style appropriate to the purpose and audience. (e.g. AP Style)
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Writing
STATEMENT /		Writing The Writing Process
STATEMENT / SUBSTRAND	JW.4.1.	
STATEMENT / SUBSTRAND INDICATOR / STANDARD	JW.4.1.	The Writing Process
STATEMENT / SUBSTRAND INDICATOR / STANDARD EXPECTATION / INDICATOR	JW.4.1.	The Writing Process Apply the writing process to — 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
STATEMENT / SUBSTRAND INDICATOR / STANDARD EXPECTATION / INDICATOR INDICATOR	JW.4.1.	The Writing Process Apply the writing process to — Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach, focusing on addressing what is most significant for a specific purpose and audience; and edit to produce and strengthen writing that is clear and coherent. Use technology to generate, produce, publish, and update individual or shared writing products in response to
STATEMENT / SUBSTRAND INDICATOR / STANDARD EXPECTATION / INDICATOR INDICATOR INDICATOR STANDARD /	JW.4.1.	The Writing Process Apply the writing process to — Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach, focusing on addressing what is most significant for a specific purpose and audience; and edit to produce and strengthen writing that is clear and coherent. Use technology to generate, produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
INDICATOR EXPECTATION / INDICATOR INDICATOR INDICATOR INDICATOR STANDARD / STANDARD / STANDARD / STANDARD / STANDARD / STANDARD / STATEMENT /	JW.4.1.	The Writing Process Apply the writing process to — Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach, focusing on addressing what is most significant for a specific purpose and audience; and edit to produce and strengthen writing that is clear and coherent. Use technology to generate, produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. Journalism: Grades 9-12
INDICATOR INDICATOR EXPECTATION / INDICATOR INDICATOR INDICATOR STANDARD STANDARD PROFICIENCY STATEMENT / SUBSTRAND INDICATOR /	JW.4.1.	The Writing Process Apply the writing process to — Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach, focusing on addressing what is most significant for a specific purpose and audience; and edit to produce and strengthen writing that is clear and coherent. Use technology to generate, produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. Journalism: Grades 9-12 Writing

PROFICIENCY STATEMENT / SUBSTRAND		Writing
INDICATOR / STANDARD		The Research Process: Finding, Assessing, Synthesizing, and Reporting Information
EXPECTATION / INDICATOR	JW.5.2.	Identify relevant issues and events of interest to readers through current news analysis, surveys, research reports, statistical data, and interviews with readers.
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.
INDICATOR		Gather relevant information from multiple types of authoritative sources, using advanced searches effectively, and annotate sources.
INDICATOR		Assess the strengths and limitations of each source in terms of the task, purpose, and audience.
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		Double-checking information before writing the story
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Writing
INDICATOR / STANDARD		Conventions of Standard English: Grammar and Usage/Capitalization, Punctuation, and Spelling
EXPECTATION / INDICATOR	JW.6.1.	Demonstrate command of English grammar and usage, focusing on:
INDICATOR	JW.6.1.B.	Verbs – Students are expected to build upon and continue applying conventions learned previously. (Grade of

INDICATOR	JW.6.1.C.	Adjectives and Adverbs — Students are expected to build upon and continue applying conventions learned previously. (Grade of Mastery: 4)
INDICATOR	JW.6.1.D.	Phrases and Clauses — Students are expected to build upon and continue applying conventions learned previously. (Grade of Mastery: 7)
INDICATOR	JW.6.1.E.	Usage- Students are expected to build upon and continue applying conventions learned previously. (Grade of Mastery: 10)
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Writing
INDICATOR / STANDARD		Conventions of Standard English: Grammar and Usage/Capitalization, Punctuation, and Spelling
EXPECTATION / INDICATOR	JW.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling focusing on:
INDICATOR	JW.6.2.A.	Capitalization—Students are expected to build upon and continue applying conventions learned previously. (Grade of Mastery: 5)
INDICATOR	JW.6.2.B.	Punctuation —Students are expected to build upon and continue applying conventions learned previously. (Grade of Mastery: 10)
INDICATOR	JW.6.2.C.	Spelling —Students are expected to build upon and continue applying conventions learned previously. (Grade of Mastery: 5)
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Speaking and Listening
INDICATOR / STANDARD		Comprehension
EXPECTATION / INDICATOR	JSL.3.1.	Integrate multiple sources of information presented in multiple formats (e.g., graphics, photos, illustrations, public records, audio, video) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the information.
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Media Literacy
INDICATOR / STANDARD		Media Literacy
EXPECTATION / INDICATOR	JML.2.6.	Analyze and evaluate the essential features of journalistic writing in a variety of news sources for: brevity and clarity content, topics or themes appropriate for the audience
INDICATOR		structural elements and organization
STANDARD / STRAND		Journalism: Grades 9-12

PROFICIENCY STATEMENT / SUBSTRAND		Media Literacy
INDICATOR / STANDARD		Critique of Mass Media
EXPECTATION / INDICATOR	JML.3.1.	Compare and contrast coverage of the same news stories in a variety of print and digital media.
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.
EXPECTATION / INDICATOR	MN.2.2.	Analyze the development of similar central ideas across two or more media products and determine how specific details shape and refine the central idea.
EXPECTATION / INDICATOR	MN.2.3.	Analyze a complex set of ideas or sequence of events and explain how specific ideas, facts, events, or individuals develop throughout the product.
STANDARD / STRAND		Digital Media: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Nonfiction
INDICATOR / STANDARD		Structural Elements and Organization
EXPECTATION / INDICATOR	MN.3.3.	Determine perspective or purpose in a piece of media in which the rhetoric is particularly effective. Analyze how style and content contribute to the power and persuasiveness of the media product (e.g.appeals to both friendly and hostile audiences and anticipates and addresses audience's concerns and counterclaims).
STANDARD / STRAND		Digital Media: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Digital Media:Vocabulary

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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: 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.3.1.	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.

Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases,
Use effective and varied transitions as well as varied syntax to link the major sections of the media piece, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims,
Establish and maintain a consistent style and tone appropriate to purpose and audience,
Provide a concluding statement or section that follows from and supports the argument presented,
Explore the personal significance of an experience,
Draw comparisons between specific incidents and broader themes related to important beliefs or generalizations about life,
Maintain a balance between individual events and more general and abstract ideas,
Digital Media: Grades 9-12
Digital Media: Writing
Digital Media: Writing The Writing Process
The Writing Process Apply the writing process to all formal writing and media product development, including but not
The Writing Process Apply the writing process to all formal writing and media product development, including but not limited to argumentative, informative, and narrative. 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
The Writing Process Apply the writing process to all formal writing and media product development, including but not limited to argumentative, informative, and narrative. Plan and develop, draft, revise using appropriate reference materials, rewrite, try a new approach, focusing on addressing what is most significant for a specific purpose and audience, and edit to produce and strengthen. writing that is clear and coherent, Use technology to generate, produce, publish, and update individual or shared products in response to ongoing
The Writing Process Apply the writing process to all formal writing and media product development, including but not limited to argumentative, informative, and narrative. Plan and develop, draft, revise using appropriate reference materials, rewrite, try a new approach, focusing on addressing what is most significant for a specific purpose and audience, and edit to produce and strengthen. writing that is clear and coherent, Use technology to generate, produce, publish, and update individual or shared products in response to ongoing feedback, including new arguments or information, Utilize a standard style guide framework for properly crediting sources in all media product types, utilizing multiple
The Writing Process Apply the writing process to all formal writing and media product development, including but not limited to argumentative, informative, and narrative. Plan and develop, draft, revise using appropriate reference materials, rewrite, try a new approach, focusing on addressing what is most significant for a specific purpose and audience, and edit to produce and strengthen. writing that is clear and coherent, Use technology to generate, produce, publish, and update individual or shared products in response to ongoing feedback, including new arguments or information, Utilize a standard style guide framework for properly crediting sources in all media product types, utilizing multiple sources when appropriate.
The Writing Process Apply the writing process to all formal writing and media product development, including but not limited to argumentative, informative, and narrative. Plan and develop, draft, revise using appropriate reference materials, rewrite, try a new approach, focusing on addressing what is most significant for a specific purpose and audience, and edit to produce and strengthen. writing that is clear and coherent, Use technology to generate, produce, publish, and update individual or shared products in response to ongoing feedback, including new arguments or information, Utilize a standard style guide framework for properly crediting sources in all media product types, utilizing multiple sources when appropriate. Digital Media: Grades 9-12
The Writing Process Apply the writing process to all formal writing and media product development, including but not limited to argumentative, informative, and narrative. Plan and develop, draft, revise using appropriate reference materials, rewrite, try a new approach, focusing on addressing what is most significant for a specific purpose and audience, and edit to produce and strengthen. writing that is clear and coherent, Use technology to generate, produce, publish, and update individual or shared products in response to ongoing feedback, including new arguments or information, Utilize a standard style guide framework for properly crediting sources in all media product types, utilizing multiple sources when appropriate. Digital Media: Grades 9-12 Digital Media: Writing

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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.
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.5.3.1.	Formulate an inquiry question, and refine and narrow the focus as research evolves,
INDICATOR	MW.5.3.2.	Gather relevant information from multiple types of authoritative sources, using advanced searches effectively, and annotate sources,
INDICATOR	MW.5.3.3.	Assess the strengths and limitations of each source in terms of the task, purpose, and audience,
INDICATOR	MW.5.3.4.	Synthesize and integrate information into the text selectively to maintain the flow of ideas.
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,
INDICATOR	MW.5.4.2.	Formulating questions that elicit valuable information,
INDICATOR	MW.5.4.5	Double-checking information before writing the story, and

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Digital Media: Grades 9-12

PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Writing
INDICATOR / STANDARD		Conventions of Standard English: Grammar and Usage / Capitalization, Punctuation, and Spelling
EXPECTATION / INDICATOR	MW.6.1.	Demonstrate command of English grammar and usage, focusing on:
INDICATOR	MW.6.1.B	Verbs - Students are expected to build upon and continue applying conventions learned previously. Grade of Mastery: 10 Forming and using verbs in the indicative, imperative, interrogative, conditional and subjunctive moods.
INDICATOR	MW.6.1.C	Adjectives and Adverbs – Students are expected to build upon and continue applying conventions learned previously. Grade of Mastery: 4 Writing sentences using relative adverbs (e.g., where, when) and explaining their functions in a sentence.
STANDARD / STRAND		Digital Media: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Writing
INDICATOR / STANDARD		Conventions of Standard English: Grammar and Usage / Capitalization, Punctuation, and Spelling
EXPECTATION / INDICATOR	MW.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling focusing on:
INDICATOR	MW.6.2.A	Capitalization–Students are expected to build upon and continue applying conventions learned previously. Grade of Mastery: 5 Applying correct usage of capitalization in writing.
INDICATOR	MW.6.2.B	Punctuation –Students are expected to build upon and continue applying conventions learned previously. Grade of Mastery: 10 Using a semicolon and a conjunctive adverb to link two or more closely related independent clauses.
INDICATOR	MW.6.2.C	Spelling –Students are expected to build upon and continue applying conventions learned previously. Grade of Mastery: 5 Applying correct spelling patterns and generalizations in writing.
STANDARD / STRAND		Digital Media: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Speaking and Listening
INDICATOR / STANDARD		Comprehension
EXPECTATION / INDICATOR	MSL.3.1.	Integrate multiple sources of information presented in multiple formats (e.g., graphics, photos, illustrations, public records, audio, video) in order to make informed decisions, solve problems, or create evaluating the credibility, accuracy, and feasibility noting any discrepancies among the information.
STANDARD / STRAND		Digital Media: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Media Literacy
INDICATOR / STANDARD		Learning Outcome

EXPECTATION / INDICATOR	ML.1.	Critically analyze content found in media used to inform, persuade, entertain, and transmit culture.
STANDARD / STRAND		Digital Media: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Media Literacy
INDICATOR / STANDARD		Critique of Media
EXPECTATION / INDICATOR	ML.3.1.	Compare and contrast coverage of the same stories in a variety of print and digital media.
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		Develop Ideas
EXPECTATION / INDICATOR	SMED.3.2	Identify relevant issues and ideas of interest to readers through analysis of current events, surveys, research reports, statistical data, and interviews.
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		Gather Information
EXPECTATION / INDICATOR	SMED.3. 4.	Identify and evaluate credible, relevant print and non-print information sources that include the following:
INDICATOR	SMED.3. 4.2.	observations and on-the-scene reports,
INDICATOR	SMED.3. 4.4.	records,
INDICATOR	SMED.3. 4.6.	reference works,
INDICATOR	SMED.3. 4.7.	database information, and
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 / SMED.5. gathering information (interviewing, researching, observing, etc.), **INDICATOR**

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Indiana Academic Standards Language Arts

Grade 9 - Adopted: 2023

STANDARD /

Grades 9-10 English/Language Arts

STANDARD / STRAND		Grades 9-10 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Reading Comprehension – Learning Outcome: Students analyze the author's technique, structure, main ideas, purpose, and perspective in grade-level fiction and nonfiction text, using textual evidence to support analysis.
INDICATOR / STANDARD	9- 10.RC.1.	Analyze what a text says both explicitly and implicitly (e.g., inferences and interpretations) by citing strong and thorough textual evidence. (E)
INDICATOR / STANDARD	9- 10.RC.4.	Analyze in detail the development of two or more central ideas over the course of a text, including how they build on one another to provide a complex analysis.
INDICATOR / STANDARD	9- 10.RC.8.	Analyze U.S. and world documents of historical and literary significance, including how they address related themes and concepts.
INDICATOR / STANDARD	9- 10.RC.9.	Use context to determine or clarify the meaning of words and phrases.
INDICATOR / STANDARD	9- 10.RC.12.	Analyze the meaning of words and phrases as they are used in works of literature, including figurative, connotative, and denotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings. (E)
INDICATOR / STANDARD	9- 10.RC.13.	Determine the meaning of words and phrases as they are used in a nonfiction text, including figurative, connotative, denotative, and technical meanings; evaluate the effectiveness of specific word choices on meaning and tone in multiple and varied contexts.
STANDARD / STRAND		Grades 9-10 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 correctly cited sources.
INDICATOR / STANDARD	9- 10.W.1.	Write arguments in a variety of forms that:

INDICATOR /	9-
STANDARD	10.

.W.1.

EXPECTATION / 9-**INDICATOR**

10.W.1.a.

Introduce claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that $establishes \ clear \ relationships \ among \ claim (s), counterclaims, reasons, and \ evidence.$

EXPECTATION / 9-**INDICATOR**

10.W.1.c.

Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.

EXPECTATION / 9-INDICATOR

Use effective transitions to link the major sections of the text, create cohesion, and clarify the relationships between 10.W.1.d. claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

EXPECTATION / 9-

Establish and maintain a consistent style and tone appropriate for the purpose and audience.

INDICATOR

10.W.1.e.

9- 10.W.1.f.	Provide a concluding statement or section that follows from and supports the argument presented. (E)
	Grades 9-10 English/Language Arts
	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 correctly cited sources.
9- 10.W.2.	Write informative compositions on a variety of topics that:
9- 10.W.2.a.	Introduce a topic and organize complex ideas, concepts, and information to make important connections and distinctions.
9- 10.W.2.b.	Develop the topic utilizing credible sources with relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
9- 10.W.2.e.	Establish and maintain a style appropriate for the purpose and audience.
9- 10.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)
	Grades 9-10 English/Language Arts
	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 correctly cited sources.
9- 10.W.4.	Apply the writing process to all formal writing including but not limited to argumentative, informative, and narrative:
9- 10.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.
9- 10.W.4.b.	Use technology to generate, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically (e.g., use of publishing programs, integration of multimedia).
9- 10.W.4.c.	Utilize a standard style guide framework for in-text documentation, formatting, and works cited in order to properly credit sources in all writing types, utilizing multiple sources when appropriate.
	Grades 9-10 English/Language Arts
	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 correctly cited sources.
9- 10.W.5.	Conduct more sustained research assignments and tasks to build knowledge about the research process and the topic under study.
	9- 10.W.2.a. 9- 10.W.2.b. 9- 10.W.2.f. 9- 10.W.4.a. 9- 10.W.4.a.

Formulate an inquiry question and refine and narrow the focus as research evolves.

EXPECTATION / 9-

INDICATOR 10.W.5.a.

EXPECTATION / INDICATOR	9- 10.W.5.b.	Gather relevant information from multiple authoritative sources, using advanced searches effectively, and annotate sources.
EXPECTATION / INDICATOR	9- 10.W.5.c.	Assess the usefulness of each source in answering the research question.
EXPECTATION / INDICATOR	9- 10.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	9- 10.W.5.f.	Present information, choosing from a variety of formats. (E)
		Grade 9 - 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.2.3.	Analyze the impact of the author's choices: How the author uses structure, imagery, and characterization of a story for dramatic effect. (e.g., Mrs. Kelly's Monster).
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: 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.
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.
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		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.
EXPECTATION / INDICATOR	JN.2.2.	Compare and contrast the development of similar themes or central ideas across two or more works of nonfiction and analyze how the author uses specific details to shape and reveal themes.
EXPECTATION / INDICATOR	JN.2.3.	Analyze a complex set of ideas or sequence of events and explain how specific sources, facts, or events interact and develop over the course of a text. (e.g. article, infographic, editorial cartoon, photo or illustration).
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Journalism: Nonfiction
INDICATOR / STANDARD		Structural Elements and Organization
EXPECTATION / INDICATOR	JN.3.1.	Students are expected to build upon and continue applying concepts learned previously. (Grade of Mastery: 5)
EXPECTATION / INDICATOR	JN.3.2.	Analyze and evaluate the effectiveness of the structure an author uses in his or her lead or claim including whether the structure makes points clear, convincing, and engaging.
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		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.
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.
EXPECTATION / INDICATOR	JV.2.2.	Students are expected to build upon and continue applying concepts learned previously. (Grade of Mastery: 7)
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.
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)
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		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.
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.
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.
INDICATOR		Provide a concluding statement or section that follows from and supports the argument presented.
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		Contains adequate information from a variety of credible sources.
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.
INDICATOR		Contain adequate information from a variety of credible sources.
INDICATOR		Provide an ending that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
INDICATOR		Establish and maintain a feature style appropriate to the purpose and audience. (e.g. AP Style)
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.
INDICATOR		Use technology to generate, produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
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.
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.5.2.	Identify relevant issues and events of interest to readers through current news analysis, surveys, research reports, statistical data, and interviews with readers.
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.
INDICATOR		Gather relevant information from multiple types of authoritative sources, using advanced searches effectively, and annotate sources.
INDICATOR		Assess the strengths and limitations of each source in terms of the task, purpose, and audience.
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		Double-checking information before writing the story
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Writing

INDICATOR (Commentions of Chandral Fundish Comment (1)
INDICATOR / STANDARD		Conventions of Standard English: Grammar and Usage/Capitalization, Punctuation, and Spelling
EXPECTATION / INDICATOR	JW.6.1.	Demonstrate command of English grammar and usage, focusing on:
INDICATOR	JW.6.1.E.	Usage- Students are expected to build upon and continue applying conventions learned previously. (Grade of Mastery: 10)
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Writing
INDICATOR / STANDARD		Conventions of Standard English: Grammar and Usage/Capitalization, Punctuation, and Spelling
EXPECTATION / INDICATOR	JW.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling focusing on:
INDICATOR	JW.6.2.A.	Capitalization—Students are expected to build upon and continue applying conventions learned previously. (Grade of Mastery: 5)
INDICATOR	JW.6.2.B.	Punctuation —Students are expected to build upon and continue applying conventions learned previously. (Grade of Mastery: 10)
INDICATOR	JW.6.2.C.	Spelling —Students are expected to build upon and continue applying conventions learned previously. (Grade of Mastery: 5)
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Speaking and Listening
INDICATOR / STANDARD		Comprehension
EXPECTATION / INDICATOR	JSL.3.1.	Integrate multiple sources of information presented in multiple formats (e.g., graphics, photos, illustrations, public records, audio, video) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the information.
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Media Literacy
INDICATOR / STANDARD		Media Literacy
EXPECTATION / INDICATOR	JML.2.6.	Analyze and evaluate the essential features of journalistic writing in a variety of news sources for: brevity and clarity content, topics or themes appropriate for the audience
INDICATOR		structural elements and organization

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.
EXPECTATION / INDICATOR	MN.2.2.	Analyze the development of similar central ideas across two or more media products and determine how specific details shape and refine the central idea.
EXPECTATION / INDICATOR	MN.2.3.	Analyze a complex set of ideas or sequence of events and explain how specific ideas, facts, events, or individuals develop throughout the product.
STANDARD / STRAND		Digital Media: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Nonfiction
INDICATOR / STANDARD		Structural Elements and Organization
EXPECTATION / INDICATOR	MN.3.3.	Determine perspective or purpose in a piece of media in which the rhetoric is particularly effective. Analyze how style and content contribute to the power and persuasiveness of the media product (e.g.appeals to both friendly and hostile audiences and anticipates and addresses audience's concerns and counterclaims).
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.

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: 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.3.1.	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

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,
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.3.2.1.	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.4.1.2.	Use technology to generate, produce, publish, and update individual or shared products in response to ongoing feedback, including new arguments or information,
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.4.3.	Revise and edit to improve sentence variety and style and to enhance subtlety of meaning and tone in ways that are consistent with purpose, audience, and media format.
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.
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.5.3.1.	Formulate an inquiry question, and refine and narrow the focus as research evolves,
INDICATOR	MW.5.3.2.	Gather relevant information from multiple types of authoritative sources, using advanced searches effectively, and annotate sources,
INDICATOR	MW.5.3.3.	Assess the strengths and limitations of each source in terms of the task, purpose, and audience,
INIDICATOR	NAVA/ E O 4	Cumbonize and integrate information into the tout collectively to the first in the flow of idea.

MW.5.3.4. Synthesize and integrate information into the text selectively to maintain the flow of ideas.

INDICATOR

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,
INDICATOR	MW.5.4.2.	Formulating questions that elicit valuable information,
INDICATOR	MW.5.4.5	Double-checking information before writing the story, and
STANDARD / STRAND		Digital Media: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Writing
INDICATOR / STANDARD		Conventions of Standard English: Grammar and Usage / Capitalization, Punctuation, and Spelling
EXPECTATION / INDICATOR	MW.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling focusing on:
INDICATOR	MW.6.2.A	Capitalization–Students are expected to build upon and continue applying conventions learned previously. Grade of Mastery: 5 Applying correct usage of capitalization in writing.
INDICATOR	MW.6.2.B	Punctuation –Students are expected to build upon and continue applying conventions learned previously. Grade of Mastery: 10 Using a semicolon and a conjunctive adverb to link two or more closely related independent clauses.
INDICATOR	MW.6.2.C	Spelling –Students are expected to build upon and continue applying conventions learned previously. Grade of Mastery: 5 Applying correct spelling patterns and generalizations in writing.
STANDARD / STRAND		Digital Media: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Speaking and Listening
INDICATOR / STANDARD		Comprehension
EXPECTATION / INDICATOR	MSL.3.1.	Integrate multiple sources of information presented in multiple formats (e.g., graphics, photos, illustrations, public records, audio, video) in order to make informed decisions, solve problems, or create evaluating the credibility, accuracy, and feasibility noting any discrepancies among the information.

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Digital Media: Grades 9-12

PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Media Literacy
INDICATOR / STANDARD		Learning Outcome
EXPECTATION /	ML.1.	Critically analyze content found in media used to inform, persuade, entertain, and transmit culture.

INDICATOR

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	Develop Ideas

INDICATOR

EXPECTATION / SMED.3.2 Identify relevant issues and ideas of interest to readers through analysis of current events, surveys, research reports, statistical data, and interviews.

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		Gather Information
EXPECTATION / INDICATOR	SMED.3. 4.	Identify and evaluate credible, relevant print and non-print information sources that include the following:
INDICATOR	SMED.3. 4.2.	observations and on-the-scene reports,
INDICATOR	SMED.3. 4.4.	records,
INDICATOR	SMED.3. 4.6.	reference works,
INDICATOR	SMED.3. 4.7.	database information, and

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.

INDICATOR 6.

EXPECTATION / SMED.3. 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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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.

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 / SMED.5. gathering information (interviewing, researching, observing, etc.),

INDICATOR 1.2.

UNIT 8: FORMAL ESSAY MODELS Week 19 Page 207-219

Indiana Academic Standards Language Arts Grade 9 - Adopted: 2023

STANDARD / STRAND

Grades 9-10 English/Language Arts

PROFICIENCY STATEMENT / SUBSTRAND		Reading Comprehension – Learning Outcome: Students analyze the author's technique, structure, main ideas, purpose, and perspective in grade-level fiction and nonfiction text, using textual evidence to support analysis.
INDICATOR / STANDARD	9- 10.RC.1.	Analyze what a text says both explicitly and implicitly (e.g., inferences and interpretations) by citing strong and thorough textual evidence. (E)
INDICATOR / STANDARD	9- 10.RC.4.	Analyze in detail the development of two or more central ideas over the course of a text, including how they build on one another to provide a complex analysis.
INDICATOR / STANDARD	9- 10.RC.9.	Use context to determine or clarify the meaning of words and phrases.
INDICATOR / STANDARD	9- 10.RC.12.	Analyze the meaning of words and phrases as they are used in works of literature, including figurative, connotative, and denotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings. (E)
INDICATOR / STANDARD	9- 10.RC.13.	Determine the meaning of words and phrases as they are used in a nonfiction text, including figurative, connotative, denotative, and technical meanings; evaluate the effectiveness of specific word choices on meaning and tone in multiple and varied contexts.

INDICATOR

Grades 9-10 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 correctly cited sources.
INDICATOR / STANDARD	9- 10.W.1.	Write arguments in a variety of forms that:
EXPECTATION / INDICATOR	9- 10.W.1.e.	Establish and maintain a consistent style and tone appropriate for the purpose and audience.
ST ANDARD / ST RAND		Grades 9-10 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 correctly cited sources.
INDICATOR / STANDARD	9- 10.W.2.	Write informative compositions on a variety of topics that:
EXPECTATION / INDICATOR	9- 10.W.2.a.	Introduce a topic and organize complex ideas, concepts, and information to make important connections and distinctions.
EXPECTATION / INDICATOR	9- 10.W.2.b.	Develop the topic utilizing credible sources with relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
EXPECTATION / INDICATOR	9- 10.W.2.d.	Choose language and content-specific vocabulary that express ideas precisely and concisely to manage the complexity of the topic, recognizing and eliminating wordiness and redundancy.
EXPECTATION / INDICATOR	9- 10.W.2.e.	Establish and maintain a style appropriate for the purpose and audience.
EXPECTATION / INDICATOR	9- 10.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 9-10 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 correctly cited sources.
INDICATOR / STANDARD	9- 10.W.4.	Apply the writing process to all formal writing including but not limited to argumentative, informative, and narrative:
EXPECTATION / INDICATOR	9- 10.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.
EXPECTATION / INDICATOR	9- 10.W.4.b.	Use technology to generate, produce, publish, and update individual or shared writing products, taking advantage o technology's capacity to link to other information and to display information flexibly and dynamically (e.g., use of publishing programs, integration of multimedia).
EXPECTATION /	9-	Utilize a standard style guide framework for in-text documentation, formatting, and works cited in order to properly

10.W.4.c. credit sources in all writing types, utilizing multiple sources when appropriate.

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Grades 9-10 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 correctly cited sources.
INDICATOR / STANDARD	9- 10.W.5.	Conduct more sustained research assignments and tasks to build knowledge about the research process and the topic under study.
EXPECTATION / INDICATOR	9- 10.W.5.a.	Formulate an inquiry question and refine and narrow the focus as research evolves.
EXPECTATION / INDICATOR	9- 10.W.5.b.	Gather relevant information from multiple authoritative sources, using advanced searches effectively, and annotate sources.
EXPECTATION / INDICATOR	9- 10.W.5.c.	Assess the usefulness of each source in answering the research question.
EXPECTATION / INDICATOR	9- 10.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	9- 10.W.5.f.	Present information, choosing from a variety of formats. (E)
		Grade 9 - 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.2.3.	Analyze the impact of the author's choices: How the author uses structure, imagery, and characterization of a story for dramatic effect. (e.g., Mrs. Kelly's Monster).
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: 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.
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.
EXPECTATION / INDICATOR	JN.2.3.	Analyze a complex set of ideas or sequence of events and explain how specific sources, facts, or events interact and develop over the course of a text. (e.g. article, infographic, editorial cartoon, photo or illustration).
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Journalism: Nonfiction
INDICATOR / STANDARD		Structural Elements and Organization
EXPECTATION / INDICATOR	JN.3.1.	Students are expected to build upon and continue applying concepts learned previously. (Grade of Mastery: 5)
EXPECTATION / INDICATOR	JN.3.2.	Analyze and evaluate the effectiveness of the structure an author uses in his or her lead or claim including whether the structure makes points clear, convincing, and engaging.
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		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.
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.
EXPECTATION / INDICATOR	JV.2.2.	Students are expected to build upon and continue applying concepts learned previously. (Grade of Mastery: 7)
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.
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)
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		Contains adequate information from a variety of credible sources.
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.

its significance, establishing one or multiple point(s) of view, and introducing sources.

INDICATOR		Contain adequate information from a variety of credible sources.
INDICATOR		Provide an ending that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
INDICATOR		Establish and maintain a feature style appropriate to the purpose and audience. (e.g. AP Style)
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.
INDICATOR		Use technology to generate, produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
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.4.3.	Revise and edit copy to improve sentence variety and style and to enhance subtlety of meaning and tone in ways that are consistent with purpose, audience, and journalistic form.
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.
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Writing
INDICATOR / STANDARD		The Research Process: Finding, Assessing, Synthesizing, and Reporting Information

EXPECTATION / INDICATOR	JW.5.2.	Identify relevant issues and events of interest to readers through current news analysis, surveys, research reports, statistical data, and interviews with readers.
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.
INDICATOR		Gather relevant information from multiple types of authoritative sources, using advanced searches effectively, and annotate sources.
INDICATOR		Assess the strengths and limitations of each source in terms of the task, purpose, and audience.
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		Double-checking information before writing the story
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Writing
INDICATOR / STANDARD		Conventions of Standard English: Grammar and Usage/Capitalization, Punctuation, and Spelling
EXPECTATION / INDICATOR	JW.6.1.	Demonstrate command of English grammar and usage, focusing on:
INDICATOR	JW.6.1.B.	Verbs – Students are expected to build upon and continue applying conventions learned previously. (Grade of Mastery: 10)
INDICATOR	JW.6.1.C.	Adjectives and Adverbs — Students are expected to build upon and continue applying conventions learned previously. (Grade of Mastery: 4)
INDICATOR	1W 6 1 D	Phrases and Clauses — Students are expected to build upon and continue applying conventions learned

INDICATOR	JW.6.1.E.	Usage- Students are expected to build upon and continue applying conventions learned previously. (Grade of Mastery: 10)
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Writing
INDICATOR / STANDARD		Conventions of Standard English: Grammar and Usage/Capitalization, Punctuation, and Spelling
EXPECTATION / INDICATOR	JW.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling focusing on:
INDICATOR	JW.6.2.A.	Capitalization—Students are expected to build upon and continue applying conventions learned previously. (Grade of Mastery: 5)
INDICATOR	JW.6.2.B.	Punctuation —Students are expected to build upon and continue applying conventions learned previously. (Grade of Mastery: 10)
INDICATOR	JW.6.2.C.	Spelling —Students are expected to build upon and continue applying conventions learned previously. (Grade of Mastery: 5)
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Speaking and Listening
INDICATOR / STANDARD		Comprehension
EXPECTATION / INDICATOR	JSL.3.1.	Integrate multiple sources of information presented in multiple formats (e.g., graphics, photos, illustrations, public records, audio, video) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the information.
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT /		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND	JML.2.6.	Journalism: Grades 9-12 Media Literacy Media Literacy
PROFICIENCY STATEMENT / SUBSTRAND INDICATOR / STANDARD	JML.2.6.	Journalism: Grades 9-12 Media Literacy Media Literacy Analyze and evaluate the essential features of journalistic writing in a variety of news sources for:
PROFICIENCY STATEMENT / SUBSTRAND INDICATOR / STANDARD EXPECTATION / INDICATOR		Journalism: Grades 9-12 Media Literacy Media Literacy Analyze and evaluate the essential features of journalistic writing in a variety of news sources for: brevity and clarity content, topics or themes appropriate for the audience
PROFICIENCY STATEMENT / SUBSTRAND INDICATOR / STANDARD EXPECTATION / INDICATOR STANDARD /		Journalism: Grades 9-12 Media Literacy Media Literacy Analyze and evaluate the essential features of journalistic writing in a variety of news sources for: brevity and clarity content, topics or themes appropriate for the audience structural elements and organization
PROFICIENCY STATEMENT / SUBSTRAND INDICATOR / STANDARD EXPECTATION / INDICATOR STANDARD / STRAND PROFICIENCY STATEMENT /		Journalism: Grades 9-12 Media Literacy Media Literacy Analyze and evaluate the essential features of journalistic writing in a variety of news sources for: brevity and clarity content, topics or themes appropriate for the audience structural elements and organization Digital Media: Grades 9-12

EXPECTATION / INDICATOR	MS.2.2.	Compare and contrast the development of similar themes across two or more media products and analyze how they emerge and are shaped and refined by specific details.
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.
EXPECTATION / INDICATOR	MN.2.3.	Analyze a complex set of ideas or sequence of events and explain how specific ideas, facts, events, or individuals develop throughout the product.
STANDARD / STRAND		Digital Media: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Nonfiction
INDICATOR / STANDARD		Structural Elements and Organization
EXPECTATION / INDICATOR	MN.3.3.	Determine perspective or purpose in a piece of media in which the rhetoric is particularly effective. Analyze how style and content contribute to the power and persuasiveness of the media product (e.g.appeals to both friendly and hostile audiences and anticipates and addresses audience's concerns and counterclaims).
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: 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

STRAND		
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.4.1.2.	Use technology to generate, produce, publish, and update individual or shared products in response to ongoing feedback, including new arguments or information,
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.4.3.	Revise and edit to improve sentence variety and style and to enhance subtlety of meaning and tone in ways that are consistent with purpose, audience, and media format.
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.
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.5.3.1.	Formulate an inquiry question, and refine and narrow the focus as research evolves,
INDICATOR	MW.5.3.2.	Gather relevant information from multiple types of authoritative sources, using advanced searches effectively, and annotate sources,
INDICATOR	MW.5.3.3.	Assess the strengths and limitations of each source in terms of the task, purpose, and audience,
INDICATOR	MW.5.3.4.	Synthesize and integrate information into the text selectively to maintain the flow of ideas.
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,
INDICATOR	MW.5.4.2.	Formulating questions that elicit valuable information,
INDICATOR	MW.5.4.5	Double-checking information before writing the story, and
STANDARD / STRAND		Digital Media: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Writing

INDICATOR / STANDARD		Conventions of Standard English: Grammar and Usage / Capitalization, Punctuation, and Spelling
EXPECTATION / INDICATOR	MW.6.1.	Demonstrate command of English grammar and usage, focusing on:
INDICATOR	MW.6.1.B	Verbs - Students are expected to build upon and continue applying conventions learned previously. Grade of Mastery: 10 Forming and using verbs in the indicative, imperative, interrogative, conditional and subjunctive moods.
INDICATOR	MW.6.1.C	Adjectives and Adverbs – Students are expected to build upon and continue applying conventions learned previously. Grade of Mastery: 4 Writing sentences using relative adverbs (e.g., where, when) and explaining their functions in a sentence.
STANDARD / STRAND		Digital Media: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Writing
INDICATOR / STANDARD		Conventions of Standard English: Grammar and Usage / Capitalization, Punctuation, and Spelling
EXPECTATION / INDICATOR	MW.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling focusing on:
INDICATOR	MW.6.2.A	Capitalization–Students are expected to build upon and continue applying conventions learned previously. Grade o Mastery: 5 Applying correct usage of capitalization in writing.
INDICATOR	MW.6.2.B	Punctuation –Students are expected to build upon and continue applying conventions learned previously. Grade of Mastery: 10 Using a semicolon and a conjunctive adverb to link two or more closely related independent clauses.
INDICATOR	MW.6.2.C	Spelling –Students are expected to build upon and continue applying conventions learned previously. Grade of Mastery: 5 Applying correct spelling patterns and generalizations in writing.
STANDARD / STRAND		Digital Media: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Speaking and Listening
INDICATOR / STANDARD		Comprehension
EXPECTATION / INDICATOR	MSL.3.1.	Integrate multiple sources of information presented in multiple formats (e.g., graphics, photos, illustrations, public records, audio, video) in order to make informed decisions, solve problems, or create evaluating the credibility, accuracy, and feasibility noting any discrepancies among the information.
STANDARD / STRAND		Digital Media: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Media Literacy
INDICATOR / STANDARD		Learning Outcome
EXPECTATION /	ML.1.	Critically analyze content found in media used to inform, persuade, entertain, and transmit culture.

INDICATOR

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Student Media: 9-12

STRAND		
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		Develop Ideas
EXPECTATION / INDICATOR	SMED.3.2	Identify relevant issues and ideas of interest to readers through analysis of current events, surveys, research reports, statistical data, and interviews.
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		Gather Information
EXPECTATION / INDICATOR	SMED.3. 4.	Identify and evaluate credible, relevant print and non-print information sources that include the following:
INDICATOR	SMED.3. 4.2.	observations and on-the-scene reports,
INDICATOR	SMED.3. 4.4.	records,
INDICATOR	SMED.3. 4.6.	reference works,
INDICATOR	SMED.3. 4.7.	database information, and
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.
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.

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 / SMED.5. gathering information (interviewing, researching, observing, etc.), INDICATOR 1.2.

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Indiana Academic Standards Language Arts Grade 9 - Adopted: 2023

STANDARD / STRAND

Grades 9-10 English/Language Arts

PROFICIENCY STATEMENT / SUBSTRAND		Reading Comprehension – Learning Outcome: Students analyze the author's technique, structure, main ideas, purpose, and perspective in grade-level fiction and nonfiction text, using textual evidence to support analysis.
INDICATOR / STANDARD	9- 10.RC.1.	Analyze what a text says both explicitly and implicitly (e.g., inferences and interpretations) by citing strong and thorough textual evidence. (E)
INDICATOR / STANDARD	9- 10.RC.2.	Analyze in detail the development of two or more themes over the course of a work of literature, including how they emerge and are specific and refined by specific details. (E)
INDICATOR / STANDARD	9- 10.RC.3.	Analyze and evaluate how an author's choices concerning how to structure a work of literature, order events within it (e.g., parallel episodes), and manipulate time (e.g., pacing, flashbacks) contribute to the overall meaning and effect of a work.
INDICATOR / STANDARD	9- 10.RC.4.	Analyze in detail the development of two or more central ideas over the course of a text, including how they build on one another to provide a complex analysis.
INDICATOR / STANDARD	9- 10.RC.5.	Analyze a series of ideas or events, including the order in which the points are made and developed, and the connections that are drawn between them.
INDICATOR / STANDARD	9- 10.RC.9.	Use context to determine or clarify the meaning of words and phrases.
INDICATOR / STANDARD	9- 10.RC.12.	Analyze the meaning of words and phrases as they are used in works of literature, including figurative, connotative, and denotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings. (E)

STANDARD / STRAND

Grades 9-10 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 correctly cited sources.
INDICATOR / STANDARD	9- 10.W.2.	Write informative compositions on a variety of topics that:
EXPECTATION / INDICATOR	9- 10.W.2.b.	Develop the topic utilizing credible sources with relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
EXPECTATION / INDICATOR	9- 10.W.2.d.	Choose language and content-specific vocabulary that express ideas precisely and concisely to manage the complexity of the topic, recognizing and eliminating wordiness and redundancy.
STANDARD / STRAND		Grades 9-10 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 correctly cited sources.
INDICATOR / STANDARD	9- 10.W.3.	Write narrative compositions in a variety of forms that:
EXPECTATION / INDICATOR	9- 10.W.3.a.	Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(of view, and introducing a narrator and/or characters.
EXPECTATION / INDICATOR	9- 10.W.3.b.	Create a smooth progression of experiences or events.
EXPECTATION / INDICATOR	9- 10.W.3.c.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plotlines to develop experiences, events, and/or characters.
EXPECTATION / INDICATOR		Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences events, setting, and/or characters.
EXPECTATION / INDICATOR	9- 10.W.3.f.	Provide an ending that follows and reflects on what is experienced, observed, or resolved over the course of the narrative. (E)
STANDARD / STRAND		Grades 9-10 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 correctly cited sources.
INDICATOR / STANDARD	9- 10.W.4.	Apply the writing process to all formal writing including but not limited to argumentative, informative and narrative:
EXPECTATION / INDICATOR	9- 10.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.
EXPECTATION / INDICATOR	9- 10.W.4.b.	Use technology to generate, produce, publish, and update individual or shared writing products, taking advantage technology's capacity to link to other information and to display information flexibly and dynamically (e.g., use of publishing programs, integration of multimedia).
EXPECTATION / INDICATOR	9- 10.W.4.c.	Utilize a standard style guide framework for in-text documentation, formatting, and works cited in order to properly credit sources in all writing types, utilizing multiple sources when appropriate.

Grades 9-10 English/Language Arts

INDICATOR / 9- Conduct more sustained research assignments and tasks to build knowledge about the research process and the topic under study.	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 correctly cited sources.
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EXPECTATION / 9-INDICATOR 10.W.5.e.

Avoid plagiarism and over reliance on any one source and follow a standard format (e.g., MLA, APA) for citation.

Grade 9 - 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		Synthesis and Connection of Ideas
EXPECTATION /	JL.4.2.	Analyze and evaluate significant works of narrative nonfiction/historical fiction (American, English, or world) and how

EXPECTATION / INDICATOR

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	Journalism: Vocabulary
INDICATOR / STANDARD	Learning Outcome

EXPECTATION / JV.1.1. INDICATOR

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.

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)
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)
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.3.3.	Write features that

INDICATOR

Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

INDICATOR		Establish and maintain a feature style appropriate to the purpose and audience. (e.g. AP Style)
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.
INDICATOR		Use technology to generate, produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
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.4.3.	Revise and edit copy to improve sentence variety and style and to enhance subtlety of meaning and tone in ways that are consistent with purpose, audience, and journalistic form.
EXPECTATION / INDICATOR	JW.4.4.	Revise and edit copy to ensure effective, grammatically correct communication using appropriate proofreading or copy editing symbols.
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

INDICATOR / STANDARD		Conventions of Standard English: Grammar and Usage/Capitalization, Punctuation, and Spelling
EXPECTATION / INDICATOR	JW.6.1.	Demonstrate command of English grammar and usage, focusing on:
INDICATOR	JW.6.1.A.	Pronouns— Students are expected to build upon and continue applying conventions learned previously. (Grade of Mastery: 4)
INDICATOR	JW.6.1.B.	Verbs – Students are expected to build upon and continue applying conventions learned previously. (Grade of Mastery: 10)
INDICATOR	JW.6.1.C.	Adjectives and Adverbs — Students are expected to build upon and continue applying conventions learned previously. (Grade of Mastery: 4)
INDICATOR	JW.6.1.D.	Phrases and Clauses — Students are expected to build upon and continue applying conventions learned previously. (Grade of Mastery: 7)
INDICATOR	JW.6.1.E.	Usage- Students are expected to build upon and continue applying conventions learned previously. (Grade of Mastery: 10)
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Writing
INDICATOR / STANDARD		Conventions of Standard English: Grammar and Usage/Capitalization, Punctuation, and Spelling
EXPECTATION / INDICATOR	JW.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling focusing on:
INDICATOR	JW.6.2.A.	Capitalization—Students are expected to build upon and continue applying conventions learned previously. (Grade of Mastery: 5)
INDICATOR	JW.6.2.B.	Punctuation —Students are expected to build upon and continue applying conventions learned previously. (Grade of Mastery: 10)
INDICATOR	JW.6.2.C.	Spelling —Students are expected to build upon and continue applying conventions learned previously. (Grade of Mastery: 5)
STANDARD / STRAND		Digital Media: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Narrative Storytelling
INDICATOR / STANDARD		Learning Outcome
EXPECTATION / INDICATOR	MS.1.	Read and interact with a variety of media from journalistic outlets and read other texts related to media within a range of complexity appropriate for grades 9-12 that include possibilities for analysis of literary techniques, structure and style. By the end of this course, students interact with media and texts proficiently and independently at the low end of the range and with scaffolding as needed at the high end of the range.
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.
EXPECTATION / INDICATOR	MS.2.3.	Analyze how the producer's choices impact subject development over the course of a media product.
STANDARD / STRAND		Digital Media: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Narrative Storytelling
INDICATOR / STANDARD		Structural Elements and Organization
EXPECTATION / INDICATOR	MS.3.1.	Analyze and evaluate how a producer's choices concerning how to structure specific parts of a media product contribute to its overall meaning and effect.
STANDARD / STRAND		Digital Media: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Nonfiction
INDICATOR / STANDARD		Structural Elements and Organization
EXPECTATION / INDICATOR	MN.3.3.	Determine perspective or purpose in a piece of media in which the rhetoric is particularly effective. Analyze how style and content contribute to the power and persuasiveness of the media product (e.g.appeals to both friendly and hostile audiences and anticipates and addresses audience's concerns and counterclaims).
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 /		Writing Genres: Editorial, News, Feature, and Narrative
STANDARD		

INDICATOR	MW.3.3.1.	Engage and orient the audience by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and including narration and/or sources or characters,
INDICATOR	MW.3.3.4.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome,
INDICATOR	MW.3.3.5.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
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.4.1.2.	Use technology to generate, produce, publish, and update individual or shared products in response to ongoing feedback, including new arguments or information,
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.4.3.	Revise and edit to improve sentence variety and style and to enhance subtlety of meaning and tone in ways that are consistent with purpose, audience, and media format.
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 /		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.
STANDARD / STRAND		Digital Media: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Writing
INDICATOR / STANDARD		Conventions of Standard English: Grammar and Usage / Capitalization, Punctuation, and Spelling
EXPECTATION / INDICATOR	MW.6.1.	Demonstrate command of English grammar and usage, focusing on:
INDICATOR	MW.6.1.A	Pronouns– Students are expected to build upon and continue applying conventions learned previously. Grade of Mastery: 4 Writing sentences that include relative pronouns (e.g., who, which) and reflexive pronouns (e.g., myself, ourselves) and explaining their functions in a sentence.
INDICATOR	MW.6.1.B	Verbs - Students are expected to build upon and continue applying conventions learned previously. Grade of Mastery: 10 Forming and using verbs in the indicative, imperative, interrogative, conditional and subjunctive moods.
INDICATOR	MW.6.1.C	Adjectives and Adverbs – Students are expected to build upon and continue applying conventions learned previously. Grade of Mastery: 4 Writing sentences using relative adverbs (e.g., where, when) and explaining their functions in a sentence.
ST ANDARD /		Digital Media: Grades 9-12
STRAND		
PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Writing
PROFICIENCY STATEMENT /		Digital Media: Writing Conventions of Standard English: Grammar and Usage / Capitalization, Punctuation, and Spelling
PROFICIENCY STATEMENT / SUBSTRAND	MW.6.2.	
PROFICIENCY STATEMENT / SUBSTRAND INDICATOR / STANDARD		Conventions of Standard English: Grammar and Usage / Capitalization, Punctuation, and Spelling Demonstrate command of the conventions of standard English capitalization, punctuation, and
PROFICIENCY STATEMENT / SUBSTRAND INDICATOR / STANDARD EXPECTATION / INDICATOR	MW.6.2.A	Conventions of Standard English: Grammar and Usage / Capitalization, Punctuation, and Spelling Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling focusing on: Capitalization—Students are expected to build upon and continue applying conventions learned previously. Grade of
PROFICIENCY STATEMENT / SUBSTRAND INDICATOR / STANDARD EXPECTATION / INDICATOR INDICATOR	MW.6.2.A MW.6.2.B	Conventions of Standard English: Grammar and Usage / Capitalization, Punctuation, and Spelling Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling focusing on: Capitalization—Students are expected to build upon and continue applying conventions learned previously. Grade of Mastery: 5 Applying correct usage of capitalization in writing. Punctuation—Students are expected to build upon and continue applying conventions learned previously. Grade of
PROFICIENCY STATEMENT / SUBSTRAND INDICATOR / STANDARD EXPECTATION / INDICATOR INDICATOR	MW.6.2.A MW.6.2.B	Conventions of Standard English: Grammar and Usage / Capitalization, Punctuation, and Spelling Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling focusing on: Capitalization—Students are expected to build upon and continue applying conventions learned previously. Grade of Mastery: 5 Applying correct usage of capitalization in writing. Punctuation—Students are expected to build upon and continue applying conventions learned previously. Grade of Mastery: 10 Using a semicolon and a conjunctive adverb to link two or more closely related independent clauses. Spelling—Students are expected to build upon and continue applying conventions learned previously. Grade of
PROFICIENCY STATEMENT / SUBSTRAND INDICATOR / STANDARD EXPECTATION / INDICATOR INDICATOR INDICATOR INDICATOR STANDARD /	MW.6.2.A MW.6.2.B	Conventions of Standard English: Grammar and Usage / Capitalization, Punctuation, and Spelling Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling focusing on: Capitalization—Students are expected to build upon and continue applying conventions learned previously. Grade of Mastery: 5 Applying correct usage of capitalization in writing. Punctuation—Students are expected to build upon and continue applying conventions learned previously. Grade of Mastery: 10 Using a semicolon and a conjunctive adverb to link two or more closely related independent clauses. Spelling—Students are expected to build upon and continue applying conventions learned previously. Grade of Mastery: 5 Applying correct spelling patterns and generalizations in writing.
PROFICIENCY STATEMENT / SUBSTRAND INDICATOR / STANDARD EXPECTATION / INDICATOR INDICATOR INDICATOR INDICATOR STANDARD / STRAND PROFICIENCY STATEMENT /	MW.6.2.A MW.6.2.B	Conventions of Standard English: Grammar and Usage / Capitalization, Punctuation, and Spelling Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling focusing on: Capitalization–Students are expected to build upon and continue applying conventions learned previously. Grade of Mastery: 5 Applying correct usage of capitalization in writing. Punctuation –Students are expected to build upon and continue applying conventions learned previously. Grade of Mastery: 10 Using a semicolon and a conjunctive adverb to link two or more closely related independent clauses. Spelling –Students are expected to build upon and continue applying conventions learned previously. Grade of Mastery: 5 Applying correct spelling patterns and generalizations in writing. Digital Media: Grades 9-12

Indiana Academic Standards Language Arts

Grade 9 - Adopted: 2023

ST	ANDARD	
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Grades 9-10 English/Language Arts

sources.

PROFICIENCY STATEMENT / SUBSTRAND		Reading Comprehension – Learning Outcome: Students analyze the author's technique, structure, main ideas, purpose, and perspective in grade-level fiction and nonfiction text, using textual evidence to support analysis.
INDICATOR / STANDARD	9- 10.RC.1.	Analyze what a text says both explicitly and implicitly (e.g., inferences and interpretations) by citing strong and thorough textual evidence. (E)
INDICATOR / STANDARD	9- 10.RC.2.	Analyze in detail the development of two or more themes over the course of a work of literature, including how they emerge and are specific and refined by specific details. (E)
INDICATOR / STANDARD	9- 10.RC.3.	Analyze and evaluate how an author's choices concerning how to structure a work of literature, order events within it (e.g., parallel episodes), and manipulate time (e.g., pacing, flashbacks) contribute to the overall meaning and effect of a work.
INDICATOR / STANDARD	9- 10.RC.4.	Analyze in detail the development of two or more central ideas over the course of a text, including how they build on one another to provide a complex analysis.
INDICATOR / STANDARD	9- 10.RC.5.	Analyze a series of ideas or events, including the order in which the points are made and developed, and the connections that are drawn between them.
INDICATOR / STANDARD	9- 10.RC.9.	Use context to determine or clarify the meaning of words and phrases.
INDICATOR / STANDARD	9- 10.RC.12.	Analyze the meaning of words and phrases as they are used in works of literature, including figurative, connotative, and denotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings. (E)
STANDARD / STRAND		Grades 9-10 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 correctly cited sources.
INDICATOR / STANDARD	9- 10.W.2.	Write informative compositions on a variety of topics that:
EXPECTATION / INDICATOR	9- 10.W.2.b.	Develop the topic utilizing credible sources with relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
EXPECTATION / INDICATOR	9- 10.W.2.d.	Choose language and content-specific vocabulary that express ideas precisely and concisely to manage the complexity of the topic, recognizing and eliminating wordiness and redundancy.
STANDARD / STRAND		Grades 9-10 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 correctly cited sources.

INDICATOR / STANDARD	9- 10.W.3.	Write narrative compositions in a variety of forms that:
EXPECTATION / INDICATOR	9- 10.W.3.a.	Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters.
EXPECTATION / INDICATOR	9- 10.W.3.b.	Create a smooth progression of experiences or events.
EXPECTATION / INDICATOR	9- 10.W.3.c.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plotlines to develop experiences, events, and/or characters.
EXPECTATION / INDICATOR	9- 10.W.3.e.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
EXPECTATION / INDICATOR	9- 10.W.3.f.	Provide an ending that follows and reflects on what is experienced, observed, or resolved over the course of the narrative. (E)
STANDARD / STRAND		Grades 9-10 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 correctly cited sources.
INDICATOR / STANDARD	9- 10.W.4.	Apply the writing process to all formal writing including but not limited to argumentative, informative, and narrative:
EXPECTATION / INDICATOR	9- 10.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.
EXPECTATION / INDICATOR	9- 10.W.4.b.	Use technology to generate, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically (e.g., use of publishing programs, integration of multimedia).
EXPECTATION / INDICATOR	9- 10.W.4.c.	Utilize a standard style guide framework for in-text documentation, formatting, and works cited in order to properly credit sources in all writing types, utilizing multiple sources when appropriate.
STANDARD / STRAND		Grades 9-10 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 correctly cited sources.
INDICATOR / STANDARD	9- 10.W.5.	Conduct more sustained research assignments and tasks to build knowledge about the research process and the topic under study.
EXPECTATION / INDICATOR	9- 10.W.5.e.	Avoid plagiarism and over reliance on any one source and follow a standard format (e.g., MLA, APA) for citation.
		Grade 9 - 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		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		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.
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)
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 / NDICATOR	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 / NDICATOR	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.3.3.	Write features that
INDICATOR		Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
NDICATOR		Establish and maintain a feature style appropriate to the purpose and audience. (e.g. AP Style)
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.

INDICATOR		Use technology to generate, produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
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.4.3.	Revise and edit copy to improve sentence variety and style and to enhance subtlety of meaning and tone in ways that are consistent with purpose, audience, and journalistic form.
EXPECTATION / INDICATOR	JW.4.4.	Revise and edit copy to ensure effective, grammatically correct communication using appropriate proofreading or copy editing symbols.
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
INDICATOR / STANDARD		Conventions of Standard English: Grammar and Usage/Capitalization, Punctuation, and Spelling
EXPECTATION / INDICATOR	JW.6.1.	Demonstrate command of English grammar and usage, focusing on:
INDICATOR	JW.6.1.A.	Pronouns— Students are expected to build upon and continue applying conventions learned previously. (Grade of Mastery: 4)
INDICATOR	JW.6.1.B.	Verbs – Students are expected to build upon and continue applying conventions learned previously. (Grade of Mastery: 10)
INDICATOR	JW.6.1.C.	Adjectives and Adverbs — Students are expected to build upon and continue applying conventions learned previously. (Grade of Mastery: 4)
INDICATOR	JW.6.1.D.	Phrases and Clauses — Students are expected to build upon and continue applying conventions learned previously. (Grade of Mastery: 7)

INDICATOR	JW.6.1.E.	Usage- Students are expected to build upon and continue applying conventions learned previously. (Grade of Mastery: 10)
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Writing
INDICATOR / STANDARD		Conventions of Standard English: Grammar and Usage/Capitalization, Punctuation, and Spelling
EXPECTATION / INDICATOR	JW.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling focusing on:
INDICATOR	JW.6.2.A.	Capitalization—Students are expected to build upon and continue applying conventions learned previously. (Grade of Mastery: 5)
INDICATOR	JW.6.2.B.	Punctuation —Students are expected to build upon and continue applying conventions learned previously. (Grade of Mastery: 10)
INDICATOR	JW.6.2.C.	Spelling —Students are expected to build upon and continue applying conventions learned previously. (Grade of Mastery: 5)
STANDARD / STRAND		Digital Media: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Narrative Storytelling
INDICATOR / STANDARD		Learning Outcome
EXPECTATION / INDICATOR	MS.1.	Read and interact with a variety of media from journalistic outlets and read other texts related to media within a range of complexity appropriate for grades 9-12 that include possibilities for analysis of literary techniques, structure and style. By the end of this course, students interact with media and texts proficiently and independently at the low end of the range and with scaffolding as needed at the high end of the range.
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.
EXPECTATION / INDICATOR	MS.2.3.	Analyze how the producer's choices impact subject development over the course of a media product.
STANDARD / STRAND		Digital Media: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Narrative Storytelling

INDICATOR / STANDARD		Structural Elements and Organization
EXPECTATION / INDICATOR	MS.3.1.	Analyze and evaluate how a producer's choices concerning how to structure specific parts of a media product contribute to its overall meaning and effect.
STANDARD / STRAND		Digital Media: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Nonfiction
INDICATOR / STANDARD		Structural Elements and Organization
EXPECTATION / INDICATOR	MN.3.3.	Determine perspective or purpose in a piece of media in which the rhetoric is particularly effective. Analyze how style and content contribute to the power and persuasiveness of the media product (e.g.appeals to both friendly and hostile audiences and anticipates and addresses audience's concerns and counterclaims).
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.3.3.	Write or produce narrative and feature-style media products in a variety of forms that:
INDICATOR	MW.3.3.1.	Engage and orient the audience by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and including narration and/or sources or characters,
INDICATOR	MW.3.3.4.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome,
INDICATOR	MW.3.3.5.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
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.4.1.2.	Use technology to generate, produce, publish, and update individual or shared products in response to ongoing feedback, including new arguments or information,
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.4.3.	Revise and edit to improve sentence variety and style and to enhance subtlety of meaning and tone in ways that are consistent with purpose, audience, and media format.
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.5.3.5.	Avoid plagiarism and overreliance on any one source and follow a standard format (e.g., AP Style) for citation.
STANDARD / STRAND		Digital Media: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Writing
INDICATOR / STANDARD		Conventions of Standard English: Grammar and Usage / Capitalization, Punctuation, and Spelling
EXPECTATION / INDICATOR	MW.6.1.	Demonstrate command of English grammar and usage, focusing on:
INDICATOR	MW.6.1.A	Pronouns—Students are expected to build upon and continue applying conventions learned previously. Grade of Mastery: 4 Writing sentences that include relative pronouns (e.g., who, which) and reflexive pronouns (e.g., myself, ourselves) and explaining their functions in a sentence.

ourselves) and explaining their functions in a sentence.

INDICATOR	MW.6.1.B	Verbs - Students are expected to build upon and continue applying conventions learned previously. Grade of Mastery: 10 Forming and using verbs in the indicative, imperative, interrogative, conditional and subjunctive moods.
INDICATOR	MW.6.1.C	Adjectives and Adverbs – Students are expected to build upon and continue applying conventions learned previously. Grade of Mastery: 4 Writing sentences using relative adverbs (e.g., where, when) and explaining their functions in a sentence.
STANDARD / STRAND		Digital Media: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Writing
INDICATOR / STANDARD		Conventions of Standard English: Grammar and Usage / Capitalization, Punctuation, and Spelling
EXPECTATION / INDICATOR	MW.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling focusing on:
INDICATOR	MW.6.2.A	Capitalization–Students are expected to build upon and continue applying conventions learned previously. Grade of Mastery: 5 Applying correct usage of capitalization in writing.
INDICATOR	MW.6.2.B	Punctuation –Students are expected to build upon and continue applying conventions learned previously. Grade of Mastery: 10 Using a semicolon and a conjunctive adverb to link two or more closely related independent clauses.
INDICATOR	MW.6.2.C	Spelling –Students are expected to build upon and continue applying conventions learned previously. Grade of Mastery: 5 Applying correct spelling patterns and generalizations in writing.
STANDARD / STRAND		Digital Media: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Media Literacy
INDICATOR / STANDARD		Learning Outcome

Critically analyze content found in media used to inform, persuade, entertain, and transmit culture.

EXPECTATION / ML.1.

INDICATOR