

## Structure and Style for Students

RESPONSE TO LITERATURE Week 22 Page 241-248

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

**STANDARD / STRAND**                      **Grades 9-10 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		<b>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.</b>
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		<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.</b>
INDICATOR / STANDARD	9-10.W.2.	<b>Write informative compositions on a variety of topics that:</b>
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**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes; compositions will include correct use of standard formatting (e.g., MLA, APA) with correctly cited sources.</b>
<b>INDICATOR / STANDARD</b>	<b>9-10.W.3.</b>	<b>Write narrative compositions in a variety of forms that:</b>

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**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes; compositions will include correct use of standard formatting (e.g., MLA, APA) with correctly cited sources.</b>
<b>INDICATOR / STANDARD</b>	<b>9-10.W.4.</b>	<b>Apply the writing process to all formal writing including but not limited to argumentative, informative, and narrative:</b>

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**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes; compositions will include correct use of standard formatting (e.g., MLA, APA) with correctly cited sources.</b>
<b>INDICATOR / STANDARD</b>	<b>9-10.W.5.</b>	<b>Conduct more sustained research assignments and tasks to build knowledge about the research process and the topic under study.</b>

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**

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

EXPECTATION / INDICATOR JL.2.2. 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**

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

EXPECTATION / INDICATOR JL.4.2. 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**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Journalism: Vocabulary</b>
<b>INDICATOR / STANDARD</b>		<b>Learning Outcome</b>

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**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Journalism: Vocabulary</b>
<b>INDICATOR / STANDARD</b>		<b>Vocabulary Building</b>

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
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<b>INDICATOR / STANDARD</b>		<b>Writing Genres: Editorial, News, and Feature</b>
<b>EXPECTATION / INDICATOR</b>	<b>JW.3.3.</b>	<b>Write features that --</b>
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**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Writing</b>
<b>INDICATOR / STANDARD</b>		<b>The Writing Process</b>
<b>EXPECTATION / INDICATOR</b>	<b>JW.4.1.</b>	<b>Apply the writing process to —</b>
INDICATOR		Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach, focusing on addressing what is most significant for a specific purpose and audience; and edit to produce and strengthen writing that is clear and coherent.
INDICATOR		Use technology to generate, produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

**STANDARD / STRAND**

**Journalism: Grades 9-12**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Writing</b>
<b>INDICATOR / STANDARD</b>		<b>The Writing Process</b>
EXPECTATION / INDICATOR	JW.4.2.	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**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Writing</b>
<b>INDICATOR / STANDARD</b>		<b>The Research Process: Finding, Assessing, Synthesizing, and Reporting Information</b>

<b>EXPECTATION / INDICATOR</b>	<b>JW.5.3.</b>	<b>Conduct short as well as more sustained research assignments and tasks to build knowledge about the research process and the topic under study.</b>
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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**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Writing</b>
<b>INDICATOR / STANDARD</b>		<b>Conventions of Standard English: Grammar and Usage/Capitalization, Punctuation, and Spelling</b>

<b>EXPECTATION / INDICATOR</b>	<b>JW.6.1.</b>	<b>Demonstrate command of English grammar and usage, focusing on:</b>
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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**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Writing</b>
<b>INDICATOR / STANDARD</b>		<b>Conventions of Standard English: Grammar and Usage/Capitalization, Punctuation, and Spelling</b>

<b>EXPECTATION / INDICATOR</b>	<b>JW.6.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling focusing on:</b>
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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**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Digital Media: Narrative Storytelling</b>
<b>INDICATOR / STANDARD</b>		<b>Learning Outcome</b>

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

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

EXPECTATION / INDICATOR	MS.2.1.	Analyze what a product says explicitly and implicitly as well as inferences and interpretations drawn from the media product through citing evidence determining where the product leaves matters uncertain.
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EXPECTATION / INDICATOR	MS.2.3.	Analyze how the producer's choices impact subject development over the course of a media product.
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**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.
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**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).
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**STANDARD / STRAND**                      **Digital Media: Grades 9-12**

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

EXPECTATION / INDICATOR	MW.1.	Write routinely over a variety of time frames for a range of tasks, purposes, and audiences; apply reading standards to support analysis, reflection, and research by drawing evidence from a variety of texts and media products.
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**STANDARD / STRAND**                      **Digital Media: Grades 9-12**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Digital Media: Writing</b>
<b>INDICATOR / STANDARD</b>		<b>Writing Genres: Editorial, News, Feature, and Narrative</b>
<b>EXPECTATION / INDICATOR</b>	<b>MW.3.2.</b>	<b>Write or produce informative products on a variety of topics that:</b>
INDICATOR	MW.3.2.1.	Introduce a topic using a variety of lead-ins; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting(e.g., headings), graphics (e.g.,figures,tables),and multimedia when useful to aiding comprehension,
INDICATOR	MW.3.2.2.	Utilize credible sources, develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic,
INDICATOR	MW.3.2.3.	Use appropriate and varied transitions and syntax to link the major sections of the piece,create cohesion, and clarify the relationships among complex ideas and concepts,
INDICATOR	MW.3.2.4.	Choose language, content- specific vocabulary, and techniques to manage the complexity of the topic, recognizing and eliminating wordiness and redundancy,
INDICATOR	MW.3.2.5.	Establish and maintain an informative style appropriate to the purpose and audience, and
INDICATOR	MW.3.2.6.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

**STANDARD / STRAND**

**Digital Media: Grades 9-12**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Digital Media: Writing</b>
<b>INDICATOR / STANDARD</b>		<b>Writing Genres: Editorial, News, Feature, and Narrative</b>
<b>EXPECTATION / INDICATOR</b>	<b>MW.3.3.</b>	<b>Write or produce narrative and feature-style media products in a variety of forms that:</b>
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**

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



<b>EXPECTATION / INDICATOR</b>	<b>MW.4.1.</b>	<b>Apply the writing process to all formal writing and media product development, including but not limited to argumentative, informative, and narrative.</b>
INDICATOR	MW.4.1.1.	Plan and develop, draft, revise using appropriate reference materials, rewrite, try a new approach, focusing on addressing what is most significant for a specific purpose and audience, and edit to produce and strengthen. writing that is clear and coherent,
INDICATOR	MW.4.1.2.	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**

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

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**

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

EXPECTATION / INDICATOR	<b>MW.5.3.</b>	<b>Conduct short as well as more sustained research assignments and tasks to build knowledge about the research process and the topic under study:</b>
INDICATOR	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**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Digital Media: Writing</b>
<b>INDICATOR / STANDARD</b>		<b>Conventions of Standard English: Grammar and Usage / Capitalization, Punctuation, and Spelling</b>

EXPECTATION / INDICATOR	<b>MW.6.1.</b>	<b>Demonstrate command of English grammar and usage, focusing on:</b>
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.
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**STANDARD / STRAND**                      **Digital Media: Grades 9-12**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Digital Media: Writing</b>
<b>INDICATOR / STANDARD</b>		<b>Conventions of Standard English: Grammar and Usage / Capitalization, Punctuation, and Spelling</b>

<b>EXPECTATION / INDICATOR</b>	<b>MW.6.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling focusing on:</b>
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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.
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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.
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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.
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**STANDARD / STRAND**                      **Digital Media: Grades 9-12**

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

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 / STRAND**                      **Grades 9-10 English/Language Arts**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>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.</b>
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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)
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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)
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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.
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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**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes; compositions will include correct use of standard formatting (e.g., MLA, APA) with correctly cited sources.</b>
<b>INDICATOR / STANDARD</b>	<b>9-10.W.2.</b>	<b>Write informative compositions on a variety of topics that:</b>

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**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes; compositions will include correct use of standard formatting (e.g., MLA, APA) with correctly cited sources.</b>
<b>INDICATOR / STANDARD</b>	<b>9-10.W.3.</b>	<b>Write narrative compositions in a variety of forms that:</b>

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.
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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)
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**STANDARD / STRAND**

**Grades 9-10 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		<b>Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes; compositions will include correct use of standard formatting (e.g., MLA, APA) with correctly cited sources.</b>
INDICATOR / STANDARD	9-10.W.4.	<b>Apply the writing process to all formal writing including but not limited to argumentative, informative, and narrative:</b>

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.
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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).
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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.
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**STANDARD / STRAND**

**Grades 9-10 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		<b>Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes; compositions will include correct use of standard formatting (e.g., MLA, APA) with correctly cited sources.</b>
INDICATOR / STANDARD	9-10.W.5.	<b>Conduct more sustained research assignments and tasks to build knowledge about the research process and the topic under study.</b>

EXPECTATION / INDICATOR	9-10.W.5.b.	Gather relevant information from multiple authoritative sources, using advanced searches effectively, and annotate sources.
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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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EXPECTATION / INDICATOR	9-10.W.5.f.	Present information, choosing from a variety of formats. (E)
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Grade 9 - Adopted: 2020

**STANDARD / STRAND**

**Journalism: Grades 9-12**

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

EXPECTATION / INDICATOR	JL.2.2.	Compare and contrast the development of similar themes or central ideas across two or more works of narrative nonfiction/historical fiction and analyze how the author uses specific details to shape and reveal themes. (e.g. excerpts from Historical fiction of Alexander Thom and Native American poetry, works of Ernie Pyle and Tim O'Brien).
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**STANDARD / STRAND** **Journalism: Grades 9-12**

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

EXPECTATION / INDICATOR	JL.4.2.	Analyze and evaluate significant works of narrative nonfiction/historical fiction (American, English, or world) and how two or more of the works treat similar themes, conflicts, issues, or topics. (e.g. In Cold Blood and actual accounts of The Clutter murders).
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**STANDARD / STRAND** **Journalism: Grades 9-12**

PROFICIENCY STATEMENT / SUBSTRAND		<b>Journalism: Nonfiction</b>
INDICATOR / STANDARD		<b>Synthesis and Connection of Ideas</b>

EXPECTATION / INDICATOR	JN.4.2.	Synthesize and evaluate sources of information presented in multimedia platforms in order to address a question or to solve a problem.
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**STANDARD / STRAND** **Journalism: Grades 9-12**

PROFICIENCY STATEMENT / SUBSTRAND		<b>Journalism: Vocabulary</b>
INDICATOR / STANDARD		<b>Learning Outcome</b>

EXPECTATION / INDICATOR	JV.1.1.	Acquire and use accurately general academic and content-specific words and phrases at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression, including those standard to the journalism industry.
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**STANDARD / STRAND** **Journalism: Grades 9-12**

PROFICIENCY STATEMENT / SUBSTRAND		<b>Journalism: Vocabulary</b>
INDICATOR / STANDARD		<b>Vocabulary Building</b>

EXPECTATION / INDICATOR	JV.2.2.	Students are expected to build upon and continue applying concepts learned previously. (Grade of Mastery: 7)
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**STANDARD / STRAND** **Journalism: Grades 9-12**

PROFICIENCY STATEMENT / SUBSTRAND		<b>Writing</b>
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<b>INDICATOR / STANDARD</b>		<b>Learning Outcome</b>
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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**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Writing</b>
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<b>INDICATOR / STANDARD</b>		<b>Handwriting</b>
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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**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Writing</b>
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<b>INDICATOR / STANDARD</b>		<b>Writing Genres: Editorial, News, and Feature</b>
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EXPECTATION / INDICATOR JW.3. Students are expected to build upon and continue concepts learned previously.

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

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Writing</b>
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<b>INDICATOR / STANDARD</b>		<b>Writing Genres: Editorial, News, and Feature</b>
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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**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Writing</b>
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<b>INDICATOR / STANDARD</b>		<b>Writing Genres: Editorial, News, and Feature</b>
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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**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Writing</b>
<b>INDICATOR / STANDARD</b>		<b>The Writing Process</b>
<b>EXPECTATION / INDICATOR</b>	<b>JW.4.1.</b>	<b>Apply the writing process to —</b>
INDICATOR		Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach, focusing on addressing what is most significant for a specific purpose and audience; and edit to produce and strengthen writing that is clear and coherent.
INDICATOR		Use technology to generate, produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

**STANDARD / STRAND**

**Journalism: Grades 9-12**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Writing</b>
<b>INDICATOR / STANDARD</b>		<b>The Writing Process</b>
<b>EXPECTATION / INDICATOR</b>	<b>JW.4.2.</b>	<b>Evaluate and revise the content of copy for meaning, clarity, and purpose.</b>
<b>EXPECTATION / INDICATOR</b>	<b>JW.4.3.</b>	<b>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.</b>
<b>EXPECTATION / INDICATOR</b>	<b>JW.4.4.</b>	<b>Revise and edit copy to ensure effective, grammatically correct communication using appropriate proofreading or copy editing symbols.</b>

**STANDARD / STRAND**

**Journalism: Grades 9-12**

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

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

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

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

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

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Writing</b>
<b>INDICATOR / STANDARD</b>		<b>Conventions of Standard English: Grammar and Usage/Capitalization, Punctuation, and Spelling</b>
<b>EXPECTATION / INDICATOR</b>	<b>JW.6.1.</b>	<b>Demonstrate command of English grammar and usage, focusing on:</b>
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**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Writing</b>
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<b>INDICATOR / STANDARD</b>		<b>Conventions of Standard English: Grammar and Usage/Capitalization, Punctuation, and Spelling</b>
<b>EXPECTATION / INDICATOR</b>	<b>JW.6.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling focusing on:</b>
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**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Digital Media: Narrative Storytelling</b>
<b>INDICATOR / STANDARD</b>		<b>Learning Outcome</b>

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

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

EXPECTATION / INDICATOR	MS.2.1.	Analyze what a product says explicitly and implicitly as well as inferences and interpretations drawn from the media product through citing evidence determining where the product leaves matters uncertain.
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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.
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EXPECTATION / INDICATOR	MS.2.3.	Analyze how the producer's choices impact subject development over the course of a media product.
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**STANDARD / STRAND**                      **Digital Media: Grades 9-12**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Digital Media: Narrative Storytelling</b>
<b>INDICATOR / STANDARD</b>		<b>Structural Elements and Organization</b>

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

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

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**

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

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**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Digital Media: Writing</b>
<b>INDICATOR / STANDARD</b>		<b>Writing Genres: Editorial, News, Feature, and Narrative</b>

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**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Digital Media: Writing</b>
<b>INDICATOR / STANDARD</b>		<b>Writing Genres: Editorial, News, Feature, and Narrative</b>
<b>EXPECTATION / INDICATOR</b>	<b>MW.3.3.</b>	<b>Write or produce narrative and feature-style media products in a variety of forms that:</b>
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**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Digital Media: Writing</b>
<b>INDICATOR / STANDARD</b>		<b>The Writing Process</b>
<b>EXPECTATION / INDICATOR</b>	<b>MW.4.1.</b>	<b>Apply the writing process to all formal writing and media product development, including but not limited to argumentative, informative, and narrative.</b>
INDICATOR	MW.4.1.1.	Plan and develop, draft, revise using appropriate reference materials, rewrite, try a new approach, focusing on addressing what is most significant for a specific purpose and audience, and edit to produce and strengthen. writing that is clear and coherent,
INDICATOR	MW.4.1.2.	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**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Digital Media: Writing</b>
<b>INDICATOR / STANDARD</b>		<b>The Writing Process</b>
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**

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

EXPECTATION / INDICATOR MW.5.2. Identify relevant issues and events of interest to readers through current news analysis, surveys, research reports, statistical data, and interviews with the audience.

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

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

EXPECTATION / INDICATOR MW.5.3. **Conduct short as well as more sustained research assignments and tasks to build knowledge about the research process and the topic under study:**

INDICATOR MW.5.3.4. 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**

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

EXPECTATION / INDICATOR MW.5.4. **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**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Digital Media: Writing</b>
<b>INDICATOR / STANDARD</b>		<b>Conventions of Standard English: Grammar and Usage / Capitalization, Punctuation, and Spelling</b>

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

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Digital Media: Writing</b>
<b>INDICATOR / STANDARD</b>		<b>Conventions of Standard English: Grammar and Usage / Capitalization, Punctuation, and Spelling</b>

<b>EXPECTATION / INDICATOR</b>	<b>MW.6.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling focusing on:</b>
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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.
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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.
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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.
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**STANDARD / STRAND**                      **Digital Media: Grades 9-12**

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

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

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

EXPECTATION / INDICATOR	ML.1.	Critically analyze content found in media used to inform, persuade, entertain, and transmit culture.
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**STANDARD / STRAND**                      **Student Media: 9-12**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Standard 3: Media Content Development Process - Students discuss ideas for coverage with others. They develop coherent and focused content ideas that demonstrate well-researched information that is appropriate for their audience.</b>
<b>INDICATOR / STANDARD</b>		<b>Develop Ideas</b>

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

PROFICIENCY STATEMENT / SUBSTRAND		<b>Standard 5: Student Media Production Cycles - Students produce media within an established production cycle, meeting deadlines and following style manual guidelines for consistency. Students analyze, evaluate, and critique their own work and that of others as they improve future media based on feedback.</b>
INDICATOR / STANDARD	SMED.5.1.	<b>Work within a production cycle for media that includes:</b>

EXPECTATION / INDICATOR	SMED.5.1.2.	gathering information (interviewing, researching, observing, etc.),
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**Indiana Academic Standards  
Language Arts  
Grade 9 - Adopted: 2023**

**STANDARD / STRAND**                      **Grades 9-10 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		<b>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.</b>
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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)
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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)
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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.
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INDICATOR / STANDARD	9-10.RC.9.	Use context to determine or clarify the meaning of words and phrases.
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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)
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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		<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.</b>
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INDICATOR / STANDARD	9-10.W.4.	<b>Apply the writing process to all formal writing including but not limited to argumentative, informative, and narrative:</b>
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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**

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

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

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**

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

EXPECTATION / INDICATOR JL.3.1. Analyze and evaluate how an author chooses to craft specific parts of a work of narrative nonfiction/historical fiction to contribute to its overall structure and meaning as well as its aesthetic impact.

**STANDARD / STRAND**

**Journalism: Grades 9-12**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Journalism: Nonfiction</b>
<b>INDICATOR / STANDARD</b>		<b>Learning Outcome</b>

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**

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

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Journalism: Nonfiction</b>
<b>INDICATOR / STANDARD</b>		<b>Structural Elements and Organization</b>
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**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Journalism: Vocabulary</b>
<b>INDICATOR / STANDARD</b>		<b>Learning Outcome</b>
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**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Journalism: Vocabulary</b>
<b>INDICATOR / STANDARD</b>		<b>Vocabulary Building</b>
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**

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

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**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Writing</b>
<b>INDICATOR / STANDARD</b>		<b>Learning Outcome</b>

EXPECTATION / INDICATOR JW.1. Write routinely over a variety of time frames for a range of tasks, purposes, and audiences; apply reading standards to support analysis, reflection, and research by drawing evidence from a variety of texts.

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

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Writing</b>
<b>INDICATOR / STANDARD</b>		<b>Handwriting</b>

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**

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

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

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

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

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

INDICATOR		Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach, focusing on addressing what is most significant for a specific purpose and audience; and edit to produce and strengthen writing that is clear and coherent.
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INDICATOR		Use technology to generate, produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
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**STANDARD / STRAND**                      **Journalism: Grades 9-12**

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

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

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Writing</b>
<b>INDICATOR / STANDARD</b>		<b>Conventions of Standard English: Grammar and Usage/Capitalization, Punctuation, and Spelling</b>

EXPECTATION / INDICATOR	JW.6.1.	<b>Demonstrate command of English grammar and usage, focusing on:</b>
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INDICATOR	JW.6.1.E.	Usage— Students are expected to build upon and continue applying conventions learned previously. (Grade of Mastery: 10)
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**STANDARD / STRAND**                      **Journalism: Grades 9-12**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Writing</b>
<b>INDICATOR / STANDARD</b>		<b>Conventions of Standard English: Grammar and Usage/Capitalization, Punctuation, and Spelling</b>

EXPECTATION / INDICATOR	JW.6.2.	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling focusing on:</b>
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INDICATOR	JW.6.2.A.	Capitalization—Students are expected to build upon and continue applying conventions learned previously. (Grade of Mastery: 5)
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INDICATOR	JW.6.2.B.	Punctuation —Students are expected to build upon and continue applying conventions learned previously. (Grade of Mastery: 10)
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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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**STANDARD / STRAND**                      **Journalism: Grades 9-12**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Media Literacy</b>
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<b>INDICATOR / STANDARD</b>		<b>Media Literacy</b>
<b>EXPECTATION / INDICATOR</b>	<b>JML.2.6.</b>	<b>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</b>

INDICATOR structural elements and organization

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

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

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**

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

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**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Digital Media: Nonfiction</b>
<b>INDICATOR / STANDARD</b>		<b>Key Ideas and Textual Support</b>

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**

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

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

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

EXPECTATION / INDICATOR	MW.4.1.	Apply the writing process to all formal writing and media product development, including but not limited to argumentative, informative, and narrative.
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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,
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**STANDARD / STRAND**                      **Digital Media: Grades 9-12**

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

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**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Digital Media: Writing</b>
<b>INDICATOR / STANDARD</b>		<b>Conventions of Standard English: Grammar and Usage / Capitalization, Punctuation, and Spelling</b>

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**

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

EXPECTATION / INDICATOR ML.1. Critically analyze content found in media used to inform, persuade, entertain, and transmit culture.

**STANDARD / STRAND** **Grades 9-10 English/Language Arts**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>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.</b>
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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		<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.</b>
INDICATOR / STANDARD	9-10.W.2.	<b>Write informative compositions on a variety of topics that:</b>

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		<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.</b>
INDICATOR / STANDARD	9-10.W.4.	<b>Apply the writing process to all formal writing including but not limited to argumentative, informative, and narrative:</b>

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.
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**STANDARD / STRAND**

**Grades 9-10 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		<b>Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes; compositions will include correct use of standard formatting (e.g., MLA, APA) with correctly cited sources.</b>
INDICATOR / STANDARD	9-10.W.5.	<b>Conduct more sustained research assignments and tasks to build knowledge about the research process and the topic under study.</b>

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**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>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.</b>
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**

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

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

EXPECTATION / INDICATOR	JL.3.1.	Analyze and evaluate how an author chooses to craft specific parts of a work of narrative nonfiction/historical fiction to contribute to its overall structure and meaning as well as its aesthetic impact.
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**STANDARD / STRAND**                      **Journalism: Grades 9-12**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Journalism: Nonfiction</b>
<b>INDICATOR / STANDARD</b>		<b>Learning Outcome</b>

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

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

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

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Journalism: Nonfiction</b>
<b>INDICATOR / STANDARD</b>		<b>Structural Elements and Organization</b>

EXPECTATION / INDICATOR	JN.3.1.	Students are expected to build upon and continue applying concepts learned previously. (Grade of Mastery: 5)
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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.
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**STANDARD / STRAND**                      **Journalism: Grades 9-12**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Journalism: Vocabulary</b>
<b>INDICATOR / STANDARD</b>		<b>Learning Outcome</b>



EXPECTATION / INDICATOR	JV.1.1.	Acquire and use accurately general academic and content-specific words and phrases at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression, including those standard to the journalism industry.
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**STANDARD / STRAND**                      **Journalism: Grades 9-12**

PROFICIENCY STATEMENT / SUBSTRAND		<b>Journalism: Vocabulary</b>
INDICATOR / STANDARD		<b>Vocabulary Building</b>

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

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

EXPECTATION / INDICATOR	JV.3.2.	Determine the meaning of words and phrases as they are used in a nonfiction text, including figurative, connotative, and technical meanings; evaluate the cumulative impact of how an author uses and refines the meaning of a key term or terms over the course of a text.
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**STANDARD / STRAND**                      **Journalism: Grades 9-12**

PROFICIENCY STATEMENT / SUBSTRAND		<b>Writing</b>
INDICATOR / STANDARD		<b>Learning Outcome</b>

EXPECTATION / INDICATOR	JW.1.	Write routinely over a variety of time frames for a range of tasks, purposes, and audiences; apply reading standards to support analysis, reflection, and research by drawing evidence from a variety of texts.
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**STANDARD / STRAND**                      **Journalism: Grades 9-12**

PROFICIENCY STATEMENT / SUBSTRAND		<b>Writing</b>
INDICATOR / STANDARD		<b>Handwriting</b>

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

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

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

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

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Speaking and Listening</b>
<b>INDICATOR / STANDARD</b>		<b>Discussion and Collaboration</b>

EXPECTATION / INDICATOR	JSL.2.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one critiques, group discussion of news coverage, story ideas, and interviews) on current events, sample media, and newsworthy issues; building on others' ideas and expressing personal viewpoints clearly and persuasively.
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EXPECTATION / INDICATOR	JSL.2.3.	Work with peers to promote collegial discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
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EXPECTATION / INDICATOR	JSL.2.4.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
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**STANDARD / STRAND**                      **Journalism: Grades 9-12**

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

EXPECTATION / INDICATOR	JSL.4.3.	Students are expected to build upon and continue applying concepts learned previously. (Grade of Mastery: 2)
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**STANDARD / STRAND**                      **Journalism: Grades 9-12**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Media Literacy</b>
<b>INDICATOR / STANDARD</b>		<b>Media Literacy</b>

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
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INDICATOR		structural elements and organization
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**STANDARD / STRAND**                      **Digital Media: Grades 9-12**

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

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

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Digital Media:Vocabulary</b>
<b>INDICATOR / STANDARD</b>		<b>Vocabulary in Media Writing and Production</b>

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**

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

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**

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

INDICATOR    MW.3.2.1.    Introduce a topic using a variety of lead-ins; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting(e.g., headings), graphics (e.g.,figures,tables),and multimedia when useful to aiding comprehension,

INDICATOR    MW.3.2.2.    Utilize credible sources, develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic,

INDICATOR    MW.3.2.3.    Use appropriate and varied transitions and syntax to link the major sections of the piece,create cohesion, and clarify the relationships among complex ideas and concepts,

INDICATOR    MW.3.2.4.    Choose language, content- specific vocabulary, and techniques to manage the complexity of the topic, recognizing and eliminating wordiness and redundancy,

INDICATOR    MW.3.2.5.    Establish and maintain an informative style appropriate to the purpose and audience, and

INDICATOR    MW.3.2.6.    Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

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

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

INDICATOR MW.4.1.1. Plan and develop, draft, revise using appropriate reference materials, rewrite, try a new approach, focusing on addressing what is most significant for a specific purpose and audience, and edit to produce and strengthen. writing that is clear and coherent,

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

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

EXPECTATION / INDICATOR MW.5.1. Discuss ideas for writing with classmates, teachers, other writers, or community members.

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

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

INDICATOR 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**

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

EXPECTATION / INDICATOR MSL.2.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, critiques, group discussion, interviews, etc.) on current events, sample media, newsworthy issues, creative story ideas, use of technology in projects; building on others' ideas and expressing personal viewpoints and narratives clearly.

EXPECTATION / INDICATOR MSL.2.2. Engage in a thoughtful, well-reasoned exchange of ideas by referring to specific evidence.

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

EXPECTATION / INDICATOR	MSL.2.4.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
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EXPECTATION / INDICATOR	MSL.2.5.	Conduct debate and discussion to allow all views to be presented; allow for a dissenting view, in addition to group compromise; and determine what additional information or research is required to deepen the investigation or complete the task.
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**STANDARD / STRAND**                      **Digital Media: Grades 9-12**

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

EXPECTATION / INDICATOR	MSL.4.1.	Using a range of informal and formal tasks, present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, opposing perspectives are addressed, ensuring the organization, development, substance, and style are appropriate to purpose, audience.
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**STANDARD / STRAND**                      **Digital Media: Grades 9-12**

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

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 / STRAND**                      **Grades 9-10 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		<b>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.</b>
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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)
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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.
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INDICATOR / STANDARD	9-10.RC.9.	Use context to determine or clarify the meaning of words and phrases.
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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)
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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**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes; compositions will include correct use of standard formatting (e.g., MLA, APA) with correctly cited sources.</b>
<b>INDICATOR / STANDARD</b>	<b>9-10.W.1.</b>	<b>Write arguments in a variety of forms that:</b>

EXPECTATION / INDICATOR	9-10.W.1.e.	Establish and maintain a consistent style and tone appropriate for the purpose and audience.
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**STANDARD / STRAND**                      **Grades 9-10 English/Language Arts**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes; compositions will include correct use of standard formatting (e.g., MLA, APA) with correctly cited sources.</b>
<b>INDICATOR / STANDARD</b>	<b>9-10.W.2.</b>	<b>Write informative compositions on a variety of topics that:</b>

EXPECTATION / INDICATOR	9-10.W.2.a.	Introduce a topic and organize complex ideas, concepts, and information to make important connections and distinctions.
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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.
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EXPECTATION / INDICATOR	9-10.W.2.e.	Establish and maintain a style appropriate for the purpose and audience.
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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)
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**STANDARD / STRAND**                      **Grades 9-10 English/Language Arts**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes; compositions will include correct use of standard formatting (e.g., MLA, APA) with correctly cited sources.</b>
<b>INDICATOR / STANDARD</b>	<b>9-10.W.4.</b>	<b>Apply the writing process to all formal writing including but not limited to argumentative, informative, and narrative:</b>

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.
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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).
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**STANDARD / STRAND**                      **Grades 9-10 English/Language Arts**



<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes; compositions will include correct use of standard formatting (e.g., MLA, APA) with correctly cited sources.</b>
<b>INDICATOR / STANDARD</b>	<b>9-10.W.5.</b>	<b>Conduct more sustained research assignments and tasks to build knowledge about the research process and the topic under study.</b>

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**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>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.</b>
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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**

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

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

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**

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

EXPECTATION / INDICATOR JL.3.1. Analyze and evaluate how an author chooses to craft specific parts of a work of narrative nonfiction/historical fiction to contribute to its overall structure and meaning as well as its aesthetic impact.

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

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Journalism: Nonfiction</b>
<b>INDICATOR / STANDARD</b>		<b>Learning Outcome</b>

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**

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

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**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Journalism: Nonfiction</b>
<b>INDICATOR / STANDARD</b>		<b>Structural Elements and Organization</b>

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**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Journalism: Vocabulary</b>
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<b>INDICATOR / STANDARD</b>		<b>Learning Outcome</b>
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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**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Journalism: Vocabulary</b>
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<b>INDICATOR / STANDARD</b>		<b>Vocabulary Building</b>
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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**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Journalism: Vocabulary</b>
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<b>INDICATOR / STANDARD</b>		<b>Vocabulary in Historical Fiction and Nonfiction</b>
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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**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Writing</b>
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<b>INDICATOR / STANDARD</b>		<b>Learning Outcome</b>
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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**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Writing</b>
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<b>INDICATOR / STANDARD</b>		<b>Handwriting</b>
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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**

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

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

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

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

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**

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

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**

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

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**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Writing</b>
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<b>INDICATOR / STANDARD</b>		<b>The Writing Process</b>
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<b>EXPECTATION / INDICATOR</b>	<b>JW.4.1.</b>	<b>Apply the writing process to —</b>
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INDICATOR		Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach, focusing on addressing what is most significant for a specific purpose and audience; and edit to produce and strengthen writing that is clear and coherent.
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INDICATOR		Use technology to generate, produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
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**STANDARD / STRAND**                      **Journalism: Grades 9-12**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Writing</b>
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<b>INDICATOR / STANDARD</b>		<b>The Writing Process</b>
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EXPECTATION / INDICATOR	JW.4.4.	Revise and edit copy to ensure effective, grammatically correct communication using appropriate proofreading or copy editing symbols.
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**STANDARD / STRAND**                      **Journalism: Grades 9-12**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Writing</b>
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<b>INDICATOR / STANDARD</b>		<b>The Research Process: Finding, Assessing, Synthesizing, and Reporting Information</b>
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<b>EXPECTATION / INDICATOR</b>	<b>JW.5.3.</b>	<b>Conduct short as well as more sustained research assignments and tasks to build knowledge about the research process and the topic under study.</b>
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INDICATOR		Gather relevant information from multiple types of authoritative sources, using advanced searches effectively, and annotate sources.
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**STANDARD / STRAND**                      **Journalism: Grades 9-12**

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

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Writing</b>
<b>INDICATOR / STANDARD</b>		<b>Conventions of Standard English: Grammar and Usage/Capitalization, Punctuation, and Spelling</b>
<b>EXPECTATION / INDICATOR</b>	<b>JW.6.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling focusing on:</b>
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**

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

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

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Speaking and Listening</b>
<b>INDICATOR / STANDARD</b>		<b>Presentation of Knowledge and Ideas</b>
EXPECTATION / INDICATOR	JSL.4.3.	Students are expected to build upon and continue applying concepts learned previously. (Grade of Mastery: 2)

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

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Media Literacy</b>
<b>INDICATOR / STANDARD</b>		<b>Media Literacy</b>
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
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**STANDARD / STRAND**                      **Digital Media: Grades 9-12**

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

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**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>	<b>Digital Media: Nonfiction</b>
<b>INDICATOR / STANDARD</b>	<b>Key Ideas and Textual Support</b>

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    MN2.3.    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**

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

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**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>	<b>Digital Media:Vocabulary</b>
<b>INDICATOR / STANDARD</b>	<b>Learning Outcome</b>

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**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Digital Media:Vocabulary</b>
<b>INDICATOR / STANDARD</b>		<b>Vocabulary Building</b>

EXPECTATION / INDICATOR MV.2.1. Use context to determine or clarify the meaning of words and phrases.

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

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Digital Media:Vocabulary</b>
<b>INDICATOR / STANDARD</b>		<b>Vocabulary in Media Writing and Production</b>

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**

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

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**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Digital Media: Writing</b>
<b>INDICATOR / STANDARD</b>		<b>Writing Genres: Editorial, News, Feature, and Narrative</b>

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**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Digital Media: Writing</b>
<b>INDICATOR / STANDARD</b>		<b>Conventions of Standard English: Grammar and Usage / Capitalization, Punctuation, and Spelling</b>
<b>EXPECTATION / INDICATOR</b>	<b>MW.6.1.</b>	<b>Demonstrate command of English grammar and usage, focusing on:</b>

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**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Digital Media: Writing</b>
<b>INDICATOR / STANDARD</b>		<b>Conventions of Standard English: Grammar and Usage / Capitalization, Punctuation, and Spelling</b>
<b>EXPECTATION / INDICATOR</b>	<b>MW.6.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling focusing on:</b>

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**

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

EXPECTATION / INDICATOR 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**

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

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 / STRAND**                      **Grades 9-10 English/Language Arts**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>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.</b>
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**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes; compositions will include correct use of standard formatting (e.g., MLA, APA) with correctly cited sources.</b>
<b>INDICATOR / STANDARD</b>	<b>9-10.W.3.</b>	<b>Write narrative compositions in a variety of forms that:</b>
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**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes; compositions will include correct use of standard formatting (e.g., MLA, APA) with correctly cited sources.</b>
<b>INDICATOR / STANDARD</b>	<b>9-10.W.4.</b>	<b>Apply the writing process to all formal writing including but not limited to argumentative, informative, and narrative:</b>
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**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes; compositions will include correct use of standard formatting (e.g., MLA, APA) with correctly cited sources.</b>
<b>INDICATOR / STANDARD</b>	<b>9-10.W.5.</b>	<b>Conduct more sustained research assignments and tasks to build knowledge about the research process and the topic under study.</b>
EXPECTATION / INDICATOR	9-10.W.5.f.	Present information, choosing from a variety of formats. (E)

**STANDARD / STRAND****Grades 9-10 English/Language Arts**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>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.</b>
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**

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

EXPECTATION / INDICATOR	JL.2.2.	Compare and contrast the development of similar themes or central ideas across two or more works of narrative nonfiction/historical fiction and analyze how the author uses specific details to shape and reveal themes. (e.g. excerpts from Historical fiction of Alexander Thom and Native American poetry, works of Ernie Pyle and Tim O'Brien).
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**STANDARD / STRAND****Journalism: Grades 9-12**

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

EXPECTATION / INDICATOR JL.4.2. 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**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Journalism: Vocabulary</b>
<b>INDICATOR / STANDARD</b>		<b>Learning Outcome</b>

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**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Journalism: Vocabulary</b>
<b>INDICATOR / STANDARD</b>		<b>Vocabulary Building</b>

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**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Writing</b>
<b>INDICATOR / STANDARD</b>		<b>Learning Outcome</b>

EXPECTATION / INDICATOR JW.1. Write routinely over a variety of time frames for a range of tasks, purposes, and audiences; apply reading standards to support analysis, reflection, and research by drawing evidence from a variety of texts.

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

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Writing</b>
<b>INDICATOR / STANDARD</b>		<b>Handwriting</b>

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**

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

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

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

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

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**

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

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**

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

EXPECTATION / INDICATOR JW.4.4. Revise and edit copy to ensure effective, grammatically correct communication using appropriate proofreading or copy editing symbols.

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

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Writing</b>
<b>INDICATOR / STANDARD</b>		<b>Conventions of Standard English: Grammar and Usage/Capitalization, Punctuation, and Spelling</b>
<b>EXPECTATION / INDICATOR</b>	<b>JW.6.1.</b>	<b>Demonstrate command of English grammar and usage, focusing on:</b>
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**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Writing</b>
<b>INDICATOR / STANDARD</b>		<b>Conventions of Standard English: Grammar and Usage/Capitalization, Punctuation, and Spelling</b>
<b>EXPECTATION / INDICATOR</b>	<b>JW.6.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling focusing on:</b>
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**

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

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

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

EXPECTATION / INDICATOR JSL.4.3. Students are expected to build upon and continue applying concepts learned previously. (Grade of Mastery: 2)

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

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Digital Media: Narrative Storytelling</b>
<b>INDICATOR / STANDARD</b>		<b>Learning Outcome</b>

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**

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

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**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Digital Media: Narrative Storytelling</b>
<b>INDICATOR / STANDARD</b>		<b>Structural Elements and Organization</b>

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**

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



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

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

EXPECTATION / INDICATOR	MW.1.	Write routinely over a variety of time frames for a range of tasks, purposes, and audiences; apply reading standards to support analysis, reflection, and research by drawing evidence from a variety of texts and media products.
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**STANDARD / STRAND**                      **Digital Media: Grades 9-12**

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

EXPECTATION / INDICATOR	MW.3.3.	<b>Write or produce narrative and feature-style media products in a variety of forms that:</b>
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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,
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INDICATOR	MW.3.3.2.	Create a smooth progression of experiences or events,
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INDICATOR	MW.3.3.3.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple anecdotes to develop experiences, events, and/or sources,
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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,
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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.
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**STANDARD / STRAND**                      **Digital Media: Grades 9-12**

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

EXPECTATION / INDICATOR	MW.4.1.	<b>Apply the writing process to all formal writing and media product development, including but not limited to argumentative, informative, and narrative.</b>
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INDICATOR	MW.4.1.1.	Plan and develop, draft, revise using appropriate reference materials, rewrite, try a new approach, focusing on addressing what is most significant for a specific purpose and audience, and edit to produce and strengthen. writing that is clear and coherent,
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INDICATOR	MW.4.1.2.	Use technology to generate, produce, publish, and update individual or shared products in response to ongoing feedback, including new arguments or information,
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**STANDARD / STRAND**                      **Digital Media: Grades 9-12**

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

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.
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EXPECTATION / INDICATOR	MW.4.4.	Revise and edit to ensure effective, grammatically correct communication.
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**STANDARD / STRAND**                      **Digital Media: Grades 9-12**

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

EXPECTATION / INDICATOR	MW.5.3.	<b>Conduct short as well as more sustained research assignments and tasks to build knowledge about the research process and the topic under study:</b>
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INDICATOR	MW.5.3.6.	Present information, choosing from a variety of formats.
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**STANDARD / STRAND**                      **Digital Media: Grades 9-12**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Digital Media: Writing</b>
<b>INDICATOR / STANDARD</b>		<b>Conventions of Standard English: Grammar and Usage / Capitalization, Punctuation, and Spelling</b>

EXPECTATION / INDICATOR	MW.6.1.	<b>Demonstrate command of English grammar and usage, focusing on:</b>
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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.
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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.
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**STANDARD / STRAND**                      **Digital Media: Grades 9-12**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Digital Media: Writing</b>
<b>INDICATOR / STANDARD</b>		<b>Conventions of Standard English: Grammar and Usage / Capitalization, Punctuation, and Spelling</b>

EXPECTATION / INDICATOR	MW.6.2.	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling focusing on:</b>
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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**

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

EXPECTATION / INDICATOR    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**

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

EXPECTATION / INDICATOR    ML.1.        Critically analyze content found in media used to inform, persuade, entertain, and transmit culture.

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

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

**STANDARD / STRAND**                      **Grades 9-10 English/Language Arts**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>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.</b>
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		<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.</b>
INDICATOR / STANDARD	9-10.W.3.	<b>Write narrative compositions in a variety of forms that:</b>

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.
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EXPECTATION / INDICATOR	9-10.W.3.b.	Create a smooth progression of experiences or events.
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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.
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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.
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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)
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**STANDARD / STRAND** **Grades 9-10 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		<b>Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes; compositions will include correct use of standard formatting (e.g., MLA, APA) with correctly cited sources.</b>
INDICATOR / STANDARD	9-10.W.4.	<b>Apply the writing process to all formal writing including but not limited to argumentative, informative, and narrative:</b>

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.
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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).
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**STANDARD / STRAND** **Grades 9-10 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		<b>Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes; compositions will include correct use of standard formatting (e.g., MLA, APA) with correctly cited sources.</b>
INDICATOR / STANDARD	9-10.W.5.	<b>Conduct more sustained research assignments and tasks to build knowledge about the research process and the topic under study.</b>

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**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>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.</b>
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**

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

EXPECTATION / INDICATOR    JL.2.2.    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**

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

EXPECTATION / INDICATOR    JL.4.2.    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**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Journalism: Vocabulary</b>
<b>INDICATOR / STANDARD</b>		<b>Learning Outcome</b>

EXPECTATION / INDICATOR	JV.1.1.	Acquire and use accurately general academic and content-specific words and phrases at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression, including those standard to the journalism industry.
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**STANDARD / STRAND**                      **Journalism: Grades 9-12**

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

EXPECTATION / INDICATOR	JV.2.2.	Students are expected to build upon and continue applying concepts learned previously. (Grade of Mastery: 7)
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**STANDARD / STRAND**                      **Journalism: Grades 9-12**

PROFICIENCY STATEMENT / SUBSTRAND		Writing
INDICATOR / STANDARD		Learning Outcome

EXPECTATION / INDICATOR	JW.1.	Write routinely over a variety of time frames for a range of tasks, purposes, and audiences; apply reading standards to support analysis, reflection, and research by drawing evidence from a variety of texts.
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**STANDARD / STRAND**                      **Journalism: Grades 9-12**

PROFICIENCY STATEMENT / SUBSTRAND		Writing
INDICATOR / STANDARD		Handwriting

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

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

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

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

<b>EXPECTATION / INDICATOR</b>	<b>JW.3.3.</b>	<b>Write features that --</b>
INDICATOR		Use narrative techniques, such as dialogue, pacing, description, source reflection, and multiple anecdotes to develop experiences, events, and/or sources.

INDICATOR		Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
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**STANDARD / STRAND**                      **Journalism: Grades 9-12**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Writing</b>
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<b>INDICATOR / STANDARD</b>		<b>The Writing Process</b>
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<b>EXPECTATION / INDICATOR</b>	<b>JW.4.1.</b>	<b>Apply the writing process to —</b>
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INDICATOR		Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach, focusing on addressing what is most significant for a specific purpose and audience; and edit to produce and strengthen writing that is clear and coherent.
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INDICATOR		Use technology to generate, produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
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**STANDARD / STRAND**                      **Journalism: Grades 9-12**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Writing</b>
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<b>INDICATOR / STANDARD</b>		<b>The Writing Process</b>
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EXPECTATION / INDICATOR	JW.4.4.	Revise and edit copy to ensure effective, grammatically correct communication using appropriate proofreading or copy editing symbols.
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**STANDARD / STRAND**                      **Journalism: Grades 9-12**

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

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Writing</b>
<b>INDICATOR / STANDARD</b>		<b>Conventions of Standard English: Grammar and Usage/Capitalization, Punctuation, and Spelling</b>
<b>EXPECTATION / INDICATOR</b>	<b>JW.6.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling focusing on:</b>

INDICATOR	JW.6.2.A.	Capitalization—Students are expected to build upon and continue applying conventions learned previously. (Grade of Mastery: 5)
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INDICATOR	JW.6.2.B.	Punctuation —Students are expected to build upon and continue applying conventions learned previously. (Grade of Mastery: 10)
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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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**STANDARD / STRAND**                      **Journalism: Grades 9-12**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Speaking and Listening</b>
<b>INDICATOR / STANDARD</b>		<b>Discussion and Collaboration</b>

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

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

EXPECTATION / INDICATOR	JSL.4.3.	Students are expected to build upon and continue applying concepts learned previously. (Grade of Mastery: 2)
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**STANDARD / STRAND**                      **Digital Media: Grades 9-12**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Digital Media: Narrative Storytelling</b>
<b>INDICATOR / STANDARD</b>		<b>Learning Outcome</b>



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

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

EXPECTATION / INDICATOR	MS.2.1.	Analyze what a product says explicitly and implicitly as well as inferences and interpretations drawn from the media product through citing evidence determining where the product leaves matters uncertain.
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EXPECTATION / INDICATOR	MS.2.3.	Analyze how the producer's choices impact subject development over the course of a media product.
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**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.
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**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).
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**STANDARD / STRAND**                      **Digital Media: Grades 9-12**

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

EXPECTATION / INDICATOR	MW.1.	Write routinely over a variety of time frames for a range of tasks, purposes, and audiences; apply reading standards to support analysis, reflection, and research by drawing evidence from a variety of texts and media products.
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**STANDARD / STRAND**                      **Digital Media: Grades 9-12**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Digital Media: Writing</b>
<b>INDICATOR / STANDARD</b>		<b>Writing Genres: Editorial, News, Feature, and Narrative</b>
<b>EXPECTATION / INDICATOR</b>	<b>MW.3.3.</b>	<b>Write or produce narrative and feature-style media products in a variety of forms that:</b>

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,
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INDICATOR	MW.3.3.2.	Create a smooth progression of experiences or events,
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INDICATOR	MW.3.3.3.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple anecdotes to develop experiences, events, and/or sources,
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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,
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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.
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**STANDARD / STRAND**                      **Digital Media: Grades 9-12**

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

INDICATOR	MW.4.1.1.	Plan and develop, draft, revise using appropriate reference materials, rewrite, try a new approach, focusing on addressing what is most significant for a specific purpose and audience, and edit to produce and strengthen. writing that is clear and coherent,
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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,
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**STANDARD / STRAND**                      **Digital Media: Grades 9-12**

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

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.
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EXPECTATION / INDICATOR	MW.4.4.	Revise and edit to ensure effective, grammatically correct communication.
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**STANDARD / STRAND**                      **Digital Media: Grades 9-12**

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

INDICATOR MW.5.3.6. Present information, choosing from a variety of formats.

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

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Digital Media: Writing</b>
<b>INDICATOR / STANDARD</b>		<b>Conventions of Standard English: Grammar and Usage / Capitalization, Punctuation, and Spelling</b>
<b>EXPECTATION / INDICATOR</b>	<b>MW.6.1.</b>	<b>Demonstrate command of English grammar and usage, focusing on:</b>

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**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Digital Media: Writing</b>
<b>INDICATOR / STANDARD</b>		<b>Conventions of Standard English: Grammar and Usage / Capitalization, Punctuation, and Spelling</b>
<b>EXPECTATION / INDICATOR</b>	<b>MW.6.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling focusing on:</b>

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**

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

EXPECTATION / INDICATOR	MSL.4.1.	Using a range of informal and formal tasks, present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, opposing perspectives are addressed, ensuring the organization, development, substance, and style are appropriate to purpose, audience.
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**STANDARD / STRAND**                      **Digital Media: Grades 9-12**

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

EXPECTATION / INDICATOR	ML.1.	Critically analyze content found in media used to inform, persuade, entertain, and transmit culture.
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UNIT 3: RETELLING NARRATIVE STORIES Week 5 Page 47-54

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

**STANDARD / STRAND**                      **Grades 9-10 English/Language Arts**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>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.</b>
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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)
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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)
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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.
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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.
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INDICATOR / STANDARD	9-10.RC.9.	Use context to determine or clarify the meaning of words and phrases.
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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)
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**STANDARD / STRAND**                      **Grades 9-10 English/Language Arts**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes; compositions will include correct use of standard formatting (e.g., MLA, APA) with correctly cited sources.</b>
<b>INDICATOR / STANDARD</b>	9-10.W.3.	<b>Write narrative compositions in a variety of forms that:</b>

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		<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.</b>
INDICATOR / STANDARD	9-10.W.4.	<b>Apply the writing process to all formal writing including but not limited to argumentative, informative, and narrative:</b>

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		<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.</b>
INDICATOR / STANDARD	9-10.W.5.	<b>Conduct more sustained research assignments and tasks to build knowledge about the research process and the topic under study.</b>

EXPECTATION / INDICATOR	9-10.W.5.f.	Present information, choosing from a variety of formats. (E)
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**STANDARD / STRAND**

**Grades 9-10 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		<b>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.</b>
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).
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**STANDARD / STRAND** Journalism: Grades 9-12

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

EXPECTATION / INDICATOR	JL.4.2.	Analyze and evaluate significant works of narrative nonfiction/historical fiction (American, English, or world) and how two or more of the works treat similar themes, conflicts, issues, or topics. (e.g. In Cold Blood and actual accounts of The Clutter murders).
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**STANDARD / STRAND** Journalism: Grades 9-12

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

EXPECTATION / INDICATOR	JV.1.1.	Acquire and use accurately general academic and content-specific words and phrases at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression, including those standard to the journalism industry.
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**STANDARD / STRAND** Journalism: Grades 9-12

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

EXPECTATION / INDICATOR	JV.2.2.	Students are expected to build upon and continue applying concepts learned previously. (Grade of Mastery: 7)
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**STANDARD / STRAND****Journalism: Grades 9-12**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Writing</b>
<b>INDICATOR / STANDARD</b>		<b>Learning Outcome</b>

EXPECTATION / INDICATOR JW.1. Write routinely over a variety of time frames for a range of tasks, purposes, and audiences; apply reading standards to support analysis, reflection, and research by drawing evidence from a variety of texts.

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

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Writing</b>
<b>INDICATOR / STANDARD</b>		<b>Handwriting</b>

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**

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

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

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

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

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**

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

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

INDICATOR		Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach, focusing on addressing what is most significant for a specific purpose and audience; and edit to produce and strengthen writing that is clear and coherent.
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INDICATOR		Use technology to generate, produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
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**STANDARD / STRAND**                      **Journalism: Grades 9-12**

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

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

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Writing</b>
<b>INDICATOR / STANDARD</b>		<b>Conventions of Standard English: Grammar and Usage/Capitalization, Punctuation, and Spelling</b>

EXPECTATION / INDICATOR	JW.6.1.	<b>Demonstrate command of English grammar and usage, focusing on:</b>
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INDICATOR	JW.6.1.B.	Verbs – Students are expected to build upon and continue applying conventions learned previously. (Grade of Mastery: 10)
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INDICATOR	JW.6.1.C.	Adjectives and Adverbs — Students are expected to build upon and continue applying conventions learned previously. (Grade of Mastery: 4)
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INDICATOR	JW.6.1.D.	Phrases and Clauses — Students are expected to build upon and continue applying conventions learned previously. (Grade of Mastery: 7)
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INDICATOR	JW.6.1.E.	Usage— Students are expected to build upon and continue applying conventions learned previously. (Grade of Mastery: 10)
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**STANDARD / STRAND**                      **Journalism: Grades 9-12**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Writing</b>
<b>INDICATOR / STANDARD</b>		<b>Conventions of Standard English: Grammar and Usage/Capitalization, Punctuation, and Spelling</b>

EXPECTATION / INDICATOR	JW.6.2.	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling focusing on:</b>
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INDICATOR	JW.6.2.A.	Capitalization—Students are expected to build upon and continue applying conventions learned previously. (Grade of Mastery: 5)
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INDICATOR	JW.6.2.B.	Punctuation —Students are expected to build upon and continue applying conventions learned previously. (Grade of Mastery: 10)
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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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**STANDARD / STRAND**                      **Journalism: Grades 9-12**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Speaking and Listening</b>
<b>INDICATOR / STANDARD</b>		<b>Discussion and Collaboration</b>

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

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

EXPECTATION / INDICATOR	JSL.4.3.	Students are expected to build upon and continue applying concepts learned previously. (Grade of Mastery: 2)
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**STANDARD / STRAND**                      **Digital Media: Grades 9-12**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Digital Media: Narrative Storytelling</b>
<b>INDICATOR / STANDARD</b>		<b>Learning Outcome</b>

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

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

EXPECTATION / INDICATOR	MS.2.1.	Analyze what a product says explicitly and implicitly as well as inferences and interpretations drawn from the media product through citing evidence determining where the product leaves matters uncertain.
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EXPECTATION / INDICATOR	MS.2.3.	Analyze how the producer's choices impact subject development over the course of a media product.
<b>STANDARD / STRAND</b>	<b>Digital Media: Grades 9-12</b>	
<b>PROFICIENCY STATEMENT / SUBSTRAND</b>	<b>Digital Media: Narrative Storytelling</b>	
<b>INDICATOR / STANDARD</b>	<b>Structural Elements and Organization</b>	

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.
<b>STANDARD / STRAND</b>	<b>Digital Media: Grades 9-12</b>	
<b>PROFICIENCY STATEMENT / SUBSTRAND</b>	<b>Digital Media: Nonfiction</b>	
<b>INDICATOR / STANDARD</b>	<b>Structural Elements and Organization</b>	

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).
<b>STANDARD / STRAND</b>	<b>Digital Media: Grades 9-12</b>	
<b>PROFICIENCY STATEMENT / SUBSTRAND</b>	<b>Digital Media: Writing</b>	
<b>INDICATOR / STANDARD</b>	<b>Learning Outcome</b>	

EXPECTATION / INDICATOR	MW.1.	Write routinely over a variety of time frames for a range of tasks, purposes, and audiences; apply reading standards to support analysis, reflection, and research by drawing evidence from a variety of texts and media products.
<b>STANDARD / STRAND</b>	<b>Digital Media: Grades 9-12</b>	
<b>PROFICIENCY STATEMENT / SUBSTRAND</b>	<b>Digital Media: Writing</b>	
<b>INDICATOR / STANDARD</b>	<b>Writing Genres: Editorial, News, Feature, and Narrative</b>	

<b>EXPECTATION / INDICATOR</b>	<b>MW.3.3.</b>	<b>Write or produce narrative and feature-style media products in a variety of forms that:</b>
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**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>	<b>Digital Media: Writing</b>
<b>INDICATOR / STANDARD</b>	<b>The Writing Process</b>
<b>EXPECTATION / INDICATOR</b>	<b>MW.4.1. Apply the writing process to all formal writing and media product development, including but not limited to argumentative, informative, and narrative.</b>
INDICATOR	MW.4.1.1. Plan and develop, draft, revise using appropriate reference materials, rewrite, try a new approach, focusing on addressing what is most significant for a specific purpose and audience, and edit to produce and strengthen. writing that is clear and coherent,
INDICATOR	MW.4.1.2. 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**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>	<b>Digital Media: Writing</b>
<b>INDICATOR / STANDARD</b>	<b>The Writing Process</b>
<b>EXPECTATION / INDICATOR</b>	<b>MW.4.3. 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.</b>
<b>EXPECTATION / INDICATOR</b>	<b>MW.4.4. Revise and edit to ensure effective, grammatically correct communication.</b>

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

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>	<b>Digital Media: Writing</b>
<b>INDICATOR / STANDARD</b>	<b>The Research Process: Finding, Assessing, Synthesizing, and Reporting Information</b>
<b>EXPECTATION / INDICATOR</b>	<b>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:</b>
INDICATOR	MW.5.3.6. Present information, choosing from a variety of formats.

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

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>	<b>Digital Media: Writing</b>
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<b>INDICATOR / STANDARD</b>		<b>Conventions of Standard English: Grammar and Usage / Capitalization, Punctuation, and Spelling</b>
<b>EXPECTATION / INDICATOR</b>	<b>MW.6.1.</b>	<b>Demonstrate command of English grammar and usage, focusing on:</b>
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**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Digital Media: Writing</b>
<b>INDICATOR / STANDARD</b>		<b>Conventions of Standard English: Grammar and Usage / Capitalization, Punctuation, and Spelling</b>
<b>EXPECTATION / INDICATOR</b>	<b>MW.6.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling focusing on:</b>
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**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Digital Media: Speaking and Listening</b>
<b>INDICATOR / STANDARD</b>		<b>Presentation of Knowledge of Ideas</b>
EXPECTATION / INDICATOR	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**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Digital Media: Media Literacy</b>
<b>INDICATOR / STANDARD</b>		<b>Learning Outcome</b>
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 / STRAND**                      **Grades 9-10 English/Language Arts**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>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.</b>
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**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes; compositions will include correct use of standard formatting (e.g., MLA, APA) with correctly cited sources.</b>
INDICATOR / STANDARD	9-10.W.1.	<b>Write arguments in a variety of forms that:</b>
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**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes; compositions will include correct use of standard formatting (e.g., MLA, APA) with correctly cited sources.</b>
INDICATOR / STANDARD	9-10.W.2.	<b>Write informative compositions on a variety of topics that:</b>
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**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes; compositions will include correct use of standard formatting (e.g., MLA, APA) with correctly cited sources.</b>
<b>INDICATOR / STANDARD</b>	<b>9-10.W.4.</b>	<b>Apply the writing process to all formal writing including but not limited to argumentative, informative, and narrative:</b>
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**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes; compositions will include correct use of standard formatting (e.g., MLA, APA) with correctly cited sources.</b>
<b>INDICATOR / STANDARD</b>	<b>9-10.W.5.</b>	<b>Conduct more sustained research assignments and tasks to build knowledge about the research process and the topic under study.</b>
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**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>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.</b>
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**

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

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

EXPECTATION / INDICATOR	JL.3.1.	Analyze and evaluate how an author chooses to craft specific parts of a work of narrative nonfiction/historical fiction to contribute to its overall structure and meaning as well as its aesthetic impact.
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**STANDARD / STRAND**

**Journalism: Grades 9-12**

PROFICIENCY STATEMENT / SUBSTRAND		<b>Journalism: Nonfiction</b>
INDICATOR / STANDARD		<b>Learning Outcome</b>

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.
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**STANDARD / STRAND**

**Journalism: Grades 9-12**

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

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

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Journalism: Nonfiction</b>
<b>INDICATOR / STANDARD</b>		<b>Structural Elements and Organization</b>

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**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Journalism: Vocabulary</b>
<b>INDICATOR / STANDARD</b>		<b>Learning Outcome</b>

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**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Journalism: Vocabulary</b>
<b>INDICATOR / STANDARD</b>		<b>Vocabulary Building</b>

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**

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

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**



<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Writing</b>
<b>INDICATOR / STANDARD</b>		<b>Learning Outcome</b>

EXPECTATION / INDICATOR JW.1. Write routinely over a variety of time frames for a range of tasks, purposes, and audiences; apply reading standards to support analysis, reflection, and research by drawing evidence from a variety of texts.

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

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Writing</b>
<b>INDICATOR / STANDARD</b>		<b>Handwriting</b>

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**

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

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

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

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

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**

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

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

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

INDICATOR		Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach, focusing on addressing what is most significant for a specific purpose and audience; and edit to produce and strengthen writing that is clear and coherent.
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INDICATOR		Use technology to generate, produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
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**STANDARD / STRAND**                      **Journalism: Grades 9-12**

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

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

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Writing</b>
<b>INDICATOR / STANDARD</b>		<b>The Research Process: Finding, Assessing, Synthesizing, and Reporting Information</b>

EXPECTATION / INDICATOR	JW.5.2.	Identify relevant issues and events of interest to readers through current news analysis, surveys, research reports, statistical data, and interviews with readers.
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**STANDARD / STRAND**                      **Journalism: Grades 9-12**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Writing</b>
<b>INDICATOR / STANDARD</b>		<b>The Research Process: Finding, Assessing, Synthesizing, and Reporting Information</b>

EXPECTATION / INDICATOR	<b>JW.5.3.</b>	<b>Conduct short as well as more sustained research assignments and tasks to build knowledge about the research process and the topic under study.</b>
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INDICATOR		Gather relevant information from multiple types of authoritative sources, using advanced searches effectively, and annotate sources.
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**STANDARD / STRAND****Journalism: Grades 9-12**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Writing</b>
<b>INDICATOR / STANDARD</b>		<b>Conventions of Standard English: Grammar and Usage/Capitalization, Punctuation, and Spelling</b>
<b>EXPECTATION / INDICATOR</b>	<b>JW.6.1.</b>	<b>Demonstrate command of English grammar and usage, focusing on:</b>
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**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Writing</b>
<b>INDICATOR / STANDARD</b>		<b>Conventions of Standard English: Grammar and Usage/Capitalization, Punctuation, and Spelling</b>
<b>EXPECTATION / INDICATOR</b>	<b>JW.6.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling focusing on:</b>
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**

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

EXPECTATION / INDICATOR	JSL.2.3.	Work with peers to promote collegial discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
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EXPECTATION / INDICATOR	JSL.2.4.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
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**STANDARD / STRAND**                      **Journalism: Grades 9-12**

PROFICIENCY STATEMENT / SUBSTRAND		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).
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**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.
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**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.
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**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.
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**STANDARD / STRAND**                      **Digital Media: Grades 9-12**

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

EXPECTATION / INDICATOR	MW.1.	Write routinely over a variety of time frames for a range of tasks, purposes, and audiences; apply reading standards to support analysis, reflection, and research by drawing evidence from a variety of texts and media products.
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**STANDARD / STRAND**                      **Digital Media: Grades 9-12**

PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Writing
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<b>INDICATOR / STANDARD</b>		<b>Writing Genres: Editorial, News, Feature, and Narrative</b>
<b>EXPECTATION / INDICATOR</b>	<b>MW.3.2.</b>	<b>Write or produce informative products on a variety of topics that:</b>
INDICATOR	MW.3.2.1.	Introduce a topic using a variety of lead-ins; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting(e.g., headings), graphics (e.g.,figures,tables),and multimedia when useful to aiding comprehension,
INDICATOR	MW.3.2.2.	Utilize credible sources, develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic,
INDICATOR	MW.3.2.3.	Use appropriate and varied transitions and syntax to link the major sections of the piece,create cohesion, and clarify the relationships among complex ideas and concepts,
INDICATOR	MW.3.2.4.	Choose language, content- specific vocabulary, and techniques to manage the complexity of the topic, recognizing and eliminating wordiness and redundancy,
INDICATOR	MW.3.2.5.	Establish and maintain an informative style appropriate to the purpose and audience, and
INDICATOR	MW.3.2.6.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

**STANDARD / STRAND**

**Digital Media: Grades 9-12**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Digital Media: Writing</b>
<b>INDICATOR / STANDARD</b>		<b>The Writing Process</b>
<b>EXPECTATION / INDICATOR</b>	<b>MW.4.1.</b>	<b>Apply the writing process to all formal writing and media product development, including but not limited to argumentative, informative, and narrative.</b>
INDICATOR	MW.4.1.1.	Plan and develop, draft, revise using appropriate reference materials, rewrite, try a new approach, focusing on addressing what is most significant for a specific purpose and audience, and edit to produce and strengthen. writing that is clear and coherent,
INDICATOR	MW.4.1.2.	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**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Digital Media: Writing</b>
<b>INDICATOR / STANDARD</b>		<b>The Writing Process</b>
<b>EXPECTATION / INDICATOR</b>	<b>MW.4.3.</b>	<b>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.</b>
<b>EXPECTATION / INDICATOR</b>	<b>MW.4.4.</b>	<b>Revise and edit to ensure effective, grammatically correct communication.</b>

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

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

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Digital Media: Writing</b>
<b>INDICATOR / STANDARD</b>		<b>Conventions of Standard English: Grammar and Usage / Capitalization, Punctuation, and Spelling</b>
<b>EXPECTATION / INDICATOR</b>	<b>MW.6.1.</b>	<b>Demonstrate command of English grammar and usage, focusing on:</b>
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**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Digital Media: Writing</b>
<b>INDICATOR / STANDARD</b>		<b>Conventions of Standard English: Grammar and Usage / Capitalization, Punctuation, and Spelling</b>
<b>EXPECTATION / INDICATOR</b>	<b>MW.6.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling focusing on:</b>
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**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Digital Media: Speaking and Listening</b>
<b>INDICATOR / STANDARD</b>		<b>Discussion and Collaboration</b>
EXPECTATION / INDICATOR	MSL.2.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, critiques, group discussion, interviews, etc.) on current events, sample media, newsworthy issues, creative story ideas, use of technology in projects; building on others' ideas and expressing personal viewpoints and narratives clearly.
EXPECTATION / INDICATOR	MSL.2.2.	Engage in a thoughtful, well-reasoned exchange of ideas by referring to specific evidence.
EXPECTATION / INDICATOR	MSL.2.3.	Work with peers to promote collegial discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
EXPECTATION / INDICATOR	MSL.2.4.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
EXPECTATION / INDICATOR	MSL.2.5.	Conduct debate and discussion to allow all views to be presented; allow for a dissenting view, in addition to group compromise; and determine what additional information or research is required to deepen the investigation or complete the task.

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

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

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

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Standard 3: Media Content Development Process - Students discuss ideas for coverage with others. They develop coherent and focused content ideas that demonstrate well-researched information that is appropriate for their audience.</b>
<b>INDICATOR / STANDARD</b>		<b>Develop Ideas</b>
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****Grades 9-10 English/Language Arts**



<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>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.</b>
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**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes; compositions will include correct use of standard formatting (e.g., MLA, APA) with correctly cited sources.</b>
INDICATOR / STANDARD	9-10.W.1.	<b>Write arguments in a variety of forms that:</b>

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**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes; compositions will include correct use of standard formatting (e.g., MLA, APA) with correctly cited sources.</b>
INDICATOR / STANDARD	9-10.W.2.	<b>Write informative compositions on a variety of topics that:</b>

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**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes; compositions will include correct use of standard formatting (e.g., MLA, APA) with correctly cited sources.</b>
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<b>INDICATOR / STANDARD</b>	<b>9-10.W.4.</b>	<b>Apply the writing process to all formal writing including but not limited to argumentative, informative, and narrative:</b>
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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.
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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).
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**STANDARD / STRAND**                      **Grades 9-10 English/Language Arts**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes; compositions will include correct use of standard formatting (e.g., MLA, APA) with correctly cited sources.</b>
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<b>INDICATOR / STANDARD</b>	<b>9-10.W.5.</b>	<b>Conduct more sustained research assignments and tasks to build knowledge about the research process and the topic under study.</b>
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EXPECTATION / INDICATOR	9-10.W.5.b.	Gather relevant information from multiple authoritative sources, using advanced searches effectively, and annotate sources.
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EXPECTATION / INDICATOR	9-10.W.5.f.	Present information, choosing from a variety of formats. (E)
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**STANDARD / STRAND**                      **Grades 9-10 English/Language Arts**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>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.</b>
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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)
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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)
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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.
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Grade 9 - Adopted: 2020

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

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

EXPECTATION / INDICATOR	JL.3.1.	Analyze and evaluate how an author chooses to craft specific parts of a work of narrative nonfiction/historical fiction to contribute to its overall structure and meaning as well as its aesthetic impact.
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**STANDARD / STRAND**

**Journalism: Grades 9-12**

PROFICIENCY STATEMENT / SUBSTRAND		<b>Journalism: Nonfiction</b>
INDICATOR / STANDARD		<b>Learning Outcome</b>

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.
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**STANDARD / STRAND**

**Journalism: Grades 9-12**

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

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.
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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).
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**STANDARD / STRAND**

**Journalism: Grades 9-12**

PROFICIENCY STATEMENT / SUBSTRAND		<b>Journalism: Nonfiction</b>
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<b>INDICATOR / STANDARD</b>		<b>Structural Elements and Organization</b>
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EXPECTATION / INDICATOR	JN.3.1.	Students are expected to build upon and continue applying concepts learned previously. (Grade of Mastery: 5)
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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.
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**STANDARD / STRAND**                      **Journalism: Grades 9-12**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Journalism: Vocabulary</b>
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<b>INDICATOR / STANDARD</b>		<b>Learning Outcome</b>
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EXPECTATION / INDICATOR	JV.1.1.	Acquire and use accurately general academic and content-specific words and phrases at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression, including those standard to the journalism industry.
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**STANDARD / STRAND**                      **Journalism: Grades 9-12**

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

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Journalism: Vocabulary</b>
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<b>INDICATOR / STANDARD</b>		<b>Vocabulary in Historical Fiction and Nonfiction</b>
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EXPECTATION / INDICATOR	JV.3.2.	Determine the meaning of words and phrases as they are used in a nonfiction text, including figurative, connotative, and technical meanings; evaluate the cumulative impact of how an author uses and refines the meaning of a key term or terms over the course of a text.
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**STANDARD / STRAND**                      **Journalism: Grades 9-12**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Writing</b>
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<b>INDICATOR / STANDARD</b>		<b>Learning Outcome</b>
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EXPECTATION / INDICATOR	JW.1.	Write routinely over a variety of time frames for a range of tasks, purposes, and audiences; apply reading standards to support analysis, reflection, and research by drawing evidence from a variety of texts.
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**STANDARD / STRAND** **Journalism: Grades 9-12**

PROFICIENCY STATEMENT / SUBSTRAND		Writing
INDICATOR / STANDARD		Handwriting

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

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

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

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

EXPECTATION / INDICATOR	JW.3.1.	Write editorials/commentaries that —
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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 —
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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**

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

INDICATOR		Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach, focusing on addressing what is most significant for a specific purpose and audience; and edit to produce and strengthen writing that is clear and coherent.
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INDICATOR		Use technology to generate, produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
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**STANDARD / STRAND**                      **Journalism: Grades 9-12**

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

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

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Writing</b>
<b>INDICATOR / STANDARD</b>		<b>The Research Process: Finding, Assessing, Synthesizing, and Reporting Information</b>

EXPECTATION / INDICATOR	JW.5.2.	Identify relevant issues and events of interest to readers through current news analysis, surveys, research reports, statistical data, and interviews with readers.
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**STANDARD / STRAND**                      **Journalism: Grades 9-12**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Writing</b>
<b>INDICATOR / STANDARD</b>		<b>The Research Process: Finding, Assessing, Synthesizing, and Reporting Information</b>

EXPECTATION / INDICATOR	JW.5.3.	<b>Conduct short as well as more sustained research assignments and tasks to build knowledge about the research process and the topic under study.</b>
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INDICATOR		Gather relevant information from multiple types of authoritative sources, using advanced searches effectively, and annotate sources.
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**STANDARD / STRAND**                      **Journalism: Grades 9-12**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Writing</b>
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<b>INDICATOR / STANDARD</b>		<b>Conventions of Standard English: Grammar and Usage/Capitalization, Punctuation, and Spelling</b>
<b>EXPECTATION / INDICATOR</b>	<b>JW.6.1.</b>	<b>Demonstrate command of English grammar and usage, focusing on:</b>
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**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Writing</b>
<b>INDICATOR / STANDARD</b>		<b>Conventions of Standard English: Grammar and Usage/Capitalization, Punctuation, and Spelling</b>
<b>EXPECTATION / INDICATOR</b>	<b>JW.6.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling focusing on:</b>
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**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Speaking and Listening</b>
<b>INDICATOR / STANDARD</b>		<b>Discussion and Collaboration</b>
EXPECTATION / INDICATOR	JSL.2.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one critiques, group discussion of news coverage, story ideas, and interviews) on current events, sample media, and newsworthy issues; building on others' ideas and expressing personal viewpoints clearly and persuasively.
EXPECTATION / INDICATOR	JSL.2.3.	Work with peers to promote collegial discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
EXPECTATION / INDICATOR	JSL.2.4.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

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

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Media Literacy</b>
<b>INDICATOR / STANDARD</b>		<b>Media Literacy</b>
<b>EXPECTATION / INDICATOR</b>	<b>JML.2.6.</b>	<b>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</b>

INDICATOR structural elements and organization

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

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

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**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Digital Media: Nonfiction</b>
<b>INDICATOR / STANDARD</b>		<b>Key Ideas and Textual Support</b>

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**

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

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**



<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Digital Media:Vocabulary</b>
<b>INDICATOR / STANDARD</b>		<b>Learning Outcome</b>

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**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Digital Media:Vocabulary</b>
<b>INDICATOR / STANDARD</b>		<b>Vocabulary Building</b>

EXPECTATION / INDICATOR    MV.2.1.    Use context to determine or clarify the meaning of words and phrases.

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

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Digital Media:Vocabulary</b>
<b>INDICATOR / STANDARD</b>		<b>Vocabulary in Media Writing and Production</b>

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**

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

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**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Digital Media: Writing</b>
<b>INDICATOR / STANDARD</b>		<b>Writing Genres: Editorial, News, Feature, and Narrative</b>

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**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Digital Media: Writing</b>
<b>INDICATOR / STANDARD</b>		<b>The Writing Process</b>
<b>EXPECTATION / INDICATOR</b>	<b>MW.4.1.</b>	<b>Apply the writing process to all formal writing and media product development, including but not limited to argumentative, informative, and narrative.</b>
INDICATOR	MW.4.1.1.	Plan and develop, draft, revise using appropriate reference materials, rewrite, try a new approach, focusing on addressing what is most significant for a specific purpose and audience, and edit to produce and strengthen. writing that is clear and coherent,
INDICATOR	MW.4.1.2.	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**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Digital Media: Writing</b>
<b>INDICATOR / STANDARD</b>		<b>The Writing Process</b>
<b>EXPECTATION / INDICATOR</b>	<b>MW.4.3.</b>	<b>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.</b>
<b>EXPECTATION / INDICATOR</b>	<b>MW.4.4.</b>	<b>Revise and edit to ensure effective, grammatically correct communication.</b>

**STANDARD / STRAND**

**Digital Media: Grades 9-12**

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

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Digital Media: Writing</b>
<b>INDICATOR / STANDARD</b>		<b>Conventions of Standard English: Grammar and Usage / Capitalization, Punctuation, and Spelling</b>
<b>EXPECTATION / INDICATOR</b>	<b>MW.6.1.</b>	<b>Demonstrate command of English grammar and usage, focusing on:</b>
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**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Digital Media: Writing</b>
<b>INDICATOR / STANDARD</b>		<b>Conventions of Standard English: Grammar and Usage / Capitalization, Punctuation, and Spelling</b>
<b>EXPECTATION / INDICATOR</b>	<b>MW.6.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling focusing on:</b>
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**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Digital Media: Speaking and Listening</b>
<b>INDICATOR / STANDARD</b>		<b>Discussion and Collaboration</b>
EXPECTATION / INDICATOR	MSL2.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, critiques, group discussion, interviews, etc.) on current events, sample media, newsworthy issues, creative story ideas, use of technology in projects; building on others' ideas and expressing personal viewpoints and narratives clearly.
EXPECTATION / INDICATOR	MSL2.2.	Engage in a thoughtful, well-reasoned exchange of ideas by referring to specific evidence.
EXPECTATION / INDICATOR	MSL2.3.	Work with peers to promote collegial discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
EXPECTATION / INDICATOR	MSL2.4.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
EXPECTATION / INDICATOR	MSL2.5.	Conduct debate and discussion to allow all views to be presented; allow for a dissenting view, in addition to group compromise; and determine what additional information or research is required to deepen the investigation or complete the task.

**STANDARD / STRAND**

**Digital Media: Grades 9-12**

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

EXPECTATION / INDICATOR ML.1. Critically analyze content found in media used to inform, persuade, entertain, and transmit culture.

**STANDARD / STRAND**

**Student Media: 9-12**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Standard 3: Media Content Development Process - Students discuss ideas for coverage with others. They develop coherent and focused content ideas that demonstrate well-researched information that is appropriate for their audience.</b>
<b>INDICATOR / STANDARD</b>		<b>Develop Ideas</b>

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**

**Grades 9-10 English/Language Arts**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>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.</b>
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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.

**STANDARD / STRAND**

**Grades 9-10 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		<b>Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes; compositions will include correct use of standard formatting (e.g., MLA, APA) with correctly cited sources.</b>
INDICATOR / STANDARD	9-10.W.1.	<b>Write arguments in a variety of forms that:</b>

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		<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.</b>
INDICATOR / STANDARD	9-10.W.2.	<b>Write informative compositions on a variety of topics that:</b>

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**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes; compositions will include correct use of standard formatting (e.g., MLA, APA) with correctly cited sources.</b>
<b>INDICATOR / STANDARD</b>	<b>9-10.W.4.</b>	<b>Apply the writing process to all formal writing including but not limited to argumentative, informative, and narrative:</b>

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**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes; compositions will include correct use of standard formatting (e.g., MLA, APA) with correctly cited sources.</b>
<b>INDICATOR / STANDARD</b>	<b>9-10.W.5.</b>	<b>Conduct more sustained research assignments and tasks to build knowledge about the research process and the topic under study.</b>

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

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

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

EXPECTATION / INDICATOR JL.2.2. Compare and contrast the development of similar themes or central ideas across two or more works of narrative nonfiction/historical fiction and analyze how the author uses specific details to shape and reveal themes. (e.g. excerpts from Historical fiction of Alexander Thom and Native American poetry, works of Ernie Pyle and Tim O'Brien).

EXPECTATION / INDICATOR JL.2.4. Students are expected to build upon and continue applying concepts learned previously. (Grade of mastery: 2)

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

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Journalism: Nonfiction</b>
<b>INDICATOR / STANDARD</b>		<b>Learning Outcome</b>

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

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

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

PROFICIENCY STATEMENT / SUBSTRAND		<b>Journalism: Vocabulary</b>
INDICATOR / STANDARD		<b>Learning Outcome</b>

EXPECTATION / INDICATOR	JV.1.1.	Acquire and use accurately general academic and content-specific words and phrases at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression, including those standard to the journalism industry.
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**STANDARD / STRAND**                      **Journalism: Grades 9-12**

PROFICIENCY STATEMENT / SUBSTRAND		<b>Journalism: Vocabulary</b>
INDICATOR / STANDARD		<b>Vocabulary Building</b>

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

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

EXPECTATION / INDICATOR	JV.3.2.	Determine the meaning of words and phrases as they are used in a nonfiction text, including figurative, connotative, and technical meanings; evaluate the cumulative impact of how an author uses and refines the meaning of a key term or terms over the course of a text.
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**STANDARD / STRAND**                      **Journalism: Grades 9-12**

PROFICIENCY STATEMENT / SUBSTRAND		Writing
INDICATOR / STANDARD		Learning Outcome

EXPECTATION / INDICATOR	JW.1.	Write routinely over a variety of time frames for a range of tasks, purposes, and audiences; apply reading standards to support analysis, reflection, and research by drawing evidence from a variety of texts.
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**STANDARD / STRAND**                      **Journalism: Grades 9-12**

PROFICIENCY STATEMENT / SUBSTRAND		Writing
INDICATOR / STANDARD		Handwriting

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

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

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

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

EXPECTATION / INDICATOR	JW.3.1.	Write editorials/commentaries that —
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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.
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**STANDARD / STRAND**                      **Journalism: Grades 9-12**

PROFICIENCY STATEMENT / SUBSTRAND		Writing
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<b>INDICATOR / STANDARD</b>		<b>Writing Genres: Editorial, News, and Feature</b>
<b>EXPECTATION / INDICATOR</b>	<b>JW.3.2.</b>	<b>Write news that —</b>

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**

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

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**

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

INDICATOR Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach, focusing on addressing what is most significant for a specific purpose and audience; and edit to produce and strengthen writing that is clear and coherent.

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

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

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

EXPECTATION / INDICATOR JW.4.4. Revise and edit copy to ensure effective, grammatically correct communication using appropriate proofreading or copy editing symbols.

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

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

INDICATOR Gather relevant information from multiple types of authoritative sources, using advanced searches effectively, and annotate sources.

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

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Writing</b>
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<b>INDICATOR / STANDARD</b>		<b>Conventions of Standard English: Grammar and Usage/Capitalization, Punctuation, and Spelling</b>
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<b>EXPECTATION / INDICATOR</b>	<b>JW.6.1.</b>	<b>Demonstrate command of English grammar and usage, focusing on:</b>
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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**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Writing</b>
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<b>INDICATOR / STANDARD</b>		<b>Conventions of Standard English: Grammar and Usage/Capitalization, Punctuation, and Spelling</b>
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<b>EXPECTATION / INDICATOR</b>	<b>JW.6.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling focusing on:</b>
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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**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Digital Media: Nonfiction</b>
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<b>INDICATOR / STANDARD</b>		<b>Learning Outcome</b>
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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**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Digital Media: Nonfiction</b>
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<b>INDICATOR / STANDARD</b>		<b>Key Ideas and Textual Support</b>
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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**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Digital Media: Nonfiction</b>
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<b>INDICATOR / STANDARD</b>		<b>Structural Elements and Organization</b>
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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**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Digital Media: Vocabulary</b>
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<b>INDICATOR / STANDARD</b>		<b>Learning Outcome</b>
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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**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Digital Media: Vocabulary</b>
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<b>INDICATOR / STANDARD</b>		<b>Vocabulary Building</b>
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EXPECTATION / INDICATOR MV.2.1. Use context to determine or clarify the meaning of words and phrases.

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

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Digital Media:Vocabulary</b>
<b>INDICATOR / STANDARD</b>		<b>Vocabulary in Media Writing and Production</b>

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**

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

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**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Digital Media: Writing</b>
<b>INDICATOR / STANDARD</b>		<b>Writing Genres: Editorial, News, Feature, and Narrative</b>

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**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Digital Media: Writing</b>
<b>INDICATOR / STANDARD</b>		<b>The Writing Process</b>
<b>EXPECTATION / INDICATOR</b>	<b>MW.4.1.</b>	<b>Apply the writing process to all formal writing and media product development, including but not limited to argumentative, informative, and narrative.</b>
INDICATOR	MW.4.1.1.	Plan and develop, draft, revise using appropriate reference materials, rewrite, try a new approach, focusing on addressing what is most significant for a specific purpose and audience, and edit to produce and strengthen. writing that is clear and coherent,
INDICATOR	MW.4.1.2.	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**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Digital Media: Writing</b>
<b>INDICATOR / STANDARD</b>		<b>The Writing Process</b>
<b>EXPECTATION / INDICATOR</b>	<b>MW.4.3.</b>	<b>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.</b>
<b>EXPECTATION / INDICATOR</b>	<b>MW.4.4.</b>	<b>Revise and edit to ensure effective, grammatically correct communication.</b>

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

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

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Digital Media: Writing</b>
<b>INDICATOR / STANDARD</b>		<b>Conventions of Standard English: Grammar and Usage / Capitalization, Punctuation, and Spelling</b>
<b>EXPECTATION / INDICATOR</b>	<b>MW.6.1.</b>	<b>Demonstrate command of English grammar and usage, focusing on:</b>
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.
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**STANDARD / STRAND**                      **Digital Media: Grades 9-12**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Digital Media: Writing</b>
<b>INDICATOR / STANDARD</b>		<b>Conventions of Standard English: Grammar and Usage / Capitalization, Punctuation, and Spelling</b>

<b>EXPECTATION / INDICATOR</b>	<b>MW.6.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling focusing on:</b>
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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.
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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.
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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.
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**STANDARD / STRAND**                      **Digital Media: Grades 9-12**

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

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 / STRAND**                      **Grades 9-10 English/Language Arts**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>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.</b>
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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)
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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)
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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.
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INDICATOR / STANDARD	9-10.RC.9.	Use context to determine or clarify the meaning of words and phrases.
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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)
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**STANDARD / STRAND** **Grades 9-10 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		<b>Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes; compositions will include correct use of standard formatting (e.g., MLA, APA) with correctly cited sources.</b>
INDICATOR / STANDARD	9-10.W.3.	<b>Write narrative compositions in a variety of forms that:</b>

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.
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EXPECTATION / INDICATOR	9-10.W.3.b.	Create a smooth progression of experiences or events.
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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.
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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.
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**STANDARD / STRAND** **Grades 9-10 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		<b>Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes; compositions will include correct use of standard formatting (e.g., MLA, APA) with correctly cited sources.</b>
INDICATOR / STANDARD	9-10.W.4.	<b>Apply the writing process to all formal writing including but not limited to argumentative, informative, and narrative:</b>

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.
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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).
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Grade 9 - Adopted: 2020

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

PROFICIENCY STATEMENT / SUBSTRAND		<b>Journalism: Vocabulary</b>
INDICATOR / STANDARD		<b>Learning Outcome</b>

EXPECTATION / INDICATOR	JV.1.1.	Acquire and use accurately general academic and content-specific words and phrases at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression, including those standard to the journalism industry.
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**STANDARD / STRAND**                      **Journalism: Grades 9-12**

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

EXPECTATION / INDICATOR	JV.2.2.	Students are expected to build upon and continue applying concepts learned previously. (Grade of Mastery: 7)
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**STANDARD / STRAND**                      **Journalism: Grades 9-12**

PROFICIENCY STATEMENT / SUBSTRAND		Writing
INDICATOR / STANDARD		Learning Outcome

EXPECTATION / INDICATOR	JW.1.	Write routinely over a variety of time frames for a range of tasks, purposes, and audiences; apply reading standards to support analysis, reflection, and research by drawing evidence from a variety of texts.
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**STANDARD / STRAND**                      **Journalism: Grades 9-12**

PROFICIENCY STATEMENT / SUBSTRAND		Writing
INDICATOR / STANDARD		Handwriting

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

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

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

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



<b>EXPECTATION / INDICATOR</b>	<b>JW.3.3.</b>	<b>Write features that --</b>
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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**

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

<b>EXPECTATION / INDICATOR</b>	<b>JW.4.1.</b>	<b>Apply the writing process to —</b>
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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**

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

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

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Writing</b>
<b>INDICATOR / STANDARD</b>		<b>Conventions of Standard English: Grammar and Usage/Capitalization, Punctuation, and Spelling</b>

<b>EXPECTATION / INDICATOR</b>	<b>JW.6.1.</b>	<b>Demonstrate command of English grammar and usage, focusing on:</b>
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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**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Writing</b>
<b>INDICATOR / STANDARD</b>		<b>Conventions of Standard English: Grammar and Usage/Capitalization, Punctuation, and Spelling</b>
<b>EXPECTATION / INDICATOR</b>	<b>JW.6.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling focusing on:</b>
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**

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

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Digital Media: Nonfiction</b>
<b>INDICATOR / STANDARD</b>		<b>Structural Elements and Organization</b>
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**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Digital Media: Writing</b>
<b>INDICATOR / STANDARD</b>		<b>Learning Outcome</b>
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**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Digital Media: Writing</b>
<b>INDICATOR / STANDARD</b>		<b>Writing Genres: Editorial, News, Feature, and Narrative</b>
<b>EXPECTATION / INDICATOR</b>	<b>MW.3.3.</b>	<b>Write or produce narrative and feature-style media products in a variety of forms that:</b>
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**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Digital Media: Writing</b>
<b>INDICATOR / STANDARD</b>		<b>The Writing Process</b>
<b>EXPECTATION / INDICATOR</b>	<b>MW.4.1.</b>	<b>Apply the writing process to all formal writing and media product development, including but not limited to argumentative, informative, and narrative.</b>
INDICATOR	MW.4.1.1.	Plan and develop, draft, revise using appropriate reference materials, rewrite, try a new approach, focusing on addressing what is most significant for a specific purpose and audience, and edit to produce and strengthen. writing that is clear and coherent,
INDICATOR	MW.4.1.2.	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**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Digital Media: Writing</b>
<b>INDICATOR / STANDARD</b>		<b>The Writing Process</b>
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**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Digital Media: Writing</b>
<b>INDICATOR / STANDARD</b>		<b>Conventions of Standard English: Grammar and Usage / Capitalization, Punctuation, and Spelling</b>

<b>EXPECTATION / INDICATOR</b>	<b>MW.6.1.</b>	<b>Demonstrate command of English grammar and usage, focusing on:</b>
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.
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**STANDARD / STRAND**                      **Digital Media: Grades 9-12**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Digital Media: Writing</b>
<b>INDICATOR / STANDARD</b>		<b>Conventions of Standard English: Grammar and Usage / Capitalization, Punctuation, and Spelling</b>

<b>EXPECTATION / INDICATOR</b>	<b>MW.6.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling focusing on:</b>
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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.
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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.
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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.
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**STANDARD / STRAND**                      **Digital Media: Grades 9-12**

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

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 / STRAND**                      **Grades 9-10 English/Language Arts**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>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.</b>
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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)
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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.
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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**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes; compositions will include correct use of standard formatting (e.g., MLA, APA) with correctly cited sources.</b>
<b>INDICATOR / STANDARD</b>	<b>9-10.W.1.</b>	<b>Write arguments in a variety of forms that:</b>

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**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes; compositions will include correct use of standard formatting (e.g., MLA, APA) with correctly cited sources.</b>
<b>INDICATOR / STANDARD</b>	<b>9-10.W.2.</b>	<b>Write informative compositions on a variety of topics that:</b>

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**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes; compositions will include correct use of standard formatting (e.g., MLA, APA) with correctly cited sources.</b>
<b>INDICATOR / STANDARD</b>	<b>9-10.W.4.</b>	<b>Apply the writing process to all formal writing including but not limited to argumentative, informative, and narrative:</b>

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).
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**STANDARD / STRAND**                      **Grades 9-10 English/Language Arts**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes; compositions will include correct use of standard formatting (e.g., MLA, APA) with correctly cited sources.</b>
<b>INDICATOR / STANDARD</b>	<b>9-10.W.5.</b>	<b>Conduct more sustained research assignments and tasks to build knowledge about the research process and the topic under study.</b>

EXPECTATION / INDICATOR	9-10.W.5.b.	Gather relevant information from multiple authoritative sources, using advanced searches effectively, and annotate sources.
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EXPECTATION / INDICATOR	9-10.W.5.d.	Synthesize and integrate information into the text selectively to maintain the flow of ideas.
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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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Grade 9 - Adopted: 2020

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

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

EXPECTATION / INDICATOR	JL.2.1.	Cite strong and thorough facts from observation, quotations, and specific details that support analysis of what a piece of narrative nonfiction/historical fiction says explicitly as well as inferences and interpretations drawn from the text, including determining where the text leaves matters uncertain. (e.g. excerpts from <i>The Immortal Life of Henrietta Lacks</i> , <i>The Jungle</i> , <i>Unbroken</i> , <i>The Devil in the White City</i> , <i>Into the Wild</i> ).
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EXPECTATION / INDICATOR	JL.2.2.	Compare and contrast the development of similar themes or central ideas across two or more works of narrative nonfiction/historical fiction and analyze how the author uses specific details to shape and reveal themes. (e.g. excerpts from Historical fiction of Alexander Thom and Native American poetry, works of Ernie Pyle and Tim O'Brien).
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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., <i>Mrs. Kelly's Monster</i> ).
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EXPECTATION / INDICATOR	JL.2.4.	Students are expected to build upon and continue applying concepts learned previously. (Grade of mastery: 2)
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**STANDARD / STRAND**                      **Journalism: Grades 9-12**

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

EXPECTATION / INDICATOR	JL.3.1.	Analyze and evaluate how an author chooses to craft specific parts of a work of narrative nonfiction/historical fiction to contribute to its overall structure and meaning as well as its aesthetic impact.
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**STANDARD / STRAND**

**Journalism: Grades 9-12**

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

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

**Journalism: Grades 9-12**

PROFICIENCY STATEMENT / SUBSTRAND		<b>Journalism: Nonfiction</b>
INDICATOR / STANDARD		<b>Learning Outcome</b>

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.
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**STANDARD / STRAND**

**Journalism: Grades 9-12**

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

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.
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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.
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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).
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**STANDARD / STRAND**

**Journalism: Grades 9-12**

PROFICIENCY STATEMENT / SUBSTRAND		<b>Journalism: Nonfiction</b>
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<b>INDICATOR / STANDARD</b>		<b>Structural Elements and Organization</b>
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EXPECTATION / INDICATOR	JN.3.1.	Students are expected to build upon and continue applying concepts learned previously. (Grade of Mastery: 5)
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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.
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**STANDARD / STRAND**                      **Journalism: Grades 9-12**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Journalism: Nonfiction</b>
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<b>INDICATOR / STANDARD</b>		<b>Synthesis and Connection of Ideas</b>
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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.
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**STANDARD / STRAND**                      **Journalism: Grades 9-12**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Journalism: Vocabulary</b>
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<b>INDICATOR / STANDARD</b>		<b>Learning Outcome</b>
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EXPECTATION / INDICATOR	JV.1.1.	Acquire and use accurately general academic and content-specific words and phrases at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression, including those standard to the journalism industry.
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**STANDARD / STRAND**                      **Journalism: Grades 9-12**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Journalism: Vocabulary</b>
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<b>INDICATOR / STANDARD</b>		<b>Vocabulary Building</b>
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EXPECTATION / INDICATOR	JV.2.1.	Use context to determine or clarify the meaning of words and phrases.
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EXPECTATION / INDICATOR	JV.2.2.	Students are expected to build upon and continue applying concepts learned previously. (Grade of Mastery: 7)
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EXPECTATION / INDICATOR	JV.2.4.	Identify and correctly use related forms of the word. (e.g., conceive, conception, conceivable).
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**STANDARD / STRAND**                      **Journalism: Grades 9-12**

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

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Writing</b>
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<b>INDICATOR / STANDARD</b>		<b>Learning Outcome</b>
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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

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Writing</b>
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<b>INDICATOR / STANDARD</b>		<b>Handwriting</b>
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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

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Writing</b>
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<b>INDICATOR / STANDARD</b>		<b>Writing Genres: Editorial, News, and Feature</b>
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EXPECTATION / INDICATOR JW.3. Students are expected to build upon and continue concepts learned previously.

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

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

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Writing</b>
<b>INDICATOR / STANDARD</b>		<b>Writing Genres: Editorial, News, and Feature</b>
<b>EXPECTATION / INDICATOR</b>	<b>JW.3.2.</b>	<b>Write news that —</b>
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.
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**STANDARD / STRAND**                      **Journalism: Grades 9-12**

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

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.
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INDICATOR		Contain adequate information from a variety of credible sources.
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**STANDARD / STRAND**                      **Journalism: Grades 9-12**

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

INDICATOR		Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach, focusing on addressing what is most significant for a specific purpose and audience; and edit to produce and strengthen writing that is clear and coherent.
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INDICATOR		Use technology to generate, produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
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**STANDARD / STRAND**                      **Journalism: Grades 9-12**

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

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

**Journalism: Grades 9-12**

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

INDICATOR		Gather relevant information from multiple types of authoritative sources, using advanced searches effectively, and annotate sources.
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INDICATOR		Synthesize and integrate information into the text selectively to maintain the flow of ideas.
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INDICATOR		Avoid plagiarism and overreliance on any one source and follow a standard format (e.g., AP Style) for citation.
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**STANDARD / STRAND**

**Journalism: Grades 9-12**

PROFICIENCY STATEMENT / SUBSTRAND		Writing
INDICATOR / STANDARD		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)
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INDICATOR	JW.6.1.C.	Adjectives and Adverbs — Students are expected to build upon and continue applying conventions learned previously. (Grade of Mastery: 4)
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INDICATOR	JW.6.1.D.	Phrases and Clauses — Students are expected to build upon and continue applying conventions learned previously. (Grade of Mastery: 7)
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INDICATOR	JW.6.1.E.	Usage– Students are expected to build upon and continue applying conventions learned previously. (Grade of Mastery: 10)
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**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: 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**

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

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**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Digital Media:Vocabulary</b>
<b>INDICATOR / STANDARD</b>		<b>Learning Outcome</b>

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**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Digital Media:Vocabulary</b>
<b>INDICATOR / STANDARD</b>		<b>Vocabulary Building</b>

EXPECTATION / INDICATOR MV.2.1. Use context to determine or clarify the meaning of words and phrases.

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

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Digital Media:Vocabulary</b>
<b>INDICATOR / STANDARD</b>		<b>Vocabulary in Media Writing and Production</b>

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**

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

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**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Digital Media: Writing</b>
<b>INDICATOR / STANDARD</b>		<b>Writing Genres: Editorial, News, Feature, and Narrative</b>
<b>EXPECTATION / INDICATOR</b>	<b>MW.3.2.</b>	<b>Write or produce informative products on a variety of topics that:</b>
INDICATOR	MW.3.2.1.	Introduce a topic using a variety of lead-ins; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting(e.g., headings), graphics (e.g.,figures,tables),and multimedia when useful to aiding comprehension,
INDICATOR	MW.3.2.2.	Utilize credible sources, develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic,
INDICATOR	MW.3.2.3.	Use appropriate and varied transitions and syntax to link the major sections of the piece,create cohesion, and clarify the relationships among complex ideas and concepts,
INDICATOR	MW.3.2.4.	Choose language, content- specific vocabulary, and techniques to manage the complexity of the topic, recognizing and eliminating wordiness and redundancy,
INDICATOR	MW.3.2.5.	Establish and maintain an informative style appropriate to the purpose and audience, and
INDICATOR	MW.3.2.6.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

**STANDARD / STRAND**

**Digital Media: Grades 9-12**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Digital Media: Writing</b>
<b>INDICATOR / STANDARD</b>		<b>The Writing Process</b>
<b>EXPECTATION / INDICATOR</b>	<b>MW.4.1.</b>	<b>Apply the writing process to all formal writing and media product development, including but not limited to argumentative, informative, and narrative.</b>
INDICATOR	MW.4.1.1.	Plan and develop, draft, revise using appropriate reference materials, rewrite, try a new approach, focusing on addressing what is most significant for a specific purpose and audience, and edit to produce and strengthen. writing that is clear and coherent,
INDICATOR	MW.4.1.2.	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**

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

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Digital Media: Writing</b>
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<b>INDICATOR / STANDARD</b>		<b>The Research Process: Finding, Assessing, Synthesizing, and Reporting Information</b>
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EXPECTATION / INDICATOR	MW.5.3.	<b>Conduct short as well as more sustained research assignments and tasks to build knowledge about the research process and the topic under study:</b>
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INDICATOR	MW.5.3.2.	Gather relevant information from multiple types of authoritative sources, using advanced searches effectively, and annotate sources,
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INDICATOR	MW.5.3.5.	Avoid plagiarism and overreliance on any one source and follow a standard format (e.g., AP Style) for citation.
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**STANDARD / STRAND**                      **Digital Media: Grades 9-12**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Digital Media: Writing</b>
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<b>INDICATOR / STANDARD</b>		<b>Conventions of Standard English: Grammar and Usage / Capitalization, Punctuation, and Spelling</b>
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EXPECTATION / INDICATOR	MW.6.1.	<b>Demonstrate command of English grammar and usage, focusing on:</b>
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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.
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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.
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**STANDARD / STRAND**                      **Digital Media: Grades 9-12**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Digital Media: Writing</b>
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<b>INDICATOR / STANDARD</b>		<b>Conventions of Standard English: Grammar and Usage / Capitalization, Punctuation, and Spelling</b>
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EXPECTATION / INDICATOR	MW.6.2.	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling focusing on:</b>
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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.3.6.    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.
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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		<b>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.</b>
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, 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		<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.</b>
INDICATOR / STANDARD	9-10.W.1.	<b>Write arguments in a variety of forms that:</b>

EXPECTATION / INDICATOR	9-10.W.1.e.	Establish and maintain a consistent style and tone appropriate for the purpose and audience.
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STANDARD / STRAND                      **Grades 9-10 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		<b>Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes; compositions will include correct use of standard formatting (e.g., MLA, APA) with correctly cited sources.</b>
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<b>INDICATOR / STANDARD</b>	<b>9-10.W.2.</b>	<b>Write informative compositions on a variety of topics that:</b>
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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.**

<b>INDICATOR / STANDARD</b>	<b>9-10.W.4.</b>	<b>Apply the writing process to all formal writing including but not limited to argumentative, informative, and narrative:</b>
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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.**

<b>INDICATOR / STANDARD</b>	<b>9-10.W.5.</b>	<b>Conduct more sustained research assignments and tasks to build knowledge about the research process and the topic under study.</b>
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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.

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

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

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

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**

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

EXPECTATION / INDICATOR JL.3.1. Analyze and evaluate how an author chooses to craft specific parts of a work of narrative nonfiction/historical fiction to contribute to its overall structure and meaning as well as its aesthetic impact.

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

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

EXPECTATION / INDICATOR JL.4.1. Compare and contrast multiple interpretations of narrative nonfiction/historical fiction, evaluating how each version interprets the source text and the potential impact of the interpretations on the reader.

EXPECTATION / INDICATOR JL.4.2. Analyze and evaluate significant works of narrative nonfiction/historical fiction (American, English, or world) and how two or more of the works treat similar themes, conflicts, issues, or topics. (e.g. In *Cold Blood* and actual accounts of The Clutter murders).

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

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Journalism: Nonfiction</b>
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<b>INDICATOR / STANDARD</b>		<b>Learning Outcome</b>
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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**

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

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Journalism: Nonfiction</b>
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<b>INDICATOR / STANDARD</b>		<b>Structural Elements and Organization</b>
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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**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Journalism: Nonfiction</b>
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<b>INDICATOR / STANDARD</b>		<b>Synthesis and Connection of Ideas</b>
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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**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Journalism: Vocabulary</b>
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<b>INDICATOR / STANDARD</b>		<b>Learning Outcome</b>
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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**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Journalism: Vocabulary</b>
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<b>INDICATOR / STANDARD</b>		<b>Vocabulary Building</b>
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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**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Journalism: Vocabulary</b>
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<b>INDICATOR / STANDARD</b>		<b>Vocabulary in Historical Fiction and Nonfiction</b>
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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**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Writing</b>
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<b>INDICATOR / STANDARD</b>		<b>Learning Outcome</b>
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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**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Writing</b>
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<b>INDICATOR / STANDARD</b>		<b>Handwriting</b>
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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**

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

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

**STANDARD / STRAND**

**Journalism: Grades 9-12**

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

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**

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

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**

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

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)
<b>STANDARD / STRAND</b>		<b>Journalism: Grades 9-12</b>
<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Writing</b>
<b>INDICATOR / STANDARD</b>		<b>The Writing Process</b>
<b>EXPECTATION / INDICATOR</b>	<b>JW.4.1.</b>	<b>Apply the writing process to —</b>

INDICATOR Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach, focusing on addressing what is most significant for a specific purpose and audience; and edit to produce and strengthen writing that is clear and coherent.

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

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

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

EXPECTATION / INDICATOR JW.4.4. 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**

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

INDICATOR 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**

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

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

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Writing</b>
<b>INDICATOR / STANDARD</b>		<b>Conventions of Standard English: Grammar and Usage/Capitalization, Punctuation, and Spelling</b>
<b>EXPECTATION / INDICATOR</b>	<b>JW.6.1.</b>	<b>Demonstrate command of English grammar and usage, focusing on:</b>
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**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Writing</b>
<b>INDICATOR / STANDARD</b>		<b>Conventions of Standard English: Grammar and Usage/Capitalization, Punctuation, and Spelling</b>
<b>EXPECTATION / INDICATOR</b>	<b>JW.6.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling focusing on:</b>
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**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Speaking and Listening</b>
<b>INDICATOR / STANDARD</b>		<b>Comprehension</b>

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**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Media Literacy</b>
<b>INDICATOR / STANDARD</b>		<b>Media Literacy</b>

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**

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

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**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Digital Media: Nonfiction</b>
<b>INDICATOR / STANDARD</b>		<b>Key Ideas and Textual Support</b>

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    MN2.2.    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    MN2.3.    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**

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

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**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Digital Media: Vocabulary</b>
<b>INDICATOR / STANDARD</b>		<b>Learning Outcome</b>

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**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Digital Media: Vocabulary</b>
<b>INDICATOR / STANDARD</b>		<b>Vocabulary Building</b>

EXPECTATION / INDICATOR MV.2.1. Use context to determine or clarify the meaning of words and phrases.

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

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Digital Media: Vocabulary</b>
<b>INDICATOR / STANDARD</b>		<b>Vocabulary in Media Writing and Production</b>

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**

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

EXPECTATION / INDICATOR	MW.1.	Write routinely over a variety of time frames for a range of tasks, purposes, and audiences; apply reading standards to support analysis, reflection, and research by drawing evidence from a variety of texts and media products.
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**STANDARD / STRAND**

**Digital Media: Grades 9-12**

PROFICIENCY STATEMENT / SUBSTRAND		<b>Digital Media: Writing</b>
INDICATOR / STANDARD		<b>Writing Genres: Editorial, News, Feature, and Narrative</b>
EXPECTATION / INDICATOR	MW.3.2.	<b>Write or produce informative products on a variety of topics that:</b>
INDICATOR	MW.3.2.1.	Introduce a topic using a variety of lead-ins; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting(e.g., headings), graphics (e.g.,figures,tables),and multimedia when useful to aiding comprehension,
INDICATOR	MW.3.2.2.	Utilize credible sources, develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic,
INDICATOR	MW.3.2.3.	Use appropriate and varied transitions and syntax to link the major sections of the piece,create cohesion, and clarify the relationships among complex ideas and concepts,
INDICATOR	MW.3.2.4.	Choose language, content- specific vocabulary, and techniques to manage the complexity of the topic, recognizing and eliminating wordiness and redundancy,
INDICATOR	MW.3.2.5.	Establish and maintain an informative style appropriate to the purpose and audience, and
INDICATOR	MW.3.2.6.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

**STANDARD / STRAND**

**Digital Media: Grades 9-12**

PROFICIENCY STATEMENT / SUBSTRAND		<b>Digital Media: Writing</b>
INDICATOR / STANDARD		<b>The Writing Process</b>
EXPECTATION / INDICATOR	MW.4.1.	<b>Apply the writing process to all formal writing and media product development, including but not limited to argumentative, informative, and narrative.</b>
INDICATOR	MW.4.1.1.	Plan and develop, draft, revise using appropriate reference materials, rewrite, try a new approach, focusing on addressing what is most significant for a specific purpose and audience, and edit to produce and strengthen. writing that is clear and coherent,
INDICATOR	MW.4.1.2.	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**

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

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**

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

EXPECTATION / INDICATOR MW.5.2. Identify relevant issues and events of interest to readers through current news analysis, surveys, research reports, statistical data, and interviews with the audience.

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

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

EXPECTATION / INDICATOR MW.5.3. **Conduct short as well as more sustained research assignments and tasks to build knowledge about the research process and the topic under study:**

INDICATOR MW.5.3.2. Gather relevant information from multiple types of authoritative sources, using advanced searches effectively, and annotate sources,

INDICATOR MW.5.3.3. 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**

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

EXPECTATION / INDICATOR MW.5.4. **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.

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

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

EXPECTATION / INDICATOR ML.1. Critically analyze content found in media used to inform, persuade, entertain, and transmit culture.

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

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Standard 3: Media Content Development Process - Students discuss ideas for coverage with others. They develop coherent and focused content ideas that demonstrate well-researched information that is appropriate for their audience.</b>
<b>INDICATOR / STANDARD</b>		<b>Gather Information</b>

<b>EXPECTATION / INDICATOR</b>	<b>SMED.3.4.</b>	<b>Identify and evaluate credible, relevant print and non-print information sources that include the following:</b>
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INDICATOR	SMED.3.4.2.	observations and on-the-scene reports,
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INDICATOR	SMED.3.4.4.	records,
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INDICATOR	SMED.3.4.6.	reference works,
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INDICATOR	SMED.3.4.7.	database information, and
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**STANDARD / STRAND****Student Media: 9-12**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Standard 3: Media Content Development Process - Students discuss ideas for coverage with others. They develop coherent and focused content ideas that demonstrate well-researched information that is appropriate for their audience.</b>
<b>INDICATOR / STANDARD</b>		<b>Internet sources.</b>

EXPECTATION / INDICATOR	SMED.3.6.	Follow ethical standards related to information gathering that include the appropriate citing of sources to avoid charges of plagiarism or copyright violation.
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**STANDARD / STRAND****Student Media: 9-12**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Standard 4: Media Content Creation - Students develop newsworthy, journalistic content while adhering to legal and ethical standards for scholastic journalism. Students demonstrate an understanding of the research, organizational, and drafting strategies in the journalistic content creation process.</b>
<b>INDICATOR / STANDARD</b>		<b>Organize and Focus</b>

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

**Student Media: 9-12**

PROFICIENCY STATEMENT / SUBSTRAND		<b>Standard 5: Student Media Production Cycles - Students produce media within an established production cycle, meeting deadlines and following style manual guidelines for consistency. Students analyze, evaluate, and critique their own work and that of others as they improve future media based on feedback.</b>
INDICATOR / STANDARD	SMED.5.1.	<b>Work within a production cycle for media that includes:</b>

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

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		<b>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.</b>
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		<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.</b>
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<b>INDICATOR / STANDARD</b>	<b>9-10.W.1.</b>	<b>Write arguments in a variety of forms that:</b>
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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**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes; compositions will include correct use of standard formatting (e.g., MLA, APA) with correctly cited sources.</b>
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<b>INDICATOR / STANDARD</b>	<b>9-10.W.2.</b>	<b>Write informative compositions on a variety of topics that:</b>
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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**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes; compositions will include correct use of standard formatting (e.g., MLA, APA) with correctly cited sources.</b>
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<b>INDICATOR / STANDARD</b>	<b>9-10.W.4.</b>	<b>Apply the writing process to all formal writing including but not limited to argumentative, informative, and narrative:</b>
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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**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes; compositions will include correct use of standard formatting (e.g., MLA, APA) with correctly cited sources.</b>
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<b>INDICATOR / STANDARD</b>	<b>9-10.W.5.</b>	<b>Conduct more sustained research assignments and tasks to build knowledge about the research process and the topic under study.</b>
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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.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**

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

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

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

EXPECTATION / INDICATOR	JL.3.1.	Analyze and evaluate how an author chooses to craft specific parts of a work of narrative nonfiction/historical fiction to contribute to its overall structure and meaning as well as its aesthetic impact.
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**STANDARD / STRAND**

**Journalism: Grades 9-12**

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

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

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Journalism: Nonfiction</b>
<b>INDICATOR / STANDARD</b>		<b>Learning Outcome</b>

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

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

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

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Journalism: Nonfiction</b>
<b>INDICATOR / STANDARD</b>		<b>Structural Elements and Organization</b>

EXPECTATION / INDICATOR	JN.3.1.	Students are expected to build upon and continue applying concepts learned previously. (Grade of Mastery: 5)
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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.
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**STANDARD / STRAND** **Journalism: Grades 9-12**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Journalism: Nonfiction</b>
<b>INDICATOR / STANDARD</b>		<b>Synthesis and Connection of Ideas</b>

EXPECTATION / INDICATOR    JN.4.2.    Synthesize and evaluate sources of information presented in multimedia platforms in order to address a question or to solve a problem.

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

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Journalism: Vocabulary</b>
<b>INDICATOR / STANDARD</b>		<b>Learning Outcome</b>

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**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Journalism: Vocabulary</b>
<b>INDICATOR / STANDARD</b>		<b>Vocabulary Building</b>

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**

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

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**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Writing</b>
<b>INDICATOR / STANDARD</b>		<b>Learning Outcome</b>

EXPECTATION / INDICATOR	JW.1.	Write routinely over a variety of time frames for a range of tasks, purposes, and audiences; apply reading standards to support analysis, reflection, and research by drawing evidence from a variety of texts.
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**STANDARD / STRAND**

**Journalism: Grades 9-12**

PROFICIENCY STATEMENT / SUBSTRAND		Writing
INDICATOR / STANDARD		Handwriting

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

**Journalism: Grades 9-12**

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

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

**Journalism: Grades 9-12**

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

EXPECTATION / INDICATOR	JW.3.1.	Write editorials/commentaries that —
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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.
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**STANDARD / STRAND**

**Journalism: Grades 9-12**

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

EXPECTATION / INDICATOR	JW.3.2.	Write news that —
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INDICATOR		Develops the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, attributions, or other information and examples relevant to the audience's knowledge of the topic.
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INDICATOR		Contains adequate information from a variety of credible sources.
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**STANDARD / STRAND****Journalism: Grades 9-12**

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

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Writing</b>
<b>INDICATOR / STANDARD</b>		<b>The Writing Process</b>
<b>EXPECTATION / INDICATOR</b>	<b>JW.4.1.</b>	<b>Apply the writing process to —</b>
INDICATOR		Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach, focusing on addressing what is most significant for a specific purpose and audience; and edit to produce and strengthen writing that is clear and coherent.
INDICATOR		Use technology to generate, produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

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

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Writing</b>
<b>INDICATOR / STANDARD</b>		<b>The Writing Process</b>
<b>EXPECTATION / INDICATOR</b>	<b>JW.4.4.</b>	<b>Revise and edit copy to ensure effective, grammatically correct communication using appropriate proofreading or copy editing symbols.</b>
<b>EXPECTATION / INDICATOR</b>	<b>JW.4.5.</b>	<b>Follow ethical standards related to information gathering that include the appropriate citing of sources and the importance of avoiding plagiarism.</b>

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

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

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

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

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Writing</b>
<b>INDICATOR / STANDARD</b>		<b>Conventions of Standard English: Grammar and Usage/Capitalization, Punctuation, and Spelling</b>
<b>EXPECTATION / INDICATOR</b>	<b>JW.6.1.</b>	<b>Demonstrate command of English grammar and usage, focusing on:</b>
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**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Writing</b>
<b>INDICATOR / STANDARD</b>		<b>Conventions of Standard English: Grammar and Usage/Capitalization, Punctuation, and Spelling</b>
<b>EXPECTATION / INDICATOR</b>	<b>JW.6.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling focusing on:</b>
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**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Speaking and Listening</b>
<b>INDICATOR / STANDARD</b>		<b>Comprehension</b>

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**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Media Literacy</b>
<b>INDICATOR / STANDARD</b>		<b>Media Literacy</b>

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**

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

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**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Digital Media: Nonfiction</b>
<b>INDICATOR / STANDARD</b>		<b>Key Ideas and Textual Support</b>

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

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

EXPECTATION / INDICATOR	MN.3.2.	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).
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**STANDARD / STRAND**                      **Digital Media: Grades 9-12**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Digital Media: Vocabulary</b>
<b>INDICATOR / STANDARD</b>		<b>Learning Outcome</b>

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

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Digital Media: Vocabulary</b>
<b>INDICATOR / STANDARD</b>		<b>Vocabulary Building</b>

EXPECTATION / INDICATOR	MV.2.1.	Use context to determine or clarify the meaning of words and phrases.
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**STANDARD / STRAND**                      **Digital Media: Grades 9-12**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Digital Media: Vocabulary</b>
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<b>INDICATOR / STANDARD</b>		<b>Vocabulary in Media Writing and Production</b>
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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**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Digital Media: Writing</b>
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<b>INDICATOR / STANDARD</b>		<b>Learning Outcome</b>
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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**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Digital Media: Writing</b>
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<b>INDICATOR / STANDARD</b>		<b>Writing Genres: Editorial, News, Feature, and Narrative</b>
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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**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Digital Media: Writing</b>
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<b>INDICATOR / STANDARD</b>		<b>The Writing Process</b>
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<b>EXPECTATION / INDICATOR</b>	<b>MW.4.1.</b>	<b>Apply the writing process to all formal writing and media product development, including but not limited to argumentative, informative, and narrative.</b>
INDICATOR	MW.4.1.1.	Plan and develop, draft, revise using appropriate reference materials, rewrite, try a new approach, focusing on addressing what is most significant for a specific purpose and audience, and edit to produce and strengthen. writing that is clear and coherent,
INDICATOR	MW.4.1.2.	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**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Digital Media: Writing</b>
<b>INDICATOR / STANDARD</b>		<b>The Writing Process</b>
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**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Digital Media: Writing</b>
<b>INDICATOR / STANDARD</b>		<b>The Research Process: Finding, Assessing, Synthesizing, and Reporting Information</b>
EXPECTATION / INDICATOR	MW.5.2.	Identify relevant issues and events of interest to readers through current news analysis, surveys, research reports, statistical data, and interviews with the audience.

**STANDARD / STRAND**

**Digital Media: Grades 9-12**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Digital Media: Writing</b>
<b>INDICATOR / STANDARD</b>		<b>The Research Process: Finding, Assessing, Synthesizing, and Reporting Information</b>
EXPECTATION / INDICATOR	<b>MW.5.3.</b>	<b>Conduct short as well as more sustained research assignments and tasks to build knowledge about the research process and the topic under study:</b>
INDICATOR	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.5.3.5. 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.5.4.2.	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 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		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**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Standard 3: Media Content Development Process - Students discuss ideas for coverage with others. They develop coherent and focused content ideas that demonstrate well-researched information that is appropriate for their audience.</b>
<b>INDICATOR / STANDARD</b>		<b>Internet sources.</b>

EXPECTATION / INDICATOR SMED.3.6. Follow ethical standards related to information gathering that include the appropriate citing of sources to avoid charges of plagiarism or copyright violation.

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

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Standard 4: Media Content Creation - Students develop newsworthy, journalistic content while adhering to legal and ethical standards for scholastic journalism. Students demonstrate an understanding of the research, organizational, and drafting strategies in the journalistic content creation process.</b>
<b>INDICATOR / STANDARD</b>		<b>Organize and Focus</b>

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**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Standard 5: Student Media Production Cycles - Students produce media within an established production cycle, meeting deadlines and following style manual guidelines for consistency. Students analyze, evaluate, and critique their own work and that of others as they improve future media based on feedback.</b>
<b>INDICATOR / STANDARD</b>	SMED.5.1.	<b>Work within a production cycle for media that includes:</b>

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

**STANDARD / STRAND** **Grades 9-10 English/Language Arts**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes; compositions will include correct use of standard formatting (e.g., MLA, APA) with correctly cited sources.</b>
<b>INDICATOR / STANDARD</b>	9-10.W.1.	<b>Write arguments in a variety of forms that:</b>

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**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes; compositions will include correct use of standard formatting (e.g., MLA, APA) with correctly cited sources.</b>
<b>INDICATOR / STANDARD</b>	<b>9-10.W.2.</b>	<b>Write informative compositions on a variety of topics that:</b>
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**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes; compositions will include correct use of standard formatting (e.g., MLA, APA) with correctly cited sources.</b>
<b>INDICATOR / STANDARD</b>	<b>9-10.W.4.</b>	<b>Apply the writing process to all formal writing including but not limited to argumentative, informative, and narrative:</b>
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**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes; compositions will include correct use of standard formatting (e.g., MLA, APA) with correctly cited sources.</b>
<b>INDICATOR / STANDARD</b>	<b>9-10.W.5.</b>	<b>Conduct more sustained research assignments and tasks to build knowledge about the research process and the topic under study.</b>
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.

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

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

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

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

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Journalism: Nonfiction</b>
<b>INDICATOR / STANDARD</b>		<b>Synthesis and Connection of Ideas</b>

EXPECTATION / INDICATOR JN.4.2. Synthesize and evaluate sources of information presented in multimedia platforms in order to address a question or to solve a problem.

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

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Writing</b>
<b>INDICATOR / STANDARD</b>		<b>Learning Outcome</b>

EXPECTATION / INDICATOR JW.1. Write routinely over a variety of time frames for a range of tasks, purposes, and audiences; apply reading standards to support analysis, reflection, and research by drawing evidence from a variety of texts.

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

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Writing</b>
<b>INDICATOR / STANDARD</b>		<b>Handwriting</b>

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**

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

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

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

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

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**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Writing</b>
<b>INDICATOR / STANDARD</b>		<b>Writing Genres: Editorial, News, and Feature</b>
<b>EXPECTATION / INDICATOR</b>	<b>JW.3.2.</b>	<b>Write news that —</b>

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**

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

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**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Writing</b>
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<b>INDICATOR / STANDARD</b>		<b>The Writing Process</b>
<b>EXPECTATION / INDICATOR</b>	<b>JW.4.1.</b>	<b>Apply the writing process to —</b>
INDICATOR		Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach, focusing on addressing what is most significant for a specific purpose and audience; and edit to produce and strengthen writing that is clear and coherent.
INDICATOR		Use technology to generate, produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

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

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Writing</b>
<b>INDICATOR / STANDARD</b>		<b>The Writing Process</b>
<b>EXPECTATION / INDICATOR</b>	<b>JW.4.4.</b>	<b>Revise and edit copy to ensure effective, grammatically correct communication using appropriate proofreading or copy editing symbols.</b>
<b>EXPECTATION / INDICATOR</b>	<b>JW.4.5.</b>	<b>Follow ethical standards related to information gathering that include the appropriate citing of sources and the importance of avoiding plagiarism.</b>

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

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

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Writing</b>
<b>INDICATOR / STANDARD</b>		<b>Conventions of Standard English: Grammar and Usage/Capitalization, Punctuation, and Spelling</b>
<b>EXPECTATION / INDICATOR</b>	<b>JW.6.1.</b>	<b>Demonstrate command of English grammar and usage, focusing on:</b>
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**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Writing</b>
<b>INDICATOR / STANDARD</b>		<b>Conventions of Standard English: Grammar and Usage/Capitalization, Punctuation, and Spelling</b>
<b>EXPECTATION / INDICATOR</b>	<b>JW.6.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling focusing on:</b>
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**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Digital Media: Nonfiction</b>
<b>INDICATOR / STANDARD</b>		<b>Structural Elements and Organization</b>
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**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Digital Media: Writing</b>
<b>INDICATOR / STANDARD</b>		<b>Learning Outcome</b>
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**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Digital Media: Writing</b>
<b>INDICATOR / STANDARD</b>		<b>Writing Genres: Editorial, News, Feature, and Narrative</b>
<b>EXPECTATION / INDICATOR</b>	<b>MW.3.2.</b>	<b>Write or produce informative products on a variety of topics that:</b>
INDICATOR	MW.3.2.1.	Introduce a topic using a variety of lead-ins; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting(e.g., headings), graphics (e.g.,figures,tables),and multimedia when useful to aiding comprehension,
INDICATOR	MW.3.2.2.	Utilize credible sources, develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic,
INDICATOR	MW.3.2.3.	Use appropriate and varied transitions and syntax to link the major sections of the piece,create cohesion, and clarify the relationships among complex ideas and concepts,
INDICATOR	MW.3.2.4.	Choose language, content- specific vocabulary, and techniques to manage the complexity of the topic, recognizing and eliminating wordiness and redundancy,
INDICATOR	MW.3.2.5.	Establish and maintain an informative style appropriate to the purpose and audience, and
INDICATOR	MW.3.2.6.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

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

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Digital Media: Writing</b>
<b>INDICATOR / STANDARD</b>		<b>The Writing Process</b>
<b>EXPECTATION / INDICATOR</b>	<b>MW.4.1.</b>	<b>Apply the writing process to all formal writing and media product development, including but not limited to argumentative, informative, and narrative.</b>
INDICATOR	MW.4.1.1.	Plan and develop, draft, revise using appropriate reference materials, rewrite, try a new approach, focusing on addressing what is most significant for a specific purpose and audience, and edit to produce and strengthen. writing that is clear and coherent,
INDICATOR	MW.4.1.2.	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**

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

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		<b>Digital Media: Writing</b>
INDICATOR / STANDARD		<b>The Research Process: Finding, Assessing, Synthesizing, and Reporting Information</b>
EXPECTATION / INDICATOR	MW.5.3.	<b>Conduct short as well as more sustained research assignments and tasks to build knowledge about the research process and the topic under study:</b>
INDICATOR	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		<b>Digital Media: Writing</b>
INDICATOR / STANDARD		<b>Conventions of Standard English: Grammar and Usage / Capitalization, Punctuation, and Spelling</b>
EXPECTATION / INDICATOR	MW.6.1.	<b>Demonstrate command of English grammar and usage, focusing on:</b>
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		<b>Digital Media: Writing</b>
INDICATOR / STANDARD		<b>Conventions of Standard English: Grammar and Usage / Capitalization, Punctuation, and Spelling</b>
EXPECTATION / INDICATOR	MW.6.2.	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling focusing on:</b>
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.
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**STANDARD / STRAND**                      **Digital Media: Grades 9-12**

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

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

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

EXPECTATION / INDICATOR	ML.1.	Critically analyze content found in media used to inform, persuade, entertain, and transmit culture.
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**STANDARD / STRAND**                      **Student Media: 9-12**

PROFICIENCY STATEMENT / SUBSTRAND		<b>Standard 3: Media Content Development Process - Students discuss ideas for coverage with others. They develop coherent and focused content ideas that demonstrate well-researched information that is appropriate for their audience.</b>
INDICATOR / STANDARD		<b>Internet sources.</b>

EXPECTATION / INDICATOR	SMED.3.6.	Follow ethical standards related to information gathering that include the appropriate citing of sources to avoid charges of plagiarism or copyright violation.
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**STANDARD / STRAND**                      **Student Media: 9-12**

PROFICIENCY STATEMENT / SUBSTRAND		<b>Standard 4: Media Content Creation - Students develop newsworthy, journalistic content while adhering to legal and ethical standards for scholastic journalism. Students demonstrate an understanding of the research, organizational, and drafting strategies in the journalistic content creation process.</b>
INDICATOR / STANDARD		<b>Organize and Focus</b>

EXPECTATION / INDICATOR	SMED.4.1.	<b>Choose the appropriate method and medium to deliver information (verbal, visual, multimedia). Various types of media include the following:</b>
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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.
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Indiana Academic Standards

Language Arts

Grade 9 - Adopted: 2023

**STANDARD / STRAND**                      **Grades 9-10 English/Language Arts**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes; compositions will include correct use of standard formatting (e.g., MLA, APA) with correctly cited sources.</b>
<b>INDICATOR / STANDARD</b>	<b>9-10.W.1.</b>	<b>Write arguments in a variety of forms that:</b>

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**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes; compositions will include correct use of standard formatting (e.g., MLA, APA) with correctly cited sources.</b>
<b>INDICATOR / STANDARD</b>	<b>9-10.W.2.</b>	<b>Write informative compositions on a variety of topics that:</b>

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**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes; compositions will include correct use of standard formatting (e.g., MLA, APA) with correctly cited sources.</b>
<b>INDICATOR / STANDARD</b>	<b>9-10.W.4.</b>	<b>Apply the writing process to all formal writing including but not limited to argumentative, informative, and narrative:</b>

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**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes; compositions will include correct use of standard formatting (e.g., MLA, APA) with correctly cited sources.</b>
<b>INDICATOR / STANDARD</b>	<b>9-10.W.5.</b>	<b>Conduct more sustained research assignments and tasks to build knowledge about the research process and the topic under study.</b>
<b>EXPECTATION / INDICATOR</b>	9-10.W.5.b.	Gather relevant information from multiple authoritative sources, using advanced searches effectively, and annotate sources.
<b>EXPECTATION / INDICATOR</b>	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**

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

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

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

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Journalism: Nonfiction</b>
<b>INDICATOR / STANDARD</b>		<b>Synthesis and Connection of Ideas</b>

**EXPECTATION / INDICATOR** JN.4.2. Synthesize and evaluate sources of information presented in multimedia platforms in order to address a question or to solve a problem.

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

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Writing</b>
<b>INDICATOR / STANDARD</b>		<b>Learning Outcome</b>

**EXPECTATION / INDICATOR** JW.1. Write routinely over a variety of time frames for a range of tasks, purposes, and audiences; apply reading standards to support analysis, reflection, and research by drawing evidence from a variety of texts.

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

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Writing</b>
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<b>INDICATOR / STANDARD</b>		<b>Handwriting</b>
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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**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Writing</b>
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<b>INDICATOR / STANDARD</b>		<b>Writing Genres: Editorial, News, and Feature</b>
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EXPECTATION / INDICATOR JW.3. Students are expected to build upon and continue concepts learned previously.

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

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

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Writing</b>
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<b>INDICATOR / STANDARD</b>		<b>Writing Genres: Editorial, News, and Feature</b>
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<b>EXPECTATION / INDICATOR</b>	<b>JW.3.2.</b>	<b>Write news that —</b>
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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**

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

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Writing</b>
<b>INDICATOR / STANDARD</b>		<b>The Writing Process</b>
<b>EXPECTATION / INDICATOR</b>	<b>JW.4.1.</b>	<b>Apply the writing process to —</b>
INDICATOR		Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach, focusing on addressing what is most significant for a specific purpose and audience; and edit to produce and strengthen writing that is clear and coherent.
INDICATOR		Use technology to generate, produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

**STANDARD / STRAND**

**Journalism: Grades 9-12**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Writing</b>
<b>INDICATOR / STANDARD</b>		<b>The Writing Process</b>
<b>EXPECTATION / INDICATOR</b>	<b>JW.4.4.</b>	<b>Revise and edit copy to ensure effective, grammatically correct communication using appropriate proofreading or copy editing symbols.</b>
<b>EXPECTATION / INDICATOR</b>	<b>JW.4.5.</b>	<b>Follow ethical standards related to information gathering that include the appropriate citing of sources and the importance of avoiding plagiarism.</b>

**STANDARD / STRAND**

**Journalism: Grades 9-12**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Writing</b>
<b>INDICATOR / STANDARD</b>		<b>The Research Process: Finding, Assessing, Synthesizing, and Reporting Information</b>
<b>EXPECTATION / INDICATOR</b>	<b>JW.5.3.</b>	<b>Conduct short as well as more sustained research assignments and tasks to build knowledge about the research process and the topic under study.</b>
INDICATOR		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.
<b>STANDARD / STRAND</b>		<b>Journalism: Grades 9-12</b>
<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Writing</b>
<b>INDICATOR / STANDARD</b>		<b>Conventions of Standard English: Grammar and Usage/Capitalization, Punctuation, and Spelling</b>
<b>EXPECTATION / INDICATOR</b>	<b>JW.6.1.</b>	<b>Demonstrate command of English grammar and usage, focusing on:</b>

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

INDICATOR	JW.6.2.A.	Capitalization—Students are expected to build upon and continue applying conventions learned previously. (Grade of Mastery: 5)
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INDICATOR	JW.6.2.B.	Punctuation —Students are expected to build upon and continue applying conventions learned previously. (Grade of Mastery: 10)
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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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<b>STANDARD / STRAND</b>		<b>Digital Media: Grades 9-12</b>
<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Digital Media: Nonfiction</b>
<b>INDICATOR / STANDARD</b>		<b>Structural Elements and Organization</b>

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

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

EXPECTATION / INDICATOR	MW.1.	Write routinely over a variety of time frames for a range of tasks, purposes, and audiences; apply reading standards to support analysis, reflection, and research by drawing evidence from a variety of texts and media products.
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**STANDARD / STRAND**                      **Digital Media: Grades 9-12**

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

EXPECTATION / INDICATOR	MW.3.2.	<b>Write or produce informative products on a variety of topics that:</b>
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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,
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INDICATOR	MW.3.2.2.	Utilize credible sources, develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic,
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INDICATOR	MW.3.2.3.	Use appropriate and varied transitions and syntax to link the major sections of the piece,create cohesion, and clarify the relationships among complex ideas and concepts,
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INDICATOR	MW.3.2.4.	Choose language, content- specific vocabulary, and techniques to manage the complexity of the topic, recognizing and eliminating wordiness and redundancy,
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INDICATOR	MW.3.2.5.	Establish and maintain an informative style appropriate to the purpose and audience, and
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INDICATOR	MW.3.2.6.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
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**STANDARD / STRAND**                      **Digital Media: Grades 9-12**

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

EXPECTATION / INDICATOR	MW.4.1.	<b>Apply the writing process to all formal writing and media product development, including but not limited to argumentative, informative, and narrative.</b>
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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**

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

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**

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

EXPECTATION / INDICATOR	MW.5.3.	<b>Conduct short as well as more sustained research assignments and tasks to build knowledge about the research process and the topic under study:</b>
INDICATOR	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**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Digital Media: Writing</b>
<b>INDICATOR / STANDARD</b>		<b>Conventions of Standard English: Grammar and Usage / Capitalization, Punctuation, and Spelling</b>

EXPECTATION / INDICATOR	MW.6.1.	<b>Demonstrate command of English grammar and usage, focusing on:</b>
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.
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**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:
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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.
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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.
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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.
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**STANDARD / STRAND**                      **Digital Media: Grades 9-12**

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

EXPECTATION / INDICATOR	MSL.3.1.	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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**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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**STANDARD / STRAND**                      **Student Media: 9-12**

PROFICIENCY STATEMENT / SUBSTRAND		Standard 3: Media Content Development Process - Students discuss ideas for coverage with others. They develop coherent and focused content ideas that demonstrate well-researched information that is appropriate for their audience.
INDICATOR / STANDARD		Internet sources.

EXPECTATION / INDICATOR	SMED.3.6.	Follow ethical standards related to information gathering that include the appropriate citing of sources to avoid charges of plagiarism or copyright violation.
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**STANDARD / STRAND**

**Student Media: 9-12**

PROFICIENCY STATEMENT / SUBSTRAND		<b>Standard 4: Media Content Creation - Students develop newsworthy, journalistic content while adhering to legal and ethical standards for scholastic journalism. Students demonstrate an understanding of the research, organizational, and drafting strategies in the journalistic content creation process.</b>
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INDICATOR / STANDARD		<b>Organize and Focus</b>
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EXPECTATION / INDICATOR	SMED.4.1.	<b>Choose the appropriate method and medium to deliver information (verbal, visual, multimedia). Various types of media include the following:</b>
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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.
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**STANDARD / STRAND**

**Student Media: 9-12**

PROFICIENCY STATEMENT / SUBSTRAND		<b>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.</b>
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INDICATOR / STANDARD		<b>Career Development</b>
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EXPECTATION / INDICATOR	SMED.6.7.	<b>Create portfolios (print or non-print) that include</b>
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INDICATOR	SMED.6.7.1.	personal narrative summary of high school experience,
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INDICATOR	SMED.6.7.2.	resumes or career goal statements,
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INDICATOR	SMED.6.7.3.	letters of recommendation,
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INDICATOR	SMED.6.7.4.	samples of best clips or work, and
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INDICATOR	SMED.6.7.5.	recognitions, awards, certificates, or testimonials.
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**STANDARD / STRAND**

**Grades 9-10 English/Language Arts**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>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.</b>
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**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes; compositions will include correct use of standard formatting (e.g., MLA, APA) with correctly cited sources.</b>
<b>INDICATOR / STANDARD</b>	<b>9-10.W.3.</b>	<b>Write narrative compositions in a variety of forms that:</b>
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**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes; compositions will include correct use of standard formatting (e.g., MLA, APA) with correctly cited sources.</b>
<b>INDICATOR / STANDARD</b>	<b>9-10.W.4.</b>	<b>Apply the writing process to all formal writing including but not limited to argumentative, informative, and narrative:</b>

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.
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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).
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Grade 9 - Adopted: 2020

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

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

EXPECTATION / INDICATOR	JL.2.2.	Compare and contrast the development of similar themes or central ideas across two or more works of narrative nonfiction/historical fiction and analyze how the author uses specific details to shape and reveal themes. (e.g. excerpts from Historical fiction of Alexander Thom and Native American poetry, works of Ernie Pyle and Tim O'Brien).
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**STANDARD / STRAND**                      **Journalism: Grades 9-12**

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

EXPECTATION / INDICATOR	JL.4.2.	Analyze and evaluate significant works of narrative nonfiction/historical fiction (American, English, or world) and how two or more of the works treat similar themes, conflicts, issues, or topics. (e.g. In Cold Blood and actual accounts of The Clutter murders).
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**STANDARD / STRAND**                      **Journalism: Grades 9-12**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Journalism: Vocabulary</b>
<b>INDICATOR / STANDARD</b>		<b>Learning Outcome</b>

EXPECTATION / INDICATOR	JV.1.1.	Acquire and use accurately general academic and content-specific words and phrases at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression, including those standard to the journalism industry.
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**STANDARD / STRAND**                      **Journalism: Grades 9-12**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Journalism: Vocabulary</b>
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<b>INDICATOR / STANDARD</b>		<b>Vocabulary Building</b>
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EXPECTATION / INDICATOR JV.2.2. Students are expected to build upon and continue applying concepts learned previously. (Grade of Mastery: 7)

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

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Writing</b>
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<b>INDICATOR / STANDARD</b>		<b>Learning Outcome</b>
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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**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Writing</b>
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<b>INDICATOR / STANDARD</b>		<b>Handwriting</b>
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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**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Writing</b>
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<b>INDICATOR / STANDARD</b>		<b>Writing Genres: Editorial, News, and Feature</b>
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EXPECTATION / INDICATOR JW.3. Students are expected to build upon and continue concepts learned previously.

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

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Writing</b>
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<b>INDICATOR / STANDARD</b>		<b>Writing Genres: Editorial, News, and Feature</b>
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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**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Writing</b>
<b>INDICATOR / STANDARD</b>		<b>The Writing Process</b>
<b>EXPECTATION / INDICATOR</b>	<b>JW.4.1.</b>	<b>Apply the writing process to —</b>
INDICATOR		Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach, focusing on addressing what is most significant for a specific purpose and audience; and edit to produce and strengthen writing that is clear and coherent.

INDICATOR		Use technology to generate, produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
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**STANDARD / STRAND**                      **Journalism: Grades 9-12**

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

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

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Writing</b>
<b>INDICATOR / STANDARD</b>		<b>Conventions of Standard English: Grammar and Usage/Capitalization, Punctuation, and Spelling</b>

<b>EXPECTATION / INDICATOR</b>	<b>JW.6.1.</b>	<b>Demonstrate command of English grammar and usage, focusing on:</b>
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INDICATOR	JW.6.1.B.	Verbs – Students are expected to build upon and continue applying conventions learned previously. (Grade of Mastery: 10)
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INDICATOR	JW.6.1.C.	Adjectives and Adverbs — Students are expected to build upon and continue applying conventions learned previously. (Grade of Mastery: 4)
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INDICATOR	JW.6.1.E.	Usage– Students are expected to build upon and continue applying conventions learned previously. (Grade of Mastery: 10)
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**STANDARD / STRAND**                      **Journalism: Grades 9-12**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Writing</b>
<b>INDICATOR / STANDARD</b>		<b>Conventions of Standard English: Grammar and Usage/Capitalization, Punctuation, and Spelling</b>

<b>EXPECTATION / INDICATOR</b>	<b>JW.6.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling focusing on:</b>
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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**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Digital Media: Narrative Storytelling</b>
<b>INDICATOR / STANDARD</b>		<b>Learning Outcome</b>

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**

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

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**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Digital Media: Narrative Storytelling</b>
<b>INDICATOR / STANDARD</b>		<b>Structural Elements and Organization</b>

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**

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

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

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

EXPECTATION / INDICATOR	MW.1.	Write routinely over a variety of time frames for a range of tasks, purposes, and audiences; apply reading standards to support analysis, reflection, and research by drawing evidence from a variety of texts and media products.
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**STANDARD / STRAND** **Digital Media: Grades 9-12**

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

EXPECTATION / INDICATOR	MW.3.3.	<b>Write or produce narrative and feature-style media products in a variety of forms that:</b>
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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,
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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,
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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.
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**STANDARD / STRAND** **Digital Media: Grades 9-12**

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

EXPECTATION / INDICATOR	MW.4.1.	<b>Apply the writing process to all formal writing and media product development, including but not limited to argumentative, informative, and narrative.</b>
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INDICATOR	MW.4.1.1.	Plan and develop, draft, revise using appropriate reference materials, rewrite, try a new approach, focusing on addressing what is most significant for a specific purpose and audience, and edit to produce and strengthen. writing that is clear and coherent,
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INDICATOR	MW.4.1.2.	Use technology to generate, produce, publish, and update individual or shared products in response to ongoing feedback, including new arguments or information,
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**STANDARD / STRAND** **Digital Media: Grades 9-12**

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

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**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Digital Media: Writing</b>
<b>INDICATOR / STANDARD</b>		<b>Conventions of Standard English: Grammar and Usage / Capitalization, Punctuation, and Spelling</b>

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**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Digital Media: Writing</b>
<b>INDICATOR / STANDARD</b>		<b>Conventions of Standard English: Grammar and Usage / Capitalization, Punctuation, and Spelling</b>

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**

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

EXPECTATION / INDICATOR	ML.1.	Critically analyze content found in media used to inform, persuade, entertain, and transmit culture.
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UNIT 8: FORMAL ESSAY MODELS Week 16 Page 161-182

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

**STANDARD / STRAND**                      **Grades 9-10 English/Language Arts**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>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.</b>
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, 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**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes; compositions will include correct use of standard formatting (e.g., MLA, APA) with correctly cited sources.</b>
<b>INDICATOR / STANDARD</b>	<b>9-10.W.1.</b>	<b>Write arguments in a variety of forms that:</b>

EXPECTATION / INDICATOR	9-10.W.1.e.	Establish and maintain a consistent style and tone appropriate for the purpose and audience.
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**STANDARD / STRAND**                      **Grades 9-10 English/Language Arts**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes; compositions will include correct use of standard formatting (e.g., MLA, APA) with correctly cited sources.</b>
<b>INDICATOR / STANDARD</b>	<b>9-10.W.2.</b>	<b>Write informative compositions on a variety of topics that:</b>

EXPECTATION / INDICATOR	9-10.W.2.a.	Introduce a topic and organize complex ideas, concepts, and information to make important connections and distinctions.
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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**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes; compositions will include correct use of standard formatting (e.g., MLA, APA) with correctly cited sources.</b>
<b>INDICATOR / STANDARD</b>	<b>9-10.W.4.</b>	<b>Apply the writing process to all formal writing including but not limited to argumentative, informative, and narrative:</b>

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**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes; compositions will include correct use of standard formatting (e.g., MLA, APA) with correctly cited sources.</b>
<b>INDICATOR / STANDARD</b>	<b>9-10.W.5.</b>	<b>Conduct more sustained research assignments and tasks to build knowledge about the research process and the topic under study.</b>

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

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

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

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

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**

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

EXPECTATION / INDICATOR JL.3.1. Analyze and evaluate how an author chooses to craft specific parts of a work of narrative nonfiction/historical fiction to contribute to its overall structure and meaning as well as its aesthetic impact.

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

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Journalism: Nonfiction</b>
<b>INDICATOR / STANDARD</b>		<b>Learning Outcome</b>

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**

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

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

PROFICIENCY STATEMENT / SUBSTRAND		<b>Journalism: Nonfiction</b>
INDICATOR / STANDARD		<b>Structural Elements and Organization</b>

EXPECTATION / INDICATOR	JN.3.1.	Students are expected to build upon and continue applying concepts learned previously. (Grade of Mastery: 5)
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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.
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**STANDARD / STRAND**                      **Journalism: Grades 9-12**

PROFICIENCY STATEMENT / SUBSTRAND		<b>Journalism: Vocabulary</b>
INDICATOR / STANDARD		<b>Learning Outcome</b>

EXPECTATION / INDICATOR	JV.1.1.	Acquire and use accurately general academic and content-specific words and phrases at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression, including those standard to the journalism industry.
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**STANDARD / STRAND**                      **Journalism: Grades 9-12**

PROFICIENCY STATEMENT / SUBSTRAND		<b>Journalism: Vocabulary</b>
INDICATOR / STANDARD		<b>Vocabulary Building</b>

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

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

EXPECTATION / INDICATOR	JV.3.2.	Determine the meaning of words and phrases as they are used in a nonfiction text, including figurative, connotative, and technical meanings; evaluate the cumulative impact of how an author uses and refines the meaning of a key term or terms over the course of a text.
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**STANDARD / STRAND****Journalism: Grades 9-12**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Writing</b>
<b>INDICATOR / STANDARD</b>		<b>Learning Outcome</b>

EXPECTATION / INDICATOR JW.1. Write routinely over a variety of time frames for a range of tasks, purposes, and audiences; apply reading standards to support analysis, reflection, and research by drawing evidence from a variety of texts.

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

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Writing</b>
<b>INDICATOR / STANDARD</b>		<b>Handwriting</b>

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**

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

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

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

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

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**

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

<b>EXPECTATION / INDICATOR</b>	<b>JW.3.2.</b>	<b>Write news that —</b>
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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**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Writing</b>
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<b>INDICATOR / STANDARD</b>		<b>Writing Genres: Editorial, News, and Feature</b>
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<b>EXPECTATION / INDICATOR</b>	<b>JW.3.3.</b>	<b>Write features that --</b>
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INDICATOR Provide an ending that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

INDICATOR Establish and maintain a feature style appropriate to the purpose and audience. (e.g. AP Style)

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

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

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

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Writing</b>
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<b>INDICATOR / STANDARD</b>		<b>The Research Process: Finding, Assessing, Synthesizing, and Reporting Information</b>
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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.
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**STANDARD / STRAND**

**Journalism: Grades 9-12**

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

EXPECTATION / INDICATOR	JW.5.3.	Conduct short as well as more sustained research assignments and tasks to build knowledge about the research process and the topic under study.
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INDICATOR		Formulate an inquiry question, and refine and narrow the focus as research evolves.
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INDICATOR		Gather relevant information from multiple types of authoritative sources, using advanced searches effectively, and annotate sources.
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INDICATOR		Avoid plagiarism and overreliance on any one source and follow a standard format (e.g., AP Style) for citation.
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**STANDARD / STRAND**

**Journalism: Grades 9-12**

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

EXPECTATION / INDICATOR	JW.5.4.	Ask clear interview questions to guide a balanced and unbiased information-gathering process that include
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INDICATOR		Double-checking information before writing the story
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**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:
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INDICATOR	JW.6.1.B.	Verbs – Students are expected to build upon and continue applying conventions learned previously. (Grade of Mastery: 10)
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INDICATOR	JW.6.1.C.	Adjectives and Adverbs — Students are expected to build upon and continue applying conventions learned previously. (Grade of Mastery: 4)
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INDICATOR	JW.6.1.D.	Phrases and Clauses — Students are expected to build upon and continue applying conventions learned previously. (Grade of Mastery: 7)
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INDICATOR	JW.6.1.E.	Usage– Students are expected to build upon and continue applying conventions learned previously. (Grade of Mastery: 10)
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**STANDARD / STRAND****Journalism: Grades 9-12**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Writing</b>
<b>INDICATOR / STANDARD</b>		<b>Conventions of Standard English: Grammar and Usage/Capitalization, Punctuation, and Spelling</b>
<b>EXPECTATION / INDICATOR</b>	<b>JW.6.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling focusing on:</b>
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**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Media Literacy</b>
<b>INDICATOR / STANDARD</b>		<b>Media Literacy</b>
<b>EXPECTATION / INDICATOR</b>	<b>JML.2.6.</b>	<b>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</b>
INDICATOR		structural elements and organization

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

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Digital Media: Nonfiction</b>
<b>INDICATOR / STANDARD</b>		<b>Learning Outcome</b>
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**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Digital Media: Nonfiction</b>
<b>INDICATOR / STANDARD</b>		<b>Key Ideas and Textual Support</b>
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.
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**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).
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**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.
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**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.
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**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.
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**STANDARD / STRAND**                      **Digital Media: Grades 9-12**

PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Writing
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<b>INDICATOR / STANDARD</b>		<b>Learning Outcome</b>
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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**

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

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

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Digital Media: Writing</b>
<b>INDICATOR / STANDARD</b>		<b>The Writing Process</b>
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**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Digital Media: Writing</b>
<b>INDICATOR / STANDARD</b>		<b>The Research Process: Finding, Assessing, Synthesizing, and Reporting Information</b>
EXPECTATION / INDICATOR	MW.5.2.	Identify relevant issues and events of interest to readers through current news analysis, surveys, research reports, statistical data, and interviews with the audience.

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

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

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



<b>EXPECTATION / INDICATOR</b>	<b>MW.5.4.</b>	<b>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.</b>
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**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Digital Media: Writing</b>
<b>INDICATOR / STANDARD</b>		<b>Conventions of Standard English: Grammar and Usage / Capitalization, Punctuation, and Spelling</b>
<b>EXPECTATION / INDICATOR</b>	<b>MW.6.1.</b>	<b>Demonstrate command of English grammar and usage, focusing on:</b>
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**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Digital Media: Writing</b>
<b>INDICATOR / STANDARD</b>		<b>Conventions of Standard English: Grammar and Usage / Capitalization, Punctuation, and Spelling</b>
<b>EXPECTATION / INDICATOR</b>	<b>MW.6.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling focusing on:</b>
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**

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

**STANDARD / STRAND**

**Student Media: 9-12**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Standard 3: Media Content Development Process - Students discuss ideas for coverage with others. They develop coherent and focused content ideas that demonstrate well-researched information that is appropriate for their audience.</b>
<b>INDICATOR / STANDARD</b>		<b>Develop Ideas</b>

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**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Standard 5: Student Media Production Cycles - Students produce media within an established production cycle, meeting deadlines and following style manual guidelines for consistency. Students analyze, evaluate, and critique their own work and that of others as they improve future media based on feedback.</b>
<b>INDICATOR / STANDARD</b>	<b>SMED.5.1.</b>	<b>Work within a production cycle for media that includes:</b>

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

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**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>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.</b>
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**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes; compositions will include correct use of standard formatting (e.g., MLA, APA) with correctly cited sources.</b>
<b>INDICATOR / STANDARD</b>	<b>9-10.W.1.</b>	<b>Write arguments in a variety of forms that:</b>

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**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes; compositions will include correct use of standard formatting (e.g., MLA, APA) with correctly cited sources.</b>
<b>INDICATOR / STANDARD</b>	<b>9-10.W.2.</b>	<b>Write informative compositions on a variety of topics that:</b>

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**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes; compositions will include correct use of standard formatting (e.g., MLA, APA) with correctly cited sources.</b>
<b>INDICATOR / STANDARD</b>	<b>9-10.W.4.</b>	<b>Apply the writing process to all formal writing including but not limited to argumentative, informative, and narrative:</b>

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**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes; compositions will include correct use of standard formatting (e.g., MLA, APA) with correctly cited sources.</b>
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<b>INDICATOR / STANDARD</b>	<b>9-10.W.5.</b>	<b>Conduct more sustained research assignments and tasks to build knowledge about the research process and the topic under study.</b>
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**

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

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

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

EXPECTATION / INDICATOR	JL.3.1.	Analyze and evaluate how an author chooses to craft specific parts of a work of narrative nonfiction/historical fiction to contribute to its overall structure and meaning as well as its aesthetic impact.
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**STANDARD / STRAND**

**Journalism: Grades 9-12**

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

EXPECTATION / INDICATOR JL.4.1. Compare and contrast multiple interpretations of narrative nonfiction/historical fiction, evaluating how each version interprets the source text and the potential impact of the interpretations on the reader.

EXPECTATION / INDICATOR JL.4.2. Analyze and evaluate significant works of narrative nonfiction/historical fiction (American, English, or world) and how two or more of the works treat similar themes, conflicts, issues, or topics. (e.g. In Cold Blood and actual accounts of The Clutter murders).

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

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Journalism: Nonfiction</b>
<b>INDICATOR / STANDARD</b>		<b>Learning Outcome</b>

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**

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

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**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Journalism: Nonfiction</b>
<b>INDICATOR / STANDARD</b>		<b>Structural Elements and Organization</b>

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

PROFICIENCY STATEMENT / SUBSTRAND		<b>Journalism: Nonfiction</b>
INDICATOR / STANDARD		<b>Synthesis and Connection of Ideas</b>

EXPECTATION / INDICATOR	JN.4.2.	Synthesize and evaluate sources of information presented in multimedia platforms in order to address a question or to solve a problem.
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**STANDARD / STRAND**                      **Journalism: Grades 9-12**

PROFICIENCY STATEMENT / SUBSTRAND		<b>Journalism: Vocabulary</b>
INDICATOR / STANDARD		<b>Learning Outcome</b>

EXPECTATION / INDICATOR	JV.1.1.	Acquire and use accurately general academic and content-specific words and phrases at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression, including those standard to the journalism industry.
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**STANDARD / STRAND**                      **Journalism: Grades 9-12**

PROFICIENCY STATEMENT / SUBSTRAND		<b>Journalism: Vocabulary</b>
INDICATOR / STANDARD		<b>Vocabulary Building</b>

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

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

EXPECTATION / INDICATOR	JV.3.2.	Determine the meaning of words and phrases as they are used in a nonfiction text, including figurative, connotative, and technical meanings; evaluate the cumulative impact of how an author uses and refines the meaning of a key term or terms over the course of a text.
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**STANDARD / STRAND**                      **Journalism: Grades 9-12**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Writing</b>
<b>INDICATOR / STANDARD</b>		<b>Learning Outcome</b>

EXPECTATION / INDICATOR JW.1. Write routinely over a variety of time frames for a range of tasks, purposes, and audiences; apply reading standards to support analysis, reflection, and research by drawing evidence from a variety of texts.

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

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Writing</b>
<b>INDICATOR / STANDARD</b>		<b>Handwriting</b>

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**

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

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

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

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

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**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Writing</b>
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<b>INDICATOR / STANDARD</b>		<b>Writing Genres: Editorial, News, and Feature</b>
<b>EXPECTATION / INDICATOR</b>	<b>JW.3.2.</b>	<b>Write news that —</b>

INDICATOR Contains adequate information from a variety of credible sources.

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

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

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

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



<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Writing</b>
<b>INDICATOR / STANDARD</b>		<b>The Research Process: Finding, Assessing, Synthesizing, and Reporting Information</b>

EXPECTATION / INDICATOR JW.5.2. 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**

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

INDICATOR 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**

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

INDICATOR Double-checking information before writing the story

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

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Writing</b>
<b>INDICATOR / STANDARD</b>		<b>Conventions of Standard English: Grammar and Usage/Capitalization, Punctuation, and Spelling</b>
<b>EXPECTATION / INDICATOR</b>	<b>JW.6.1.</b>	<b>Demonstrate command of English grammar and usage, focusing on:</b>

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		<b>Writing</b>
INDICATOR / STANDARD		<b>Conventions of Standard English: Grammar and Usage/Capitalization, Punctuation, and Spelling</b>
EXPECTATION / INDICATOR	JW.6.2.	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling focusing on:</b>
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		<b>Speaking and Listening</b>
INDICATOR / STANDARD		<b>Comprehension</b>
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		<b>Media Literacy</b>
INDICATOR / STANDARD		<b>Media Literacy</b>
EXPECTATION / INDICATOR	JML.2.6.	<b>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</b>
INDICATOR		structural elements and organization

**STANDARD / STRAND**

**Journalism: Grades 9-12**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Media Literacy</b>
<b>INDICATOR / STANDARD</b>		<b>Critique of Mass Media</b>

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**

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

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**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Digital Media: Nonfiction</b>
<b>INDICATOR / STANDARD</b>		<b>Key Ideas and Textual Support</b>

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**

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

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**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Digital Media: Vocabulary</b>
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<b>INDICATOR / STANDARD</b>		<b>Learning Outcome</b>
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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**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Digital Media:Vocabulary</b>
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<b>INDICATOR / STANDARD</b>		<b>Vocabulary Building</b>
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EXPECTATION / INDICATOR    MV.2.1.    Use context to determine or clarify the meaning of words and phrases.

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

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Digital Media:Vocabulary</b>
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<b>INDICATOR / STANDARD</b>		<b>Vocabulary in Media Writing and Production</b>
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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**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Digital Media: Writing</b>
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<b>INDICATOR / STANDARD</b>		<b>Learning Outcome</b>
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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**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Digital Media: Writing</b>
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<b>INDICATOR / STANDARD</b>		<b>Writing Genres: Editorial, News, Feature, and Narrative</b>
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EXPECTATION / INDICATOR    **MW.3.1.    Write or produce arguments or commentaries in a variety of forms that:**

INDICATOR    MW.3.1.1.    Introduce precise claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence,

INDICATOR    MW.3.1.2.    Use rhetorical strategies to enhance the effectiveness of the claim,

INDICATOR	MW.3.1.3.	Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases,
INDICATOR	MW.3.1.4.	Use effective and varied transitions as well as varied syntax to link the major sections of the media piece, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims,
INDICATOR	MW.3.1.5.	Establish and maintain a consistent style and tone appropriate to purpose and audience,
INDICATOR	MW.3.1.6.	Provide a concluding statement or section that follows from and supports the argument presented,
INDICATOR	MW.3.1.7.	Explore the personal significance of an experience,
INDICATOR	MW.3.1.8.	Draw comparisons between specific incidents and broader themes related to important beliefs or generalizations about life,
INDICATOR	MW.3.1.9.	Maintain a balance between individual events and more general and abstract ideas,

**STANDARD / STRAND**

**Digital Media: Grades 9-12**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Digital Media: Writing</b>
<b>INDICATOR / STANDARD</b>		<b>The Writing Process</b>
<b>EXPECTATION / INDICATOR</b>	<b>MW.4.1.</b>	<b>Apply the writing process to all formal writing and media product development, including but not limited to argumentative, informative, and narrative.</b>
INDICATOR	MW.4.1.1.	Plan and develop, draft, revise using appropriate reference materials, rewrite, try a new approach, focusing on addressing what is most significant for a specific purpose and audience, and edit to produce and strengthen. writing that is clear and coherent,
INDICATOR	MW.4.1.2.	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**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Digital Media: Writing</b>
<b>INDICATOR / STANDARD</b>		<b>The Writing Process</b>
<b>EXPECTATION / INDICATOR</b>	<b>MW.4.3.</b>	<b>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.</b>
<b>EXPECTATION / INDICATOR</b>	<b>MW.4.4.</b>	<b>Revise and edit to ensure effective, grammatically correct communication.</b>

**STANDARD / STRAND**

**Digital Media: Grades 9-12**

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

EXPECTATION / INDICATOR MW.5.2. Identify relevant issues and events of interest to readers through current news analysis, surveys, research reports, statistical data, and interviews with the audience.

**STANDARD / STRAND**

**Digital Media: Grades 9-12**

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

EXPECTATION / INDICATOR MW.5.3. **Conduct short as well as more sustained research assignments and tasks to build knowledge about the research process and the topic under study:**

INDICATOR MW.5.3.1. 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**

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

EXPECTATION / INDICATOR MW.5.4. **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**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Digital Media: Writing</b>
<b>INDICATOR / STANDARD</b>		<b>Conventions of Standard English: Grammar and Usage / Capitalization, Punctuation, and Spelling</b>
<b>EXPECTATION / INDICATOR</b>	<b>MW.6.1.</b>	<b>Demonstrate command of English grammar and usage, focusing on:</b>
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**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Digital Media: Writing</b>
<b>INDICATOR / STANDARD</b>		<b>Conventions of Standard English: Grammar and Usage / Capitalization, Punctuation, and Spelling</b>
<b>EXPECTATION / INDICATOR</b>	<b>MW.6.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling focusing on:</b>
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**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Digital Media: Speaking and Listening</b>
<b>INDICATOR / STANDARD</b>		<b>Comprehension</b>
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**

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

EXPECTATION / INDICATOR	ML.1.	Critically analyze content found in media used to inform, persuade, entertain, and transmit culture.
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**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.
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**STANDARD / STRAND**                      **Student Media: 9-12**

PROFICIENCY STATEMENT / SUBSTRAND		Standard 3: Media Content Development Process - Students discuss ideas for coverage with others. They develop coherent and focused content ideas that demonstrate well-researched information that is appropriate for their audience.
INDICATOR / STANDARD		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.
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**STANDARD / STRAND**                      **Student Media: 9-12**

PROFICIENCY STATEMENT / SUBSTRAND		Standard 3: Media Content Development Process - Students discuss ideas for coverage with others. They develop coherent and focused content ideas that demonstrate well-researched information that is appropriate for their audience.
INDICATOR / STANDARD		Gather Information

EXPECTATION / INDICATOR	SMED.3.4.	Identify and evaluate credible, relevant print and non-print information sources that include the following:
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INDICATOR	SMED.3.4.2.	observations and on-the-scene reports,
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INDICATOR	SMED.3.4.4.	records,
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INDICATOR	SMED.3.4.6.	reference works,
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INDICATOR	SMED.3.4.7.	database information, and
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**STANDARD / STRAND**                      **Student Media: 9-12**

PROFICIENCY STATEMENT / SUBSTRAND		Standard 5: Student Media Production Cycles - Students produce media within an established production cycle, meeting deadlines and following style manual guidelines for consistency. Students analyze, evaluate, and critique their own work and that of others as they improve future media based on feedback.
INDICATOR / STANDARD	SMED.5.1.	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 18 Page 195-206

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

**STANDARD / STRAND** **Grades 9-10 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		<b>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.</b>
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		<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.</b>
INDICATOR / STANDARD	9-10.W.1.	<b>Write arguments in a variety of forms that:</b>
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.e.	Establish and maintain a consistent style and tone appropriate for the purpose and audience.

EXPECTATION / INDICATOR	9-10.W.1.f.	Provide a concluding statement or section that follows from and supports the argument presented. (E)
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**STANDARD / STRAND**                      **Grades 9-10 English/Language Arts**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes; compositions will include correct use of standard formatting (e.g., MLA, APA) with correctly cited sources.</b>
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<b>INDICATOR / STANDARD</b>	<b>9-10.W.2.</b>	<b>Write informative compositions on a variety of topics that:</b>
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EXPECTATION / INDICATOR	9-10.W.2.a.	Introduce a topic and organize complex ideas, concepts, and information to make important connections and distinctions.
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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.
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EXPECTATION / INDICATOR	9-10.W.2.e.	Establish and maintain a style appropriate for the purpose and audience.
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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)
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**STANDARD / STRAND**                      **Grades 9-10 English/Language Arts**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes; compositions will include correct use of standard formatting (e.g., MLA, APA) with correctly cited sources.</b>
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<b>INDICATOR / STANDARD</b>	<b>9-10.W.4.</b>	<b>Apply the writing process to all formal writing including but not limited to argumentative, informative, and narrative:</b>
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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.
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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).
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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.
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**STANDARD / STRAND**                      **Grades 9-10 English/Language Arts**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes; compositions will include correct use of standard formatting (e.g., MLA, APA) with correctly cited sources.</b>
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<b>INDICATOR / STANDARD</b>	<b>9-10.W.5.</b>	<b>Conduct more sustained research assignments and tasks to build knowledge about the research process and the topic under study.</b>
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EXPECTATION / INDICATOR	9-10.W.5.a.	Formulate an inquiry question and refine and narrow the focus as research evolves.
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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**

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

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

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

EXPECTATION / INDICATOR	JL.3.1.	Analyze and evaluate how an author chooses to craft specific parts of a work of narrative nonfiction/historical fiction to contribute to its overall structure and meaning as well as its aesthetic impact.
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**STANDARD / STRAND**                      **Journalism: Grades 9-12**

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

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

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Journalism: Nonfiction</b>
<b>INDICATOR / STANDARD</b>		<b>Learning Outcome</b>

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

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

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

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Journalism: Nonfiction</b>
<b>INDICATOR / STANDARD</b>		<b>Structural Elements and Organization</b>

EXPECTATION / INDICATOR	JN.3.1.	Students are expected to build upon and continue applying concepts learned previously. (Grade of Mastery: 5)
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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.
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**STANDARD / STRAND** **Journalism: Grades 9-12**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Journalism: Nonfiction</b>
<b>INDICATOR / STANDARD</b>		<b>Synthesis and Connection of Ideas</b>

EXPECTATION / INDICATOR    JN.4.2.    Synthesize and evaluate sources of information presented in multimedia platforms in order to address a question or to solve a problem.

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

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Journalism: Vocabulary</b>
<b>INDICATOR / STANDARD</b>		<b>Learning Outcome</b>

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**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Journalism: Vocabulary</b>
<b>INDICATOR / STANDARD</b>		<b>Vocabulary Building</b>

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**

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

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**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Writing</b>
<b>INDICATOR / STANDARD</b>		<b>Learning Outcome</b>

EXPECTATION / INDICATOR	JW.1.	Write routinely over a variety of time frames for a range of tasks, purposes, and audiences; apply reading standards to support analysis, reflection, and research by drawing evidence from a variety of texts.
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**STANDARD / STRAND**

**Journalism: Grades 9-12**

PROFICIENCY STATEMENT / SUBSTRAND		Writing
INDICATOR / STANDARD		Handwriting

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

**Journalism: Grades 9-12**

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

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

**Journalism: Grades 9-12**

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

EXPECTATION / INDICATOR	JW.3.1.	Write editorials/commentaries that —
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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
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<b>INDICATOR / STANDARD</b>		<b>Writing Genres: Editorial, News, and Feature</b>
<b>EXPECTATION / INDICATOR</b>	<b>JW.3.2.</b>	<b>Write news that —</b>
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**

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

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Writing</b>
<b>INDICATOR / STANDARD</b>		<b>The Writing Process</b>
<b>EXPECTATION / INDICATOR</b>	<b>JW.4.1.</b>	<b>Apply the writing process to —</b>
INDICATOR		Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach, focusing on addressing what is most significant for a specific purpose and audience; and edit to produce and strengthen writing that is clear and coherent.
INDICATOR		Use technology to generate, produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

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

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

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

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

EXPECTATION / INDICATOR	JW.5.2.	Identify relevant issues and events of interest to readers through current news analysis, surveys, research reports, statistical data, and interviews with readers.
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**STANDARD / STRAND**                      **Journalism: Grades 9-12**

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

EXPECTATION / INDICATOR	JW.5.3.	Conduct short as well as more sustained research assignments and tasks to build knowledge about the research process and the topic under study.
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INDICATOR		Formulate an inquiry question, and refine and narrow the focus as research evolves.
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INDICATOR		Gather relevant information from multiple types of authoritative sources, using advanced searches effectively, and annotate sources.
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INDICATOR		Assess the strengths and limitations of each source in terms of the task, purpose, and audience.
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INDICATOR		Avoid plagiarism and overreliance on any one source and follow a standard format (e.g., AP Style) for citation.
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**STANDARD / STRAND**                      **Journalism: Grades 9-12**

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

EXPECTATION / INDICATOR	JW.5.4.	Ask clear interview questions to guide a balanced and unbiased information-gathering process that include
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INDICATOR		Double-checking information before writing the story
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**STANDARD / STRAND**                      **Journalism: Grades 9-12**

PROFICIENCY STATEMENT / SUBSTRAND		Writing
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<b>INDICATOR / STANDARD</b>		<b>Conventions of Standard English: Grammar and Usage/Capitalization, Punctuation, and Spelling</b>
<b>EXPECTATION / INDICATOR</b>	<b>JW.6.1.</b>	<b>Demonstrate command of English grammar and usage, focusing on:</b>

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**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Writing</b>
<b>INDICATOR / STANDARD</b>		<b>Conventions of Standard English: Grammar and Usage/Capitalization, Punctuation, and Spelling</b>

<b>EXPECTATION / INDICATOR</b>	<b>JW.6.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling focusing on:</b>
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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**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Speaking and Listening</b>
<b>INDICATOR / STANDARD</b>		<b>Comprehension</b>

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**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Media Literacy</b>
<b>INDICATOR / STANDARD</b>		<b>Media Literacy</b>

<b>EXPECTATION / INDICATOR</b>	<b>JML.2.6.</b>	<b>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</b>
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INDICATOR structural elements and organization

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

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

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**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Digital Media: Nonfiction</b>
<b>INDICATOR / STANDARD</b>		<b>Key Ideas and Textual Support</b>

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 MN2.2. 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 MN2.3. 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**

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

EXPECTATION / INDICATOR MN3.3. 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**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Digital Media: Vocabulary</b>
<b>INDICATOR / STANDARD</b>		<b>Learning Outcome</b>

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**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Digital Media:Vocabulary</b>
<b>INDICATOR / STANDARD</b>		<b>Vocabulary Building</b>

EXPECTATION / INDICATOR MV.2.1. Use context to determine or clarify the meaning of words and phrases.

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

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Digital Media:Vocabulary</b>
<b>INDICATOR / STANDARD</b>		<b>Vocabulary in Media Writing and Production</b>

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**

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

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**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Digital Media: Writing</b>
<b>INDICATOR / STANDARD</b>		<b>Writing Genres: Editorial, News, Feature, and Narrative</b>

EXPECTATION / INDICATOR MW.3.1. **Write or produce arguments or commentaries in a variety of forms that:**

INDICATOR MW.3.1.1. Introduce precise claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence,

INDICATOR MW.3.1.2. Use rhetorical strategies to enhance the effectiveness of the claim,

INDICATOR MW.3.1.3. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases,

INDICATOR MW.3.1.4. Use effective and varied transitions as well as varied syntax to link the major sections of the media piece, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims,

INDICATOR	MW.3.1.5.	Establish and maintain a consistent style and tone appropriate to purpose and audience,
INDICATOR	MW.3.1.6.	Provide a concluding statement or section that follows from and supports the argument presented,
INDICATOR	MW.3.1.7.	Explore the personal significance of an experience,
INDICATOR	MW.3.1.8.	Draw comparisons between specific incidents and broader themes related to important beliefs or generalizations about life,
INDICATOR	MW.3.1.9.	Maintain a balance between individual events and more general and abstract ideas,

**STANDARD / STRAND**

**Digital Media: Grades 9-12**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Digital Media: Writing</b>
<b>INDICATOR / STANDARD</b>		<b>Writing Genres: Editorial, News, Feature, and Narrative</b>
<b>EXPECTATION / INDICATOR</b>	<b>MW.3.2.</b>	<b>Write or produce informative products on a variety of topics that:</b>
INDICATOR	MW.3.2.1.	Introduce a topic using a variety of lead-ins; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting(e.g., headings), graphics (e.g.,figures,tables),and multimedia when useful to aiding comprehension,
INDICATOR	MW.3.2.2.	Utilize credible sources, develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic,
INDICATOR	MW.3.2.3.	Use appropriate and varied transitions and syntax to link the major sections of the piece,create cohesion, and clarify the relationships among complex ideas and concepts,
INDICATOR	MW.3.2.4.	Choose language, content- specific vocabulary, and techniques to manage the complexity of the topic, recognizing and eliminating wordiness and redundancy,
INDICATOR	MW.3.2.5.	Establish and maintain an informative style appropriate to the purpose and audience, and
INDICATOR	MW.3.2.6.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

**STANDARD / STRAND**

**Digital Media: Grades 9-12**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Digital Media: Writing</b>
<b>INDICATOR / STANDARD</b>		<b>The Writing Process</b>
<b>EXPECTATION / INDICATOR</b>	<b>MW.4.1.</b>	<b>Apply the writing process to all formal writing and media product development, including but not limited to argumentative, informative, and narrative.</b>
INDICATOR	MW.4.1.1.	Plan and develop, draft, revise using appropriate reference materials, rewrite, try a new approach, focusing on addressing what is most significant for a specific purpose and audience, and edit to produce and strengthen. writing that is clear and coherent,

INDICATOR	MW.4.1.2.	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**

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

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**

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

EXPECTATION / INDICATOR MW.5.2. Identify relevant issues and events of interest to readers through current news analysis, surveys, research reports, statistical data, and interviews with the audience.

**STANDARD / STRAND**

**Digital Media: Grades 9-12**

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

EXPECTATION / INDICATOR MW.5.3. **Conduct short as well as more sustained research assignments and tasks to build knowledge about the research process and the topic under study:**

INDICATOR MW.5.3.1. 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.
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INDICATOR	MW.5.3.6. Present information, choosing from a variety of formats.
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**STANDARD / STRAND** **Digital Media: Grades 9-12**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>	<b>Digital Media: Writing</b>
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<b>INDICATOR / STANDARD</b>	<b>The Research Process: Finding, Assessing, Synthesizing, and Reporting Information</b>
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<b>EXPECTATION / INDICATOR</b>	<b>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.</b>
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INDICATOR	MW.5.4.1. Researching background information,
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INDICATOR	MW.5.4.2. Formulating questions that elicit valuable information,
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INDICATOR	MW.5.4.5 Double-checking information before writing the story, and
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**STANDARD / STRAND** **Digital Media: Grades 9-12**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>	<b>Digital Media: Writing</b>
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<b>INDICATOR / STANDARD</b>	<b>Conventions of Standard English: Grammar and Usage / Capitalization, Punctuation, and Spelling</b>
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<b>EXPECTATION / INDICATOR</b>	<b>MW.6.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling focusing on:</b>
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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.
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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.
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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.
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**STANDARD / STRAND** **Digital Media: Grades 9-12**

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

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

EXPECTATION / INDICATOR ML.1. Critically analyze content found in media used to inform, persuade, entertain, and transmit culture.

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

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Standard 3: Media Content Development Process - Students discuss ideas for coverage with others. They develop coherent and focused content ideas that demonstrate well-researched information that is appropriate for their audience.</b>
<b>INDICATOR / STANDARD</b>		<b>Develop Ideas</b>

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**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Standard 3: Media Content Development Process - Students discuss ideas for coverage with others. They develop coherent and focused content ideas that demonstrate well-researched information that is appropriate for their audience.</b>
<b>INDICATOR / STANDARD</b>		<b>Gather Information</b>

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**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Standard 3: Media Content Development Process - Students discuss ideas for coverage with others. They develop coherent and focused content ideas that demonstrate well-researched information that is appropriate for their audience.</b>
<b>INDICATOR / STANDARD</b>		<b>Internet sources.</b>

EXPECTATION / INDICATOR SMED.3.6. Follow ethical standards related to information gathering that include the appropriate citing of sources to avoid charges of plagiarism or copyright violation.

**STANDARD / STRAND**

**Student Media: 9-12**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Standard 4: Media Content Creation - Students develop newsworthy, journalistic content while adhering to legal and ethical standards for scholastic journalism. Students demonstrate an understanding of the research, organizational, and drafting strategies in the journalistic content creation process.</b>
<b>INDICATOR / STANDARD</b>		<b>Organize and Focus</b>
<b>EXPECTATION / INDICATOR</b>	<b>SMED.4.1.</b>	<b>Choose the appropriate method and medium to deliver information (verbal, visual, multimedia). Various types of media include the following:</b>

<b>INDICATOR</b>	SMED.4.1.1.	Writing (Inverted pyramid, narrative, in-depth, personality profile, opinion, etc.) • uses effective display text (headline, title, summary deck, combination, • uses a variety of creative leads, • contains adequate information from credible sources and cites sources of information correctly,• narrates events accurately including their significance to the audience, • includes appropriate quotations and proper attribution,• describes specific incidents, and actions, with sufficient detail,• follows standard journalistic language and format conventions, and• uses vocabulary and language that is appropriate for the subject, journalistic style, different purposes, and a variety of audiences.
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**STANDARD / STRAND**

**Student Media: 9-12**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Standard 5: Student Media Production Cycles - Students produce media within an established production cycle, meeting deadlines and following style manual guidelines for consistency. Students analyze, evaluate, and critique their own work and that of others as they improve future media based on feedback.</b>
<b>INDICATOR / STANDARD</b>	<b>SMED.5.1.</b>	<b>Work within a production cycle for media that includes:</b>

<b>EXPECTATION / INDICATOR</b>	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**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>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.</b>
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<b>INDICATOR / STANDARD</b>	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)
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<b>INDICATOR / STANDARD</b>	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.
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<b>INDICATOR / STANDARD</b>	9-10.RC.9.	Use context to determine or clarify the meaning of words and phrases.
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<b>INDICATOR / STANDARD</b>	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)
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<b>INDICATOR / STANDARD</b>	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**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes; compositions will include correct use of standard formatting (e.g., MLA, APA) with correctly cited sources.</b>
<b>INDICATOR / STANDARD</b>	<b>9-10.W.1.</b>	<b>Write arguments in a variety of forms that:</b>

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**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes; compositions will include correct use of standard formatting (e.g., MLA, APA) with correctly cited sources.</b>
<b>INDICATOR / STANDARD</b>	<b>9-10.W.2.</b>	<b>Write informative compositions on a variety of topics that:</b>

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**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes; compositions will include correct use of standard formatting (e.g., MLA, APA) with correctly cited sources.</b>
<b>INDICATOR / STANDARD</b>	<b>9-10.W.4.</b>	<b>Apply the writing process to all formal writing including but not limited to argumentative, informative, and narrative:</b>

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**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes; compositions will include correct use of standard formatting (e.g., MLA, APA) with correctly cited sources.</b>
<b>INDICATOR / STANDARD</b>	<b>9-10.W.5.</b>	<b>Conduct more sustained research assignments and tasks to build knowledge about the research process and the topic under study.</b>
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**

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

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

EXPECTATION / INDICATOR	JL.3.1.	Analyze and evaluate how an author chooses to craft specific parts of a work of narrative nonfiction/historical fiction to contribute to its overall structure and meaning as well as its aesthetic impact.
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**STANDARD / STRAND**

**Journalism: Grades 9-12**

PROFICIENCY STATEMENT / SUBSTRAND		<b>Journalism: Nonfiction</b>
INDICATOR / STANDARD		<b>Learning Outcome</b>

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.
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**STANDARD / STRAND**

**Journalism: Grades 9-12**

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

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.
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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).
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**STANDARD / STRAND**

**Journalism: Grades 9-12**

PROFICIENCY STATEMENT / SUBSTRAND		<b>Journalism: Nonfiction</b>
INDICATOR / STANDARD		<b>Structural Elements and Organization</b>

EXPECTATION / INDICATOR	JN.3.1.	Students are expected to build upon and continue applying concepts learned previously. (Grade of Mastery: 5)
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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.
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**STANDARD / STRAND**

**Journalism: Grades 9-12**

PROFICIENCY STATEMENT / SUBSTRAND		<b>Journalism: Nonfiction</b>
INDICATOR / STANDARD		<b>Synthesis and Connection of Ideas</b>

EXPECTATION / INDICATOR	JN.4.2.	Synthesize and evaluate sources of information presented in multimedia platforms in order to address a question or to solve a problem.
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**STANDARD / STRAND**                      **Journalism: Grades 9-12**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Journalism: Vocabulary</b>
<b>INDICATOR / STANDARD</b>		<b>Learning Outcome</b>

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**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Journalism: Vocabulary</b>
<b>INDICATOR / STANDARD</b>		<b>Vocabulary Building</b>

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**

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

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**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Writing</b>
<b>INDICATOR / STANDARD</b>		<b>Learning Outcome</b>

EXPECTATION / INDICATOR    JW.1.    Write routinely over a variety of time frames for a range of tasks, purposes, and audiences; apply reading standards to support analysis, reflection, and research by drawing evidence from a variety of texts.

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

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Writing</b>
<b>INDICATOR / STANDARD</b>		<b>Handwriting</b>

EXPECTATION / INDICATOR	JW.2.	Students are expected to build upon and continue applying concepts learned previously. (Grade of Mastery: 4)
<b>STANDARD / STRAND</b>	<b>Journalism: Grades 9-12</b>	
<b>PROFICIENCY STATEMENT / SUBSTRAND</b>	Writing	
<b>INDICATOR / STANDARD</b>	Writing Genres: Editorial, News, and Feature	

EXPECTATION / INDICATOR	JW.3.	Students are expected to build upon and continue concepts learned previously.
<b>STANDARD / STRAND</b>	<b>Journalism: Grades 9-12</b>	
<b>PROFICIENCY STATEMENT / SUBSTRAND</b>	Writing	
<b>INDICATOR / STANDARD</b>	Writing Genres: Editorial, News, and Feature	
<b>EXPECTATION / INDICATOR</b>	<b>JW.3.1.</b>	<b>Write editorials/commentaries that —</b>

INDICATOR Use effective transitions as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. Establish and maintain a consistent style and tone appropriate to purpose and audience.

<b>STANDARD / STRAND</b>	<b>Journalism: Grades 9-12</b>	
<b>PROFICIENCY STATEMENT / SUBSTRAND</b>	Writing	
<b>INDICATOR / STANDARD</b>	Writing Genres: Editorial, News, and Feature	
<b>EXPECTATION / INDICATOR</b>	<b>JW.3.2.</b>	<b>Write news that —</b>

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.

<b>STANDARD / STRAND</b>	<b>Journalism: Grades 9-12</b>	
<b>PROFICIENCY STATEMENT / SUBSTRAND</b>	Writing	
<b>INDICATOR / STANDARD</b>	Writing Genres: Editorial, News, and Feature	
<b>EXPECTATION / INDICATOR</b>	<b>JW.3.3.</b>	<b>Write features that --</b>

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**

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

INDICATOR Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach, focusing on addressing what is most significant for a specific purpose and audience; and edit to produce and strengthen writing that is clear and coherent.

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

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

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

EXPECTATION / INDICATOR JW.4.2. 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**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Writing</b>
<b>INDICATOR / STANDARD</b>		<b>The Research Process: Finding, Assessing, Synthesizing, and Reporting Information</b>

EXPECTATION / INDICATOR	JW.5.2.	Identify relevant issues and events of interest to readers through current news analysis, surveys, research reports, statistical data, and interviews with readers.
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**STANDARD / STRAND**                      **Journalism: Grades 9-12**

PROFICIENCY STATEMENT / SUBSTRAND		Writing
INDICATOR / STANDARD		The Research Process: Finding, Assessing, Synthesizing, and Reporting Information
EXPECTATION / INDICATOR	JW.5.3.	Conduct short as well as more sustained research assignments and tasks to build knowledge about the research process and the topic under study.
INDICATOR		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	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)
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**STANDARD / STRAND**                      **Journalism: Grades 9-12**

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

PROFICIENCY STATEMENT / SUBSTRAND		Speaking and Listening
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INDICATOR / STANDARD		Comprehension
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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.
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**STANDARD / STRAND**                      **Journalism: Grades 9-12**

PROFICIENCY STATEMENT / SUBSTRAND		Media Literacy
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INDICATOR / STANDARD		Media Literacy
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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
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INDICATOR		structural elements and organization
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**STANDARD / STRAND**                      **Digital Media: Grades 9-12**

PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Narrative Storytelling
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INDICATOR / STANDARD		Key Ideas and Textual Support
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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.
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**STANDARD / STRAND** **Digital Media: Grades 9-12**

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

EXPECTATION / INDICATOR	MN.1.	Read a variety of nonfiction media from journalistic outlets and read other texts related to media within a range of complexity appropriate for grades 9-12 that include possibilities for analysis of literary techniques, structure and style. By the end of this course, students interact with media products and texts proficiently and independently at the low end of the range and with scaffolding as needed at the high end of the range.
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**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.
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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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**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).
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**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.
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**STANDARD / STRAND**                      **Digital Media: Grades 9-12**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Digital Media:Vocabulary</b>
<b>INDICATOR / STANDARD</b>		<b>Vocabulary Building</b>

EXPECTATION / INDICATOR    MV.2.1.    Use context to determine or clarify the meaning of words and phrases.

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

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Digital Media:Vocabulary</b>
<b>INDICATOR / STANDARD</b>		<b>Vocabulary in Media Writing and Production</b>

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**

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

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**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Digital Media: Writing</b>
<b>INDICATOR / STANDARD</b>		<b>Writing Genres: Editorial, News, Feature, and Narrative</b>

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**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>	<b>Digital Media: Writing</b>
<b>INDICATOR / STANDARD</b>	<b>The Writing Process</b>
<b>EXPECTATION / INDICATOR</b>	<b>MW.4.1. Apply the writing process to all formal writing and media product development, including but not limited to argumentative, informative, and narrative.</b>
INDICATOR	MW.4.1.1. Plan and develop, draft, revise using appropriate reference materials, rewrite, try a new approach, focusing on addressing what is most significant for a specific purpose and audience, and edit to produce and strengthen. writing that is clear and coherent,
INDICATOR	MW.4.1.2. 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**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>	<b>Digital Media: Writing</b>
<b>INDICATOR / STANDARD</b>	<b>The Writing Process</b>
<b>EXPECTATION / INDICATOR</b>	<b>MW.4.2. Evaluate and revise the content for meaning, clarity, and purpose.</b>
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**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>	<b>Digital Media: Writing</b>
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INDICATOR / STANDARD		<b>The Research Process: Finding, Assessing, Synthesizing, and Reporting Information</b>
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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		<b>Digital Media: Writing</b>
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INDICATOR / STANDARD		<b>The Research Process: Finding, Assessing, Synthesizing, and Reporting Information</b>
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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		<b>Digital Media: Writing</b>
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INDICATOR / STANDARD		<b>The Research Process: Finding, Assessing, Synthesizing, and Reporting Information</b>
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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		<b>Digital Media: Writing</b>
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<b>INDICATOR / STANDARD</b>		<b>Conventions of Standard English: Grammar and Usage / Capitalization, Punctuation, and Spelling</b>
<b>EXPECTATION / INDICATOR</b>	<b>MW.6.1.</b>	<b>Demonstrate command of English grammar and usage, focusing on:</b>
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**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Digital Media: Writing</b>
<b>INDICATOR / STANDARD</b>		<b>Conventions of Standard English: Grammar and Usage / Capitalization, Punctuation, and Spelling</b>
<b>EXPECTATION / INDICATOR</b>	<b>MW.6.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling focusing on:</b>
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**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Digital Media: Speaking and Listening</b>
<b>INDICATOR / STANDARD</b>		<b>Comprehension</b>
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**

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

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

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Standard 3: Media Content Development Process - Students discuss ideas for coverage with others. They develop coherent and focused content ideas that demonstrate well-researched information that is appropriate for their audience.</b>
<b>INDICATOR / STANDARD</b>		<b>Develop Ideas</b>

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**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Standard 3: Media Content Development Process - Students discuss ideas for coverage with others. They develop coherent and focused content ideas that demonstrate well-researched information that is appropriate for their audience.</b>
<b>INDICATOR / STANDARD</b>		<b>Gather Information</b>

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**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Standard 3: Media Content Development Process - Students discuss ideas for coverage with others. They develop coherent and focused content ideas that demonstrate well-researched information that is appropriate for their audience.</b>
<b>INDICATOR / STANDARD</b>		<b>Internet sources.</b>

EXPECTATION / INDICATOR SMED.3.6. Follow ethical standards related to information gathering that include the appropriate citing of sources to avoid charges of plagiarism or copyright violation.

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

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Standard 4: Media Content Creation - Students develop newsworthy, journalistic content while adhering to legal and ethical standards for scholastic journalism. Students demonstrate an understanding of the research, organizational, and drafting strategies in the journalistic content creation process.</b>
<b>INDICATOR / STANDARD</b>		<b>Organize and Focus</b>

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.
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**STANDARD / STRAND**

**Student Media: 9-12**

PROFICIENCY STATEMENT / SUBSTRAND		<b>Standard 5: Student Media Production Cycles - Students produce media within an established production cycle, meeting deadlines and following style manual guidelines for consistency. Students analyze, evaluate, and critique their own work and that of others as they improve future media based on feedback.</b>
INDICATOR / STANDARD	SMED.5.1.	<b>Work within a production cycle for media that includes:</b>

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

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

**STANDARD / STRAND**

**Grades 9-10 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		<b>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.</b>
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**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes; compositions will include correct use of standard formatting (e.g., MLA, APA) with correctly cited sources.</b>
<b>INDICATOR / STANDARD</b>	<b>9-10.W.2.</b>	<b>Write informative compositions on a variety of topics that:</b>

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**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes; compositions will include correct use of standard formatting (e.g., MLA, APA) with correctly cited sources.</b>
<b>INDICATOR / STANDARD</b>	<b>9-10.W.3.</b>	<b>Write narrative compositions in a variety of forms that:</b>

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**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes; compositions will include correct use of standard formatting (e.g., MLA, APA) with correctly cited sources.</b>
<b>INDICATOR / STANDARD</b>	<b>9-10.W.4.</b>	<b>Apply the writing process to all formal writing including but not limited to argumentative, informative, and narrative:</b>

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**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes; compositions will include correct use of standard formatting (e.g., MLA, APA) with correctly cited sources.</b>
<b>INDICATOR / STANDARD</b>	<b>9-10.W.5.</b>	<b>Conduct more sustained research assignments and tasks to build knowledge about the research process and the topic under study.</b>

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**

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

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

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**

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

EXPECTATION / INDICATOR JL.4.2. 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**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Journalism: Vocabulary</b>
<b>INDICATOR / STANDARD</b>		<b>Learning Outcome</b>

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**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Journalism: Vocabulary</b>
<b>INDICATOR / STANDARD</b>		<b>Vocabulary Building</b>

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

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

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Writing</b>
<b>INDICATOR / STANDARD</b>		<b>Learning Outcome</b>

EXPECTATION / INDICATOR JW.1. Write routinely over a variety of time frames for a range of tasks, purposes, and audiences; apply reading standards to support analysis, reflection, and research by drawing evidence from a variety of texts.

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

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Writing</b>
<b>INDICATOR / STANDARD</b>		<b>Handwriting</b>

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**

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

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

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

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

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)
<b>STANDARD / STRAND</b>		<b>Journalism: Grades 9-12</b>
<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Writing</b>
<b>INDICATOR / STANDARD</b>		<b>The Writing Process</b>
<b>EXPECTATION / INDICATOR</b>	<b>JW.4.1.</b>	<b>Apply the writing process to —</b>

INDICATOR Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach, focusing on addressing what is most significant for a specific purpose and audience; and edit to produce and strengthen writing that is clear and coherent.

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

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

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

EXPECTATION / INDICATOR JW.4.2. 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**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Writing</b>
<b>INDICATOR / STANDARD</b>		<b>The Research Process: Finding, Assessing, Synthesizing, and Reporting Information</b>

EXPECTATION / INDICATOR JW.5.3. **Conduct short as well as more sustained research assignments and tasks to build knowledge about the research process and the topic under study.**

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

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

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Writing</b>
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<b>INDICATOR / STANDARD</b>		<b>Conventions of Standard English: Grammar and Usage/Capitalization, Punctuation, and Spelling</b>
<b>EXPECTATION / INDICATOR</b>	<b>JW.6.1.</b>	<b>Demonstrate command of English grammar and usage, focusing on:</b>
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**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Writing</b>
<b>INDICATOR / STANDARD</b>		<b>Conventions of Standard English: Grammar and Usage/Capitalization, Punctuation, and Spelling</b>
<b>EXPECTATION / INDICATOR</b>	<b>JW.6.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling focusing on:</b>
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**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Digital Media: Narrative Storytelling</b>
<b>INDICATOR / STANDARD</b>		<b>Learning Outcome</b>

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**

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

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**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Digital Media: Narrative Storytelling</b>
<b>INDICATOR / STANDARD</b>		<b>Structural Elements and Organization</b>

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**

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

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**

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

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**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Digital Media: Writing</b>
<b>INDICATOR / STANDARD</b>		<b>Writing Genres: Editorial, News, Feature, and Narrative</b>

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**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Digital Media: Writing</b>
<b>INDICATOR / STANDARD</b>		<b>The Writing Process</b>
<b>EXPECTATION / INDICATOR</b>	<b>MW.4.1.</b>	<b>Apply the writing process to all formal writing and media product development, including but not limited to argumentative, informative, and narrative.</b>
INDICATOR	MW.4.1.1.	Plan and develop, draft, revise using appropriate reference materials, rewrite, try a new approach, focusing on addressing what is most significant for a specific purpose and audience, and edit to produce and strengthen. writing that is clear and coherent,
INDICATOR	MW.4.1.2.	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**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Digital Media: Writing</b>
<b>INDICATOR / STANDARD</b>		<b>The Writing Process</b>
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**

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

<b>EXPECTATION / INDICATOR</b>	<b>MW.5.3.</b>	<b>Conduct short as well as more sustained research assignments and tasks to build knowledge about the research process and the topic under study:</b>
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INDICATOR MW.5.3.5. Avoid plagiarism and overreliance on any one source and follow a standard format (e.g., AP Style) for citation.

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

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Digital Media: Writing</b>
<b>INDICATOR / STANDARD</b>		<b>Conventions of Standard English: Grammar and Usage / Capitalization, Punctuation, and Spelling</b>

<b>EXPECTATION / INDICATOR</b>	<b>MW.6.1.</b>	<b>Demonstrate command of English grammar and usage, focusing on:</b>
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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.

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

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Digital Media: Writing</b>
<b>INDICATOR / STANDARD</b>		<b>Conventions of Standard English: Grammar and Usage / Capitalization, Punctuation, and Spelling</b>

<b>EXPECTATION / INDICATOR</b>	<b>MW.6.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling focusing on:</b>
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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**

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

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 / STRAND**                      **Grades 9-10 English/Language Arts**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>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.</b>
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**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes; compositions will include correct use of standard formatting (e.g., MLA, APA) with correctly cited sources.</b>
INDICATOR / STANDARD	9-10.W.2.	<b>Write informative compositions on a variety of topics that:</b>
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**

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



<b>INDICATOR / STANDARD</b>	<b>9-10.W.3.</b>	<b>Write narrative compositions in a variety of forms that:</b>
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**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes; compositions will include correct use of standard formatting (e.g., MLA, APA) with correctly cited sources.</b>
<b>INDICATOR / STANDARD</b>	<b>9-10.W.4.</b>	<b>Apply the writing process to all formal writing including but not limited to argumentative, informative, and narrative:</b>
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**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes; compositions will include correct use of standard formatting (e.g., MLA, APA) with correctly cited sources.</b>
<b>INDICATOR / STANDARD</b>	<b>9-10.W.5.</b>	<b>Conduct more sustained research assignments and tasks to build knowledge about the research process and the topic under study.</b>
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**

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

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Journalism: Narrative Nonfiction/Historical Fiction</b>
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<b>INDICATOR / STANDARD</b>		<b>Synthesis and Connection of Ideas</b>
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EXPECTATION / INDICATOR	JL.4.2.	Analyze and evaluate significant works of narrative nonfiction/historical fiction (American, English, or world) and how two or more of the works treat similar themes, conflicts, issues, or topics. (e.g. In <i>Cold Blood</i> and actual accounts of The Clutter murders).
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**STANDARD / STRAND**                      **Journalism: Grades 9-12**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Journalism: Vocabulary</b>
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<b>INDICATOR / STANDARD</b>		<b>Learning Outcome</b>
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EXPECTATION / INDICATOR	JV.1.1.	Acquire and use accurately general academic and content-specific words and phrases at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression, including those standard to the journalism industry.
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**STANDARD / STRAND**                      **Journalism: Grades 9-12**

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

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Writing</b>
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<b>INDICATOR / STANDARD</b>		<b>Learning Outcome</b>
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EXPECTATION / INDICATOR	JW.1.	Write routinely over a variety of time frames for a range of tasks, purposes, and audiences; apply reading standards to support analysis, reflection, and research by drawing evidence from a variety of texts.
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**STANDARD / STRAND** **Journalism: Grades 9-12**

PROFICIENCY STATEMENT / SUBSTRAND		Writing
INDICATOR / STANDARD		Handwriting

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

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

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

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

EXPECTATION / INDICATOR	JW.3.3.	Write features that --
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INDICATOR	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
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INDICATOR	Establish and maintain a feature style appropriate to the purpose and audience. (e.g. AP Style)
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**STANDARD / STRAND** **Journalism: Grades 9-12**

PROFICIENCY STATEMENT / SUBSTRAND		Writing
INDICATOR / STANDARD		The Writing Process

EXPECTATION / INDICATOR	JW.4.1.	Apply the writing process to —
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INDICATOR	Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach, focusing on addressing what is most significant for a specific purpose and audience; and edit to produce and strengthen writing that is clear and coherent.
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INDICATOR		Use technology to generate, produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
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**STANDARD / STRAND**                      **Journalism: Grades 9-12**

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

EXPECTATION / INDICATOR	JW.4.2.	Evaluate and revise the content of copy for meaning, clarity, and purpose.
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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.
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EXPECTATION / INDICATOR	JW.4.4.	Revise and edit copy to ensure effective, grammatically correct communication using appropriate proofreading or copy editing symbols.
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**STANDARD / STRAND**                      **Journalism: Grades 9-12**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Writing</b>
<b>INDICATOR / STANDARD</b>		<b>The Research Process: Finding, Assessing, Synthesizing, and Reporting Information</b>

EXPECTATION / INDICATOR	JW.5.3.	<b>Conduct short as well as more sustained research assignments and tasks to build knowledge about the research process and the topic under study.</b>
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INDICATOR		Avoid plagiarism and overreliance on any one source and follow a standard format (e.g., AP Style) for citation.
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**STANDARD / STRAND**                      **Journalism: Grades 9-12**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Writing</b>
<b>INDICATOR / STANDARD</b>		<b>Conventions of Standard English: Grammar and Usage/Capitalization, Punctuation, and Spelling</b>

EXPECTATION / INDICATOR	JW.6.1.	<b>Demonstrate command of English grammar and usage, focusing on:</b>
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INDICATOR	JW.6.1.A.	Pronouns— Students are expected to build upon and continue applying conventions learned previously. (Grade of Mastery: 4)
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INDICATOR	JW.6.1.B.	Verbs – Students are expected to build upon and continue applying conventions learned previously. (Grade of Mastery: 10)
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INDICATOR	JW.6.1.C.	Adjectives and Adverbs — Students are expected to build upon and continue applying conventions learned previously. (Grade of Mastery: 4)
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INDICATOR	JW.6.1.D.	Phrases and Clauses — Students are expected to build upon and continue applying conventions learned previously. (Grade of Mastery: 7)
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INDICATOR	JW.6.1.E.	Usage— Students are expected to build upon and continue applying conventions learned previously. (Grade of Mastery: 10)
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**STANDARD / STRAND**                      **Journalism: Grades 9-12**

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

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Digital Media: Narrative Storytelling</b>
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<b>INDICATOR / STANDARD</b>		<b>Learning Outcome</b>
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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.
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**STANDARD / STRAND**                      **Digital Media: Grades 9-12**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Digital Media: Narrative Storytelling</b>
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<b>INDICATOR / STANDARD</b>		<b>Key Ideas and Textual Support</b>
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EXPECTATION / INDICATOR	MS.2.1.	Analyze what a product says explicitly and implicitly as well as inferences and interpretations drawn from the media product through citing evidence determining where the product leaves matters uncertain.
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EXPECTATION / INDICATOR	MS.2.3.	Analyze how the producer's choices impact subject development over the course of a media product.
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**STANDARD / STRAND**                      **Digital Media: Grades 9-12**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Digital Media: Narrative Storytelling</b>
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<b>INDICATOR / STANDARD</b>		<b>Structural Elements and Organization</b>
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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**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Digital Media: Nonfiction</b>
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<b>INDICATOR / STANDARD</b>		<b>Structural Elements and Organization</b>
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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**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Digital Media: Writing</b>
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<b>INDICATOR / STANDARD</b>		<b>Learning Outcome</b>
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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**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Digital Media: Writing</b>
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<b>INDICATOR / STANDARD</b>		<b>Writing Genres: Editorial, News, Feature, and Narrative</b>
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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**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Digital Media: Writing</b>
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<b>INDICATOR / STANDARD</b>		<b>The Writing Process</b>
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<b>EXPECTATION / INDICATOR</b>	<b>MW.4.1.</b>	<b>Apply the writing process to all formal writing and media product development, including but not limited to argumentative, informative, and narrative.</b>
INDICATOR	MW.4.1.1.	Plan and develop, draft, revise using appropriate reference materials, rewrite, try a new approach, focusing on addressing what is most significant for a specific purpose and audience, and edit to produce and strengthen. writing that is clear and coherent,
INDICATOR	MW.4.1.2.	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**

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

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**

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

EXPECTATION / INDICATOR	<b>MW.5.3.</b>	<b>Conduct short as well as more sustained research assignments and tasks to build knowledge about the research process and the topic under study:</b>
INDICATOR	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**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Digital Media: Writing</b>
<b>INDICATOR / STANDARD</b>		<b>Conventions of Standard English: Grammar and Usage / Capitalization, Punctuation, and Spelling</b>

EXPECTATION / INDICATOR	<b>MW.6.1.</b>	<b>Demonstrate command of English grammar and usage, focusing on:</b>
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.

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

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Digital Media: Writing</b>
<b>INDICATOR / STANDARD</b>		<b>Conventions of Standard English: Grammar and Usage / Capitalization, Punctuation, and Spelling</b>
<b>EXPECTATION / INDICATOR</b>	<b>MW.6.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling focusing on:</b>

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**

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

EXPECTATION / INDICATOR	ML.1.	Critically analyze content found in media used to inform, persuade, entertain, and transmit culture.
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