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

Subject: Language Arts **Grade:** 10

Structure and Style for Students

UNIT 1: NOTE MAKING AND OUTLINES/ UNIT 2: WRITING FROM NOTES Week 1 Page 9-26

Indiana Academic Standards Language Arts Grade 10 - Adopted: 2023

STANDARD	I
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Grades 9-10 English/Language Arts

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

STANDARD / STRAND

Grades 9-10 English/Language Arts

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes; compositions will include correct use of standard formatting (e.g., MLA, APA) with correctly cited sources.
INDICATOR / STANDARD	9- 10.W.2.	Write informative compositions on a variety of topics that:
EXPECTATION / INDICATOR	9- 10.W.2.a.	Introduce a topic and organize complex ideas, concepts, and information to make important connections and distinctions.
EXPECTATION / INDICATOR	9- 10.W.2.b.	Develop the topic utilizing credible sources with relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

STANDARD / STRAND

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

EXPECTATION / INDICATOR	9- 10.W.4.a.	Plan and develop, draft, and revise writing using appropriate reference materials. Rewrite, try a new approach, focusing on addressing what is most significant for a specific purpose and audience, and edit to produce and strengthen writing that is clear and coherent.
EXPECTATION / INDICATOR	9- 10.W.4.b.	Use technology to generate, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically (e.g., use of publishing programs, integration of multimedia).
EXPECTATION / INDICATOR	9- 10.W.4.c.	Utilize a standard style guide framework for in-text documentation, formatting, and works cited in order to properly credit sources in all writing types, utilizing multiple sources when appropriate.
STANDARD / STRAND		Grades 9-10 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes; compositions will include correct use of standard formatting (e.g., MLA, APA) with correctly cited sources.
INDICATOR / STANDARD	9- 10.W.5.	Conduct more sustained research assignments and tasks to build knowledge about the research process and the topic under study.
EXPECTATION /	9-	Gather relevant information from multiple authoritative sources, using advanced searches effectively, and annotate

INDICATOR 10.W.5.b. sources.

INDICATOR 10.W.5.e.

EXPECTATION / 9- Avoid plagiarism and over reliance on any one source and follow a standard format (e.g., MLA, APA) for citation.

EXPECTATION / 9-INDICATOR 10.W.5.f.

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

STANDARD / STRAND

Grades 9-10 English/Language Arts

PROFICIENCY STATEMENT / SUBSTRAND		Communication and Collaboration – Learning Outcome: Students actively engage in listening, discussing, and presenting ideas justified by sound reasoning and textual evidence while also evaluating and identifying fallacious reasoning or distorted evidence.
INDICATOR / STANDARD	9- 10.CC.1.	Initiate and participate effectively in a range of collaborative discussions on grade-appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly and persuasively. (E)
INDICATOR / STANDARD	9- 10.CC.2.	Examine, analyze, and reflect on ideas under discussion by providing textual evidence to support or refute those ideas. (E)
INDICATOR / STANDARD	9- 10.CC.3.	Expand conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
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 10 - Adopted: 2020

STANDARD / STRAND

PROFICIENCY STATEMENT / SUBSTRAND		Journalism: Narrative Nonfiction/Historical Fiction
INDICATOR / STANDARD		Key Ideas and Textual Support
EXPECTATION / INDICATOR	JL.2.1.	Cite strong and thorough facts from observation, quotations, and specific details that support analysis of what a piece of narrative nonfiction/historical fiction says explicitly as well as inferences and interpretations drawn from the text, including determining where the text leaves matters uncertain. (e.g. excerpts from The Immortal Life of Henrietta Lacks, The Jungle, Unbroken, The Devil in the White City, Into the Wild).
EXPECTATION / INDICATOR	JL.2.2.	Compare and contrast the development of similar themes or central ideas across two or more works of narrative nonfiction/historical fiction and analyze how the author uses specific details to shape and reveal themes. (e.g. excerpts from Historical fiction of Alexander Thom and Native American poetry, works of Ernie Pyle and Tim O'Brien).
EXPECTATION / INDICATOR	JL.2.3.	Analyze the impact of the author's choices: How the author uses structure, imagery, and characterization of a story for dramatic effect. (e.g., Mrs. Kelly's Monster).
EXPECTATION / INDICATOR	JL.2.4.	Students are expected to build upon and continue applying concepts learned previously. (Grade of mastery: 2)
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Journalism: Narrative Nonfiction/Historical Fiction
INDICATOR / STANDARD		Structural Elements and Organization
EXPECTATION / INDICATOR	JL.3.1.	Analyze and evaluate how an author chooses to craft specific parts of a work of narrative nonfiction/historical fiction to contribute to its overall structure and meaning as well as its aesthetic impact.
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Journalism: Nonfiction
INDICATOR / STANDARD		Learning Outcome
EXPECTATION / INDICATOR	JN.1.1.	Read a variety of nonfiction within a range of complexity appropriate for grades 11-CCR. By the end of grade 11, students interact with texts proficiently and independently at the low end of the range and with scaffolding as needed for texts at the high end of the range. By the end of grade 12, students interact with texts proficiently and independently.
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Journalism: Nonfiction
INDICATOR / STANDARD		Key Ideas and Textual Support
EXPECTATION / INDICATOR	JN.2.1.	Cite strong and thorough facts from observation, quotations, and specific details that support analysis of what a piece of nonfiction says explicitly as well as inferences and interpretations drawn from the text, including determining where the text leaves matters upper ain

where the text leaves matters uncertain.

EXPECTATION / INDICATOR	JN.2.3.	Analyze a complex set of ideas or sequence of events and explain how specific sources, facts, or events interact and develop over the course of a text. (e.g. article, infographic, editorial cartoon, photo or illustration).
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Journalism: Nonfiction
INDICATOR / STANDARD		Structural Elements and Organization
EXPECTATION / INDICATOR	JN.3.1.	Students are expected to build upon and continue applying concepts learned previously. (Grade of Mastery: 5)
EXPECTATION / INDICATOR	JN.3.2.	Analyze and evaluate the effectiveness of the structure an author uses in his or her lead or claim including whether the structure makes points clear, convincing, and engaging.
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Journalism: Vocabulary
INDICATOR / STANDARD		Learning Outcome
EXPECTATION / INDICATOR	JV.1.1.	Acquire and use accurately general academic and content-specific words and phrases at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression, including those standard to the journalism industry.
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Journalism: Vocabulary
INDICATOR / STANDARD		Vocabulary Building
EXPECTATION / INDICATOR	JV.2.1.	Use context to determine or clarify the meaning of words and phrases.
EXPECTATION / INDICATOR	JV.2.2.	Students are expected to build upon and continue applying concepts learned previously. (Grade of Mastery: 7)
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Journalism: Vocabulary
INDICATOR / STANDARD		Vocabulary in Historical Fiction and Nonfiction
EXPECTATION / INDICATOR	JV.3.2.	Determine the meaning of words and phrases as they are used in a nonfiction text, including figurative, connotative, and technical meanings; evaluate the cumulative impact of how an author uses and refines the meaning of a key term or terms over the course of a text.

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PROFICIENCY STATEMENT / SUBSTRAND		Writing
INDICATOR / STANDARD		Learning Outcome
EXPECTATION / INDICATOR	JW.1.	Write routinely over a variety of time frames for a range of tasks, purposes, and audiences; apply reading standards to support analysis, reflection, and research by drawing evidence from a variety of texts.
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Writing
INDICATOR / STANDARD		Handwriting
EXPECTATION / INDICATOR	JW.2.	Students are expected to build upon and continue applying concepts learned previously. (Grade of Mastery: 4)
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Writing
INDICATOR / STANDARD		Writing Genres: Editorial, News, and Feature
EXPECTATION / INDICATOR	JW.3.	Students are expected to build upon and continue concepts learned previously.
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Writing
INDICATOR / STANDARD		Writing Genres: Editorial, News, and Feature
EXPECTATION / INDICATOR	JW.3.2.	Write news that —
INDICATOR		Develops the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, attributions, or other information and examples relevant to the audience's knowledge of the topic.
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Writing
INDICATOR / STANDARD		Writing Genres: Editorial, News, and Feature
EXPECTATION / INDICATOR	JW.3.3.	Write features that

INDICATOR		Establish and maintain a feature style appropriate to the purpose and audience. (e.g. AP Style)
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Writing
INDICATOR / STANDARD		The Writing Process
EXPECTATION / INDICATOR	JW.4.1.	Apply the writing process to —
INDICATOR		Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach, focusing on addressing what is most significant for a specific purpose and audience; and edit to produce and strengthen writing that is clear and coherent.
INDICATOR		Use technology to generate, produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Writing
INDICATOR / STANDARD		The Writing Process
EXPECTATION / INDICATOR	JW.4.4.	Revise and edit copy to ensure effective, grammatically correct communication using appropriate proofreading or copy editing symbols.
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Writing
INDICATOR / STANDARD		The Research Process: Finding, Assessing, Synthesizing, and Reporting Information
EXPECTATION / INDICATOR	JW.5.3.	Conduct short as well as more sustained research assignments and tasks to build knowledge about the research process and the topic under study.
INDICATOR		Gather relevant information from multiple types of authoritative sources, using advanced searches effectively, and annotate sources.
INDICATOR		Avoid plagiarism and overreliance on any one source and follow a standard format (e.g., AP Style) for citation.
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Writing
INDICATOR / STANDARD		Conventions of Standard English: Grammar and Usage/Capitalization, Punctuation, and Spelling
EXPECTATION / INDICATOR	JW.6.1.	Demonstrate command of English grammar and usage, focusing on:

PROFICIENCY STATEMENT / SUBSTRAND Writing Conventions of Standard English: Grammar and Usage/Capitalization, Punctuation, and Spelling EXPECTATION JW.6.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling focusing on: INDICATOR JW.6.2. 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 / JOURNALISM: Grades 9-12 Speaking and Listening STATEMENT / SPECTATION / 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 / 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 / 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 / Journalism: Grades 9-12			
INDICATOR JW.6.1E Usage-Students are expected to build upon and continue applying conventions learned previously, (Grade of Mastery, 10) STANDARD / Journalism: Grades 9-12 STANDARD / STANDARD / Writing Governtions of Standard English: Grammar and Usage/Capitalization, Punctuation, and Spelling STANDARD / Conventions of Standard English: Grammar and Usage/Capitalization, Punctuation, and Spelling STANDARD / Conventions of Standard English: Grammar and Usage/Capitalization, Punctuation, and Spelling STANDARD / Punctuation of the conventions of standard English capitalization, punctuation, and spelling focusing on: NDICATOR JW.6.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling focusing on: NDICATOR JW.6.2. Punctuation — Students are expected to build upon and continue applying conventions learned previously, (Grade of Mastery: 5) NDICATOR JW.6.2. Spelling — Students are expected to build upon and continue applying conventions learned previously, (Grade of Mastery: 5) STANDARD / Journalism: Grades 9-12 STANDARD / Journalism: Grades 9-12 SPECITATION / 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 interview) on current events, sample media, and newsourthy source, building on others (fiess and expressing personal viewpoints clearly and pensios story). EXPECITATION / JSL.2.1. Work with peers to promote collegial discussions and decision-making, set clear goals and deadlines, and establish individual rules as needed. EXPECITATION / JSL.2.3. Work with peers to promote collegial discussions and decision-making, set clear goals and deadlines, and establish individual rules as needed. EXPECITATION / JSL.2.3. Propel conversations by posing and responding to quessions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verity, or challenge ideas and conclusions; and promote divergent and	INDICATOR	JW.6.1.C.	
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PROFICIENCY Speaking and Listening STATEMENT / SUBSTRAND INDICATOR / Presentation of Knowledge and Ideas		JSL.2.3.	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. Work with peers to promote collegial discussions and decision-making, set clear goals and deadlines, and establish
STATEMENT / SUBSTRAND INDICATOR / Presentation of Knowledge and Ideas	INDICATOR EXPECTATION /		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. Work with peers to promote collegial discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. 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
	INDICATOR EXPECTATION /		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. Work with peers to promote collegial discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. 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 STANDARD / STRAND PROFICIENCY STATEMENT /		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. Work with peers to promote collegial discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. 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. Journalism: Grades 9-12

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

hostile audiences and anticipates and addresses audience's concerns and counterclaims).

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Digital Media: Grades 9-12

PROFICIENCY STATEMENT / SUBSTRAND		Digital Media:Vocabulary
INDICATOR / STANDARD		Learning Outcome
EXPECTATION / INDICATOR	MV.1.	Acquire and accurately use academic and content-specific words and phrases at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression, including those standard to the media industry.
STANDARD / STRAND		Digital Media: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Digital Media:Vocabulary
INDICATOR / STANDARD		Vocabulary Building
EXPECTATION / INDICATOR	MV.2.1.	Use context to determine or clarify the meaning of words and phrases.
STANDARD / STRAND		Digital Media: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Digital Media:Vocabulary
INDICATOR / STANDARD		Vocabulary in Media Writing and Production
EXPECTATION / INDICATOR	MV.3.2.	Determine the meaning of words and phrases as they are used in a nonfiction text, including figurative, connotative, and technical meanings; evaluate the cumulative impact of how an author or producer uses and refines the meaning of a key term or terms over the course of a text or media product.
STANDARD / STRAND		Digital Media: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Writing
INDICATOR / STANDARD		Learning Outcome
EXPECTATION / INDICATOR	MW.1.	Write routinely over a variety of time frames for a range of tasks, purposes, and audiences; apply reading standards to support analysis, reflection, and research by drawing evidence from a variety of texts and media products.
STANDARD / STRAND		Digital Media: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Writing
INDICATOR / STANDARD		Writing Genres: Editorial, News, Feature, and Narrative
EXPECTATION / INDICATOR	MW.3.2.	Write or produce informative products on a variety of topics that:

INDICATOR	MW.3.2.1.	Introduce a topic using a variety of lead-ins; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting(e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension,
INDICATOR	MW.3.2.2.	Utilize credible sources, develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic,
INDICATOR	MW.3.2.3.	Use appropriate and varied transitions and syntax to link the major sections of the piece,create cohesion, and clarify the relationships among complex ideas and concepts,
INDICATOR	MW.3.2.4.	Choose language, content- specific vocabulary, and techniques to manage the complexity of the topic, recognizing and eliminating wordiness and redundancy,
INDICATOR	MW.3.2.5.	Establish and maintain an informative style appropriate to the purpose and audience, and
INDICATOR	MW.3.2.6.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
STANDARD / STRAND		Digital Media: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Writing
INDICATOR / STANDARD		The Writing Process
EXPECTATION / INDICATOR	MW.4.1.	Apply the writing process to all formal writing and media product development, including but not limited to argumentative, informative, and narrative.
INDICATOR	MW.4.1.1.	Plan and develop, draft, revise using appropriate reference materials, rewrite, try a new approach, focusing on addressing what is most significant for a specific purpose and audience, and edit to produce and strengthen. writing that is clear and coherent,
INDICATOR	MW.4.1.2.	Use technology to generate, produce, publish, and update individual or shared products in response to ongoing feedback, including new arguments or information,
INDICATOR	MW.4.1.3.	Utilize a standard style guide framework for properly crediting sources in all media product types, utilizing multiple sources when appropriate.
STANDARD / STRAND		Digital Media: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Writing
INDICATOR / STANDARD		The Writing Process
EXPECTATION / INDICATOR	MW.4.3.	Revise and edit to improve sentence variety and style and to enhance subtlety of meaning and tone in ways that are consistent with purpose, audience, and media format.
EXPECTATION /	MW.4.4.	Revise and edit to ensure effective, grammatically correct communication.

INDICATOR

Digital Media: Grades 9-12

PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Writing
INDICATOR / STANDARD		The Research Process: Finding, Assessing, Synthesizing, and Reporting Information
EXPECTATION / INDICATOR	MW.5.3.	Conduct short as well as more sustained research assignments and tasks to build knowledge about the research process and the topic under study:
INDICATOR	MW.5.3.2.	Gather relevant information from multiple types of authoritative sources, using advanced searches effectively, and annotate sources,
INDICATOR	MW.5.3.5.	Avoid plagiarism and overreliance on any one source and follow a standard format (e.g., AP Style) for citation.
INDICATOR	MW.5.3.6.	Present information, choosing from a variety of formats.

STANDARD / STRAND

Digital Media: Grades 9-12

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

STANDARD / STRAND

Digital Media: Grades 9-12

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

STANDARD / STRAND

Digital Media: Grades 9-12

PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Speaking and Listening
INDICATOR / STANDARD		Discussion and Collaboration
EXPECTATION / INDICATOR	MSL2.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, critiques, group discussion, interviews, etc.) on current events, sample media, newsworthy issues, creative story ideas, use of technology in projects; building on others' ideas and expressing personal viewpoints and narratives clearly.
EXPECTATION / INDICATOR	MSL.2.2.	Engage in a thoughtful, well-reasoned exchange of ideas by referring to specific evidence.
EXPECTATION / INDICATOR	MSL.2.3.	Work with peers to promote collegial discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
EXPECTATION / INDICATOR	MSL.2.4.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
EXPECTATION / INDICATOR	MSL.2.5.	Conduct debate and discussion to allow all views to be presented; allow for a dissenting view, in addition to group compromise; and determine what additional information or research is required to deepen the investigation or complete the task.
STANDARD / STRAND		Digital Media: Grades 9-12
		Digital Media: Grades 9-12 Digital Media: Speaking and Listening
PROFICIENCY STATEMENT /		
PROFICIENCY STATEMENT / SUBSTRAND	MSL.4.1.	Digital Media: Speaking and Listening
PROFICIENCY STATEMENT / SUBSTRAND INDICATOR / STANDARD	MSL.4.1.	Digital Media: Speaking and Listening Presentation of Knowledge of Ideas 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,
PROFICIENCY STATEMENT / SUBSTRAND INDICATOR / STANDARD EXPECTATION / INDICATOR	MSL.4.1.	Digital Media: Speaking and Listening Presentation of Knowledge of Ideas 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.
PROFICIENCY STATEMENT / SUBSTRAND INDICATOR / STANDARD EXPECTATION / INDICATOR STANDARD / STANDARD / STRAND PROFICIENCY STATEMENT /	MSL.4.1.	Digital Media: Speaking and Listening Presentation of Knowledge of Ideas 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. Digital Media: Grades 9-12

UNIT 1: NOTE MAKING AND OUTLINES/ UNIT 2: WRITING FROM NOTES Week 2 Page 27-36

Indiana Academic Standards Language Arts

Grade 10 - Adopted: 2023

STANDARD / STRAND

Grades 9-10 English/Language Arts

PROFICIENCY STATEMENT / SUBSTRAND

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

INDICATOR / STANDARD	9- 10.RC.1.	Analyze what a text says both explicitly and implicitly (e.g., inferences and interpretations) by citing strong and thorough textual evidence. (E)
INDICATOR / STANDARD	9- 10.RC.4.	Analyze in detail the development of two or more central ideas over the course of a text, including how they build on one another to provide a complex analysis.
INDICATOR / STANDARD	9- 10.RC.9.	Use context to determine or clarify the meaning of words and phrases.
INDICATOR / STANDARD	9- 10.RC.12.	Analyze the meaning of words and phrases as they are used in works of literature, including figurative, connotative, and denotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings. (E)
INDICATOR / STANDARD	9- 10.RC.13.	Determine the meaning of words and phrases as they are used in a nonfiction text, including figurative, connotative, denotative, and technical meanings; evaluate the effectiveness of specific word choices on meaning and tone in multiple and varied contexts.
STANDARD / STRAND		Grades 9-10 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes; compositions will include correct use of standard formatting (e.g., MLA, APA) with correctly cited sources.
INDICATOR /	9-	Write arguments in a variety of forms that:

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INDICATOR 10.W.1.e.

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Grades 9-10 English/Language Arts

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes; compositions will include correct use of standard formatting (e.g., MLA, APA) with correctly cited sources.
INDICATOR / STANDARD	9- 10.W.2.	Write informative compositions on a variety of topics that:
EXPECTATION / INDICATOR	9- 10.W.2.a.	Introduce a topic and organize complex ideas, concepts, and information to make important connections and distinctions.
EXPECTATION / INDICATOR	9- 10.W.2.b.	Develop the topic utilizing credible sources with relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
EXPECTATION / INDICATOR	9- 10.W.2.e.	Establish and maintain a style appropriate for the purpose and audience.

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

STANDARD / STRAND

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

EXPECTATION / INDICATOR	9- 10.W.4.a.	Plan and develop, draft, and revise writing using appropriate reference materials. Rewrite, try a new approach, focusing on addressing what is most significant for a specific purpose and audience, and edit to produce and strengthen writing that is clear and coherent.
EXPECTATION / INDICATOR	9- 10.W.4.b.	Use technology to generate, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically (e.g., use of publishing programs, integration of multimedia).

Grades 9-10 English/Language Arts

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

STANDARD / STRAND

Grades 9-10 English/Language Arts

PROFICIENCY STATEMENT / SUBSTRAND		Communication and Collaboration – Learning Outcome: Students actively engage in listening, discussing, and presenting ideas justified by sound reasoning and textual evidence while also evaluating and identifying fallacious reasoning or distorted evidence.
INDICATOR / STANDARD	9- 10.CC.1.	Initiate and participate effectively in a range of collaborative discussions on grade-appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly and persuasively. (E)
INDICATOR / STANDARD	9- 10.CC.2.	Examine, analyze, and reflect on ideas under discussion by providing textual evidence to support or refute those ideas. (E)
INDICATOR / STANDARD	9- 10.CC.3.	Expand conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
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.
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Grade 10 - Adopted: 2020

STANDARD / STRAND

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

EXPECTATION / INDICATOR	JL.2.1.	Cite strong and thorough facts from observation, quotations, and specific details that support analysis of what a piece of narrative nonfiction/historical fiction says explicitly as well as inferences and interpretations drawn from the text, including determining where the text leaves matters uncertain. (e.g. excerpts from The Immortal Life of Henrietta Lacks, The Jungle, Unbroken, The Devil in the White City, Into the Wild).
EXPECTATION / INDICATOR	JL.2.2.	Compare and contrast the development of similar themes or central ideas across two or more works of narrative nonfiction/historical fiction and analyze how the author uses specific details to shape and reveal themes. (e.g. excerpts from Historical fiction of Alexander Thom and Native American poetry, works of Ernie Pyle and Tim O'Brien).
EXPECTATION / INDICATOR	JL.2.3.	Analyze the impact of the author's choices: How the author uses structure, imagery, and characterization of a story for dramatic effect. (e.g., Mrs. Kelly's Monster).
EXPECTATION / INDICATOR	JL.2.4.	Students are expected to build upon and continue applying concepts learned previously. (Grade of mastery: 2)
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Journalism: Narrative Nonfiction/Historical Fiction
INDICATOR / STANDARD		Structural Elements and Organization
EXPECTATION / INDICATOR	JL.3.1.	Analyze and evaluate how an author chooses to craft specific parts of a work of narrative nonfiction/historical fiction to contribute to its overall structure and meaning as well as its aesthetic impact.
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Journalism: Nonfiction
INDICATOR / STANDARD		Learning Outcome
EXPECTATION / INDICATOR	JN.1.1.	Read a variety of nonfiction within a range of complexity appropriate for grades 11-CCR. By the end of grade 11, students interact with texts proficiently and independently at the low end of the range and with scaffolding as needed for texts at the high end of the range. By the end of grade 12, students interact with texts proficiently and independently.
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Journalism: Nonfiction
INDICATOR / STANDARD		Key Ideas and Textual Support
EXPECTATION / INDICATOR	JN.2.1.	Cite strong and thorough facts from observation, quotations, and specific details that support analysis of what a piece of nonfiction says explicitly as well as inferences and interpretations drawn from the text, including determining where the text leaves matters uncertain.
EXPECTATION /	JN.2.3.	Analyze a complex set of ideas or sequence of events and explain how specific sources, facts, or events interact

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Journalism: Grades 9-12

PROFICIENCY STATEMENT / SUBSTRAND		Journalism: Nonfiction
INDICATOR / STANDARD		Structural Elements and Organization
EXPECTATION / INDICATOR	JN.3.1.	Students are expected to build upon and continue applying concepts learned previously. (Grade of Mastery: 5)
EXPECTATION / INDICATOR	JN.3.2.	Analyze and evaluate the effectiveness of the structure an author uses in his or her lead or claim including whether the structure makes points clear, convincing, and engaging.
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Journalism: Vocabulary
INDICATOR / STANDARD		Learning Outcome
EXPECTATION / INDICATOR	JV.1.1.	Acquire and use accurately general academic and content-specific words and phrases at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression, including those standard to the journalism industry.
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Journalism: Vocabulary
INDICATOR / STANDARD		Vocabulary Building
EXPECTATION / INDICATOR	JV.2.1.	Use context to determine or clarify the meaning of words and phrases.
EXPECTATION / INDICATOR	JV.2.2.	Students are expected to build upon and continue applying concepts learned previously. (Grade of Mastery: 7)
EXPECTATION / INDICATOR	JV.2.5.	Select appropriate general and specialized reference materials, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, part of speech, etymology, or standard usage. (e.g. Associated Press Stylebook).
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Journalism: Vocabulary
INDICATOR / STANDARD		Vocabulary in Historical Fiction and Nonfiction
EXPECTATION /	JV.3.2.	Determine the meaning of words and phrases as they are used in a nonfiction text, including figurative, connotative,

and technical meanings; evaluate the cumulative impact of how an author uses and refines the meaning of a key

term or terms over the course of a text.

STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Writing
INDICATOR / STANDARD		Learning Outcome
EXPECTATION / INDICATOR	JW.1.	Write routinely over a variety of time frames for a range of tasks, purposes, and audiences; apply reading standards to support analysis, reflection, and research by drawing evidence from a variety of texts.
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Writing
INDICATOR / STANDARD		Handwriting
EXPECTATION / INDICATOR	JW.2.	Students are expected to build upon and continue applying concepts learned previously. (Grade of Mastery: 4)
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Writing
INDICATOR / STANDARD		Writing Genres: Editorial, News, and Feature
EXPECTATION / INDICATOR	JW.3.	Students are expected to build upon and continue concepts learned previously.
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Writing
INDICATOR / STANDARD		Writing Genres: Editorial, News, and Feature
EXPECTATION / INDICATOR	JW.3.1.	Write editorials/commentaries that —
INDICATOR		Use effective transitions as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. Establish and maintain a consistent style and tone appropriate to purpose and audience.
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Writing
INDICATOR / STANDARD		Writing Genres: Editorial, News, and Feature
EVECTATION	114/22	Write news that

EXPECTATION JW.3.2. Write news that —

/ INDICATOR

INDICATOR		Develops the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, attributions, or other information and examples relevant to the audience's knowledge of the topic.
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Writing
INDICATOR / STANDARD		The Writing Process
EXPECTATION / INDICATOR	JW.4.1.	Apply the writing process to —
INDICATOR		Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach, focusing on addressing what is most significant for a specific purpose and audience; and edit to produce and strengthen writing that is clear and coherent.
INDICATOR		Use technology to generate, produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Writing
INDICATOR / STANDARD		The Writing Process
EXPECTATION / INDICATOR	JW.4.4.	Revise and edit copy to ensure effective, grammatically correct communication using appropriate proofreading or copy editing symbols.
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Writing
INDICATOR / STANDARD		The Research Process: Finding, Assessing, Synthesizing, and Reporting Information
EXPECTATION / INDICATOR	JW.5.3.	Conduct short as well as more sustained research assignments and tasks to build knowledge about the research process and the topic under study.
INDICATOR		Gather relevant information from multiple types of authoritative sources, using advanced searches effectively, and annotate sources.
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Writing
INDICATOR / STANDARD		Conventions of Standard English: Grammar and Usage/Capitalization, Punctuation, and Spelling
EXPECTATION / INDICATOR	JW.6.1.	Demonstrate command of English grammar and usage, focusing on:

INDICATOR	JW.6.1.B.	Verbs – Students are expected to build upon and continue applying conventions learned previously. (Grade of Mastery: 10)
INDICATOR	JW.6.1.C.	Adjectives and Adverbs — Students are expected to build upon and continue applying conventions learned previously. (Grade of Mastery: 4)
INDICATOR	JW.6.1.D.	Phrases and Clauses — Students are expected to build upon and continue applying conventions learned previously. (Grade of Mastery: 7)
INDICATOR	JW.6.1.E.	Usage- Students are expected to build upon and continue applying conventions learned previously. (Grade of Mastery: 10)
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Writing
INDICATOR / STANDARD		Conventions of Standard English: Grammar and Usage/Capitalization, Punctuation, and Spelling
EXPECTATION / INDICATOR	JW.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling focusing on:
INDICATOR	JW.6.2.A.	Capitalization—Students are expected to build upon and continue applying conventions learned previously. (Grade of Mastery: 5)
INDICATOR	JW.6.2.B.	Punctuation —Students are expected to build upon and continue applying conventions learned previously. (Grade of Mastery: 10)
INDICATOR	JW.6.2.C.	Spelling —Students are expected to build upon and continue applying conventions learned previously. (Grade of Mastery: 5)
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Speaking and Listening
INDICATOR / STANDARD		Discussion and Collaboration
EXPECTATION / INDICATOR	JSL.2.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one critiques, group discussion of news coverage, story ideas, and interviews) on current events, sample media, and newsworthy issues; building on others' ideas and expressing personal viewpoints clearly and persuasively.
EXPECTATION / INDICATOR	JSL.2.3.	Work with peers to promote collegial discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
EXPECTATION / INDICATOR	JSL.2.4.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
STANDARD /		Journalism: Grades 9-12

PROFICIENCY STATEMENT / SUBSTRAND		Speaking and Listening
INDICATOR / STANDARD		Presentation of Knowledge and Ideas
EXPECTATION / INDICATOR	JSL.4.3.	Students are expected to build upon and continue applying concepts learned previously. (Grade of Mastery: 2)
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Media Literacy
INDICATOR / STANDARD		Media Literacy
EXPECTATION / INDICATOR	JML.2.6.	Analyze and evaluate the essential features of journalistic writing in a variety of news sources for: brevity and clarity content, topics or themes appropriate for the audience
INDICATOR		structural elements and organization
STANDARD / STRAND		Digital Media: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Nonfiction
INDICATOR / STANDARD		Learning Outcome
EXPECTATION / INDICATOR	MN.1.	Read a variety of nonfiction media from journalistic outlets and read other texts related to media within a range of complexity appropriate for grades 9-12 that include possibilities for analysis of literary techniques, structure and style. By the end of this course, students interact with media products and texts proficiently and independently at the low end of the range and with scaffolding as needed at the high end of the range.
STANDARD / STRAND		Digital Media: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Nonfiction
INDICATOR / STANDARD		Key Ideas and Textual Support
EXPECTATION / INDICATOR	MN2.1.	Analyze what a nonfiction media product says explicitly as well as inferences and interpretations drawn from the piece, including determining where the piece leaves matters uncertain by citing strong and thorough facts from observations, quotations, and specific details.
EXPECTATION / INDICATOR	MN.2.3.	Analyze a complex set of ideas or sequence of events and explain how specific ideas, facts, events, or individuals develop throughout the product.
STANDARD / STRAND		Digital Media: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Nonfiction
INDICATOR / STANDARD		Structural Elements and Organization

EXPECTATION / INDICATOR	MN.3.3.	Determine perspective or purpose in a piece of media in which the rhetoric is particularly effective. Analyze how style and content contribute to the power and persuasiveness of the media product (e.g.appeals to both friendly and hostile audiences and anticipates and addresses audience's concerns and counterclaims).
STANDARD / STRAND		Digital Media: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Digital Media:Vocabulary
INDICATOR / STANDARD		Learning Outcome
EXPECTATION / INDICATOR	MV.1.	Acquire and accurately use academic and content-specific words and phrases at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression, including those standard to the media industry.
STANDARD / STRAND		Digital Media: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Digital Media:Vocabulary
INDICATOR / STANDARD		Vocabulary Building
EXPECTATION / INDICATOR	MV.2.1.	Use context to determine or clarify the meaning of words and phrases.
STANDARD / STRAND		Digital Media: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Digital Media:Vocabulary
INDICATOR / STANDARD		Vocabulary in Media Writing and Production
EXPECTATION / INDICATOR	MV.3.2.	Determine the meaning of words and phrases as they are used in a nonfiction text, including figurative, connotative, and technical meanings; evaluate the cumulative impact of how an author or producer uses and refines the meaning of a key term or terms over the course of a text or media product.
STANDARD / STRAND		Digital Media: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Writing
INDICATOR / STANDARD		Learning Outcome
EXPECTATION / INDICATOR	MW.1.	Write routinely over a variety of time frames for a range of tasks, purposes, and audiences; apply reading standards to support analysis, reflection, and research by drawing evidence from a variety of texts and media products.
STANDARD / STRAND		Digital Media: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Writing

INDICATOR / STANDARD		Writing Genres: Editorial, News, Feature, and Narrative
EXPECTATION / INDICATOR	MW.3.2.	Write or produce informative products on a variety of topics that:
INDICATOR	MW.3.2.1.	Introduce a topic using a variety of lead-ins; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting(e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension,
INDICATOR	MW.3.2.2.	Utilize credible sources, develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic,
INDICATOR	MW.3.2.3.	Use appropriate and varied transitions and syntax to link the major sections of the piece,create cohesion, and clarify the relationships among complex ideas and concepts,
INDICATOR	MW.3.2.4.	Choose language, content- specific vocabulary, and techniques to manage the complexity of the topic, recognizing and eliminating wordiness and redundancy,
INDICATOR	MW.3.2.5.	Establish and maintain an informative style appropriate to the purpose and audience, and
INDICATOR	MW.3.2.6.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
STANDARD / STRAND		Digital Media: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Writing
STATEMENT /		Digital Media: Writing The Writing Process
STATEMENT / SUBSTRAND	MW.4.1.	
STATEMENT / SUBSTRAND INDICATOR / STANDARD		The Writing Process Apply the writing process to all formal writing and media product development, including but not
STATEMENT / SUBSTRAND INDICATOR / STANDARD EXPECTATION / INDICATOR	MW.4.1.1.	The Writing Process Apply the writing process to all formal writing and media product development, including but not limited to argumentative, informative, and narrative. Plan and develop, draft, revise using appropriate reference materials, rewrite, try a new approach, focusing on addressing what is most significant for a specific purpose and audience, and edit to produce and strengthen. writing
STATEMENT / SUBSTRAND INDICATOR / STANDARD EXPECTATION / INDICATOR INDICATOR	MW.4.1.1.	The Writing Process Apply the writing process to all formal writing and media product development, including but not limited to argumentative, informative, and narrative. Plan and develop, draft, revise using appropriate reference materials, rewrite, try a new approach, focusing on addressing what is most significant for a specific purpose and audience, and edit to produce and strengthen. writing that is clear and coherent, Use technology to generate, produce, publish, and update individual or shared products in response to ongoing
STATEMENT / SUBSTRAND INDICATOR / STANDARD EXPECTATION / INDICATOR INDICATOR INDICATOR STANDARD /	MW.4.1.1.	The Writing Process Apply the writing process to all formal writing and media product development, including but not limited to argumentative, informative, and narrative. Plan and develop, draft, revise using appropriate reference materials, rewrite, try a new approach, focusing on addressing what is most significant for a specific purpose and audience, and edit to produce and strengthen. writing that is clear and coherent, Use technology to generate, produce, publish, and update individual or shared products in response to ongoing feedback, including new arguments or information,
STATEMENT / SUBSTRAND INDICATOR / STANDARD EXPECTATION / INDICATOR INDICATOR INDICATOR STANDARD / STRAND PROFICIENCY STATEMENT /	MW.4.1.1.	The Writing Process Apply the writing process to all formal writing and media product development, including but not limited to argumentative, informative, and narrative. Plan and develop, draft, revise using appropriate reference materials, rewrite, try a new approach, focusing on addressing what is most significant for a specific purpose and audience, and edit to produce and strengthen. writing that is clear and coherent, Use technology to generate, produce, publish, and update individual or shared products in response to ongoing feedback, including new arguments or information, Digital Media: Grades 9-12
INDICATOR INDICATOR EXPECTATION / INDICATOR INDICATOR INDICATOR STANDARD PROFICIENCY STATEMENT / SUBSTRAND INDICATOR /	MW.4.1.1.	The Writing Process Apply the writing process to all formal writing and media product development, including but not limited to argumentative, informative, and narrative. Plan and develop, draft, revise using appropriate reference materials, rewrite, try a new approach, focusing on addressing what is most significant for a specific purpose and audience, and edit to produce and strengthen. writing that is clear and coherent, Use technology to generate, produce, publish, and update individual or shared products in response to ongoing feedback, including new arguments or information, Digital Media: Grades 9-12 Digital Media: Writing

Digital Media: Grades 9-12

PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Writing
INDICATOR / STANDARD		The Research Process: Finding, Assessing, Synthesizing, and Reporting Information
EXPECTATION / INDICATOR	MW.5.3.	Conduct short as well as more sustained research assignments and tasks to build knowledge about the research process and the topic under study:
INDICATOR	MW.5.3.2.	Gather relevant information from multiple types of authoritative sources, using advanced searches effectively, and annotate sources,
INDICATOR	MW.5.3.6.	Present information, choosing from a variety of formats.

STANDARD / STRAND

Digital Media: Grades 9-12

PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Writing
INDICATOR / STANDARD		Conventions of Standard English: Grammar and Usage / Capitalization, Punctuation, and Spelling
EXPECTATION / INDICATOR	MW.6.1.	Demonstrate command of English grammar and usage, focusing on:
INDICATOR	MW.6.1.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		Digital Madia, Casaking and Listaning
PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Speaking and Listening
INDICATOR / STANDARD		Discussion and Collaboration
EXPECTATION / INDICATOR	MSL2.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, critiques, group discussion, interviews, etc.) on current events, sample media, newsworthy issues, creative story ideas, use of technology in projects; building on others' ideas and expressing personal viewpoints and narratives clearly.
EXPECTATION / INDICATOR	MSL.2.2.	Engage in a thoughtful, well-reasoned exchange of ideas by referring to specific evidence.
EXPECTATION / INDICATOR	MSL.2.3.	Work with peers to promote collegial discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
EXPECTATION / INDICATOR	MSL.2.4.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
EXPECTATION / INDICATOR	MSL.2.5.	Conduct debate and discussion to allow all views to be presented; allow for a dissenting view, in addition to group compromise; and determine what additional information or research is required to deepen the investigation or complete the task.
STANDARD / STRAND		Digital Media: Grades 9-12
		Digital Media: Grades 9-12 Digital Media: Speaking and Listening
PROFICIENCY STATEMENT /		
PROFICIENCY STATEMENT / SUBSTRAND	MSL.4.1.	Digital Media: Speaking and Listening
PROFICIENCY STATEMENT / SUBSTRAND INDICATOR / STANDARD	MSL.4.1.	Digital Media: Speaking and Listening Presentation of Knowledge of Ideas 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,
PROFICIENCY STATEMENT / SUBSTRAND INDICATOR / STANDARD EXPECTATION / INDICATOR	MSL.4.1.	Digital Media: Speaking and Listening Presentation of Knowledge of Ideas 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.
PROFICIENCY STATEMENT / SUBSTRAND INDICATOR / STANDARD EXPECTATION / INDICATOR STANDARD / STRAND PROFICIENCY STATEMENT /	MSL.4.1.	Digital Media: Speaking and Listening Presentation of Knowledge of Ideas 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. Digital Media: Grades 9-12

UNIT 3: RETELLING NARRATIVE STORIES Week 3 Page 37-48

Indiana Academic Standards
Language Arts
Grade 10 - Adopted: 2023

STANDARD / STRAND

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

STANDARD /

PROFICIENCY STATEMENT / SUBSTRAND

STRAND

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes; compositions will include correct use of standard formatting (e.g., MLA, APA) with correctly cited sources.
INDICATOR / STANDARD	9- 10.W.3.	Write narrative compositions in a variety of forms that:
EXPECTATION / INDICATOR	9- 10.W.3.a.	Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters.
EXPECTATION / INDICATOR	9- 10.W.3.b.	Create a smooth progression of experiences or events.
EXPECTATION / INDICATOR	9- 10.W.3.c.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plotlines to develop experiences, events, and/or characters.
EXPECTATION / INDICATOR	9- 10.W.3.e.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
EXPECTATION / INDICATOR	9- 10.W.3.f.	Provide an ending that follows and reflects on what is experienced, observed, or resolved over the course of the narrative. (E)

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

INDICATOR / STANDARD	9- 10.W.4.	Apply the writing process to all formal writing including but not limited to argumentative, informative, and narrative:
EXPECTATION / INDICATOR	9- 10.W.4.a.	Plan and develop, draft, and revise writing using appropriate reference materials. Rewrite, try a new approach, focusing on addressing what is most significant for a specific purpose and audience, and edit to produce and strengthen writing that is clear and coherent.
EXPECTATION / INDICATOR	9- 10.W.4.b.	Use technology to generate, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically (e.g., use of publishing programs, integration of multimedia).

Grades 9-10 English/Language Arts

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

EXPECTATION / 9-INDICATOR 10.W.5.f.

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

STANDARD / STRAND

Grades 9-10 English/Language Arts

PROFICIENCY STATEMENT / SUBSTRAND		Communication and Collaboration – Learning Outcome: Students actively engage in listening, discussing, and presenting ideas justified by sound reasoning and textual evidence while also evaluating and identifying fallacious reasoning or distorted evidence.
INDICATOR / STANDARD	9- 10.CC.1.	Initiate and participate effectively in a range of collaborative discussions on grade-appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly and persuasively. (E)
INDICATOR / STANDARD	9- 10.CC.2.	Examine, analyze, and reflect on ideas under discussion by providing textual evidence to support or refute those ideas. (E)
INDICATOR / STANDARD	9- 10.CC.3.	Expand conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
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 10 - Adopted: 2020

STANDARD / STRAND

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

EXPECTATION /		
INDICATOR	JL.2.2.	Compare and contrast the development of similar themes or central ideas across two or more works of narrative nonfiction/historical fiction and analyze how the author uses specific details to shape and reveal themes. (e.g. excerpts from Historical fiction of Alexander Thom and Native American poetry, works of Ernie Pyle and Tim O'Brien).
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Journalism: Narrative Nonfiction/Historical Fiction
INDICATOR / STANDARD		Synthesis and Connection of Ideas
EXPECTATION / INDICATOR	JL.4.2.	Analyze and evaluate significant works of narrative nonfiction/historical fiction (American, English, or world) and how two or more of the works treat similar themes, conflicts, issues, or topics. (e.g. In Cold Blood and actual accounts of The Clutter murders).
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Journalism: Vocabulary
INDICATOR / STANDARD		Learning Outcome
EXPECTATION / NDICATOR	JV.1.1.	Acquire and use accurately general academic and content-specific words and phrases at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression, including those standard to the journalism industry.
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY		Journalism: Vocabulary
STATEMENT / SUBSTRAND		
SUBSTRAND		Vocabulary Building
	JV.2.2.	
INDICATOR / STANDARD EXPECTATION / INDICATOR STANDARD /	JV.2.2.	Vocabulary Building
INDICATOR / STANDARD	JV.2.2.	Vocabulary Building Students are expected to build upon and continue applying concepts learned previously. (Grade of Mastery: 7)
EXPECTATION / NDICATOR STANDARD EXPECTATION / NDICATOR STANDARD / STRAND PROFICIENCY STATEMENT / SUBSTRAND INDICATOR /	JV.2.2.	Vocabulary Building Students are expected to build upon and continue applying concepts learned previously. (Grade of Mastery: 7) Journalism: Grades 9-12
EXPECTATION / STANDARD EXPECTATION / NDICATOR STANDARD / STANDARD / STRAND PROFICIENCY STATEMENT / SUBSTRAND INDICATOR / STANDARD	JV.2.2.	Vocabulary Building Students are expected to build upon and continue applying concepts learned previously. (Grade of Mastery: 7) Journalism: Grades 9-12 Writing Learning Outcome
EXPECTATION / INDICATOR EXPECTATION / INDICATOR STANDARD PROFICIENCY STATEMENT /		Vocabulary Building Students are expected to build upon and continue applying concepts learned previously. (Grade of Mastery: 7) Journalism: Grades 9-12 Writing Learning Outcome Write routinely over a variety of time frames for a range of tasks, purposes, and audiences; apply reading standards

INDICATOR / STANDARD		Handwriting
EXPECTATION / INDICATOR	JW.2.	Students are expected to build upon and continue applying concepts learned previously. (Grade of Mastery: 4)
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Writing
INDICATOR / STANDARD		Writing Genres: Editorial, News, and Feature
EXPECTATION / INDICATOR	JW.3.	Students are expected to build upon and continue concepts learned previously.
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Writing
INDICATOR / STANDARD		Writing Genres: Editorial, News, and Feature
EXPECTATION / INDICATOR	JW.3.3.	Write features that
INDICATOR		Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Writing
INDICATOR / STANDARD		The Writing Process
EXPECTATION / INDICATOR	JW.4.1.	Apply the writing process to —
INDICATOR		Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach, focusing on addressing what is most significant for a specific purpose and audience; and edit to produce and strengthen writing that is clear and coherent.
INDICATOR		Use technology to generate, produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Writing
INDICATOR / STANDARD		The Writing Process

EXPECTATION / INDICATOR	JW.4.4.	Revise and edit copy to ensure effective, grammatically correct communication using appropriate proofreading or copy editing symbols.
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Writing
INDICATOR / STANDARD		Conventions of Standard English: Grammar and Usage/Capitalization, Punctuation, and Spelling
EXPECTATION / INDICATOR	JW.6.1.	Demonstrate command of English grammar and usage, focusing on:
INDICATOR	JW.6.1.B.	Verbs – Students are expected to build upon and continue applying conventions learned previously. (Grade of Mastery: 10)
INDICATOR	JW.6.1.C.	Adjectives and Adverbs — Students are expected to build upon and continue applying conventions learned previously. (Grade of Mastery: 4)
INDICATOR	JW.6.1.D.	Phrases and Clauses — Students are expected to build upon and continue applying conventions learned previously. (Grade of Mastery: 7)
INDICATOR	JW.6.1.E.	Usage- Students are expected to build upon and continue applying conventions learned previously. (Grade of Mastery: 10)
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Writing
INDICATOR / STANDARD		Conventions of Standard English: Grammar and Usage/Capitalization, Punctuation, and Spelling
EXPECTATION / INDICATOR	JW.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling focusing on:
INDICATOR	JW.6.2.A.	Capitalization—Students are expected to build upon and continue applying conventions learned previously. (Grade of Mastery: 5)
INDICATOR	JW.6.2.B.	Punctuation —Students are expected to build upon and continue applying conventions learned previously. (Grade of Mastery: 10)
INDICATOR	JW.6.2.C.	Spelling —Students are expected to build upon and continue applying conventions learned previously. (Grade of Mastery: 5)
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Speaking and Listening
INDICATOR / STANDARD		Discussion and Collaboration

EXPECTATION / INDICATOR	JSL.2.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one critiques, group discussion of news coverage, story ideas, and interviews) on current events, sample media, and newsworthy issues; building on others' ideas and expressing personal viewpoints clearly and persuasively.
EXPECTATION / INDICATOR	JSL.2.3.	Work with peers to promote collegial discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
EXPECTATION / INDICATOR	JSL.2.4.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Speaking and Listening
INDICATOR / STANDARD		Presentation of Knowledge and Ideas
EXPECTATION / INDICATOR	JSL.4.3.	Students are expected to build upon and continue applying concepts learned previously. (Grade of Mastery: 2)
STANDARD / STRAND		Digital Media: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Narrative Storytelling
INDICATOR / STANDARD		Learning Outcome
EXPECTATION / INDICATOR	MS.1.	Read and interact with a variety of media from journalistic outlets and read other texts related to media within a range of complexity appropriate for grades 9-12 that include possibilities for analysis of literary techniques, structure and style. By the end of this course, students interact with media and texts proficiently and independently at the low end of the range and with scaffolding as needed at the high end of the range.
STANDARD / STRAND		Digital Media: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Narrative Storytelling
INDICATOR / STANDARD		Key Ideas and Textual Support
EXPECTATION / INDICATOR	MS.2.1.	Analyze what a product says explicitly and implicitly as well as inferences and interpretations drawn from the media product through citing evidence determining where the product leaves matters uncertain.
EXPECTATION / INDICATOR	MS.2.3.	Analyze how the producer's choices impact subject development over the course of a media product.
STANDARD / STRAND		Digital Media: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Narrative Storytelling

INDICATOR / STANDARD		Structural Elements and Organization
EXPECTATION / INDICATOR	MS.3.1.	Analyze and evaluate how a producer's choices concerning how to structure specific parts of a media product contribute to its overall meaning and effect.
STANDARD / STRAND		Digital Media: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Nonfiction
INDICATOR / STANDARD		Structural Elements and Organization
EXPECTATION / INDICATOR	MN.3.3.	Determine perspective or purpose in a piece of media in which the rhetoric is particularly effective. Analyze how style and content contribute to the power and persuasiveness of the media product (e.g.appeals to both friendly and hostile audiences and anticipates and addresses audience's concerns and counterclaims).
STANDARD / STRAND		Digital Media: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Writing
INDICATOR / STANDARD		Learning Outcome
EXPECTATION / INDICATOR	MW.1.	Write routinely over a variety of time frames for a range of tasks, purposes, and audiences; apply reading standards to support analysis, reflection, and research by drawing evidence from a variety of texts and media products.
STANDARD / STRAND		Digital Media: Grades 9-12
		Digital Media: Grades 9-12 Digital Media: Writing
PROFICIENCY STATEMENT /		
PROFICIENCY STATEMENT / SUBSTRAND	MW.3.3.	Digital Media: Writing
PROFICIENCY STATEMENT / SUBSTRAND INDICATOR / STANDARD		Digital Media: Writing Writing Genres: Editorial, News, Feature, and Narrative
PROFICIENCY STATEMENT / SUBSTRAND INDICATOR / STANDARD EXPECTATION / INDICATOR	MW.3.3.1.	Digital Media: Writing Writing Genres: Editorial, News, Feature, and Narrative Write or produce narrative and feature-style media products in a variety of forms that: Engage and orient the audience by setting out a problem, situation, or observation and its significance, establishing
PROFICIENCY STATEMENT / SUBSTRAND INDICATOR / STANDARD EXPECTATION / INDICATOR	MW.3.3.1. MW.3.3.4.	Digital Media: Writing Writing Genres: Editorial, News, Feature, and Narrative Write or produce narrative and feature-style media products in a variety of forms that: Engage and orient the audience by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and including narration and/or sources or characters, Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and
PROFICIENCY STATEMENT / SUBSTRAND INDICATOR / STANDARD EXPECTATION / INDICATOR INDICATOR INDICATOR	MW.3.3.1. MW.3.3.4.	Digital Media: Writing Writing Genres: Editorial, News, Feature, and Narrative Write or produce narrative and feature-style media products in a variety of forms that: Engage and orient the audience by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and including narration and/or sources or characters, Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome, Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the
PROFICIENCY STATEMENT / SUBSTRAND INDICATOR / STANDARD EXPECTATION / INDICATOR INDICATOR INDICATOR INDICATOR INDICATOR	MW.3.3.1. MW.3.3.4.	Digital Media: Writing Writing Genres: Editorial, News, Feature, and Narrative Write or produce narrative and feature-style media products in a variety of forms that: Engage and orient the audience by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and including narration and/or sources or characters, Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome, Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

EXPECTATION / INDICATOR	MW.4.1.	Apply the writing process to all formal writing and media product development, including but not limited to argumentative, informative, and narrative.
INDICATOR	MW.4.1.1.	Plan and develop, draft, revise using appropriate reference materials, rewrite, try a new approach, focusing on addressing what is most significant for a specific purpose and audience, and edit to produce and strengthen. writing that is clear and coherent,
INDICATOR	MW.4.1.2.	Use technology to generate, produce, publish, and update individual or shared products in response to ongoing feedback, including new arguments or information,
STANDARD / STRAND		Digital Media: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Writing
INDICATOR / STANDARD		The Writing Process
EXPECTATION / INDICATOR	MW.4.3.	Revise and edit to improve sentence variety and style and to enhance subtlety of meaning and tone in ways that are consistent with purpose, audience, and media format.
EXPECTATION / INDICATOR	MW.4.4.	Revise and edit to ensure effective, grammatically correct communication.
STANDARD / STRAND		Digital Media: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Writing
INDICATOR / STANDARD		The Research Process: Finding, Assessing, Synthesizing, and Reporting Information
EXPECTATION / INDICATOR	MW.5.3.	Conduct short as well as more sustained research assignments and tasks to build knowledge about the research process and the topic under study:
INDICATOR	MW.5.3.6.	Present information, choosing from a variety of formats.
STANDARD / STRAND		Digital Media: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Writing
INDICATOR / STANDARD		Conventions of Standard English: Grammar and Usage / Capitalization, Punctuation, and Spelling
EXPECTATION / INDICATOR	MW.6.1.	Demonstrate command of English grammar and usage, focusing on:
INDICATOR	MW.6.1.B	Verbs - Students are expected to build upon and continue applying conventions learned previously. Grade of Mastery: 10 Forming and using verbs in the indicative, imperative, interrogative, conditional and subjunctive moods.
INDICATOR	MW.6.1.C	Adjectives and Adverbs – Students are expected to build upon and continue applying conventions learned previously. Grade of Mastery: 4 Writing sentences using relative adverbs (e.g., where, when) and explaining their functions in a sentence.
STANDARD / STRAND		Digital Media: Grades 9-12

PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Writing
INDICATOR / STANDARD		Conventions of Standard English: Grammar and Usage / Capitalization, Punctuation, and Spelling
EXPECTATION / INDICATOR	MW.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling focusing on:
INDICATOR	MW.6.2.A	Capitalization–Students are expected to build upon and continue applying conventions learned previously. Grade of Mastery: 5 Applying correct usage of capitalization in writing.
INDICATOR	MW.6.2.B	Punctuation –Students are expected to build upon and continue applying conventions learned previously. Grade of Mastery: 10 Using a semicolon and a conjunctive adverb to link two or more closely related independent clauses.
INDICATOR	MW.6.2.C	Spelling –Students are expected to build upon and continue applying conventions learned previously. Grade of Mastery: 5 Applying correct spelling patterns and generalizations in writing.
STANDARD / STRAND		Digital Media: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Speaking and Listening
INDICATOR / STANDARD		Discussion and Collaboration
EXPECTATION / INDICATOR	MSL2.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, critiques, group discussion, interviews, etc.) on current events, sample media, newsworthy issues, creative story ideas, use of technology in projects; building on others' ideas and expressing personal viewpoints and narratives clearly.
EXPECTATION / INDICATOR	MSL.2.2.	Engage in a thoughtful, well-reasoned exchange of ideas by referring to specific evidence.
EXPECTATION / INDICATOR	MSL.2.3.	Work with peers to promote collegial discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
EXPECTATION / INDICATOR	MSL.2.4.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
EXPECTATION / INDICATOR	MSL.2.5.	Conduct debate and discussion to allow all views to be presented; allow for a dissenting view, in addition to group compromise; and determine what additional information or research is required to deepen the investigation or complete the task.
STANDARD / STRAND		Digital Media: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Speaking and Listening
INDICATOR / STANDARD		Presentation of Knowledge of Ideas
EXPECTATION /	MSL.4.1.	Using a range of informal and formal tasks, present information, findings, and supporting evidence, conveying a clear

EXPECTATION / 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.

Digital Media: Grades 9-12

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

UNIT 3: RETELLING NARRATIVE STORIES Week 4 Page 49-56

Indiana Academic Standards Language Arts Grade 10 - Adopted: 2023

STANDARD / STRAND

EXPECTATION / 9-

INDICATOR

Grades 9-10 English/Language Arts

10.W.3.a. of view, and introducing a narrator and/or characters.

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

Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s)

EXPECTATION / INDICATOR	9- 10.W.3.b.	Create a smooth progression of experiences or events.
EXPECTATION / INDICATOR	9- 10.W.3.c.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plotlines to develop experiences, events, and/or characters.
EXPECTATION / INDICATOR	9- 10.W.3.e.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
EXPECTATION / INDICATOR	9- 10.W.3.f.	Provide an ending that follows and reflects on what is experienced, observed, or resolved over the course of the narrative. (E)
STANDARD / STRAND		Grades 9-10 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes; compositions will include correct use of standard formatting (e.g., MLA, APA) with correctly cited sources.
INDICATOR / STANDARD	9- 10.W.4.	Apply the writing process to all formal writing including but not limited to argumentative, informative, and narrative:
EXPECTATION / INDICATOR	9- 10.W.4.a.	Plan and develop, draft, and revise writing using appropriate reference materials. Rewrite, try a new approach, focusing on addressing what is most significant for a specific purpose and audience, and edit to produce and strengthen writing that is clear and coherent.
EXPECTATION / INDICATOR	9- 10.W.4.b.	Use technology to generate, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically (e.g., use of publishing programs, integration of multimedia).
STANDARD / STRAND		Grades 9-10 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Communication and Collaboration – Learning Outcome: Students actively engage in listening, discussing, and presenting ideas justified by sound reasoning and textual evidence while also evaluating and identifying fallacious reasoning or distorted evidence.
INDICATOR / STANDARD	9- 10.CC.1.	Initiate and participate effectively in a range of collaborative discussions on grade-appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly and persuasively. (E)
INDICATOR / STANDARD	9- 10.CC.2.	Examine, analyze, and reflect on ideas under discussion by providing textual evidence to support or refute those ideas. (E)
INDICATOR / STANDARD	9- 10.CC.3.	Expand conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
		Grade 10 - Adopted: 2020
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Journalism: Narrative Nonfiction/Historical Fiction
INDICATOR / STANDARD		Key Ideas and Textual Support

EXPECTATION / INDICATOR	JL.2.2.	Compare and contrast the development of similar themes or central ideas across two or more works of narrative nonfiction/historical fiction and analyze how the author uses specific details to shape and reveal themes. (e.g. excerpts from Historical fiction of Alexander Thom and Native American poetry, works of Ernie Pyle and Tim O'Brien).
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Journalism: Narrative Nonfiction/Historical Fiction
INDICATOR / STANDARD		Synthesis and Connection of Ideas
EXPECTATION / INDICATOR	JL.4.2.	Analyze and evaluate significant works of narrative nonfiction/historical fiction (American, English, or world) and how two or more of the works treat similar themes, conflicts, issues, or topics. (e.g. In Cold Blood and actual accounts of The Clutter murders).
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Journalism: Vocabulary
INDICATOR / STANDARD		Learning Outcome
EXPECTATION / INDICATOR	JV.1.1.	Acquire and use accurately general academic and content-specific words and phrases at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression, including those standard to the journalism industry.
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Journalism: Vocabulary
INDICATOR / STANDARD		Vocabulary Building
	JV.2.2.	Vocabulary Building Students are expected to build upon and continue applying concepts learned previously. (Grade of Mastery: 7)
ST AND ARD EXPECTATION /	JV.2.2.	
EXPECTATION / INDICATOR ST ANDARD /	JV.2.2.	Students are expected to build upon and continue applying concepts learned previously. (Grade of Mastery: 7)
EXPECTATION / INDICATOR STANDARD / STRAND PROFICIENCY STATEMENT /	JV.2.2.	Students are expected to build upon and continue applying concepts learned previously. (Grade of Mastery: 7) Journalism: Grades 9-12
EXPECTATION / INDICATOR STANDARD / STRAND PROFICIENCY STATEMENT / SUBSTRAND INDICATOR /	JV.2.2.	Students are expected to build upon and continue applying concepts learned previously. (Grade of Mastery: 7) Journalism: Grades 9-12 Writing
EXPECTATION / INDICATOR STANDARD / STRAND PROFICIENCY STATEMENT / SUBSTRAND INDICATOR / STANDARD EXPECTATION /		Students are expected to build upon and continue applying concepts learned previously. (Grade of Mastery: 7) Journalism: Grades 9-12 Writing Learning Outcome Write routinely over a variety of time frames for a range of tasks, purposes, and audiences; apply reading standards
EXPECTATION / INDICATOR STANDARD / STRAND PROFICIENCY STATEMENT / SUBSTRAND INDICATOR / STANDARD EXPECTATION / INDICATOR STANDARD /		Students are expected to build upon and continue applying concepts learned previously. (Grade of Mastery: 7) Journalism: Grades 9-12 Writing Learning Outcome Write routinely over a variety of time frames for a range of tasks, purposes, and audiences; apply reading standards to support analysis, reflection, and research by drawing evidence from a variety of texts.

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INDICATOR / STANDARD		Handwriting
EXPECTATION / INDICATOR	JW.2.	Students are expected to build upon and continue applying concepts learned previously. (Grade of Mastery: 4)
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Writing
INDICATOR / STANDARD		Writing Genres: Editorial, News, and Feature
EXPECTATION / INDICATOR	JW.3.	Students are expected to build upon and continue concepts learned previously.
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Writing
INDICATOR / STANDARD		Writing Genres: Editorial, News, and Feature
EXPECTATION / INDICATOR	JW.3.3.	Write features that
INDICATOR		Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Writing
INDICATOR / STANDARD		The Writing Process
EXPECTATION / INDICATOR	JW.4.1.	Apply the writing process to —
INDICATOR		Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach, focusing on addressing what is most significant for a specific purpose and audience; and edit to produce and strengthen writing that is clear and coherent.
INDICATOR		Use technology to generate, produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Writing
INDICATOR / STANDARD		The Writing Process

EXPECTATION / INDICATOR	JW.4.4.	Revise and edit copy to ensure effective, grammatically correct communication using appropriate proofreading or copy editing symbols.
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Writing
INDICATOR / STANDARD		Conventions of Standard English: Grammar and Usage/Capitalization, Punctuation, and Spelling
EXPECTATION / INDICATOR	JW.6.1.	Demonstrate command of English grammar and usage, focusing on:
INDICATOR	JW.6.1.B.	Verbs – Students are expected to build upon and continue applying conventions learned previously. (Grade of Mastery: 10)
INDICATOR	JW.6.1.C.	Adjectives and Adverbs — Students are expected to build upon and continue applying conventions learned previously. (Grade of Mastery: 4)
INDICATOR	JW.6.1.D.	Phrases and Clauses — Students are expected to build upon and continue applying conventions learned previously. (Grade of Mastery: 7)
INDICATOR	JW.6.1.E.	Usage- Students are expected to build upon and continue applying conventions learned previously. (Grade of Mastery: 10)
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Writing
INDICATOR / STANDARD		Conventions of Standard English: Grammar and Usage/Capitalization, Punctuation, and Spelling
EXPECT ATION / INDICAT OR	JW.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling focusing on:
INDICATOR	JW.6.2.A.	Capitalization—Students are expected to build upon and continue applying conventions learned previously. (Grade of Mastery: 5)
INDICATOR	JW.6.2.B.	Punctuation —Students are expected to build upon and continue applying conventions learned previously. (Grade of Mastery: 10)
INDICATOR	JW.6.2.C.	Spelling —Students are expected to build upon and continue applying conventions learned previously. (Grade of Mastery: 5)
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Speaking and Listening
INDICATOR / STANDARD		Discussion and Collaboration

EXPECTATION / INDICATOR	JSL.2.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one critiques, group discussion of news coverage, story ideas, and interviews) on current events, sample media, and newsworthy issues; building on others' ideas and expressing personal viewpoints clearly and persuasively.
EXPECTATION / INDICATOR	JSL.2.3.	Work with peers to promote collegial discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
EXPECTATION / INDICATOR	JSL.2.4.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
STANDARD / STRAND		Digital Media: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Narrative Storytelling
INDICATOR / STANDARD		Learning Outcome
EXPECTATION / INDICATOR	MS.1.	Read and interact with a variety of media from journalistic outlets and read other texts related to media within a range of complexity appropriate for grades 9-12 that include possibilities for analysis of literary techniques, structure and style. By the end of this course, students interact with media and texts proficiently and independently at the low end of the range and with scaffolding as needed at the high end of the range.
STANDARD / STRAND		Digital Media: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Narrative Storytelling
INDICATOR / STANDARD		Key Ideas and Textual Support
EXPECTATION / INDICATOR	MS.2.1.	Analyze what a product says explicitly and implicitly as well as inferences and interpretations drawn from the media product through citing evidence determining where the product leaves matters uncertain.
EXPECTATION / INDICATOR	MS.2.3.	Analyze how the producer's choices impact subject development over the course of a media product.
STANDARD / STRAND		Digital Media: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Narrative Storytelling
INDICATOR / STANDARD		Structural Elements and Organization
EXPECTATION / INDICATOR	MS.3.1.	Analyze and evaluate how a producer's choices concerning how to structure specific parts of a media product contribute to its overall meaning and effect.
STANDARD / STRAND		Digital Media: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Nonfiction

INDICATOR / STANDARD		Structural Elements and Organization
EXPECTATION / INDICATOR	MN.3.3.	Determine perspective or purpose in a piece of media in which the rhetoric is particularly effective. Analyze how style and content contribute to the power and persuasiveness of the media product (e.g.appeals to both friendly and hostile audiences and anticipates and addresses audience's concerns and counterclaims).
STANDARD / STRAND		Digital Media: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Writing
INDICATOR / STANDARD		Learning Outcome
EXPECTATION / INDICATOR	MW.1.	Write routinely over a variety of time frames for a range of tasks, purposes, and audiences; apply reading standards to support analysis, reflection, and research by drawing evidence from a variety of texts and media products.
STANDARD / STRAND		Digital Media: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Writing
INDICATOR / STANDARD		Writing Genres: Editorial, News, Feature, and Narrative
EXPECTATION / INDICATOR	MW.3.3.	Write or produce narrative and feature-style media products in a variety of forms that:
INDICATOR	MW.3.3.1.	Engage and orient the audience by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and including narration and/or sources or characters,
INDICATOR	MW.3.3.4.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome,
INDICATOR	MW.3.3.5.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
STANDARD / STRAND		Digital Media: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Writing
INDICATOR / STANDARD		The Writing Process
EXPECTATION / INDICATOR	MW.4.1.	Apply the writing process to all formal writing and media product development, including but not limited to argumentative, informative, and narrative.
INDICATOR	MW.4.1.1.	Plan and develop, draft, revise using appropriate reference materials, rewrite, try a new approach, focusing on addressing what is most significant for a specific purpose and audience, and edit to produce and strengthen. writing that is clear and coherent,
INDICATOR	MW.4.1.2.	Use technology to generate, produce, publish, and update individual or shared products in response to ongoing feedback, including new arguments or information,

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PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Writing
INDICATOR / STANDARD		The Writing Process
EXPECTATION / INDICATOR	MW.4.3.	Revise and edit to improve sentence variety and style and to enhance subtlety of meaning and tone in ways that are consistent with purpose, audience, and media format.
EXPECTATION / INDICATOR	MW.4.4.	Revise and edit to ensure effective, grammatically correct communication.
STANDARD / STRAND		Digital Media: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Writing
INDICATOR / STANDARD		Conventions of Standard English: Grammar and Usage / Capitalization, Punctuation, and Spelling
EXPECTATION / INDICATOR	MW.6.1.	Demonstrate command of English grammar and usage, focusing on:
INDICATOR	MW.6.1.B	Verbs - Students are expected to build upon and continue applying conventions learned previously. Grade of Mastery: 10 Forming and using verbs in the indicative, imperative, interrogative, conditional and subjunctive moods.
INDICATOR	MW.6.1.C	Adjectives and Adverbs – Students are expected to build upon and continue applying conventions learned previously. Grade of Mastery: 4 Writing sentences using relative adverbs (e.g., where, when) and explaining their functions in a sentence.
STANDARD / STRAND		Digital Media: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Writing
INDICATOR / STANDARD		Conventions of Standard English: Grammar and Usage / Capitalization, Punctuation, and Spelling
EXPECTATION / INDICATOR	MW.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling focusing on:
INDICATOR	MW.6.2.A	Capitalization–Students are expected to build upon and continue applying conventions learned previously. Grade of Mastery: 5 Applying correct usage of capitalization in writing.
INDICATOR	MW.6.2.B	Punctuation –Students are expected to build upon and continue applying conventions learned previously. Grade of Mastery: 10 Using a semicolon and a conjunctive adverb to link two or more closely related independent clauses.
INDICATOR	MW.6.2.C	Spelling –Students are expected to build upon and continue applying conventions learned previously. Grade of Mastery: 5 Applying correct spelling patterns and generalizations in writing.
STANDARD / STRAND		Digital Media: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Speaking and Listening

INDICATOR / STANDARD		Discussion and Collaboration
EXPECTATION / INDICATOR	MSL2.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, critiques, group discussion, interviews, etc.) on current events, sample media, newsworthy issues, creative story ideas, use of technology in projects; building on others' ideas and expressing personal viewpoints and narratives clearly.
EXPECTATION / INDICATOR	MSL.2.2.	Engage in a thoughtful, well-reasoned exchange of ideas by referring to specific evidence.
EXPECTATION / INDICATOR	MSL.2.3.	Work with peers to promote collegial discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
EXPECTATION / INDICATOR	MSL.2.4.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
EXPECTATION / INDICATOR	MSL.2.5.	Conduct debate and discussion to allow all views to be presented; allow for a dissenting view, in addition to group compromise; and determine what additional information or research is required to deepen the investigation or complete the task.
STANDARD / STRAND		Digital Media: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Media Literacy
INDICATOR / STANDARD		Learning Outcome
EXPECTATION / INDICATOR	ML.1.	Critically analyze content found in media used to inform, persuade, entertain, and transmit culture.

UNIT 4: SUMMARIZING A REFERENCE Week 5 Page 57-70

Indiana Academic Standards Language Arts

Grade 10 - Adopted: 2023

STANDARD / STRAND

Grades 9-10 English/Language Arts

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

INDICATOR / STANDARD	9- 10.RC.13.	Determine the meaning of words and phrases as they are used in a nonfiction text, including figurative, connotative, denotative, and technical meanings; evaluate the effectiveness of specific word choices on meaning and tone in multiple and varied contexts.
STANDARD / STRAND		Grades 9-10 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes; compositions will include correct use of standard formatting (e.g., MLA, APA) with correctly cited sources.
INDICATOR / STANDARD	9- 10.W.1.	Write arguments in a variety of forms that:
EXPECTATION / INDICATOR	9- 10.W.1.e.	Establish and maintain a consistent style and tone appropriate for the purpose and audience.
STANDARD / STRAND		Grades 9-10 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes; compositions will include correct use of standard formatting (e.g., MLA, APA) with correctly cited sources.
INDICATOR / STANDARD	9- 10.W.2.	Write informative compositions on a variety of topics that:
EXPECTATION / INDICATOR	9- 10.W.2.a.	Introduce a topic and organize complex ideas, concepts, and information to make important connections and distinctions.
EXPECTATION / INDICATOR	9- 10.W.2.b.	Develop the topic utilizing credible sources with relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
EXPECTATION / INDICATOR	9- 10.W.2.e.	Establish and maintain a style appropriate for the purpose and audience.
EXPECTATION / INDICATOR	9- 10.W.2.f.	Provide a concluding statement or section that follows and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). (E)
STANDARD / STRAND		Grades 9-10 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes; compositions will include correct use of standard formatting (e.g., MLA, APA) with correctly cited sources.
INDICATOR / STANDARD	9- 10.W.4.	Apply the writing process to all formal writing including but not limited to argumentative, informative, and narrative:
EXPECTATION / INDICATOR	9- 10.W.4.a.	Plan and develop, draft, and revise writing using appropriate reference materials. Rewrite, try a new approach, focusing on addressing what is most significant for a specific purpose and audience, and edit to produce and strengthen writing that is clear and coherent.
EXPECTATION / INDICATOR	9- 10.W.4.b.	Use technology to generate, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically (e.g., use of publishing programs, integration of multimedia).
EXPECTATION / INDICATOR	9- 10.W.4.c.	Utilize a standard style guide framework for in-text documentation, formatting, and works cited in order to properly credit sources in all writing types, utilizing multiple sources when appropriate.

Grades 9-10 English/Language Arts

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

STANDARD / STRAND

Grades 9-10 English/Language Arts

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

Grade 10 - Adopted: 2020

STANDARD / STRAND

Journalism: Grades 9-12

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

EXPECTATION / JL.2.1. INDICATOR

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

EXPECTATION / INDICATOR	JL.2.2.	Compare and contrast the development of similar themes or central ideas across two or more works of narrative nonfiction/historical fiction and analyze how the author uses specific details to shape and reveal themes. (e.g. excerpts from Historical fiction of Alexander Thom and Native American poetry, works of Ernie Pyle and Tim O'Brien).
EXPECTATION / INDICATOR	JL.2.3.	Analyze the impact of the author's choices: How the author uses structure, imagery, and characterization of a story for dramatic effect. (e.g., Mrs. Kelly's Monster).
EXPECTATION / INDICATOR	JL.2.4.	Students are expected to build upon and continue applying concepts learned previously. (Grade of mastery: 2)
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Journalism: Narrative Nonfiction/Historical Fiction
INDICATOR / STANDARD		Structural Elements and Organization
EXPECTATION / INDICATOR	JL.3.1.	Analyze and evaluate how an author chooses to craft specific parts of a work of narrative nonfiction/historical fiction to contribute to its overall structure and meaning as well as its aesthetic impact.
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Journalism: Nonfiction
INDICATOR / STANDARD		Learning Outcome
EXPECTATION / INDICATOR	JN.1.1.	Read a variety of nonfiction within a range of complexity appropriate for grades 11-CCR. By the end of grade 11, students interact with texts proficiently and independently at the low end of the range and with scaffolding as needed for texts at the high end of the range. By the end of grade 12, students interact with texts proficiently and independently.
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Journalism: Nonfiction
INDICATOR / STANDARD		Key Ideas and Textual Support
EXPECTATION / INDICATOR	JN.2.1.	Cite strong and thorough facts from observation, quotations, and specific details that support analysis of what a piece of nonfiction says explicitly as well as inferences and interpretations drawn from the text, including determining where the text leaves matters uncertain.
EXPECTATION / INDICATOR	JN.2.3.	Analyze a complex set of ideas or sequence of events and explain how specific sources, facts, or events interact and develop over the course of a text. (e.g. article, infographic, editorial cartoon, photo or illustration).
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Journalism: Nonfiction

INDICATOR / STANDARD		Structural Elements and Organization
EXPECTATION / INDICATOR	JN.3.1.	Students are expected to build upon and continue applying concepts learned previously. (Grade of Mastery: 5)
EXPECTATION / INDICATOR	JN.3.2.	Analyze and evaluate the effectiveness of the structure an author uses in his or her lead or claim including whether the structure makes points clear, convincing, and engaging.
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Journalism: Vocabulary
INDICATOR / STANDARD		Learning Outcome
EXPECTATION / INDICATOR	JV.1.1.	Acquire and use accurately general academic and content-specific words and phrases at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression, including those standard to the journalism industry.
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Journalism: Vocabulary
INDICATOR / STANDARD		Vocabulary Building
EXPECTATION / INDICATOR	JV.2.1.	Use context to determine or clarify the meaning of words and phrases.
EXPECTATION / INDICATOR	JV.2.2.	Students are expected to build upon and continue applying concepts learned previously. (Grade of Mastery: 7)
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Journalism: Vocabulary
INDICATOR / STANDARD		Vocabulary in Historical Fiction and Nonfiction
EXPECTATION / INDICATOR	JV.3.2.	Determine the meaning of words and phrases as they are used in a nonfiction text, including figurative, connotative, and technical meanings; evaluate the cumulative impact of how an author uses and refines the meaning of a key term or terms over the course of a text.
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Writing
INDICATOR / STANDARD		Learning Outcome

EXPECTATION / INDICATOR	JW.1.	Write routinely over a variety of time frames for a range of tasks, purposes, and audiences; apply reading standards to support analysis, reflection, and research by drawing evidence from a variety of texts.
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Writing
INDICATOR / STANDARD		Handwriting
EXPECTATION / INDICATOR	JW.2.	Students are expected to build upon and continue applying concepts learned previously. (Grade of Mastery: 4)
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Writing
INDICATOR / STANDARD		Writing Genres: Editorial, News, and Feature
EXPECTATION / INDICATOR	JW.3.	Students are expected to build upon and continue concepts learned previously.
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Writing
INDICATOR / STANDARD		Writing Genres: Editorial, News, and Feature
EXPECTATION / INDICATOR	JW.3.1.	Write editorials/commentaries that —
INDICATOR		Use effective transitions as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. Establish and maintain a consistent style and tone appropriate to purpose and audience.
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Writing
INDICATOR / STANDARD		Writing Genres: Editorial, News, and Feature
EXPECTATION / INDICATOR	JW.3.2.	Write news that —
INDICATOR		Develops the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, attributions, or other information and examples relevant to the audience's knowledge of the topic.

PROFICIENCY STATEMENT / SUBSTRAND		Writing
INDICATOR / STANDARD		Writing Genres: Editorial, News, and Feature
EXPECTATION / INDICATOR	JW.3.3.	Write features that
INDICATOR		Provide an ending that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
INDICATOR		Establish and maintain a feature style appropriate to the purpose and audience. (e.g. AP Style)
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Writing
INDICATOR / STANDARD		The Writing Process
EXPECTATION / INDICATOR	JW.4.1.	Apply the writing process to —
INDICATOR		Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach, focusing on addressing what is most significant for a specific purpose and audience; and edit to produce and strengthen writing that is clear and coherent.
INDICATOR		Use technology to generate, produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Writing
INDICATOR / STANDARD		The Writing Process
EXPECTATION / INDICATOR	JW.4.4.	Revise and edit copy to ensure effective, grammatically correct communication using appropriate proofreading or copy editing symbols.
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Writing
INDICATOR / STANDARD		The Research Process: Finding, Assessing, Synthesizing, and Reporting Information
EXPECTATION / INDICATOR	JW.5.3.	Conduct short as well as more sustained research assignments and tasks to build knowledge about the research process and the topic under study.
INDICATOR		Gather relevant information from multiple types of authoritative sources, using advanced searches effectively, and annotate sources.
INDICATOR		Avoid plagiarism and overreliance on any one source and follow a standard format (e.g., AP Style) for citation.

INDICATOR

Journalism: Grades 9-12

PROFICIENCY STATEMENT / SUBSTRAND		Writing
INDICATOR / STANDARD		Conventions of Standard English: Grammar and Usage/Capitalization, Punctuation, and Spelling
EXPECTATION / INDICATOR	JW.6.1.	Demonstrate command of English grammar and usage, focusing on:
INDICATOR	JW.6.1.B.	Verbs – Students are expected to build upon and continue applying conventions learned previously. (Grade of Mastery: 10)
INDICATOR	JW.6.1.C.	Adjectives and Adverbs — Students are expected to build upon and continue applying conventions learned previously. (Grade of Mastery: 4)
INDICATOR	JW.6.1.D.	Phrases and Clauses — Students are expected to build upon and continue applying conventions learned previously. (Grade of Mastery: 7)
INDICATOR	JW.6.1.E.	Usage- Students are expected to build upon and continue applying conventions learned previously. (Grade of Mastery: 10)
ST ANDARD / ST RAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Writing
INDICATOR / STANDARD		Conventions of Standard English: Grammar and Usage/Capitalization, Punctuation, and Spelling
EXPECTATION / INDICATOR	JW.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling focusing on:
INDICATOR	JW.6.2.A.	Capitalization—Students are expected to build upon and continue applying conventions learned previously. (Grade of Mastery: 5)
INDICATOR	JW.6.2.B.	Punctuation —Students are expected to build upon and continue applying conventions learned previously. (Grade o Mastery: 10)
INDICATOR	JW.6.2.C.	Spelling —Students are expected to build upon and continue applying conventions learned previously. (Grade of Mastery: 5)
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Speaking and Listening
INDICATOR / STANDARD		Discussion and Collaboration
EXPECTATION /	JSL.2.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one critiques, group discussion of news coverage, story ideas, and interviews) on current events, sample media, and newsworthy issues; building on

news coverage, story ideas, and interviews) on current events, sample media, and newsworthy issues; building on

others' ideas and expressing personal viewpoints clearly and persuasively.

EXPECTATION / INDICATOR	JSL.2.3.	Work with peers to promote collegial discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
EXPECTATION / INDICATOR	JSL.2.4.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Speaking and Listening
INDICATOR / STANDARD		Presentation of Knowledge and Ideas
EXPECTATION / INDICATOR	JSL.4.3.	Students are expected to build upon and continue applying concepts learned previously. (Grade of Mastery: 2)
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Media Literacy
INDICATOR / STANDARD		Media Literacy
EXPECTATION / INDICATOR	JML.2.6.	Analyze and evaluate the essential features of journalistic writing in a variety of news sources for: brevity and clarity content, topics or themes appropriate for the audience
INDICATOR		structural elements and organization
STANDARD / STRAND		Digital Media: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Nonfiction
INDICATOR / STANDARD		Learning Outcome
EXPECTATION / INDICATOR	MN.1.	Read a variety of nonfiction media from journalistic outlets and read other texts related to media within a range of complexity appropriate for grades 9-12 that include possibilities for analysis of literary techniques, structure and style. By the end of this course, students interact with media products and texts proficiently and independently at the low end of the range and with scaffolding as needed at the high end of the range.
STANDARD / STRAND		Digital Media: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Nonfiction
INDICATOR / STANDARD		Key Ideas and Textual Support
EXPECTATION / INDICATOR	MN2.1.	Analyze what a nonfiction media product says explicitly as well as inferences and interpretations drawn from the piece, including determining where the piece leaves matters uncertain by citing strong and thorough facts from

observations, quotations, and specific details.

EXPECTATION / INDICATOR	MN.2.3.	Analyze a complex set of ideas or sequence of events and explain how specific ideas, facts, events, or individuals develop throughout the product.
STANDARD / STRAND		Digital Media: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Nonfiction
INDICATOR / STANDARD		Structural Elements and Organization
EXPECTATION / INDICATOR	MN.3.3.	Determine perspective or purpose in a piece of media in which the rhetoric is particularly effective. Analyze how style and content contribute to the power and persuasiveness of the media product (e.g.appeals to both friendly and hostile audiences and anticipates and addresses audience's concerns and counterclaims).
STANDARD / STRAND		Digital Media: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Digital Media:Vocabulary
INDICATOR / STANDARD		Learning Outcome
EXPECTATION / INDICATOR	MV.1.	Acquire and accurately use academic and content-specific words and phrases at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression, including those standard to the media industry.
STANDARD / STRAND		Digital Media: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Digital Media:Vocabulary
INDICATOR / STANDARD		Vocabulary Building
EXPECTATION / INDICATOR	MV.2.1.	Use context to determine or clarify the meaning of words and phrases.
STANDARD / STRAND		Digital Media: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Digital Media:Vocabulary
INDICATOR / STANDARD		Vocabulary in Media Writing and Production
EXPECTATION / INDICATOR	MV.3.2.	Determine the meaning of words and phrases as they are used in a nonfiction text, including figurative, connotative, and technical meanings; evaluate the cumulative impact of how an author or producer uses and refines the meaning of a key term or terms over the course of a text or media product.
STANDARD / STRAND		Digital Media: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Writing

INDICATOR / STANDARD		Learning Outcome
EXPECTATION / INDICATOR	MW.1.	Write routinely over a variety of time frames for a range of tasks, purposes, and audiences; apply reading standards to support analysis, reflection, and research by drawing evidence from a variety of texts and media products.
STANDARD / STRAND		Digital Media: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Writing
INDICATOR / STANDARD		Writing Genres: Editorial, News, Feature, and Narrative
EXPECTATION / INDICATOR	MW.3.2.	Write or produce informative products on a variety of topics that:
INDICATOR	MW.3.2.1.	Introduce a topic using a variety of lead-ins; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting(e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension,
INDICATOR	MW.3.2.2.	Utilize credible sources, develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic,
INDICATOR	MW.3.2.3.	Use appropriate and varied transitions and syntax to link the major sections of the piece,create cohesion, and clarify the relationships among complex ideas and concepts,
INDICATOR	MW.3.2.4.	Choose language, content- specific vocabulary, and techniques to manage the complexity of the topic, recognizing and eliminating wordiness and redundancy,
INDICATOR	MW.3.2.5.	Establish and maintain an informative style appropriate to the purpose and audience, and
INDICATOR	MW.3.2.6.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
STANDARD / STRAND		Digital Media: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Writing
INDICATOR / STANDARD		The Writing Process
EXPECTATION / INDICATOR	MW.4.1.	Apply the writing process to all formal writing and media product development, including but not limited to argumentative, informative, and narrative.
INDICATOR	MW.4.1.1.	Plan and develop, draft, revise using appropriate reference materials, rewrite, try a new approach, focusing on addressing what is most significant for a specific purpose and audience, and edit to produce and strengthen. writing that is clear and coherent,
INDICATOR	MW.4.1.2.	Use technology to generate, produce, publish, and update individual or shared products in response to ongoing feedback, including new arguments or information,
INDICATOR	MW.4.1.3.	Utilize a standard style guide framework for properly crediting sources in all media product types, utilizing multiple sources when appropriate.

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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.5.3.5.	Avoid plagiarism and overreliance on any one source and follow a standard format (e.g., AP Style) for citation.
INDICATOR	MW.5.3.6.	Present information, choosing from a variety of formats.
STANDARD / STRAND		Digital Media: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Writing
INDICATOR / STANDARD		Conventions of Standard English: Grammar and Usage / Capitalization, Punctuation, and Spelling
EXPECTATION / INDICATOR	MW.6.1.	Demonstrate command of English grammar and usage, focusing on:
INDICATOR	MW.6.1.B	Verbs - Students are expected to build upon and continue applying conventions learned previously. Grade of Mastery: 10 Forming and using verbs in the indicative, imperative, interrogative, conditional and subjunctive moods.
INDICATOR	MW.6.1.C	Adjectives and Adverbs – Students are expected to build upon and continue applying conventions learned previously. Grade of Mastery: 4 Writing sentences using relative adverbs (e.g., where, when) and explaining their functions in a sentence.
STANDARD / STRAND		Digital Media: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Writing

INDICATOR / STANDARD		Conventions of Standard English: Grammar and Usage / Capitalization, Punctuation, and Spelling
EXPECTATION / INDICATOR	MW.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling focusing on:
INDICATOR	MW.6.2.A	Capitalization–Students are expected to build upon and continue applying conventions learned previously. Grade of Mastery: 5 Applying correct usage of capitalization in writing.
INDICATOR	MW.6.2.B	Punctuation –Students are expected to build upon and continue applying conventions learned previously. Grade of Mastery: 10 Using a semicolon and a conjunctive adverb to link two or more closely related independent clauses.
INDICATOR	MW.6.2.C	Spelling –Students are expected to build upon and continue applying conventions learned previously. Grade of Mastery: 5 Applying correct spelling patterns and generalizations in writing.
STANDARD / STRAND		Digital Media: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Speaking and Listening
INDICATOR / STANDARD		Discussion and Collaboration
EXPECTATION / INDICATOR	MSL2.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, critiques, group discussion, interviews, etc.) on current events, sample media, newsworthy issues, creative story ideas, use of technology in projects; building on others' ideas and expressing personal viewpoints and narratives clearly.
EXPECTATION / INDICATOR	MSL.2.2.	Engage in a thoughtful, well-reasoned exchange of ideas by referring to specific evidence.
EXPECTATION / INDICATOR	MSL.2.3.	Work with peers to promote collegial discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
EXPECTATION / INDICATOR	MSL.2.4.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
EXPECTATION / INDICATOR	MSL.2.5.	Conduct debate and discussion to allow all views to be presented; allow for a dissenting view, in addition to group compromise; and determine what additional information or research is required to deepen the investigation or complete the task.
STANDARD / STRAND		Digital Media: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Speaking and Listening
INDICATOR / STANDARD		Presentation of Knowledge of Ideas
EXPECTATION / INDICATOR	MSL.4.1.	Using a range of informal and formal tasks, present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, opposing perspectives are addressed, ensuring the organization, development, substance, and style are appropriate to purpose, audience.
ST ANDARD /		Digital Media: Grades 9-12

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

UNIT 4: SUMMARIZING A REFERENCE Week 6 Page 71-82

Indiana Academic Standards Language Arts Grade 10 - Adopted: 2023

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Grades 9-10 English/Language Arts

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

STANDARD / STRAND

Grades 9-10 English/Language Arts

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

INDICATOR 10.W.1.e.

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

STANDARD / STRAND

Grades 9-10 English/Language Arts

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

EXPECTATION / INDICATOR	9- 10.W.2.a.	Introduce a topic and organize complex ideas, concepts, and information to make important connections and distinctions.
EXPECTATION / INDICATOR	9- 10.W.2.b.	Develop the topic utilizing credible sources with relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
EXPECTATION / INDICATOR	9- 10.W.2.e.	Establish and maintain a style appropriate for the purpose and audience.
STANDARD / STRAND		Grades 9-10 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes; compositions will include correct use of standard formatting (e.g., MLA, APA) with correctly cited sources.
INDICATOR / STANDARD	9- 10.W.4.	Apply the writing process to all formal writing including but not limited to argumentative, informative, and narrative:
EXPECTATION / INDICATOR	9- 10.W.4.a.	Plan and develop, draft, and revise writing using appropriate reference materials. Rewrite, try a new approach, focusing on addressing what is most significant for a specific purpose and audience, and edit to produce and strengthen writing that is clear and coherent.
EXPECTATION / INDICATOR	9- 10.W.4.b.	Use technology to generate, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically (e.g., use of publishing programs, integration of multimedia).
EXPECTATION / INDICATOR	9- 10.W.4.c.	Utilize a standard style guide framework for in-text documentation, formatting, and works cited in order to properly credit sources in all writing types, utilizing multiple sources when appropriate.
STANDARD / STRAND		Grades 9-10 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes; compositions will include correct use of standard formatting (e.g., MLA, APA) with correctly cited sources.
INDICATOR / STANDARD	9- 10.W.5.	Conduct more sustained research assignments and tasks to build knowledge about the research process and the topic under study.
EXPECTATION / INDICATOR	9- 10.W.5.b.	Gather relevant information from multiple authoritative sources, using advanced searches effectively, and annotate sources.
EXPECTATION / INDICATOR	9- 10.W.5.e.	Avoid plagiarism and over reliance on any one source and follow a standard format (e.g., MLA, APA) for citation.
		Grade 10 - Adopted: 2020
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Journalism: Narrative Nonfiction/Historical Fiction
INDICATOR / STANDARD		Key Ideas and Textual Support

EXPECTATION / INDICATOR	JL.2.1.	Cite strong and thorough facts from observation, quotations, and specific details that support analysis of what a piece of narrative nonfiction/historical fiction says explicitly as well as inferences and interpretations drawn from the text, including determining where the text leaves matters uncertain. (e.g. excerpts from The Immortal Life of Henrietta Lacks, The Jungle, Unbroken, The Devil in the White City, Into the Wild).
EXPECTATION / INDICATOR	JL.2.2.	Compare and contrast the development of similar themes or central ideas across two or more works of narrative nonfiction/historical fiction and analyze how the author uses specific details to shape and reveal themes. (e.g. excerpts from Historical fiction of Alexander Thom and Native American poetry, works of Ernie Pyle and Tim O'Brien).
EXPECTATION / INDICATOR	JL.2.3.	Analyze the impact of the author's choices: How the author uses structure, imagery, and characterization of a story for dramatic effect. (e.g., Mrs. Kelly's Monster).
EXPECTATION / INDICATOR	JL.2.4.	Students are expected to build upon and continue applying concepts learned previously. (Grade of mastery: 2)
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Journalism: Narrative Nonfiction/Historical Fiction
INDICATOR / STANDARD		Structural Elements and Organization
EXPECTATION / INDICATOR	JL.3.1.	Analyze and evaluate how an author chooses to craft specific parts of a work of narrative nonfiction/historical fiction to contribute to its overall structure and meaning as well as its aesthetic impact.
ST ANDARD / ST RAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Journalism: Nonfiction
INDICATOR /		
STANDARD		Learning Outcome
EXPECTATION /	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.
EXPECTATION / INDICATOR ST ANDARD /	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
EXPECTATION / INDICATOR ST ANDARD /	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.
EXPECTATION / INDICATOR ST AND ARD / ST RAND PROFICIENCY ST AT EMENT /	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. Journalism: Grades 9-12
EXPECTATION / INDICATOR ST AND ARD / ST RAND PROFICIENCY ST AT EMENT / SUBST RAND 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. Journalism: Grades 9-12 Journalism: Nonfiction

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Journalism: Grades 9-12

PROFICIENCY STATEMENT / SUBSTRAND		Journalism: Nonfiction
INDICATOR / STANDARD		Structural Elements and Organization
EXPECTATION / INDICATOR	JN.3.1.	Students are expected to build upon and continue applying concepts learned previously. (Grade of Mastery: 5)
EXPECTATION / INDICATOR	JN.3.2.	Analyze and evaluate the effectiveness of the structure an author uses in his or her lead or claim including whether the structure makes points clear, convincing, and engaging.
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Journalism: Vocabulary
INDICATOR / STANDARD		Learning Outcome
EXPECTATION / INDICATOR	JV.1.1.	Acquire and use accurately general academic and content-specific words and phrases at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression, including those standard to the journalism industry.
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Journalism: Vocabulary
INDICATOR / STANDARD		Vocabulary Building
EXPECTATION / INDICATOR	JV.2.1.	Use context to determine or clarify the meaning of words and phrases.
EXPECTATION / INDICATOR	JV.2.2.	Students are expected to build upon and continue applying concepts learned previously. (Grade of Mastery: 7)
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Journalism: Vocabulary
INDICATOR / STANDARD		Vocabulary in Historical Fiction and Nonfiction
EXPECTATION / INDICATOR	JV.3.2.	Determine the meaning of words and phrases as they are used in a nonfiction text, including figurative, connotative, and technical meanings; evaluate the cumulative impact of how an author uses and refines the meaning of a key term or terms over the course of a text.

STANDARD / STRAND

Journalism: Grades 9-12

PROFICIENCY STATEMENT / SUBSTRAND		Writing
INDICATOR / STANDARD		Learning Outcome
EXPECTATION / INDICATOR	JW.1.	Write routinely over a variety of time frames for a range of tasks, purposes, and audiences; apply reading standards to support analysis, reflection, and research by drawing evidence from a variety of texts.
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Writing
INDICATOR / STANDARD		Handwriting
EXPECTATION / INDICATOR	JW.2.	Students are expected to build upon and continue applying concepts learned previously. (Grade of Mastery: 4)
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Writing
INDICATOR / STANDARD		Writing Genres: Editorial, News, and Feature
EXPECTATION / INDICATOR	JW.3.	Students are expected to build upon and continue concepts learned previously.
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Writing
INDICATOR / STANDARD		Writing Genres: Editorial, News, and Feature
EXPECTATION / INDICATOR	JW.3.1.	Write editorials/commentaries that —
INDICATOR		Use effective transitions as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. Establish and maintain a consistent style and tone appropriate to purpose and audience.
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Writing
INDICATOR / STANDARD		Writing Genres: Editorial, News, and Feature
		Write news that —

STANDARD /	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 Extendent J STANDARD Writing Genres: Editorial, News, and Feature EXPECTATION JW.3.3. Write features that INDICATOR Establish and maintain a feature style appropriate to the purpose and audience. (e.g. AP Style) STANDARD / STRAND Journalism: Grades 9-12 Writing The Writing Process STATEMENT / SUBSTRAND INDICATOR Plan and develop; draft, revise using appropriate reference materials; rewrite; try a new approach, focusing on addressing what 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 STANDARD / STRAND Writing The Writing Process STANDARD / STRAND Journalism: Grades 9-12 STANDARD / STRAND Writing The Writing Process STANDARD / STRAND Journalism: Grades 9-12 STRAND Journalism: Grades 9-12 STRAND INDICATOR / STRAND Journalism: Grades 9-12 STRANDARD / STRAND Journalism: Grades 9-12			Journalism: Grades 9-12
EXPECTATION INDICATOR Establish and maintain a feature style appropriate to the purpose and audience, (e.g. AP Style) STANDARD / S	STATEMENT /		Writing
INDICATOR Establish and maintain a feature style appropriate to the purpose and audience. (e.g. AP Style) STANDARD / STRAND PROFICIENCY STATEMENT / SUBSTRAND INDICATOR / STANDARD / ST			Writing Genres: Editorial, News, and Feature
STANDARD / STRAND PROFICIENCY STATEMENT / SUBSTRAND INDICATOR Date of the Writing Process		JW.3.3.	Write features that
PROFICIENCY STATEMENT Writing INDICATOR The Writing Process INDICATOR JW.4.1. Apply the writing process to — INDICATOR Plan and develop; draft revise using appropriate reference materials; rewrite; ty 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 Journalism: Grades 9-12 STRAND Writing INDICATOR The Writing Process EXPECTATION JW.4.4. Revise and edit copy to ensure effective, grammatically correct communication using appropriate proofreading or copy editing symbols. STANDARD Journalism: Grades 9-12 PROFICIENCY STATEMENT Writing STANDARD The Research Process: Finding, Assessing, Synthesizing, and Reporting Information Indicator The Research Process: Finding, Assessing, Synthesizing, and Reporting Information Indicator The Research Process: Finding, Assessing, Synthesizing, and Reporting Information Indicator Indicator The Research Process: Finding, Assessing, Synthesizing, and Reporting Information Indicator Ind	INDICATOR		Establish and maintain a feature style appropriate to the purpose and audience. (e.g. AP Style)
NDICATOR STANDARD The Writing Process			Journalism: Grades 9-12
EXPECTATION JW.4.1. Apply the writing process to —	STATEMENT /		Writing
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 PROFICIENCY STATEMENT / SUBSTRAND INDICATOR / STANDARD / The Writing Process EXPECTATION / JW.4.4. Revise and edit copy to ensure effective, grammatically correct communication using appropriate proofreading or copy editing symbols. STANDARD / Journalism: Grades 9-12 PROFICIENCY STATEMENT / SUBSTRAND INDICATOR / The Writing Process: Finding, Assessing, Synthesizing, and Reporting Information INDICATOR / STANDARD / The Research Process: Finding, Assessing, Synthesizing, and Reporting Information			The Writing Process
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 / STANDARD / STANDARD / Writing INDICATOR / STANDARD / The Writing Process EXPECTATION / INDICATOR / INDICATOR / STANDARD / ST		JW.4.1.	Apply the writing process to —
STANDARD /	INDICATOR		addressing what is most significant for a specific purpose and audience; and edit to produce and strengthen writing
PROFICIENCY STATEMENT / SUBSTRAND INDICATOR / STANDARD EXPECTATION / INDICATOR STANDARD / JOurnalism: Grades 9-12 PROFICIENCY STATEMENT / SUBSTRAND Writing Writing The Writing Process The Writing Process EXPECTATION / INDICATOR JOURNAL Revise and edit copy to ensure effective, grammatically correct communication using appropriate proofreading or copy editing symbols. Writing Writing INDICATOR / STANDARD / STANDARD The Research Process: Finding, Assessing, Synthesizing, and Reporting Information	INDICATOR		
INDICATOR STANDARD The Writing Process			Journalism: Grades 9-12
EXPECTATION / INDICATOR BY JULY 1 STANDARD / STRAND Writing INDICATOR / STANDARD /	STATEMENT /		Writing
STANDARD / Journalism: Grades 9-12 PROFICIENCY STATEMENT / SUBSTRAND INDICATOR / STANDARD The Research Process: Finding, Assessing, Synthesizing, and Reporting Information			The Writing Process
PROFICIENCY STATEMENT / SUBSTRAND INDICATOR / STANDARD The Research Process: Finding, Assessing, Synthesizing, and Reporting Information		JW.4.4.	
STATEMENT / SUBSTRAND INDICATOR / STANDARD The Research Process: Finding, Assessing, Synthesizing, and Reporting Information			Journalism: Grades 9-12
STANDARD	STATEMENT /		Writing
EXPECTATION JW.5.3. Conduct short as well as more sustained research assignments and tasks to build knowledge about			The Research Process: Finding, Assessing, Synthesizing, and Reporting Information
/ INDICATOR the research process and the topic under study.		JW.5.3.	Conduct short as well as more sustained research assignments and tasks to build knowledge about the research process and the topic under study.

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

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
STATEMENT /		Digital Media: Nonfiction Structural Elements and Organization
STATEMENT / SUBSTRAND	MN.3.3.	
INDICATOR / STANDARD	MN.3.3.	Structural Elements and Organization 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
INDICATOR / STANDARD EXPECTATION / INDICATOR STANDARD /	MN.3.3.	Structural Elements and Organization 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).
STATEMENT / SUBSTRAND INDICATOR / STANDARD EXPECTATION / INDICATOR STANDARD / STRAND PROFICIENCY STATEMENT /	MN.3.3.	Structural Elements and Organization 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). Digital Media: Grades 9-12

STANDARD / STRAND		Digital Media: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Digital Media:Vocabulary
INDICATOR / STANDARD		Vocabulary Building
EXPECTATION / INDICATOR	MV.2.1.	Use context to determine or clarify the meaning of words and phrases.
STANDARD / STRAND		Digital Media: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Digital Media:Vocabulary
INDICATOR / STANDARD		Vocabulary in Media Writing and Production
EXPECTATION / INDICATOR	MV.3.2.	Determine the meaning of words and phrases as they are used in a nonfiction text, including figurative, connotative, and technical meanings; evaluate the cumulative impact of how an author or producer uses and refines the meaning of a key term or terms over the course of a text or media product.
STANDARD / STRAND		Digital Media: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Writing
INDICATOR / STANDARD		Learning Outcome
EXPECTATION / INDICATOR	MW.1.	Write routinely over a variety of time frames for a range of tasks, purposes, and audiences; apply reading standards to support analysis, reflection, and research by drawing evidence from a variety of texts and media products.
STANDARD / STRAND		Digital Media: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Writing
INDICATOR / STANDARD		Writing Genres: Editorial, News, Feature, and Narrative
EXPECTATION / INDICATOR	MW.3.2.	Write or produce informative products on a variety of topics that:

INDICATOR MW.3.2.3. 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,

(e.g.,figures,tables),and multimedia when useful to aiding comprehension,

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

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

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of the topic,

INDICATOR	MW.3.2.4.	Choose language, content- specific vocabulary, and techniques to manage the complexity of the topic, recognizing and eliminating wordiness and redundancy,
INDICATOR	MW.3.2.5.	Establish and maintain an informative style appropriate to the purpose and audience, and
INDICATOR	MW.3.2.6.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
STANDARD / STRAND		Digital Media: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Writing
INDICATOR / STANDARD		The Writing Process
EXPECTATION / INDICATOR	MW.4.1.	Apply the writing process to all formal writing and media product development, including but not limited to argumentative, informative, and narrative.
INDICATOR	MW.4.1.1.	Plan and develop, draft, revise using appropriate reference materials, rewrite, try a new approach, focusing on addressing what is most significant for a specific purpose and audience, and edit to produce and strengthen. writing that is clear and coherent,
INDICATOR	MW.4.1.2.	Use technology to generate, produce, publish, and update individual or shared products in response to ongoing feedback, including new arguments or information,
INDICATOR	MW.4.1.3.	Utilize a standard style guide framework for properly crediting sources in all media product types, utilizing multiple sources when appropriate.
STANDARD / STRAND		Digital Media: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Writing
INDICATOR / STANDARD		The Writing Process
EXPECTATION / INDICATOR	MW.4.3.	Revise and edit to improve sentence variety and style and to enhance subtlety of meaning and tone in ways that are consistent with purpose, audience, and media format.
EXPECTATION / INDICATOR	MW.4.4.	Revise and edit to ensure effective, grammatically correct communication.
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	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

INDICATOR	MW.5.3.2.	Gather relevant information from multiple types of authoritative sources, using advanced searches effectively, and annotate sources,
INDICATOR	MW.5.3.5.	Avoid plagiarism and overreliance on any one source and follow a standard format (e.g., AP Style) for citation.
STANDARD / STRAND		Digital Media: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Writing
INDICATOR / STANDARD		Conventions of Standard English: Grammar and Usage / Capitalization, Punctuation, and Spelling
EXPECTATION / INDICATOR	MW.6.1.	Demonstrate command of English grammar and usage, focusing on:
INDICATOR	MW.6.1.B	Verbs - Students are expected to build upon and continue applying conventions learned previously. Grade of Mastery: 10 Forming and using verbs in the indicative, imperative, interrogative, conditional and subjunctive moods.
INDICATOR	MW.6.1.C	Adjectives and Adverbs – Students are expected to build upon and continue applying conventions learned previously. Grade of Mastery: 4 Writing sentences using relative adverbs (e.g., where, when) and explaining their functions in a sentence.
STANDARD / STRAND		Digital Media: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Writing
INDICATOR / STANDARD		Conventions of Standard English: Grammar and Usage / Capitalization, Punctuation, and Spelling
EXPECTATION / INDICATOR	MW.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling focusing on:
INDICATOR	MW.6.2.A	Capitalization–Students are expected to build upon and continue applying conventions learned previously. Grade of Mastery: 5 Applying correct usage of capitalization in writing.
INDICATOR	MW.6.2.B	Punctuation –Students are expected to build upon and continue applying conventions learned previously. Grade of Mastery: 10 Using a semicolon and a conjunctive adverb to link two or more closely related independent clauses.
INDICATOR	MW.6.2.C	Spelling –Students are expected to build upon and continue applying conventions learned previously. Grade of Mastery: 5 Applying correct spelling patterns and generalizations in writing.
STANDARD / STRAND		Digital Media: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Media Literacy
INDICATOR / STANDARD		Learning Outcome
EXPECTATION / INDICATOR	ML.1.	Critically analyze content found in media used to inform, persuade, entertain, and transmit culture.

Language Arts

Grade 10 - Adopted: 2023

ST	ANDARD	
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Grades 9-10 English/Language Arts

STRAND		Grades 5-10 English Edingdage Arts
PROFICIENCY STATEMENT / SUBSTRAND		Reading Comprehension – Learning Outcome: Students analyze the author's technique, structure, main ideas, purpose, and perspective in grade-level fiction and nonfiction text, using textual evidence to support analysis.
INDICATOR / STANDARD	9- 10.RC.1.	Analyze what a text says both explicitly and implicitly (e.g., inferences and interpretations) by citing strong and thorough textual evidence. (E)
INDICATOR / STANDARD	9- 10.RC.4.	Analyze in detail the development of two or more central ideas over the course of a text, including how they build on one another to provide a complex analysis.
INDICATOR / STANDARD	9- 10.RC.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		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes; compositions will include correct use of standard formatting (e.g., MLA, APA) with correctly cited

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

INDICATOR 10.W.1.e.

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

STANDARD / STRAND

Grades 9-10 English/Language Arts

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes; compositions will include correct use of standard formatting (e.g., MLA, APA) with correctly cited sources.
INDICATOR / STANDARD	9- 10.W.2.	Write informative compositions on a variety of topics that:
EXPECTATION / INDICATOR	9- 10.W.2.a.	Introduce a topic and organize complex ideas, concepts, and information to make important connections and distinctions.
EXPECTATION / INDICATOR	9- 10.W.2.b.	Develop the topic utilizing credible sources with relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

EXPECTATION / INDICATOR	9- 10.W.2.e.	Establish and maintain a style appropriate for the purpose and audience.
STANDARD / STRAND		Grades 9-10 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes; compositions will include correct use of standard formatting (e.g., MLA, APA) with correctly cited sources.
INDICATOR / STANDARD	9- 10.W.4.	Apply the writing process to all formal writing including but not limited to argumentative, informative, and narrative:
EXPECTATION / INDICATOR	9- 10.W.4.a.	Plan and develop, draft, and revise writing using appropriate reference materials. Rewrite, try a new approach, focusing on addressing what is most significant for a specific purpose and audience, and edit to produce and strengthen writing that is clear and coherent.
EXPECTATION / INDICATOR	9- 10.W.4.b.	Use technology to generate, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically (e.g., use of publishing programs, integration of multimedia).
EXPECTATION / INDICATOR	9- 10.W.4.c.	Utilize a standard style guide framework for in-text documentation, formatting, and works cited in order to properly credit sources in all writing types, utilizing multiple sources when appropriate.
STANDARD / STRAND		Grades 9-10 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes; compositions will include correct use of standard formatting (e.g., MLA, APA) with correctly cited sources.
INDICATOR / STANDARD	9- 10.W.5.	Conduct more sustained research assignments and tasks to build knowledge about the research process and the topic under study.
EXPECTATION / INDICATOR	9- 10.W.5.e.	Avoid plagiarism and over reliance on any one source and follow a standard format (e.g., MLA, APA) for citation.
		Grade 10 - Adopted: 2020
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Journalism: Narrative Nonfiction/Historical Fiction
INDICATOR / STANDARD		Key Ideas and Textual Support
EXPECTATION / INDICATOR	JL.2.1.	Cite strong and thorough facts from observation, quotations, and specific details that support analysis of what a piece of narrative nonfiction/historical fiction says explicitly as well as inferences and interpretations drawn from the text, including determining where the text leaves matters uncertain. (e.g. excerpts from The Immortal Life of Henrietta Lacks, The Jungle, Unbroken, The Devil in the White City, Into the Wild).
EXPECTATION / INDICATOR	JL.2.2.	Compare and contrast the development of similar themes or central ideas across two or more works of narrative nonfiction/historical fiction and analyze how the author uses specific details to shape and reveal themes. (e.g. excerpts from Historical fiction of Alexander Thom and Native American poetry, works of Ernie Pyle and Tim O'Brien).

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

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Journalism: Grades 9-12

PROFICIENCY STATEMENT / SUBSTRAND		Journalism: Nonfiction
INDICATOR / STANDARD		Learning Outcome
EXPECTATION / INDICATOR	JN.1.1.	Read a variety of nonfiction within a range of complexity appropriate for grades 11-CCR. By the end of grade 11, students interact with texts proficiently and independently at the low end of the range and with scaffolding as needed for texts at the high end of the range. By the end of grade 12, students interact with texts proficiently and independently.
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Journalism: Nonfiction
INDICATOR / STANDARD		Key Ideas and Textual Support
EXPECTATION / INDICATOR	JN.2.1.	Cite strong and thorough facts from observation, quotations, and specific details that support analysis of what a piece of nonfiction says explicitly as well as inferences and interpretations drawn from the text, including determining where the text leaves matters uncertain.
EXPECTATION / INDICATOR	JN.2.3.	Analyze a complex set of ideas or sequence of events and explain how specific sources, facts, or events interact and develop over the course of a text. (e.g. article, infographic, editorial cartoon, photo or illustration).
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Journalism: Vocabulary
STATEMENT /		Journalism: Vocabulary Learning Outcome
STATEMENT / SUBSTRAND	JV.1.1.	
STATEMENT / SUBSTRAND INDICATOR / STANDARD EXPECTATION /	JV.1.1.	Learning Outcome 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
STATEMENT / SUBSTRAND INDICATOR / STANDARD EXPECTATION / INDICATOR STANDARD /	JV.1.1.	Learning Outcome 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.
STATEMENT / SUBSTRAND INDICATOR / STANDARD EXPECTATION / INDICATOR STANDARD / STRAND PROFICIENCY STATEMENT /	JV.1.1.	Learning Outcome 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. Journalism: Grades 9-12
STATEMENT / SUBSTRAND INDICATOR / STANDARD EXPECTATION / INDICATOR STANDARD / STRAND PROFICIENCY STATEMENT / SUBSTRAND INDICATOR /	JV.1.1.	Learning Outcome 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. Journalism: Grades 9-12 Journalism: Vocabulary

STANDARD / STRAND

Journalism: Grades 9-12

PROFICIENCY STATEMENT / SUBSTRAND		Journalism: Vocabulary
INDICATOR / STANDARD		Vocabulary in Historical Fiction and Nonfiction
EXPECTATION / INDICATOR	JV.3.2.	Determine the meaning of words and phrases as they are used in a nonfiction text, including figurative, connotative, and technical meanings; evaluate the cumulative impact of how an author uses and refines the meaning of a key term or terms over the course of a text.
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Writing
INDICATOR / STANDARD		Learning Outcome
EXPECTATION / INDICATOR	JW.1.	Write routinely over a variety of time frames for a range of tasks, purposes, and audiences; apply reading standards to support analysis, reflection, and research by drawing evidence from a variety of texts.
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Writing
INDICATOR / STANDARD		Handwriting
EXPECTATION / INDICATOR	JW.2.	Students are expected to build upon and continue applying concepts learned previously. (Grade of Mastery: 4)
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Writing
INDICATOR / STANDARD		Writing Genres: Editorial, News, and Feature
EXPECTATION / INDICATOR	JW.3.	Students are expected to build upon and continue concepts learned previously.
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Writing
INDICATOR / STANDARD		Writing Genres: Editorial, News, and Feature
EXPECTATION / INDICATOR	JW.3.1.	Write editorials/commentaries that —
INDICATOR		Use effective transitions as well as varied syntax to link the major sections of the text, create cohesion, and clarify

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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Journalism: Grades 9-12

PROFICIENCY STATEMENT / SUBSTRAND		Writing
INDICATOR / STANDARD		Writing Genres: Editorial, News, and Feature
EXPECTATION / INDICATOR	JW.3.2.	Write news that —
INDICATOR		Develops the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, attributions, or other information and examples relevant to the audience's knowledge of the topic.
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Writing
INDICATOR / STANDARD		Writing Genres: Editorial, News, and Feature
EXPECTATION / INDICATOR	JW.3.3.	Write features that
INDICATOR		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.
INDICATOR		Establish and maintain a feature style appropriate to the purpose and audience. (e.g. AP Style)
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Writing
INDICATOR / STANDARD		The Writing Process
EXPECTATION / INDICATOR	JW.4.1.	Apply the writing process to —
INDICATOR		Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach, focusing on addressing what is most significant for a specific purpose and audience; and edit to produce and strengthen writing that is clear and coherent.
INDICATOR		Use technology to generate, produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Writing
INDICATOR / STANDARD		The Writing Process

EXPECTATION / INDICATOR	JW.4.4.	Revise and edit copy to ensure effective, grammatically correct communication using appropriate proofreading or copy editing symbols.
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Writing
INDICATOR / STANDARD		The Research Process: Finding, Assessing, Synthesizing, and Reporting Information
EXPECTATION / INDICATOR	JW.5.3.	Conduct short as well as more sustained research assignments and tasks to build knowledge about the research process and the topic under study.
INDICATOR		Avoid plagiarism and overreliance on any one source and follow a standard format (e.g., AP Style) for citation.
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Writing
INDICATOR / STANDARD		Conventions of Standard English: Grammar and Usage/Capitalization, Punctuation, and Spelling
EXPECTATION / INDICATOR	JW.6.1.	Demonstrate command of English grammar and usage, focusing on:
INDICATOR	JW.6.1.B.	Verbs – Students are expected to build upon and continue applying conventions learned previously. (Grade of Mastery: 10)
INDICATOR	JW.6.1.C.	Adjectives and Adverbs — Students are expected to build upon and continue applying conventions learned previously. (Grade of Mastery: 4)
INDICATOR	JW.6.1.D.	Phrases and Clauses — Students are expected to build upon and continue applying conventions learned previously. (Grade of Mastery: 7)
INDICATOR	JW.6.1.E.	Usage- Students are expected to build upon and continue applying conventions learned previously. (Grade of Mastery: 10)
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Writing
INDICATOR / STANDARD		Conventions of Standard English: Grammar and Usage/Capitalization, Punctuation, and Spelling
EXPECTATION / INDICATOR	JW.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling focusing on:
INDICATOR	JW.6.2.A.	Capitalization—Students are expected to build upon and continue applying conventions learned previously. (Grade of Mastery: 5)
INDICATOR	JW.6.2.B.	Punctuation —Students are expected to build upon and continue applying conventions learned previously. (Grade of Mastery: 10)

INDICATOR	JW.6.2.C.	Spelling —Students are expected to build upon and continue applying conventions learned previously. (Grade of Mastery: 5)
STANDARD / STRAND		Digital Media: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Nonfiction
INDICATOR / STANDARD		Learning Outcome
EXPECTATION / INDICATOR	MN.1.	Read a variety of nonfiction media from journalistic outlets and read other texts related to media within a range of complexity appropriate for grades 9-12 that include possibilities for analysis of literary techniques, structure and style. By the end of this course, students interact with media products and texts proficiently and independently at the low end of the range and with scaffolding as needed at the high end of the range.
STANDARD / STRAND		Digital Media: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Nonfiction
INDICATOR / STANDARD		Key Ideas and Textual Support
EXPECTATION / INDICATOR	MN2.1.	Analyze what a nonfiction media product says explicitly as well as inferences and interpretations drawn from the piece, including determining where the piece leaves matters uncertain by citing strong and thorough facts from observations, quotations, and specific details.
STANDARD / STRAND		Digital Media: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Nonfiction
INDICATOR / STANDARD		Structural Elements and Organization
EXPECTATION / INDICATOR	MN.3.3.	Determine perspective or purpose in a piece of media in which the rhetoric is particularly effective. Analyze how style and content contribute to the power and persuasiveness of the media product (e.g.appeals to both friendly and hostile audiences and anticipates and addresses audience's concerns and counterclaims).
STANDARD / STRAND		Digital Media: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Digital Media:Vocabulary
INDICATOR / STANDARD		Learning Outcome
EXPECTATION / INDICATOR	MV.1.	Acquire and accurately use academic and content-specific words and phrases at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression, including those standard to the media industry.

PROFICIENCY STATEMENT / SUBSTRAND		Digital Media:Vocabulary
INDICATOR / STANDARD		Vocabulary Building
EXPECTATION / INDICATOR	MV.2.1.	Use context to determine or clarify the meaning of words and phrases.
STANDARD / STRAND		Digital Media: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Digital Media:Vocabulary
INDICATOR / STANDARD		Vocabulary in Media Writing and Production
EXPECTATION / INDICATOR	MV.3.2.	Determine the meaning of words and phrases as they are used in a nonfiction text, including figurative, connotative, and technical meanings; evaluate the cumulative impact of how an author or producer uses and refines the meaning of a key term or terms over the course of a text or media product.
STANDARD / STRAND		Digital Media: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Writing
INDICATOR / STANDARD		Learning Outcome
EXPECTATION / INDICATOR	MW.1.	Write routinely over a variety of time frames for a range of tasks, purposes, and audiences; apply reading standards to support analysis, reflection, and research by drawing evidence from a variety of texts and media products.
STANDARD / STRAND		Digital Media: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Writing
INDICATOR / STANDARD		Writing Genres: Editorial, News, Feature, and Narrative
EXPECTATION / INDICATOR	MW.3.2.	Write or produce informative products on a variety of topics that:
INDICATOR	MW.3.2.1.	Introduce a topic using a variety of lead-ins; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting(e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension,
INDICATOR	MW.3.2.2.	Utilize credible sources, develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic,
INDICATOR	MW.3.2.3.	Use appropriate and varied transitions and syntax to link the major sections of the piece,create cohesion, and clarify the relationships among complex ideas and concepts,
INDICATOR	MW.3.2.4.	Choose language, content- specific vocabulary, and techniques to manage the complexity of the topic, recognizing and eliminating wordiness and redundancy,

INDICATOR	MW.3.2.5.	Establish and maintain an informative style appropriate to the purpose and audience, and
INDICATOR	MW.3.2.6.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
STANDARD / STRAND		Digital Media: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Writing
INDICATOR / STANDARD		The Writing Process
EXPECTATION / INDICATOR	MW.4.1.	Apply the writing process to all formal writing and media product development, including but not limited to argumentative, informative, and narrative.
INDICATOR	MW.4.1.1.	Plan and develop, draft, revise using appropriate reference materials, rewrite, try a new approach, focusing on addressing what is most significant for a specific purpose and audience, and edit to produce and strengthen. writing that is clear and coherent,
INDICATOR	MW.4.1.2.	Use technology to generate, produce, publish, and update individual or shared products in response to ongoing feedback, including new arguments or information,
INDICATOR	MW.4.1.3.	Utilize a standard style guide framework for properly crediting sources in all media product types, utilizing multiple sources when appropriate.
STANDARD / STRAND		Digital Media: Grades 9-12
		Digital Media: Grades 9-12 Digital Media: Writing
PROFICIENCY STATEMENT /		
PROFICIENCY STATEMENT / SUBSTRAND	MW.4.3.	Digital Media: Writing
PROFICIENCY STATEMENT / SUBSTRAND INDICATOR / STANDARD	MW.4.3.	Digital Media: Writing The Writing Process Revise and edit to improve sentence variety and style and to enhance subtlety of meaning and tone in ways that are
PROFICIENCY STATEMENT / SUBSTRAND INDICATOR / STANDARD EXPECTATION / INDICATOR		Digital Media: Writing The Writing Process 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.
PROFICIENCY STATEMENT / SUBSTRAND INDICATOR / STANDARD EXPECTATION / INDICATOR EXPECTATION / INDICATOR STANDARD /		Digital Media: Writing The Writing Process 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. Revise and edit to ensure effective, grammatically correct communication.
PROFICIENCY STATEMENT / SUBSTRAND INDICATOR / STANDARD EXPECTATION / INDICATOR EXPECTATION / INDICATOR STANDARD / STANDARD / STRAND PROFICIENCY STATEMENT /		Digital Media: Writing The Writing Process 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. Revise and edit to ensure effective, grammatically correct communication. Digital Media: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND INDICATOR / STANDARD EXPECTATION / INDICATOR EXPECTATION / INDICATOR STANDARD / STRAND PROFICIENCY STATEMENT / SUBSTRAND INDICATOR /		Digital Media: Writing The Writing Process 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. Revise and edit to ensure effective, grammatically correct communication. Digital Media: Grades 9-12 Digital Media: Writing
PROFICIENCY STATEMENT / SUBSTRAND INDICATOR / STANDARD EXPECTATION / INDICATOR EXPECTATION / INDICATOR STANDARD / STANDARD / STRAND PROFICIENCY STATEMENT / SUBSTRAND INDICATOR / STANDARD EXPECTATION / STANDARD	MW.4.4.	Digital Media: Writing The Writing Process 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. Revise and edit to ensure effective, grammatically correct communication. Digital Media: Grades 9-12 Digital Media: Writing The Research Process: Finding, Assessing, Synthesizing, and Reporting Information Conduct short as well as more sustained research assignments and tasks to build knowledge about

STANDARD / Digital Media: Grades 9-12 STRAND

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.
INDICATOR ST AND ARD / ST RAND	•	
STANDARD /	•	Mastery: 5 Applying correct spelling patterns and generalizations in writing.
STANDARD / STRAND PROFICIENCY STATEMENT /	•	Mastery: 5 Applying correct spelling patterns and generalizations in writing. Digital Media: Grades 9-12

UNIT 5: WRITING FROM PICTURES Week 8 Page 91-100

Indiana Academic Standards
Language Arts
Grade 10 - Adopted: 2023

STANDARD / STRAND

Grades 9-10 English/Language Arts

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

INDICATOR / STANDARD	9- 10.RC.1.	Analyze what a text says both explicitly and implicitly (e.g., inferences and interpretations) by citing strong and thorough textual evidence. (E)
INDICATOR / STANDARD	9- 10.RC.2.	Analyze in detail the development of two or more themes over the course of a work of literature, including how they emerge and are specific and refined by specific details. (E)
INDICATOR / STANDARD	9- 10.RC.4.	Analyze in detail the development of two or more central ideas over the course of a text, including how they build on one another to provide a complex analysis.
INDICATOR / STANDARD	9- 10.RC.5.	Analyze a series of ideas or events, including the order in which the points are made and developed, and the connections that are drawn between them.
INDICATOR / STANDARD	9- 10.RC.9.	Use context to determine or clarify the meaning of words and phrases.
INDICATOR / STANDARD	9- 10.RC.12.	Analyze the meaning of words and phrases as they are used in works of literature, including figurative, connotative, and denotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings. (E)
STANDARD / STRAND		Grades 9-10 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes; compositions will include correct use of standard formatting (e.g., MLA, APA) with correctly cited sources.
INDICATOR / STANDARD	9- 10.W.3.	Write narrative compositions in a variety of forms that:
EXPECTATION / INDICATOR	9- 10.W.3.a.	Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters.
EXPECTATION / INDICATOR	9- 10.W.3.b.	Create a smooth progression of experiences or events.
EXPECTATION / INDICATOR	9- 10.W.3.c.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plotlines to develop experiences, events, and/or characters.
EXPECTATION /	9-	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
INDICATOR	10.W.3.d.	
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 /	9-	
EXPECTATION / INDICATOR STANDARD /	9-	events, setting, and/or characters.
EXPECTATION / INDICATOR ST AND ARD / ST RAND PROFICIENCY ST AT EMENT /	9-	events, setting, and/or characters. Grades 9-10 English/Language Arts Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes; compositions will include correct use of standard formatting (e.g., MLA, APA) with correctly cited

EXPECTATION / INDICATOR	9- 10.W.4.a.	Plan and develop, draft, and revise writing using appropriate reference materials. Rewrite, try a new approach, focusing on addressing what is most significant for a specific purpose and audience, and edit to produce and strengthen writing that is clear and coherent.
EXPECTATION / INDICATOR	9- 10.W.4.b.	Use technology to generate, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically (e.g., use of publishing programs, integration of multimedia).
EXPECTATION / INDICATOR	9- 10.W.4.c.	Utilize a standard style guide framework for in-text documentation, formatting, and works cited in order to properly credit sources in all writing types, utilizing multiple sources when appropriate.
STANDARD / STRAND		Grades 9-10 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes; compositions will include correct use of standard formatting (e.g., MLA, APA) with correctly cited sources.
INDICATOR / STANDARD	9- 10.W.5.	Conduct more sustained research assignments and tasks to build knowledge about the research process and the topic under study.
EXPECTATION / INDICATOR	9- 10.W.5.e.	Avoid plagiarism and over reliance on any one source and follow a standard format (e.g., MLA, APA) for citation.
		Grade 10 - Adopted: 2020
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Journalism: Vocabulary
INDICATOR / STANDARD		Learning Outcome
EXPECTATION / INDICATOR	JV.1.1.	Acquire and use accurately general academic and content-specific words and phrases at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression, including those standard to the journalism industry.
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Journalism: Vocabulary
INDICATOR / STANDARD		Vocabulary Building
EXPECTATION / INDICATOR	JV.2.2.	Students are expected to build upon and continue applying concepts learned previously. (Grade of Mastery: 7)
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Writing
INDICATOR / STANDARD		Learning Outcome

EXPECTATION / INDICATOR	JW.1.	Write routinely over a variety of time frames for a range of tasks, purposes, and audiences; apply reading standards to support analysis, reflection, and research by drawing evidence from a variety of texts.
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Writing
INDICATOR / STANDARD		Handwriting
EXPECTATION / NDICATOR	JW.2.	Students are expected to build upon and continue applying concepts learned previously. (Grade of Mastery: 4)
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Writing
INDICATOR / STANDARD		Writing Genres: Editorial, News, and Feature
EXPECTATION / NDICATOR	JW.3.	Students are expected to build upon and continue concepts learned previously.
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Writing
INDICATOR / STANDARD		Writing Genres: Editorial, News, and Feature
EXPECTATION INDICATOR	JW.3.3.	Write features that
INDICATOR		Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
NDICATOR		Establish and maintain a feature style appropriate to the purpose and audience. (e.g. AP Style)
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Writing
INDICATOR / STANDARD		The Writing Process
EXPECTATION INDICATOR	JW.4.1.	Apply the writing process to —
NDICATOR		Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach, focusing on

addressing what is most significant for a specific purpose and audience; and edit to produce and strengthen writing

that is clear and coherent.

INDICATOR		Use technology to generate, produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Writing
INDICATOR / STANDARD		The Writing Process
EXPECTATION / INDICATOR	JW.4.4.	Revise and edit copy to ensure effective, grammatically correct communication using appropriate proofreading or copy editing symbols.
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Writing
INDICATOR / STANDARD		The Research Process: Finding, Assessing, Synthesizing, and Reporting Information
EXPECTATION / INDICATOR	JW.5.3.	Conduct short as well as more sustained research assignments and tasks to build knowledge about the research process and the topic under study.
INDICATOR		Avoid plagiarism and overreliance on any one source and follow a standard format (e.g., AP Style) for citation.
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Writing
INDICATOR / STANDARD		Conventions of Standard English: Grammar and Usage/Capitalization, Punctuation, and Spelling
EXPECTATION / INDICATOR	JW.6.1.	Demonstrate command of English grammar and usage, focusing on:
INDICATOR	JW.6.1.B.	Verbs – Students are expected to build upon and continue applying conventions learned previously. (Grade of Mastery: 10)
INDICATOR	JW.6.1.C.	Adjectives and Adverbs — Students are expected to build upon and continue applying conventions learned previously. (Grade of Mastery: 4)
INDICATOR	JW.6.1.D.	Phrases and Clauses — Students are expected to build upon and continue applying conventions learned previously. (Grade of Mastery: 7)
INDICATOR	JW.6.1.E.	Usage- Students are expected to build upon and continue applying conventions learned previously. (Grade of Mastery: 10)
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Writing

INDICATOR /		Conventions of Standard English: Grammar and Usage/Capitalization, Punctuation, and Spelling
STANDARD		on or oranger and oranger and oranger out the state of th
EXPECTATION / INDICATOR	JW.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling focusing on:
INDICATOR	JW.6.2.A.	Capitalization—Students are expected to build upon and continue applying conventions learned previously. (Grade of Mastery: 5)
INDICATOR	JW.6.2.B.	Punctuation —Students are expected to build upon and continue applying conventions learned previously. (Grade of Mastery: 10)
INDICATOR	JW.6.2.C.	Spelling —Students are expected to build upon and continue applying conventions learned previously. (Grade of Mastery: 5)
STANDARD / STRAND		Digital Media: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Narrative Storytelling
INDICATOR / STANDARD		Key Ideas and Textual Support
EXPECTATION / INDICATOR	MS.2.1.	Analyze what a product says explicitly and implicitly as well as inferences and interpretations drawn from the media product through citing evidence determining where the product leaves matters uncertain.
STANDARD / STRAND		Digital Media: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Nonfiction
INDICATOR / STANDARD		Structural Elements and Organization
EXPECTATION / INDICATOR	MN.3.3.	Determine perspective or purpose in a piece of media in which the rhetoric is particularly effective. Analyze how style and content contribute to the power and persuasiveness of the media product (e.g.appeals to both friendly and hostile audiences and anticipates and addresses audience's concerns and counterclaims).
STANDARD / STRAND		Digital Media: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Writing
INDICATOR / STANDARD		Learning Outcome
EXPECTATION / INDICATOR	MW.1.	Write routinely over a variety of time frames for a range of tasks, purposes, and audiences; apply reading standards to support analysis, reflection, and research by drawing evidence from a variety of texts and media products.
STANDARD / STRAND		Digital Media: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Writing
INDICATOR / STANDARD		Writing Genres: Editorial, News, Feature, and Narrative

EXPECTATION / INDICATOR	MW.3.3.	Write or produce narrative and feature-style media products in a variety of forms that:
INDICATOR	MW.3.3.1.	Engage and orient the audience by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and including narration and/or sources or characters,
INDICATOR	MW.3.3.4.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome,
INDICATOR	MW.3.3.5.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
STANDARD / STRAND		Digital Media: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Writing
INDICATOR / STANDARD		The Writing Process
EXPECTATION / INDICATOR	MW.4.1.	Apply the writing process to all formal writing and media product development, including but not limited to argumentative, informative, and narrative.
INDICATOR	MW.4.1.1.	Plan and develop, draft, revise using appropriate reference materials, rewrite, try a new approach, focusing on addressing what is most significant for a specific purpose and audience, and edit to produce and strengthen. writing that is clear and coherent,
INDICATOR	MW.4.1.2.	Use technology to generate, produce, publish, and update individual or shared products in response to ongoing feedback, including new arguments or information,
INDICATOR	MW.4.1.3.	Utilize a standard style guide framework for properly crediting sources in all media product types, utilizing multiple sources when appropriate.
STANDARD / STRAND		Digital Media: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Writing
INDICATOR / STANDARD		The Writing Process
EXPECTATION / INDICATOR	MW.4.3.	Revise and edit to improve sentence variety and style and to enhance subtlety of meaning and tone in ways that are consistent with purpose, audience, and media format.
EXPECTATION / INDICATOR	MW.4.4.	Revise and edit to ensure effective, grammatically correct communication.
STANDARD / STRAND		Digital Media: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Writing
INDICATOR / STANDARD		The Research Process: Finding, Assessing, Synthesizing, and Reporting Information
EXPECTATION / INDICATOR	MW.5.3.	Conduct short as well as more sustained research assignments and tasks to build knowledge about the research process and the topic under study:

INDICATOR	MW.5.3.5.	Avoid plagiarism and overreliance on any one source and follow a standard format (e.g., AP Style) for citation.
STANDARD / STRAND		Digital Media: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Writing
INDICATOR / STANDARD		Conventions of Standard English: Grammar and Usage / Capitalization, Punctuation, and Spelling
EXPECTATION / INDICATOR	MW.6.1.	Demonstrate command of English grammar and usage, focusing on:
INDICATOR	MW.6.1.B	Verbs - Students are expected to build upon and continue applying conventions learned previously. Grade of Mastery: 10 Forming and using verbs in the indicative, imperative, interrogative, conditional and subjunctive moods.
INDICATOR	MW.6.1.C	Adjectives and Adverbs – Students are expected to build upon and continue applying conventions learned previously. Grade of Mastery: 4 Writing sentences using relative adverbs (e.g., where, when) and explaining their functions in a sentence.
STANDARD / STRAND		Digital Media: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Writing
INDICATOR / STANDARD		Conventions of Standard English: Grammar and Usage / Capitalization, Punctuation, and Spelling
EXPECTATION / INDICATOR	MW.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling focusing on:
INDICATOR	MW.6.2.A	Capitalization–Students are expected to build upon and continue applying conventions learned previously. Grade of Mastery: 5 Applying correct usage of capitalization in writing.
INDICATOR	MW.6.2.B	Punctuation –Students are expected to build upon and continue applying conventions learned previously. Grade of Mastery: 10 Using a semicolon and a conjunctive adverb to link two or more closely related independent clauses.
INDICATOR	MW.6.2.C	Spelling –Students are expected to build upon and continue applying conventions learned previously. Grade of Mastery: 5 Applying correct spelling patterns and generalizations in writing.
STANDARD / STRAND		Digital Media: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Media Literacy
INDICATOR / STANDARD		Learning Outcome
EXPECTATION /	ML.1.	Critically analyze content found in media used to inform, persuade, entertain, and transmit culture.

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STANDARD / STRAND

Grades 9-10 English/Language Arts

STRAND		
PROFICIENCY STATEMENT / SUBSTRAND		Reading Comprehension – Learning Outcome: Students analyze the author's technique, structure, main ideas, purpose, and perspective in grade-level fiction and nonfiction text, using textual evidence to support analysis.
INDICATOR / STANDARD	9- 10.RC.1.	Analyze what a text says both explicitly and implicitly (e.g., inferences and interpretations) by citing strong and thorough textual evidence. (E)
INDICATOR / STANDARD	9- 10.RC.4.	Analyze in detail the development of two or more central ideas over the course of a text, including how they build on one another to provide a complex analysis.
INDICATOR / STANDARD	9- 10.RC.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		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes; compositions will include correct use of standard formatting (e.g., MLA, APA) with correctly cited sources.
INDICATOR / STANDARD	9- 10.W.1.	Write arguments in a variety of forms that:
EXPECTATION / INDICATOR	9- 10.W.1.e.	Establish and maintain a consistent style and tone appropriate for the purpose and audience.
STANDARD / STRAND		Grades 9-10 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes; compositions will include correct use of standard formatting (e.g., MLA, APA) with correctly cited sources.
INDICATOR !		Maria information and a sixtuation and a

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes; compositions will include correct use of standard formatting (e.g., MLA, APA) with correctly cited sources.
INDICATOR / STANDARD	9- 10.W.2.	Write informative compositions on a variety of topics that:
EXPECTATION / INDICATOR	9- 10.W.2.a.	Introduce a topic and organize complex ideas, concepts, and information to make important connections and distinctions.
EXPECTATION / INDICATOR	9- 10.W.2.b.	Develop the topic utilizing credible sources with relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
EXPECTATION / INDICATOR	9- 10.W.2.c.	Use appropriate transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

EXPECTATION / INDICATOR	9- 10.W.2.e.	Establish and maintain a style appropriate for the purpose and audience.
STANDARD / STRAND		Grades 9-10 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes; compositions will include correct use of standard formatting (e.g., MLA, APA) with correctly cited sources.
INDICATOR / STANDARD	9- 10.W.4.	Apply the writing process to all formal writing including but not limited to argumentative, informative, and narrative:
EXPECTATION / INDICATOR	9- 10.W.4.a.	Plan and develop, draft, and revise writing using appropriate reference materials. Rewrite, try a new approach, focusing on addressing what is most significant for a specific purpose and audience, and edit to produce and strengthen writing that is clear and coherent.
EXPECTATION / INDICATOR	9- 10.W.4.b.	Use technology to generate, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically (e.g., use of publishing programs, integration of multimedia).
EXPECTATION / INDICATOR	9- 10.W.4.c.	Utilize a standard style guide framework for in-text documentation, formatting, and works cited in order to properly credit sources in all writing types, utilizing multiple sources when appropriate.
STANDARD / STRAND		Grades 9-10 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes; compositions will include correct use of standard formatting (e.g., MLA, APA) with correctly cited sources.
INDICATOR / STANDARD	9- 10.W.5.	Conduct more sustained research assignments and tasks to build knowledge about the research process and the topic under study.
EXPECTATION / INDICATOR	9- 10.W.5.e.	Avoid plagiarism and over reliance on any one source and follow a standard format (e.g., MLA, APA) for citation.
		Grade 10 - Adopted: 2020
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Journalism: Narrative Nonfiction/Historical Fiction
INDICATOR / STANDARD		Key Ideas and Textual Support
EXPECTATION / INDICATOR	JL.2.1.	Cite strong and thorough facts from observation, quotations, and specific details that support analysis of what a piece of narrative nonfiction/historical fiction says explicitly as well as inferences and interpretations drawn from the text, including determining where the text leaves matters uncertain. (e.g. excerpts from The Immortal Life of Henrietta Lacks, The Jungle, Unbroken, The Devil in the White City, Into the Wild).
EXPECTATION / INDICATOR	JL.2.2.	Compare and contrast the development of similar themes or central ideas across two or more works of narrative nonfiction/historical fiction and analyze how the author uses specific details to shape and reveal themes. (e.g. excerpts from Historical fiction of Alexander Thom and Native American poetry, works of Ernie Pyle and Tim O'Brien).

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

INDICATOR

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STANDARD / STRAND

Journalism: Grades 9-12

Journalism: Grades 9-12

PROFICIENCY STATEMENT / SUBSTRAND		Journalism: Nonfiction
INDICATOR / STANDARD		Learning Outcome
EXPECTATION / INDICATOR	JN.1.1.	Read a variety of nonfiction within a range of complexity appropriate for grades 11-CCR. By the end of grade 11, students interact with texts proficiently and independently at the low end of the range and with scaffolding as needed for texts at the high end of the range. By the end of grade 12, students interact with texts proficiently and independently.
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Journalism: Nonfiction
INDICATOR / STANDARD		Key Ideas and Textual Support
EXPECTATION / INDICATOR	JN.2.1.	Cite strong and thorough facts from observation, quotations, and specific details that support analysis of what a piece of nonfiction says explicitly as well as inferences and interpretations drawn from the text, including determining where the text leaves matters uncertain.
EXPECTATION / INDICATOR	JN.2.3.	Analyze a complex set of ideas or sequence of events and explain how specific sources, facts, or events interact and develop over the course of a text. (e.g. article, infographic, editorial cartoon, photo or illustration).
STANDARD / STRAND		Journalism: Grades 9-12
		Journalism: Grades 9-12 Journalism: Vocabulary
PROFICIENCY STATEMENT /		
PROFICIENCY STATEMENT / SUBSTRAND	JV.1.1.	Journalism: Vocabulary
PROFICIENCY STATEMENT / SUBSTRAND INDICATOR / STANDARD	JV.1.1.	Journalism: Vocabulary Learning Outcome 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
PROFICIENCY STATEMENT / SUBSTRAND INDICATOR / STANDARD	JV.1.1.	Journalism: Vocabulary Learning Outcome 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.
PROFICIENCY STATEMENT / SUBSTRAND INDICATOR / STANDARD EXPECTATION / INDICATOR STANDARD / STRAND PROFICIENCY STATEMENT /	JV.1.1.	Journalism: Vocabulary Learning Outcome 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. Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND INDICATOR / STANDARD EXPECTATION / INDICATOR STANDARD / STRAND PROFICIENCY STATEMENT / SUBSTRAND INDICATOR /	JV.1.1.	Journalism: Vocabulary Learning Outcome 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. Journalism: Grades 9-12 Journalism: Vocabulary

PROFICIENCY STATEMENT / SUBSTRAND		Journalism: Vocabulary
INDICATOR / STANDARD		Vocabulary in Historical Fiction and Nonfiction
EXPECTATION / INDICATOR	JV.3.2.	Determine the meaning of words and phrases as they are used in a nonfiction text, including figurative, connotative, and technical meanings; evaluate the cumulative impact of how an author uses and refines the meaning of a key term or terms over the course of a text.
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Writing
INDICATOR / STANDARD		Learning Outcome
EXPECTATION / INDICATOR	JW.1.	Write routinely over a variety of time frames for a range of tasks, purposes, and audiences; apply reading standards to support analysis, reflection, and research by drawing evidence from a variety of texts.
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Writing
INDICATOR / STANDARD		Handwriting
EXPECTATION / INDICATOR	JW.2.	Students are expected to build upon and continue applying concepts learned previously. (Grade of Mastery: 4)
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Writing
INDICATOR / STANDARD		Writing Genres: Editorial, News, and Feature
EXPECTATION / INDICATOR	JW.3.	Students are expected to build upon and continue concepts learned previously.
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Writing
INDICATOR / STANDARD		Writing Genres: Editorial, News, and Feature
EXPECTATION / INDICATOR	JW.3.1.	Write editorials/commentaries that —
INDICATOR		Use effective transitions as well as varied syntax to link the major sections of the text, create cohesion, and clarify

Use effective transitions as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. Establish and maintain a consistent style and tone appropriate to purpose and audience.

STANDARD / STRAND

Journalism: Grades 9-12

PROFICIENCY STATEMENT / SUBSTRAND		Writing
INDICATOR / STANDARD		Writing Genres: Editorial, News, and Feature
EXPECTATION / INDICATOR	JW.3.2.	Write news that —
INDICATOR		Develops the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, attributions, or other information and examples relevant to the audience's knowledge of the topic.
INDICATOR		Uses appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Writing
INDICATOR / STANDARD		Writing Genres: Editorial, News, and Feature
EXPECTATION / INDICATOR	JW.3.3.	Write features that
INDICATOR		Create a smooth progression of experiences or events.
INDICATOR		Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome.
INDICATOR		Establish and maintain a feature style appropriate to the purpose and audience. (e.g. AP Style)
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Writing
INDICATOR / STANDARD		The Writing Process
EXPECTATION / INDICATOR	JW.4.1.	Apply the writing process to —
INDICATOR		Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach, focusing on addressing what is most significant for a specific purpose and audience; and edit to produce and strengthen writing that is clear and coherent.
INDICATOR		Use technology to generate, produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD / STRAND		Journalism: Grades 9-12

PROFICIENCY STATEMENT / SUBSTRAND		Writing
INDICATOR / STANDARD		The Writing Process
EXPECTATION / INDICATOR	JW.4.4.	Revise and edit copy to ensure effective, grammatically correct communication using appropriate proofreading or copy editing symbols.
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Writing
INDICATOR / STANDARD		The Research Process: Finding, Assessing, Synthesizing, and Reporting Information
EXPECTATION / INDICATOR	JW.5.3.	Conduct short as well as more sustained research assignments and tasks to build knowledge about the research process and the topic under study.
INDICATOR		Avoid plagiarism and overreliance on any one source and follow a standard format (e.g., AP Style) for citation.
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Writing
INDICATOR / STANDARD		Conventions of Standard English: Grammar and Usage/Capitalization, Punctuation, and Spelling
EXPECTATION / INDICATOR	JW.6.1.	Demonstrate command of English grammar and usage, focusing on:
INDICATOR	JW.6.1.B.	Verbs – Students are expected to build upon and continue applying conventions learned previously. (Grade of Mastery: 10)
INDICATOR	JW.6.1.C.	Adjectives and Adverbs — Students are expected to build upon and continue applying conventions learned previously. (Grade of Mastery: 4)
INDICATOR	JW.6.1.D.	Phrases and Clauses — Students are expected to build upon and continue applying conventions learned previously. (Grade of Mastery: 7)
INDICATOR	JW.6.1.E.	Usage- Students are expected to build upon and continue applying conventions learned previously. (Grade of Mastery: 10)
STANDARD / STRAND		Journalism: Grades 9-12
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)

of Mastery: 5)

INDICATOR	JW.6.2.B.	Punctuation —Students are expected to build upon and continue applying conventions learned previously. (Grade of Mastery: 10)
INDICATOR	JW.6.2.C.	Spelling —Students are expected to build upon and continue applying conventions learned previously. (Grade of Mastery: 5)
STANDARD / STRAND		Digital Media: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Nonfiction
INDICATOR / STANDARD		Learning Outcome
EXPECTATION / INDICATOR	MN.1.	Read a variety of nonfiction media from journalistic outlets and read other texts related to media within a range of complexity appropriate for grades 9-12 that include possibilities for analysis of literary techniques, structure and style. By the end of this course, students interact with media products and texts proficiently and independently at the low end of the range and with scaffolding as needed at the high end of the range.
STANDARD / STRAND		Digital Media: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Nonfiction
INDICATOR / STANDARD		Key Ideas and Textual Support
EXPECTATION / INDICATOR	MN2.1.	Analyze what a nonfiction media product says explicitly as well as inferences and interpretations drawn from the piece, including determining where the piece leaves matters uncertain by citing strong and thorough facts from observations, quotations, and specific details.
STANDARD / STRAND		Digital Media: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Nonfiction
INDICATOR / STANDARD		Structural Elements and Organization
EXPECTATION / INDICATOR	MN.3.3.	Determine perspective or purpose in a piece of media in which the rhetoric is particularly effective. Analyze how style and content contribute to the power and persuasiveness of the media product (e.g.appeals to both friendly and hostile audiences and anticipates and addresses audience's concerns and counterclaims).
STANDARD / STRAND		Digital Media: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Digital Media:Vocabulary
INDICATOR / STANDARD		Learning Outcome
EXPECTATION /	MV.1.	Acquire and accurately use academic and content-specific words and phrases at the college and career readiness

EXPECTATION / MV.1. Acquire and accurately use academic and content-specific words and phrases at the college and career readiness INDICATOR level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression, including those standard to the media industry.

STANDARD / STRAND		Digital Media: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Digital Media:Vocabulary
INDICATOR / STANDARD		Vocabulary Building
EXPECTATION / INDICATOR	MV.2.1.	Use context to determine or clarify the meaning of words and phrases.
STANDARD / STRAND		Digital Media: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Digital Media:Vocabulary
INDICATOR / STANDARD		Vocabulary in Media Writing and Production
EXPECTATION / INDICATOR	MV.3.2.	Determine the meaning of words and phrases as they are used in a nonfiction text, including figurative, connotative, and technical meanings; evaluate the cumulative impact of how an author or producer uses and refines the meaning of a key term or terms over the course of a text or media product.
STANDARD / STRAND		Digital Media: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Writing
INDICATOR / STANDARD		Learning Outcome
EXPECTATION / INDICATOR	MW.1.	Write routinely over a variety of time frames for a range of tasks, purposes, and audiences; apply reading standards to support analysis, reflection, and research by drawing evidence from a variety of texts and media products.
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STANDARD /	Digital Media: Grades 9-12
STRAND	

STRAND		
PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Writing
INDICATOR / STANDARD		Writing Genres: Editorial, News, Feature, and Narrative
EXPECTATION / INDICATOR	MW.3.2.	Write or produce informative products on a variety of topics that:
INDICATOR	MW.3.2.1.	Introduce a topic using a variety of lead-ins; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting(e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension,
INDICATOR	MW.3.2.2.	Utilize credible sources, develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic,
INDICATOR	MW.3.2.3.	Use appropriate and varied transitions and syntax to link the major sections of the piece,create cohesion, and clarify the relationships among complex ideas and concepts,

INDICATOR	MW.3.2.4.	Choose language, content- specific vocabulary, and techniques to manage the complexity of the topic, recognizing and eliminating wordiness and redundancy,
INDICATOR	MW.3.2.5.	Establish and maintain an informative style appropriate to the purpose and audience, and
INDICATOR	MW.3.2.6.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
STANDARD / STRAND		Digital Media: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Writing
INDICATOR / STANDARD		The Writing Process
EXPECTATION / INDICATOR	MW.4.1.	Apply the writing process to all formal writing and media product development, including but not limited to argumentative, informative, and narrative.
INDICATOR	MW.4.1.1.	Plan and develop, draft, revise using appropriate reference materials, rewrite, try a new approach, focusing on addressing what is most significant for a specific purpose and audience, and edit to produce and strengthen. writing that is clear and coherent,
INDICATOR	MW.4.1.2.	Use technology to generate, produce, publish, and update individual or shared products in response to ongoing feedback, including new arguments or information,
INDICATOR	MW.4.1.3.	Utilize a standard style guide framework for properly crediting sources in all media product types, utilizing multiple sources when appropriate.
STANDARD / STRAND		Digital Media: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Writing
INDICATOR / STANDARD		The Writing Process
EXPECTATION / INDICATOR	MW.4.3.	Revise and edit to improve sentence variety and style and to enhance subtlety of meaning and tone in ways that are consistent with purpose, audience, and media format.
EXPECTATION / INDICATOR	MW.4.4.	Revise and edit to ensure effective, grammatically correct communication.
STANDARD / STRAND		Digital Media: Grades 9-12
PROFICIENCY STATEMENT I 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:

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

INDICATOR

STANDARD / Digital Media: Grades 9-12 STRAND **PROFICIENCY** Digital Media: Writing STATEMENT / SUBSTRAND INDICATOR / Conventions of Standard English: Grammar and Usage / Capitalization, Punctuation, and Spelling **STANDARD EXPECTATION** MW.6.1. Demonstrate command of English grammar and usage, focusing on: / INDICATOR **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. Digital Media: Grades 9-12 STANDARD / **STRAND PROFICIENCY** Digital Media: Writing STATEMENT / SUBSTRAND INDICATOR / Conventions of Standard English: Grammar and Usage / Capitalization, Punctuation, and Spelling STANDARD **EXPECTATION** MW.6.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and / INDICATOR 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 / Digital Media: Grades 9-12 STRAND Digital Media: Media Literacy **PROFICIENCY** STATEMENT /

UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 10 Page 109-120

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

Indiana Academic Standards
Language Arts
Grade 10 - Adopted: 2023

Grades 9-10 English/Language Arts

Learning Outcome

STANDARD / STRAND

SUBSTRAND

INDICATOR /

EXPECTATION / ML.1.

STANDARD

INDICATOR

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

STANDARD / STRAND

Grades 9-10 English/Language Arts

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

STANDARD / STRAND

INDICATOR 10.W.1.e.

Grades 9-10 English/Language Arts

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes; compositions will include correct use of standard formatting (e.g., MLA, APA) with correctly cited sources.
INDICATOR / STANDARD	9- 10.W.2.	Write informative compositions on a variety of topics that:
EXPECTATION / INDICATOR	9- 10.W.2.a.	Introduce a topic and organize complex ideas, concepts, and information to make important connections and distinctions.
EXPECTATION / INDICATOR	9- 10.W.2.b.	Develop the topic utilizing credible sources with relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
EXPECTATION / INDICATOR	9- 10.W.2.e.	Establish and maintain a style appropriate for the purpose and audience.

STANDARD / STRAND

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes; compositions will include correct use of standard formatting (e.g., MLA, APA) with correctly cited sources.
INDICATOR / STANDARD	9- 10.W.4.	Apply the writing process to all formal writing including but not limited to argumentative, informative, and narrative:
EXPECTATION / INDICATOR	9- 10.W.4.a.	Plan and develop, draft, and revise writing using appropriate reference materials. Rewrite, try a new approach, focusing on addressing what is most significant for a specific purpose and audience, and edit to produce and strengthen writing that is clear and coherent.
EXPECTATION / INDICATOR	9- 10.W.4.b.	Use technology to generate, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically (e.g., use of publishing programs, integration of multimedia).
EXPECTATION / INDICATOR	9- 10.W.4.c.	Utilize a standard style guide framework for in-text documentation, formatting, and works cited in order to properly credit sources in all writing types, utilizing multiple sources when appropriate.
STANDARD / STRAND		Grades 9-10 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes; compositions will include correct use of standard formatting (e.g., MLA, APA) with correctly cited sources.
INDICATOR / STANDARD	9- 10.W.5.	Conduct more sustained research assignments and tasks to build knowledge about the research process and the topic under study.
EXPECTATION / INDICATOR	9- 10.W.5.b.	Gather relevant information from multiple authoritative sources, using advanced searches effectively, and annotate sources.
EXPECTATION / INDICATOR	9- 10.W.5.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		Grades 9-10 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Communication and Collaboration – Learning Outcome: Students actively engage in listening, discussing, and presenting ideas justified by sound reasoning and textual evidence while also evaluating and identifying fallacious reasoning or distorted evidence.
INDICATOR / STANDARD	9- 10.CC.1.	Initiate and participate effectively in a range of collaborative discussions on grade-appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly and persuasively. (E)
INDICATOR / STANDARD	9- 10.CC.2.	Examine, analyze, and reflect on ideas under discussion by providing textual evidence to support or refute those ideas. (E)
INDICATOR / STANDARD	9- 10.CC.3.	Expand conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
		Grade 10 - Adopted: 2020
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Journalism: Narrative Nonfiction/Historical Fiction

INDICATOR / STANDARD		Key Ideas and Textual Support
EXPECTATION / INDICATOR	JL.2.1.	Cite strong and thorough facts from observation, quotations, and specific details that support analysis of what a piece of narrative nonfiction/historical fiction says explicitly as well as inferences and interpretations drawn from the text, including determining where the text leaves matters uncertain. (e.g. excerpts from The Immortal Life of Henrietta Lacks, The Jungle, Unbroken, The Devil in the White City, Into the Wild).
EXPECTATION / INDICATOR	JL.2.2.	Compare and contrast the development of similar themes or central ideas across two or more works of narrative nonfiction/historical fiction and analyze how the author uses specific details to shape and reveal themes. (e.g. excerpts from Historical fiction of Alexander Thom and Native American poetry, works of Ernie Pyle and Tim O'Brien).
EXPECTATION / INDICATOR	JL.2.3.	Analyze the impact of the author's choices: How the author uses structure, imagery, and characterization of a story for dramatic effect. (e.g., Mrs. Kelly's Monster).
EXPECTATION / INDICATOR	JL.2.4.	Students are expected to build upon and continue applying concepts learned previously. (Grade of mastery: 2)
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Journalism: Narrative Nonfiction/Historical Fiction
INDICATOR / STANDARD		Structural Elements and Organization
EXPECTATION / INDICATOR	JL.3.1.	Analyze and evaluate how an author chooses to craft specific parts of a work of narrative nonfiction/historical fiction to contribute to its overall structure and meaning as well as its aesthetic impact.
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Journalism: Narrative Nonfiction/Historical Fiction
INDICATOR / STANDARD		Synthesis and Connection of Ideas
EXPECTATION / INDICATOR	JL.4.1.	Compare and contrast multiple interpretations of narrative nonfiction/historical fiction, evaluating how each version interprets the source text and the potential impact of the interpretations on the reader.
EXPECTATION / INDICATOR	JL.4.2.	Analyze and evaluate significant works of narrative nonfiction/historical fiction (American, English, or world) and how two or more of the works treat similar themes, conflicts, issues, or topics. (e.g. In Cold Blood and actual accounts of The Clutter murders).
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Journalism: Nonfiction
INDICATOR / STANDARD		Learning Outcome
EXPECTATION / INDICATOR	JN.1.1.	Read a variety of nonfiction within a range of complexity appropriate for grades 11-CCR. By the end of grade 11, students interact with texts proficiently and independently at the low end of the range and with scaffolding as needed for texts at the high end of the range. By the end of grade 12, students interact with texts proficiently and independently.

independently.

STANDARD /	
STRAND	

EXPECTATION / JV.1.1.

INDICATOR

Journalism: Grades 9-12

PROFICIENCY STATEMENT / SUBSTRAND		Journalism: Nonfiction
INDICATOR / STANDARD		Key Ideas and Textual Support
EXPECTATION / INDICATOR	JN.2.1.	Cite strong and thorough facts from observation, quotations, and specific details that support analysis of what a piece of nonfiction says explicitly as well as inferences and interpretations drawn from the text, including determining where the text leaves matters uncertain.
EXPECTATION / INDICATOR	JN.2.2.	Compare and contrast the development of similar themes or central ideas across two or more works of nonfiction and analyze how the author uses specific details to shape and reveal themes.
EXPECTATION / INDICATOR	JN.2.3.	Analyze a complex set of ideas or sequence of events and explain how specific sources, facts, or events interact and develop over the course of a text. (e.g. article, infographic, editorial cartoon, photo or illustration).
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Journalism: Nonfiction
INDICATOR / STANDARD		Structural Elements and Organization
EXPECTATION / INDICATOR	JN.3.1.	Students are expected to build upon and continue applying concepts learned previously. (Grade of Mastery: 5)
EXPECTATION / INDICATOR	JN.3.2.	Analyze and evaluate the effectiveness of the structure an author uses in his or her lead or claim including whether the structure makes points clear, convincing, and engaging.
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Journalism: Nonfiction
INDICATOR / STANDARD		Synthesis and Connection of Ideas
EXPECTATION / INDICATOR	JN.4.2.	Synthesize and evaluate sources of information presented in multimedia platforms in order to address a question or to solve a problem.
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Journalism: Vocabulary
INDICATOR / STANDARD		Learning Outcome

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	

INDICATOR / STANDARD

Journalism: Grades 9-12

PROFICIENCY STATEMENT / SUBSTRAND		Journalism: Vocabulary
INDICATOR / STANDARD		Vocabulary Building
EXPECTATION / INDICATOR	JV.2.1.	Use context to determine or clarify the meaning of words and phrases.
EXPECTATION / INDICATOR	JV.2.2.	Students are expected to build upon and continue applying concepts learned previously. (Grade of Mastery: 7)
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Journalism: Vocabulary
INDICATOR / STANDARD		Vocabulary in Historical Fiction and Nonfiction
EXPECTATION / INDICATOR	JV.3.2.	Determine the meaning of words and phrases as they are used in a nonfiction text, including figurative, connotative, and technical meanings; evaluate the cumulative impact of how an author uses and refines the meaning of a key term or terms over the course of a text.
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Writing
INDICATOR / STANDARD		Learning Outcome
EXPECTATION / INDICATOR	JW.1.	Write routinely over a variety of time frames for a range of tasks, purposes, and audiences; apply reading standards to support analysis, reflection, and research by drawing evidence from a variety of texts.
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Writing
INDICATOR / STANDARD		Handwriting
EXPECTATION / INDICATOR	JW.2.	Students are expected to build upon and continue applying concepts learned previously. (Grade of Mastery: 4)
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Writing

Writing Genres: Editorial, News, and Feature

EXPECTATION / INDICATOR	JW.3.	Students are expected to build upon and continue concepts learned previously.
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Writing
INDICATOR / STANDARD		Writing Genres: Editorial, News, and Feature
EXPECTATION / INDICATOR	JW.3.1.	Write editorials/commentaries that —
INDICATOR		Use effective transitions as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. Establish and maintain a consistent style and tone appropriate to purpose and audience.
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Writing
INDICATOR / STANDARD		Writing Genres: Editorial, News, and Feature
EXPECTATION / INDICATOR	JW.3.2.	Write news that —
INDICATOR		Develops the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, attributions, or other information and examples relevant to the audience's knowledge of the topic.
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Writing
INDICATOR / STANDARD		Writing Genres: Editorial, News, and Feature
EXPECTATION / INDICATOR	JW.3.3.	Write features that
INDICATOR		Establish and maintain a feature style appropriate to the purpose and audience. (e.g. AP Style)
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Writing
INDICATOR / STANDARD		The Writing Process
EXPECTATION / INDICATOR	JW.4.1.	Apply the writing process to —
INDICATOR		Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach, focusing on addressing what is most significant for a specific purpose and audience; and edit to produce and strengthen writing that is clear and coherent

that is clear and coherent.

INDICATOR		Use technology to generate, produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Writing
INDICATOR / STANDARD		The Writing Process
EXPECTATION / INDICATOR	JW.4.4.	Revise and edit copy to ensure effective, grammatically correct communication using appropriate proofreading or copy editing symbols.
EXPECTATION / INDICATOR	JW.4.5.	Follow ethical standards related to information gathering that include the appropriate citing of sources and the importance of avoiding plagiarism.
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Writing
INDICATOR / STANDARD		The Research Process: Finding, Assessing, Synthesizing, and Reporting Information
EXPECTATION / INDICATOR	JW.5.3.	Conduct short as well as more sustained research assignments and tasks to build knowledge about the research process and the topic under study.
INDICATOR		Gather relevant information from multiple types of authoritative sources, using advanced searches effectively, and annotate sources.
INDICATOR		Synthesize and integrate information into the text selectively to maintain the flow of ideas.
INDICATOR		Avoid plagiarism and overreliance on any one source and follow a standard format (e.g., AP Style) for citation.
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Writing
INDICATOR / STANDARD		Conventions of Standard English: Grammar and Usage/Capitalization, Punctuation, and Spelling
EXPECTATION / INDICATOR	JW.6.1.	Demonstrate command of English grammar and usage, focusing on:
INDICATOR	JW.6.1.B.	Verbs – Students are expected to build upon and continue applying conventions learned previously. (Grade of Mastery: 10)
INDICATOR	JW.6.1.C.	Adjectives and Adverbs — Students are expected to build upon and continue applying conventions learned previously. (Grade of Mastery: 4)
INDICATOR	JW.6.1.D.	Phrases and Clauses — Students are expected to build upon and continue applying conventions learned previously. (Grade of Mastery: 7)

INDICATOR	JW.6.1.E.	Usage- Students are expected to build upon and continue applying conventions learned previously. (Grade of Mastery: 10)
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Writing
INDICATOR / STANDARD		Conventions of Standard English: Grammar and Usage/Capitalization, Punctuation, and Spelling
EXPECTATION / INDICATOR	JW.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling focusing on:
INDICATOR	JW.6.2.A.	Capitalization—Students are expected to build upon and continue applying conventions learned previously. (Grade of Mastery: 5)
INDICATOR	JW.6.2.B.	Punctuation —Students are expected to build upon and continue applying conventions learned previously. (Grade of Mastery: 10)
INDICATOR	JW.6.2.C.	Spelling —Students are expected to build upon and continue applying conventions learned previously. (Grade of Mastery: 5)
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT /		Speaking and Listening
SUBSTRAND		
		Discussion and Collaboration
SUBSTRAND INDICATOR /	JSL.2.1.	Discussion and Collaboration 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.
INDICATOR / STANDARD EXPECTATION /	JSL.2.1. JSL.2.3.	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
EXPECTATION / EXPECTATION /		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. Work with peers to promote collegial discussions and decision-making, set clear goals and deadlines, and establish
EXPECTATION / INDICATOR EXPECTATION / INDICATOR EXPECTATION / INDICATOR	JSL.2.3.	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. Work with peers to promote collegial discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. 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
EXPECTATION / INDICATOR	JSL.2.3.	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. Work with peers to promote collegial discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. 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 EXPECTATION / INDICATOR EXPECTATION / INDICATOR EXPECTATION / INDICATOR STANDARD / STRAND PROFICIENCY STATEMENT /	JSL.2.3.	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. Work with peers to promote collegial discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. 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. Journalism: Grades 9-12
EXPECTATION / INDICATOR EXPECTATION / INDICATOR EXPECTATION / INDICATOR EXPECTATION / INDICATOR STANDARD / STRAND PROFICIENCY STATEMENT / SUBSTRAND INDICATOR /	JSL.2.3.	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. Work with peers to promote collegial discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. 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. Journalism: Grades 9-12 Media Literacy

STANDARD / STRAND

Digital Media: Grades 9-12

PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Nonfiction
INDICATOR / STANDARD		Learning Outcome
EXPECTATION / INDICATOR	MN.1.	Read a variety of nonfiction media from journalistic outlets and read other texts related to media within a range of complexity appropriate for grades 9-12 that include possibilities for analysis of literary techniques, structure and style. By the end of this course, students interact with media products and texts proficiently and independently at the low end of the range and with scaffolding as needed at the high end of the range.
STANDARD / STRAND		Digital Media: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Nonfiction
INDICATOR / STANDARD		Key Ideas and Textual Support
EXPECTATION / INDICATOR	MN2.1.	Analyze what a nonfiction media product says explicitly as well as inferences and interpretations drawn from the piece, including determining where the piece leaves matters uncertain by citing strong and thorough facts from observations, quotations, and specific details.
EXPECTATION / INDICATOR	MN.2.2.	Analyze the development of similar central ideas across two or more media products and determine how specific details shape and refine the central idea.
EXPECTATION / INDICATOR	MN.2.3.	Analyze a complex set of ideas or sequence of events and explain how specific ideas, facts, events, or individuals develop throughout the product.
STANDARD / STRAND		Digital Media: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Nonfiction
INDICATOR / STANDARD		Structural Elements and Organization
EXPECTATION / INDICATOR	MN.3.3.	Determine perspective or purpose in a piece of media in which the rhetoric is particularly effective. Analyze how style and content contribute to the power and persuasiveness of the media product (e.g.appeals to both friendly and hostile audiences and anticipates and addresses audience's concerns and counterclaims).
STANDARD / STRAND		Digital Media: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Digital Media:Vocabulary
INDICATOR / STANDARD		Learning Outcome

EXPECTATION / MV.1. INDICATOR

Acquire and accurately use academic and content-specific words and phrases at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression, including those standard to the media industry.

STANDARD / STRAND		Digital Media: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Digital Media:Vocabulary
INDICATOR / STANDARD		Vocabulary Building
EXPECTATION / INDICATOR	MV.2.1.	Use context to determine or clarify the meaning of words and phrases.
STANDARD / STRAND		Digital Media: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Digital Media:Vocabulary
INDICATOR / STANDARD		Vocabulary in Media Writing and Production
EXPECTATION / INDICATOR	MV.3.2.	Determine the meaning of words and phrases as they are used in a nonfiction text, including figurative, connotative, and technical meanings; evaluate the cumulative impact of how an author or producer uses and refines the meaning of a key term or terms over the course of a text or media product.
STANDARD / STRAND		Digital Media: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Writing
INDICATOR / STANDARD		Learning Outcome
EXPECTATION / INDICATOR	MW.1.	Write routinely over a variety of time frames for a range of tasks, purposes, and audiences; apply reading standards to support analysis, reflection, and research by drawing evidence from a variety of texts and media products.
STANDARD / STRAND		Digital Media: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Writing

PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Writing
INDICATOR / STANDARD		Writing Genres: Editorial, News, Feature, and Narrative
EXPECTATION / INDICATOR	MW.3.2.	Write or produce informative products on a variety of topics that:
INDICATOR	MW.3.2.1.	Introduce a topic using a variety of lead-ins; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting(e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension,
INDICATOR	MW.3.2.2.	Utilize credible sources, develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic,
INDICATOR	MW.3.2.3.	Use appropriate and varied transitions and syntax to link the major sections of the piece, create cohesion, and clarify the relationships among complex ideas and concepts,

INDICATOR	MW.3.2.4.	Choose language, content- specific vocabulary, and techniques to manage the complexity of the topic, recognizing and eliminating wordiness and redundancy,
INDICATOR	MW.3.2.5.	Establish and maintain an informative style appropriate to the purpose and audience, and
INDICATOR	MW.3.2.6.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
STANDARD / STRAND		Digital Media: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Writing
INDICATOR / STANDARD		The Writing Process
EXPECTATION / INDICATOR	MW.4.1.	Apply the writing process to all formal writing and media product development, including but not limited to argumentative, informative, and narrative.
INDICATOR	MW.4.1.1.	Plan and develop, draft, revise using appropriate reference materials, rewrite, try a new approach, focusing on addressing what is most significant for a specific purpose and audience, and edit to produce and strengthen. writing that is clear and coherent,
INDICATOR	MW.4.1.2.	Use technology to generate, produce, publish, and update individual or shared products in response to ongoing feedback, including new arguments or information,
INDICATOR	MW.4.1.3.	Utilize a standard style guide framework for properly crediting sources in all media product types, utilizing multiple sources when appropriate.
STANDARD / STRAND		Digital Media: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Writing
INDICATOR / STANDARD		The Writing Process
EXPECTATION / INDICATOR	MW.4.3.	Revise and edit to improve sentence variety and style and to enhance subtlety of meaning and tone in ways that are consistent with purpose, audience, and media format.
EXPECTATION / INDICATOR	MW.4.4.	Revise and edit to ensure effective, grammatically correct communication.
EXPECTATION / INDICATOR	MW.4.5.	Follow ethical standards related to information gathering that include the appropriate citing of sources and the importance of avoiding plagiarism.
STANDARD / STRAND		Digital Media: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Writing
INDICATOR / STANDARD		The Research Process: Finding, Assessing, Synthesizing, and Reporting Information
EXPECTATION / INDICATOR	MW.5.3.	Conduct short as well as more sustained research assignments and tasks to build knowledge about the research process and the topic under study:

INDICATOR	MW.5.3.2.	Gather relevant information from multiple types of authoritative sources, using advanced searches effectively, and annotate sources,
INDICATOR	MW.5.3.5.	Avoid plagiarism and overreliance on any one source and follow a standard format (e.g., AP Style) for citation.
STANDARD / STRAND		Digital Media: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Writing
INDICATOR / STANDARD		Conventions of Standard English: Grammar and Usage / Capitalization, Punctuation, and Spelling
EXPECTATION / INDICATOR	MW.6.1.	Demonstrate command of English grammar and usage, focusing on:
INDICATOR	MW.6.1.B	Verbs - Students are expected to build upon and continue applying conventions learned previously. Grade of Mastery: 10 Forming and using verbs in the indicative, imperative, interrogative, conditional and subjunctive moods.
INDICATOR	MW.6.1.C	Adjectives and Adverbs – Students are expected to build upon and continue applying conventions learned previously. Grade of Mastery: 4 Writing sentences using relative adverbs (e.g., where, when) and explaining their functions in a sentence.
STANDARD / STRAND		Digital Media: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Writing
INDICATOR / STANDARD		Conventions of Standard English: Grammar and Usage / Capitalization, Punctuation, and Spelling
EXPECTATION / INDICATOR	MW.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling focusing on:
INDICATOR	MW.6.2.A	Capitalization–Students are expected to build upon and continue applying conventions learned previously. Grade of Mastery: 5 Applying correct usage of capitalization in writing.
INDICATOR	MW.6.2.B	Punctuation –Students are expected to build upon and continue applying conventions learned previously. Grade of Mastery: 10 Using a semicolon and a conjunctive adverb to link two or more closely related independent clauses.
INDICATOR	MW.6.2.C	Spelling –Students are expected to build upon and continue applying conventions learned previously. Grade of Mastery: 5 Applying correct spelling patterns and generalizations in writing.
STANDARD / STRAND		Digital Media: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Speaking and Listening
INDICATOR / STANDARD		Discussion and Collaboration
EXPECTATION / INDICATOR	MSL2.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, critiques, group discussion, interviews, etc.) on current events, sample media, newsworthy issues, creative story ideas, use of technology in projects; building on others' ideas and expressing personal viewpoints and narratives clearly.

EXPECTATION / INDICATOR	MSL.2.2.	Engage in a thoughtful, well-reasoned exchange of ideas by referring to specific evidence.
EXPECTATION / INDICATOR	MSL.2.3.	Work with peers to promote collegial discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
EXPECTATION / INDICATOR	MSL.2.4.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
EXPECTATION / INDICATOR	MSL.2.5.	Conduct debate and discussion to allow all views to be presented; allow for a dissenting view, in addition to group compromise; and determine what additional information or research is required to deepen the investigation or complete the task.
STANDARD / STRAND		Digital Media: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Media Literacy
INDICATOR / STANDARD		Learning Outcome
EXPECTATION / INDICATOR	ML.1.	Critically analyze content found in media used to inform, persuade, entertain, and transmit culture.
STANDARD / STRAND		Student Media: 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Standard 3: Media Content Development Process - Students discuss ideas for coverage with others. They develop coherent and focused content ideas that demonstrate well-researched information that is appropriate for their audience.
INDICATOR / STANDARD		Internet sources.
EXPECTATION / INDICATOR	SMED.3.	Follow ethical standards related to information gathering that include the appropriate citing of sources to avoid charges of plagiarism or copyright violation.
STANDARD / STRAND		Student Media: 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Standard 4: Media Content Creation - Students develop newsworthy, journalistic content while adhering to legal and ethical standards for scholastic journalism. Students demonstrate an understanding of the research, organizational, and drafting strategies in the journalistic content creation process.
INDICATOR / STANDARD		Organize and Focus
EXPECTATION / INDICATOR	SMED.4. 1.	Choose the appropriate method and medium to deliver information (verbal, visual, multimedia). Various types of media include the following:
INDICATOR	SMED.4. 1.1.	Writing (Inverted pyramid, narrative, in-depth, personality profile, opinion, etc.) • uses effective display text (headline, title, summary deck, combination, • uses a variety of creative leads, • contains adequate information from credible sources and cites sources of information correctly, • narrates events accurately including their significance to the audience, • includes appropriate quotations and proper attribution, • describes specific incidents, and actions, with sufficient detail, • follows standard journalistic language and format conventions, and • uses vocabulary and language that is appropriate for the subject, journalistic style, different purposes, and a variety of audiences.

Language Arts

Grade 10 - Adopted: 2023

ST	ANDARD	
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Grades 9-10 English/Language Arts

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

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

INDICATOR 10.W.1.e.

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

STANDARD / STRAND

Grades 9-10 English/Language Arts

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes; compositions will include correct use of standard formatting (e.g., MLA, APA) with correctly cited sources.
INDICATOR / STANDARD	9- 10.W.2.	Write informative compositions on a variety of topics that:
EXPECTATION / INDICATOR	9- 10.W.2.a.	Introduce a topic and organize complex ideas, concepts, and information to make important connections and distinctions.
EXPECTATION / INDICATOR	9- 10.W.2.b.	Develop the topic utilizing credible sources with relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

EXPECTATION / 9-Establish and maintain a style appropriate for the purpose and audience. **INDICATOR** 10.W.2.e. STANDARD / Grades 9-10 English/Language Arts STRAND **PROFICIENCY** Writing - Learning Outcome: Students compose writing and presentations for various genres which STATEMENT / demonstrate a command of English grammar and usage through the writing and research processes; SUBSTRAND compositions will include correct use of standard formatting (e.g., MLA, APA) with correctly cited sources. INDICATOR / 9-Apply the writing process to all formal writing including but not limited to argumentative, informative, STANDARD 10.W.4. and narrative: EXPECTATION / 9-Plan and develop, draft, and revise writing using appropriate reference materials. Rewrite, try a new approach, INDICATOR 10.W.4.a. 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 / Use technology to generate, produce, publish, and update individual or shared writing products, taking advantage of INDICATOR 10.W.4.h. technology's capacity to link to other information and to display information flexibly and dynamically (e.g., use of publishing programs, integration of multimedia). EXPECTATION / 9-Utilize a standard style guide framework for in-text documentation, formatting, and works cited in order to properly **INDICATOR** 10.W.4.c. credit sources in all writing types, utilizing multiple sources when appropriate. STANDARD / Grades 9-10 English/Language Arts STRAND **PROFICIENCY** Writing – Learning Outcome: Students compose writing and presentations for various genres which STATEMENT / demonstrate a command of English grammar and usage through the writing and research processes; **SUBSTRAND** compositions will include correct use of standard formatting (e.g., MLA, APA) with correctly cited sources. INDICATOR / 9-Conduct more sustained research assignments and tasks to build knowledge about the research 10 W 5 **STANDARD** process and the topic under study. EXPECTATION / 9-Gather relevant information from multiple authoritative sources, using advanced searches effectively, and annotate INDICATOR 10.W.5.h. sources. EXPECTATION / 9-Synthesize and integrate information into the text selectively to maintain the flow of ideas. **INDICATOR** 10.W.5.d. 9-EXPECTATION / Avoid plagiarism and over reliance on any one source and follow a standard format (e.g., MLA, APA) for citation. INDICATOR 10.W.5.e. Grade 10 - Adopted: 2020 STANDARD / Journalism: Grades 9-12

STRAND

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

EXPECTATION / INDICATOR

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

EXPECTATION / INDICATOR	JL.2.2.	Compare and contrast the development of similar themes or central ideas across two or more works of narrative nonfiction/historical fiction and analyze how the author uses specific details to shape and reveal themes. (e.g. excerpts from Historical fiction of Alexander Thom and Native American poetry, works of Ernie Pyle and Tim O'Brien).
EXPECTATION / INDICATOR	JL.2.3.	Analyze the impact of the author's choices: How the author uses structure, imagery, and characterization of a story for dramatic effect. (e.g., Mrs. Kelly's Monster).
EXPECTATION / INDICATOR	JL.2.4.	Students are expected to build upon and continue applying concepts learned previously. (Grade of mastery: 2)
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Journalism: Narrative Nonfiction/Historical Fiction
INDICATOR / STANDARD		Structural Elements and Organization
EXPECTATION / INDICATOR	JL.3.1.	Analyze and evaluate how an author chooses to craft specific parts of a work of narrative nonfiction/historical fiction to contribute to its overall structure and meaning as well as its aesthetic impact.
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Journalism: Narrative Nonfiction/Historical Fiction
INDICATOR / STANDARD		Synthesis and Connection of Ideas
EXPECTATION / INDICATOR	JL.4.1.	Compare and contrast multiple interpretations of narrative nonfiction/historical fiction, evaluating how each version interprets the source text and the potential impact of the interpretations on the reader.
EXPECTATION / INDICATOR	JL.4.2.	Analyze and evaluate significant works of narrative nonfiction/historical fiction (American, English, or world) and how two or more of the works treat similar themes, conflicts, issues, or topics. (e.g. In Cold Blood and actual accounts of The Clutter murders).
	JL.4.2.	two or more of the works treat similar themes, conflicts, issues, or topics. (e.g. In Cold Blood and actual accounts of
INDICATOR STANDARD I	JL.4.2.	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 PROFICIENCY STATEMENT /	JL.4.2.	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). Journalism: Grades 9-12
STANDARD / STRAND PROFICIENCY STATEMENT / SUBSTRAND INDICATOR /	JL.4.2. JN.1.1.	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). Journalism: Grades 9-12 Journalism: Nonfiction
STANDARD / STRAND PROFICIENCY STATEMENT / SUBSTRAND INDICATOR / STANDARD		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). Journalism: Grades 9-12 Journalism: Nonfiction Learning Outcome 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
STANDARD / STRAND PROFICIENCY STATEMENT / SUBSTRAND INDICATOR / STANDARD EXPECTATION / INDICATOR		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). Journalism: Grades 9-12 Journalism: Nonfiction Learning Outcome 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.

INDICATOR / STANDARD		Key Ideas and Textual Support
EXPECTATION / INDICATOR	JN.2.1.	Cite strong and thorough facts from observation, quotations, and specific details that support analysis of what a piece of nonfiction says explicitly as well as inferences and interpretations drawn from the text, including determining where the text leaves matters uncertain.
EXPECTATION / INDICATOR	JN.2.2.	Compare and contrast the development of similar themes or central ideas across two or more works of nonfiction and analyze how the author uses specific details to shape and reveal themes.
EXPECTATION / INDICATOR	JN.2.3.	Analyze a complex set of ideas or sequence of events and explain how specific sources, facts, or events interact and develop over the course of a text. (e.g. article, infographic, editorial cartoon, photo or illustration).
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Journalism: Nonfiction
INDICATOR / STANDARD		Structural Elements and Organization
EXPECTATION / INDICATOR	JN.3.1.	Students are expected to build upon and continue applying concepts learned previously. (Grade of Mastery: 5)
EXPECTATION / INDICATOR	JN.3.2.	Analyze and evaluate the effectiveness of the structure an author uses in his or her lead or claim including whether the structure makes points clear, convincing, and engaging.
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Journalism: Nonfiction
INDICATOR / STANDARD		Synthesis and Connection of Ideas
EXPECTATION / INDICATOR	JN.4.2.	Synthesize and evaluate sources of information presented in multimedia platforms in order to address a question or to solve a problem.
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Journalism: Vocabulary
INDICATOR / STANDARD		Learning Outcome
EXPECTATION / INDICATOR	JV.1.1.	Acquire and use accurately general academic and content-specific words and phrases at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression, including those standard to the journalism industry.
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Journalism: Vocabulary

INDICATOR / STANDARD		Vocabulary Building
EXPECTATION / INDICATOR	JV.2.1.	Use context to determine or clarify the meaning of words and phrases.
EXPECTATION / INDICATOR	JV.2.2.	Students are expected to build upon and continue applying concepts learned previously. (Grade of Mastery: 7)
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Journalism: Vocabulary
INDICATOR / STANDARD		Vocabulary in Historical Fiction and Nonfiction
EXPECTATION / INDICATOR	JV.3.2.	Determine the meaning of words and phrases as they are used in a nonfiction text, including figurative, connotative, and technical meanings; evaluate the cumulative impact of how an author uses and refines the meaning of a key term or terms over the course of a text.
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Writing
INDICATOR / STANDARD		Learning Outcome
EXPECTATION / INDICATOR	JW.1.	Write routinely over a variety of time frames for a range of tasks, purposes, and audiences; apply reading standards to support analysis, reflection, and research by drawing evidence from a variety of texts.
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Writing
INDICATOR / STANDARD		Handwriting
EXPECTATION / INDICATOR	JW.2.	Students are expected to build upon and continue applying concepts learned previously. (Grade of Mastery: 4)
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Writing
INDICATOR / STANDARD		Writing Genres: Editorial, News, and Feature
EXPECTATION / INDICATOR	JW.3.	Students are expected to build upon and continue concepts learned previously.
STANDARD /		Journalism: Grades 9-12

STRAND

PROFICIENCY STATEMENT / SUBSTRAND		Writing
INDICATOR / STANDARD		Writing Genres: Editorial, News, and Feature
EXPECTATION / INDICATOR	JW.3.1.	Write editorials/commentaries that —
INDICATOR		Use effective transitions as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. Establish and maintain a consistent style and tone appropriate to purpose and audience.
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Writing
INDICATOR / STANDARD		Writing Genres: Editorial, News, and Feature
EXPECTATION / INDICATOR	JW.3.2.	Write news that —
INDICATOR		Develops the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, attributions, or other information and examples relevant to the audience's knowledge of the topic.
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Writing
INDICATOR / STANDARD		Writing Genres: Editorial, News, and Feature
EXPECTATION / INDICATOR	JW.3.3.	Write features that
INDICATOR		Establish and maintain a feature style appropriate to the purpose and audience. (e.g. AP Style)
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Writing
INDICATOR / STANDARD		The Writing Process
EXPECTATION / INDICATOR	JW.4.1.	Apply the writing process to —
INDICATOR		Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach, focusing on addressing what is most significant for a specific purpose and audience; and edit to produce and strengthen writing that is clear and coherent.
INDICATOR		Use technology to generate, produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD / STRAND		Journalism: Grades 9-12

PROFICIENCY STATEMENT / SUBSTRAND		Writing
INDICATOR / STANDARD		The Writing Process
EXPECTATION / INDICATOR	JW.4.4.	Revise and edit copy to ensure effective, grammatically correct communication using appropriate proofreading or copy editing symbols.
EXPECTATION / INDICATOR	JW.4.5.	Follow ethical standards related to information gathering that include the appropriate citing of sources and the importance of avoiding plagiarism.
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Writing
INDICATOR / STANDARD		The Research Process: Finding, Assessing, Synthesizing, and Reporting Information
EXPECTATION / INDICATOR	JW.5.3.	Conduct short as well as more sustained research assignments and tasks to build knowledge about the research process and the topic under study.
INDICATOR		Gather relevant information from multiple types of authoritative sources, using advanced searches effectively, and annotate sources.
INDICATOR		Synthesize and integrate information into the text selectively to maintain the flow of ideas.
INDICATOR		Avoid plagiarism and overreliance on any one source and follow a standard format (e.g., AP Style) for citation.
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Writing
INDICATOR / STANDARD		The Research Process: Finding, Assessing, Synthesizing, and Reporting Information
EXPECTATION / INDICATOR	JW.5.4.	Ask clear interview questions to guide a balanced and unbiased information-gathering process that include
INDICATOR		Double-checking information before writing the story
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Writing
INDICATOR / STANDARD		Conventions of Standard English: Grammar and Usage/Capitalization, Punctuation, and Spelling
EXPECTATION / INDICATOR	JW.6.1.	Demonstrate command of English grammar and usage, focusing on:
INDICATOR	JW.6.1.B.	Verbs – Students are expected to build upon and continue applying conventions learned previously. (Grade of Mastery: 10)

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

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Digital Media: Grades 9-12

PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Nonfiction
INDICATOR / STANDARD		Key Ideas and Textual Support
EXPECTATION / INDICATOR	MN2.1.	Analyze what a nonfiction media product says explicitly as well as inferences and interpretations drawn from the piece, including determining where the piece leaves matters uncertain by citing strong and thorough facts from observations, quotations, and specific details.
EXPECTATION / INDICATOR	MN.2.2.	Analyze the development of similar central ideas across two or more media products and determine how specific details shape and refine the central idea.
EXPECTATION / INDICATOR	MN.2.3.	Analyze a complex set of ideas or sequence of events and explain how specific ideas, facts, events, or individuals develop throughout the product.
STANDARD / STRAND		Digital Media: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Nonfiction
INDICATOR / STANDARD		Structural Elements and Organization
EXPECTATION / INDICATOR	MN.3.3.	Determine perspective or purpose in a piece of media in which the rhetoric is particularly effective. Analyze how style and content contribute to the power and persuasiveness of the media product (e.g.appeals to both friendly and hostile audiences and anticipates and addresses audience's concerns and counterclaims).
STANDARD / STRAND		Digital Media: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Digital Media:Vocabulary
INDICATOR / STANDARD		Learning Outcome
EXPECTATION / INDICATOR	MV.1.	Acquire and accurately use academic and content-specific words and phrases at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression, including those standard to the media industry.
STANDARD / STRAND		Digital Media: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Digital Media:Vocabulary
INDICATOR / STANDARD		Vocabulary Building
EXPECTATION /	MV.2.1.	Use context to determine or clarify the meaning of words and phrases.

STANDARD / STRAND

INDICATOR

Digital Media: Grades 9-12

PROFICIENCY STATEMENT / SUBSTRAND		Digital Media:Vocabulary
INDICATOR / STANDARD		Vocabulary in Media Writing and Production
EXPECTATION / INDICATOR	MV.3.2.	Determine the meaning of words and phrases as they are used in a nonfiction text, including figurative, connotative, and technical meanings; evaluate the cumulative impact of how an author or producer uses and refines the meaning of a key term or terms over the course of a text or media product.
STANDARD / STRAND		Digital Media: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Writing
INDICATOR / STANDARD		Learning Outcome
EXPECTATION / INDICATOR	MW.1.	Write routinely over a variety of time frames for a range of tasks, purposes, and audiences; apply reading standards to support analysis, reflection, and research by drawing evidence from a variety of texts and media products.
STANDARD / STRAND		Digital Media: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Writing
INDICATOR / STANDARD		Writing Genres: Editorial, News, Feature, and Narrative
EXPECTATION / INDICATOR	MW.3.2.	Write or produce informative products on a variety of topics that:
INDICATOR	MW.3.2.1.	Introduce a topic using a variety of lead-ins; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting(e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension,
INDICATOR	MW.3.2.2.	Utilize credible sources, develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic,
INDICATOR	MW.3.2.3.	Use appropriate and varied transitions and syntax to link the major sections of the piece,create cohesion, and clarify the relationships among complex ideas and concepts,
INDICATOR	MW.3.2.4.	Choose language, content- specific vocabulary, and techniques to manage the complexity of the topic, recognizing and eliminating wordiness and redundancy,
INDICATOR	MW.3.2.5.	Establish and maintain an informative style appropriate to the purpose and audience, and
INDICATOR	MW.3.2.6.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
STANDARD / STRAND		Digital Media: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Writing

INDICATOR / STANDARD		The Writing Process
EXPECTATION / INDICATOR	MW.4.1.	Apply the writing process to all formal writing and media product development, including but not limited to argumentative, informative, and narrative.
INDICATOR	MW.4.1.1.	Plan and develop, draft, revise using appropriate reference materials, rewrite, try a new approach, focusing on addressing what is most significant for a specific purpose and audience, and edit to produce and strengthen. writing that is clear and coherent,
INDICATOR	MW.4.1.2.	Use technology to generate, produce, publish, and update individual or shared products in response to ongoing feedback, including new arguments or information,
INDICATOR	MW.4.1.3.	Utilize a standard style guide framework for properly crediting sources in all media product types, utilizing multiple sources when appropriate.
STANDARD / STRAND		Digital Media: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Writing
INDICATOR / STANDARD		The Writing Process
EXPECTATION / INDICATOR	MW.4.3.	Revise and edit to improve sentence variety and style and to enhance subtlety of meaning and tone in ways that are consistent with purpose, audience, and media format.
EXPECTATION / INDICATOR	MW.4.4.	Revise and edit to ensure effective, grammatically correct communication.
EXPECTATION / INDICATOR	MW.4.5.	Follow ethical standards related to information gathering that include the appropriate citing of sources and the importance of avoiding plagiarism.
STANDARD / STRAND		Digital Media: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Writing
INDICATOR / STANDARD		The Research Process: Finding, Assessing, Synthesizing, and Reporting Information
EXPECTATION / INDICATOR	MW.5.2.	Identify relevant issues and events of interest to readers through current news analysis, surveys, research reports, statistical data, and interviews with the audience.
STANDARD / STRAND		Digital Media: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Writing
INDICATOR / STANDARD		The Research Process: Finding, Assessing, Synthesizing, and Reporting Information
EXPECTATION / INDICATOR	MW.5.3.	Conduct short as well as more sustained research assignments and tasks to build knowledge about the research process and the topic under study:
INDICATOR	MW.5.3.2.	Gather relevant information from multiple types of authoritative sources, using advanced searches effectively, and annotate sources,

INDICATOR	MW.5.3.5.	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,
STANDARD / STRAND		Digital Media: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Writing
INDICATOR / STANDARD		Conventions of Standard English: Grammar and Usage / Capitalization, Punctuation, and Spelling
EXPECTATION / INDICATOR	MW.6.1.	Demonstrate command of English grammar and usage, focusing on:
INDICATOR	MW.6.1.B	Verbs - Students are expected to build upon and continue applying conventions learned previously. Grade of Mastery: 10 Forming and using verbs in the indicative, imperative, interrogative, conditional and subjunctive moods.
INDICATOR	MW.6.1.C	Adjectives and Adverbs – Students are expected to build upon and continue applying conventions learned previously. Grade of Mastery: 4 Writing sentences using relative adverbs (e.g., where, when) and explaining their functions in a sentence.
STANDARD / STRAND		Digital Media: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Writing
INDICATOR / STANDARD		Conventions of Standard English: Grammar and Usage / Capitalization, Punctuation, and Spelling
EXPECTATION / INDICATOR	MW.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling focusing on:
INDICATOR	MW.6.2.A	Capitalization–Students are expected to build upon and continue applying conventions learned previously. Grade of Mastery: 5 Applying correct usage of capitalization in writing.
INDICATOR	MW.6.2.B	Punctuation –Students are expected to build upon and continue applying conventions learned previously. Grade of Mastery: 10 Using a semicolon and a conjunctive adverb to link two or more closely related independent clauses.
INDICATOR	MW.6.2.C	Spelling –Students are expected to build upon and continue applying conventions learned previously. Grade of Mastery: 5 Applying correct spelling patterns and generalizations in writing.
STANDARD / STRAND		Digital Media: Grades 9-12

PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Media Literacy
INDICATOR / STANDARD		Learning Outcome
EXPECTATION / INDICATOR	ML.1.	Critically analyze content found in media used to inform, persuade, entertain, and transmit culture.
STANDARD / STRAND		Student Media: 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Standard 3: Media Content Development Process - Students discuss ideas for coverage with others. They develop coherent and focused content ideas that demonstrate well-researched information that is appropriate for their audience.
INDICATOR / STANDARD		Internet sources.
EXPECTATION / INDICATOR	SMED.3.	Follow ethical standards related to information gathering that include the appropriate citing of sources to avoid charges of plagiarism or copyright violation.
STANDARD / STRAND		Student Media: 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Standard 4: Media Content Creation - Students develop newsworthy, journalistic content while adhering to legal and ethical standards for scholastic journalism. Students demonstrate an understanding of the research, organizational, and drafting strategies in the journalistic content creation process.
INDICATOR / STANDARD		Organize and Focus
EXPECTATION / INDICATOR	SMED.4. 1.	Choose the appropriate method and medium to deliver information (verbal, visual, multimedia). Various types of media include the following:
INDICATOR	SMED.4. 1.1.	Writing (Inverted pyramid, narrative, in-depth, personality profile, opinion, etc.) • uses effective display text (headline, title, summary deck, combination, • uses a variety of creative leads, • contains adequate information from credible sources and cites sources of information correctly,• narrates events accurately including their significance to the audience, • includes appropriate quotations and proper attribution,• describes specific incidents, and actions, with sufficient detail,• follows standard journalistic language and format conventions, and• uses vocabulary and language that is appropriate for the subject, journalistic style, different purposes, and a variety of audiences.
STANDARD / STRAND		Student Media: 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Standard 5: Student Media Production Cycles - Students produce media within an established production cycle, meeting deadlines and following style manual guidelines for consistency. Students analyze, evaluate, and critique their own work and that of others as they improve future media based on feedback.
INDICATOR / STANDARD	SMED.5. 1.	Work within a production cycle for media that includes:
EXPECTATION /	SMED.5.	gathering information (interviewing, researching, observing, etc.),

UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 12 Page 139-142

Indiana Academic Standards
Language Arts
Grade 10 - Adopted: 2023

STANDARD / STRAND

INDICATOR

1.2.

Grades 9-10 English/Language Arts

PROFICIENCY STATEMENT / SUBSTRAND		Reading Comprehension – Learning Outcome: Students analyze the author's technique, structure, main ideas, purpose, and perspective in grade-level fiction and nonfiction text, using textual evidence to support analysis.
INDICATOR / STANDARD	9- 10.RC.1.	Analyze what a text says both explicitly and implicitly (e.g., inferences and interpretations) by citing strong and thorough textual evidence. (E)
INDICATOR / STANDARD	9- 10.RC.4.	Analyze in detail the development of two or more central ideas over the course of a text, including how they build on one another to provide a complex analysis.
INDICATOR / STANDARD	9- 10.RC.8.	Analyze U.S. and world documents of historical and literary significance, including how they address related themes and concepts.
INDICATOR / STANDARD	9- 10.RC.9.	Use context to determine or clarify the meaning of words and phrases.
INDICATOR / STANDARD	9- 10.RC.12.	Analyze the meaning of words and phrases as they are used in works of literature, including figurative, connotative, and denotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings. (E)
INDICATOR / STANDARD	9- 10.RC.13.	Determine the meaning of words and phrases as they are used in a nonfiction text, including figurative, connotative, denotative, and technical meanings; evaluate the effectiveness of specific word choices on meaning and tone in multiple and varied contexts.
STANDARD / STRAND		Grades 9-10 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes; compositions will include correct use of standard formatting (e.g., MLA, APA) with correctly cited sources.
INDICATOR / STANDARD	9- 10.W.1.	Write arguments in a variety of forms that:
EXPECTATION / INDICATOR	9- 10.W.1.e.	Establish and maintain a consistent style and tone appropriate for the purpose and audience.
STANDARD / STRAND		Grades 9-10 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes; compositions will include correct use of standard formatting (e.g., MLA, APA) with correctly cited
		sources.
INDICATOR / STANDARD	9- 10.W.2.	
INDICATOR /		sources.
INDICATOR / STANDARD	10.W.2. 9-	write informative compositions on a variety of topics that: Introduce a topic and organize complex ideas, concepts, and information to make important connections and
INDICATOR / STANDARD EXPECTATION / INDICATOR EXPECTATION /	9- 10.W.2.a.	Introduce a topic and organize complex ideas, concepts, and information to make important connections and distinctions. Develop the topic utilizing credible sources with relevant, and sufficient facts, extended definitions, concrete details,

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes; compositions will include correct use of standard formatting (e.g., MLA, APA) with correctly cited sources.
INDICATOR / STANDARD	9- 10.W.4.	Apply the writing process to all formal writing including but not limited to argumentative, informative, and narrative:
EXPECTATION / INDICATOR	9- 10.W.4.a.	Plan and develop, draft, and revise writing using appropriate reference materials. Rewrite, try a new approach, focusing on addressing what is most significant for a specific purpose and audience, and edit to produce and strengthen writing that is clear and coherent.
EXPECTATION / INDICATOR	9- 10.W.4.b.	Use technology to generate, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically (e.g., use of publishing programs, integration of multimedia).
EXPECTATION / INDICATOR	9- 10.W.4.c.	Utilize a standard style guide framework for in-text documentation, formatting, and works cited in order to properly credit sources in all writing types, utilizing multiple sources when appropriate.
STANDARD / STRAND		Grades 9-10 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes; compositions will include correct use of standard formatting (e.g., MLA, APA) with correctly cited sources.
INDICATOR / STANDARD	9- 10.W.5.	Conduct more sustained research assignments and tasks to build knowledge about the research process and the topic under study.
EXPECTATION / INDICATOR	9- 10.W.5.b.	Gather relevant information from multiple authoritative sources, using advanced searches effectively, and annotate sources.
EXPECTATION / INDICATOR	9- 10.W.5.c.	Assess the usefulness of each source in answering the research question.
EXPECTATION / INDICATOR	9- 10.W.5.d.	Synthesize and integrate information into the text selectively to maintain the flow of ideas.
EXPECTATION / INDICATOR	9- 10.W.5.e.	Avoid plagiarism and over reliance on any one source and follow a standard format (e.g., MLA, APA) for citation.
		Grade 10 - Adopted: 2020
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Journalism: Narrative Nonfiction/Historical Fiction
INDICATOR / STANDARD		Key Ideas and Textual Support
EXPECTATION / INDICATOR	JL.2.1.	Cite strong and thorough facts from observation, quotations, and specific details that support analysis of what a piece of narrative nonfiction/historical fiction says explicitly as well as inferences and interpretations drawn from the text, including determining where the text leaves matters uncertain. (e.g. excerpts from The Immortal Life of Henrietta Lacks, The Jungle, Unbroken, The Devil in the White City, Into the Wild).

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 / JL.2.2.

INDICATOR

EXPECTATION / INDICATOR	JL.2.3.	Analyze the impact of the author's choices: How the author uses structure, imagery, and characterization of a story for dramatic effect. (e.g., Mrs. Kelly's Monster).
EXPECTATION / INDICATOR	JL.2.4.	Students are expected to build upon and continue applying concepts learned previously. (Grade of mastery: 2)
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Journalism: Narrative Nonfiction/Historical Fiction
INDICATOR / STANDARD		Structural Elements and Organization
EXPECTATION / INDICATOR	JL.3.1.	Analyze and evaluate how an author chooses to craft specific parts of a work of narrative nonfiction/historical fiction to contribute to its overall structure and meaning as well as its aesthetic impact.
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Journalism: Narrative Nonfiction/Historical Fiction
INDICATOR / STANDARD		Synthesis and Connection of Ideas
EXPECTATION / INDICATOR	JL.4.1.	Compare and contrast multiple interpretations of narrative nonfiction/historical fiction, evaluating how each version interprets the source text and the potential impact of the interpretations on the reader.
EXPECTATION / INDICATOR	JL.4.2.	Analyze and evaluate significant works of narrative nonfiction/historical fiction (American, English, or world) and how two or more of the works treat similar themes, conflicts, issues, or topics. (e.g. In Cold Blood and actual accounts of The Clutter murders).
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Journalism: Nonfiction
INDICATOR / STANDARD		Learning Outcome
EXPECTATION / INDICATOR	JN.1.1.	Read a variety of nonfiction within a range of complexity appropriate for grades 11-CCR. By the end of grade 11, students interact with texts proficiently and independently at the low end of the range and with scaffolding as needed for texts at the high end of the range. By the end of grade 12, students interact with texts proficiently and independently.
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Journalism: Nonfiction
INDICATOR / STANDARD		Key Ideas and Textual Support

EXPECTATION / INDICATOR 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 determ 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 Analyze a complex set of ideas or sequence of events and explain how specific sources, facts, or events internated and develop over the course of a text. (e.g. article, infographic, editorial cartoon, photo or illustration). ST ANDARD / ST ANDARD / ST ANDARD / ST ATEMENT / Journalism: Nonfiction	on
INDICATOR and analyze how the author uses specific details to shape and reveal themes. EXPECTATION / JN.2.3. Analyze a complex set of ideas or sequence of events and explain how specific sources, facts, or events internal internal internal develop over the course of a text. (e.g. article, infographic, editorial cartoon, photo or illustration). STANDARD / STRAND PROFICIENCY Journalism: Nonfiction	
INDICATOR and develop over the course of a text. (e.g. article, infographic, editorial cartoon, photo or illustration). STANDARD / STRAND Journalism: Grades 9-12 PROFICIENCY Journalism: Nonfiction	act
PROFICIENCY Journalism: Nonfiction	
SUBSTRAND	
INDICATOR / STANDARD Structural Elements and Organization	
EXPECTATION / JN.3.1. Students are expected to build upon and continue applying concepts learned previously. (Grade of Mastery: 5 INDICATOR)
EXPECTATION / JN.3.2. Analyze and evaluate the effectiveness of the structure an author uses in his or her lead or claim including whe INDICATOR the structure makes points clear, convincing, and engaging.	ther
ST AND ARD / Journalism: Grades 9-12 ST RAND	
PROFICIENCY STATEMENT / SUBSTRAND	
INDICATOR / Synthesis and Connection of Ideas STANDARD Synthesis and Connection of Ideas	
EXPECTATION / JN.4.2. Synthesize and evaluate sources of information presented in multimedia platforms in order to address a question to solve a problem.	on or
ST AND ARD / Journalism: Grades 9-12 ST RAND	
PROFICIENCY STATEMENT / SUBSTRAND	
INDICATOR / STANDARD Learning Outcome	
EXPECTATION / JV.1.1. Acquire and use accurately general academic and content-specific words and phrases at the college and card readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or proportion important to comprehension or expression, including those standard to the journalism industry.	
STANDARD / Journalism: Grades 9-12 STRAND	
PROFICIENCY Journalism: Vocabulary STATEMENT / SUBSTRAND	
INDICATOR / Vocabulary Building	

EXPECTATION / INDICATOR	JV.2.1.	Use context to determine or clarify the meaning of words and phrases.
EXPECTATION / INDICATOR	JV.2.2.	Students are expected to build upon and continue applying concepts learned previously. (Grade of Mastery: 7)
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Journalism: Vocabulary
INDICATOR / STANDARD		Vocabulary in Historical Fiction and Nonfiction
EXPECTATION / INDICATOR	JV.3.2.	Determine the meaning of words and phrases as they are used in a nonfiction text, including figurative, connotative, and technical meanings; evaluate the cumulative impact of how an author uses and refines the meaning of a key term or terms over the course of a text.
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Writing
INDICATOR / STANDARD		Learning Outcome
EXPECTATION / INDICATOR	JW.1.	Write routinely over a variety of time frames for a range of tasks, purposes, and audiences; apply reading standards to support analysis, reflection, and research by drawing evidence from a variety of texts.
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Writing
INDICATOR / STANDARD		Handwriting
EXPECTATION / INDICATOR	JW.2.	Students are expected to build upon and continue applying concepts learned previously. (Grade of Mastery: 4)
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Writing
INDICATOR / STANDARD		Writing Genres: Editorial, News, and Feature
EXPECTATION / INDICATOR	JW.3.	Students are expected to build upon and continue concepts learned previously.
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Writing

INDICATOR / STANDARD		Writing Genres: Editorial, News, and Feature
EXPECT ATION / INDICAT OR	JW.3.1.	Write editorials/commentaries that —
INDICATOR		Use effective transitions as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. Establish and maintain a consistent style and tone appropriate to purpose and audience.
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Writing
INDICATOR / STANDARD		Writing Genres: Editorial, News, and Feature
EXPECTATION / INDICATOR	JW.3.2.	Write news that —
INDICATOR		Develops the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, attributions, or other information and examples relevant to the audience's knowledge of the topic.
INDICATOR		Contains adequate information from a variety of credible sources.
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Writing
INDICATOR / STANDARD		Writing Genres: Editorial, News, and Feature
EXPECTATION / INDICATOR	JW.3.3.	Write features that
INDICATOR		Use a variety of creative leads. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing sources.
INDICATOR		Contain adequate information from a variety of credible sources.
INDICATOR		Establish and maintain a feature style appropriate to the purpose and audience. (e.g. AP Style)
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Writing
INDICATOR / STANDARD		The Writing Process
EXPECTATION / INDICATOR	JW.4.1.	Apply the writing process to —

INDICATOR 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 Writing The Writing Process TATEMENT / SUBSTRAND INDICATOR / STANDARD / The Writing Process EXPECTATION / JW4.4. Revise and edit copy to ensure effective, grammatically correct communication using appropriate proofeading copy editing symbols. EXPECTATION / JW4.5. Follow efficial standards related to information gathering that include the appropriate citing of sources and the importance of avoiding plagiarism. STANDARD / STRAND JOURNAILS: Grades 9-12 The Research Process: Finding, Assessing, Synthesizing, and Reporting Information EXPECTATION / 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 Cather relevant information from multiple types of authoritative sources, using advanced searches effectively, and annotate sources. INDICATOR Synthesize and integrate information into the text selectively to maintain the flow of ideas. INDICATOR Avoid plagiarism and overreliance on any one source and follow a standard format (e.g., AP Syle) for citation. STANDARD / Journalism: Grades 9-12 TRAND JOURNAID / The Research Process: Finding, Assessing, Synthesizing, and Reporting Information STANDARD / Journalism: Grades 9-12 TRANDARD / The Research Process: Finding, Assessing, Synthesizing, and Reporting Information			
STANDARD / STATEMENT / SUBSTAND / Writing STATEMENT / SUBSTAND / The Writing Process STATEMENT / SUBSTAND / STATEMENT / SUBSTAND / STATEMENT / SUBSTAND /	INDICATOR		addressing what is most significant for a specific purpose and audience; and edit to produce and strengthen writing
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STANDARD / Journalism: Grades 9-12		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
			Journalism: Grades 9-12

PROFICIENCY STATEMENT / SUBSTRAND		Writing
INDICATOR / STANDARD		Conventions of Standard English: Grammar and Usage/Capitalization, Punctuation, and Spelling
EXPECTATION / INDICATOR	JW.6.1.	Demonstrate command of English grammar and usage, focusing on:
INDICATOR	JW.6.1.B.	Verbs – Students are expected to build upon and continue applying conventions learned previously. (Grade of Mastery: 10)
INDICATOR	JW.6.1.C.	Adjectives and Adverbs — Students are expected to build upon and continue applying conventions learned previously. (Grade of Mastery: 4)
INDICATOR	JW.6.1.D.	Phrases and Clauses — Students are expected to build upon and continue applying conventions learned previously. (Grade of Mastery: 7)
INDICATOR	JW.6.1.E.	Usage- Students are expected to build upon and continue applying conventions learned previously. (Grade of Mastery: 10)
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Writing
INDICATOR / STANDARD		Conventions of Standard English: Grammar and Usage/Capitalization, Punctuation, and Spelling
EXPECTATION / INDICATOR	JW.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling focusing on:
INDICATOR	JW.6.2.A.	Capitalization—Students are expected to build upon and continue applying conventions learned previously. (Grade of Mastery: 5)
INDICATOR	JW.6.2.B.	Punctuation —Students are expected to build upon and continue applying conventions learned previously. (Grade of Mastery: 10)
INDICATOR	JW.6.2.C.	Spelling —Students are expected to build upon and continue applying conventions learned previously. (Grade of Mastery: 5)
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Speaking and Listening
INDICATOR / STANDARD		Comprehension
EXPECTATION / INDICATOR	JSL.3.1.	Integrate multiple sources of information presented in multiple formats (e.g., graphics, photos, illustrations, public records, audio, video) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the information.
STANDARD / STRAND		Journalism: Grades 9-12

PROFICIENCY STATEMENT / SUBSTRAND		Media Literacy
INDICATOR / STANDARD		Media Literacy
EXPECTATION / INDICATOR	JML.2.6.	Analyze and evaluate the essential features of journalistic writing in a variety of news sources for: brevity and clarity content, topics or themes appropriate for the audience
INDICATOR		structural elements and organization
STANDARD / STRAND		Digital Media: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Nonfiction
INDICATOR / STANDARD		Learning Outcome
EXPECTATION / INDICATOR	MN.1.	Read a variety of nonfiction media from journalistic outlets and read other texts related to media within a range of complexity appropriate for grades 9-12 that include possibilities for analysis of literary techniques, structure and style. By the end of this course, students interact with media products and texts proficiently and independently at the low end of the range and with scaffolding as needed at the high end of the range.
STANDARD / STRAND		Digital Media: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Nonfiction
INDICATOR / STANDARD		Key Ideas and Textual Support
EXPECTATION / INDICATOR	MN2.1.	Analyze what a nonfiction media product says explicitly as well as inferences and interpretations drawn from the piece, including determining where the piece leaves matters uncertain by citing strong and thorough facts from observations, quotations, and specific details.
EXPECTATION / INDICATOR	MN.2.2.	Analyze the development of similar central ideas across two or more media products and determine how specific details shape and refine the central idea.
EXPECTATION / INDICATOR	MN.2.3.	Analyze a complex set of ideas or sequence of events and explain how specific ideas, facts, events, or individuals develop throughout the product.
STANDARD / STRAND		Digital Media: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Nonfiction
INDICATOR / STANDARD		Structural Elements and Organization
EXPECTATION / INDICATOR	MN.3.3.	Determine perspective or purpose in a piece of media in which the rhetoric is particularly effective. Analyze how style and content contribute to the power and persuasiveness of the media product (e.g.appeals to both friendly and

hostile audiences and anticipates and addresses audience's concerns and counterclaims).

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Digital Media: Grades 9-12

PROFICIENCY		Digital Media:Vocabulary
STATEMENT / SUBSTRAND		
INDICATOR / STANDARD		Learning Outcome
EXPECTATION / INDICATOR	MV.1.	Acquire and accurately use academic and content-specific words and phrases at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression, including those standard to the media industry.
STANDARD / STRAND		Digital Media: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Digital Media:Vocabulary
INDICATOR / STANDARD		Vocabulary Building
EXPECTATION / INDICATOR	MV.2.1.	Use context to determine or clarify the meaning of words and phrases.
STANDARD / STRAND		Digital Media: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Digital Media:Vocabulary
INDICATOR / STANDARD		Vocabulary in Media Writing and Production
	MV.3.2.	Vocabulary in Media Writing and Production Determine the meaning of words and phrases as they are used in a nonfiction text, including figurative, connotative, and technical meanings; evaluate the cumulative impact of how an author or producer uses and refines the meaning of a key term or terms over the course of a text or media product.
ST ANDARD EXPECTATION /	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
EXPECTATION / INDICATOR ST AND ARD /	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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EXPECTATION / INDICATOR STANDARD / STRAND PROFICIENCY STATEMENT / SUBSTRAND 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. Digital Media: Grades 9-12 Digital Media: Writing
EXPECTATION / INDICATOR STANDARD / STRAND PROFICIENCY STATEMENT / SUBSTRAND INDICATOR / STANDARD EXPECTATION /		Determine the meaning of words and phrases as they are used in a nonfiction text, including figurative, connotative, and technical meanings; evaluate the cumulative impact of how an author or producer uses and refines the meaning of a key term or terms over the course of a text or media product. Digital Media: Grades 9-12 Digital Media: Writing Learning Outcome Write routinely over a variety of time frames for a range of tasks, purposes, and audiences; apply reading standards
EXPECTATION / INDICATOR STANDARD / STRAND PROFICIENCY STATEMENT / SUBSTRAND INDICATOR / STANDARD EXPECTATION / INDICATOR STANDARD /		Determine the meaning of words and phrases as they are used in a nonfiction text, including figurative, connotative, and technical meanings; evaluate the cumulative impact of how an author or producer uses and refines the meaning of a key term or terms over the course of a text or media product. Digital Media: Grades 9-12 Digital Media: Writing Learning Outcome Write routinely over a variety of time frames for a range of tasks, purposes, and audiences; apply reading standards to support analysis, reflection, and research by drawing evidence from a variety of texts and media products.
EXPECTATION / INDICATOR STANDARD / STRAND PROFICIENCY STATEMENT / SUBSTRAND INDICATOR / STANDARD EXPECTATION / INDICATOR STANDARD / STRAND PROFICIENCY STATEMENT / STRAND		Determine the meaning of words and phrases as they are used in a nonfiction text, including figurative, connotative, and technical meanings; evaluate the cumulative impact of how an author or producer uses and refines the meaning of a key term or terms over the course of a text or media product. Digital Media: Grades 9-12 Digital Media: Writing Learning Outcome Write routinely over a variety of time frames for a range of tasks, purposes, and audiences; apply reading standards to support analysis, reflection, and research by drawing evidence from a variety of texts and media products. Digital Media: Grades 9-12

EXPECTATION MW.3.2. Write or produce informative products on a variety of topics that: / INDICATOR

INDICATOR	MW.3.2.1.	Introduce a topic using a variety of lead-ins; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting(e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension,
INDICATOR	MW.3.2.2.	Utilize credible sources, develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic,
INDICATOR	MW.3.2.3.	Use appropriate and varied transitions and syntax to link the major sections of the piece,create cohesion, and clarify the relationships among complex ideas and concepts,
INDICATOR	MW.3.2.4.	Choose language, content- specific vocabulary, and techniques to manage the complexity of the topic, recognizing and eliminating wordiness and redundancy,
INDICATOR	MW.3.2.5.	Establish and maintain an informative style appropriate to the purpose and audience, and
INDICATOR	MW.3.2.6.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
STANDARD / STRAND		Digital Media: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Writing
INDICATOR / STANDARD		The Writing Process
EXPECTATION / INDICATOR	MW.4.1.	Apply the writing process to all formal writing and media product development, including but not limited to argumentative, informative, and narrative.
INDICATOR	MW.4.1.1.	Plan and develop, draft, revise using appropriate reference materials, rewrite, try a new approach, focusing on addressing what is most significant for a specific purpose and audience, and edit to produce and strengthen. writing that is clear and coherent,
INDICATOR	MW.4.1.2.	Use technology to generate, produce, publish, and update individual or shared products in response to ongoing feedback, including new arguments or information,
INDICATOR	MW.4.1.3.	Utilize a standard style guide framework for properly crediting sources in all media product types, utilizing multiple sources when appropriate.
STANDARD / STRAND		Digital Media: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Writing
INDICATOR / STANDARD		The Writing Process
EXPECTATION / INDICATOR	MW.4.3.	Revise and edit to improve sentence variety and style and to enhance subtlety of meaning and tone in ways that are consistent with purpose, audience, and media format.
EXPECTATION /	MW.4.4.	Revise and edit to ensure effective, grammatically correct communication.

INDICATOR

INDICATOR importance of avoiding plaginism. Digital Media: Grades 9-12 TRANDARD / Digital Media: Writing STANDARD / The Research Process: Finding, Assessing, Synthesizing, and Reporting Information STANDARD / STANDARD / Digital Media: Writing STANDARD / Digital Media: Grades 9-12 TANDARD / Digital Media: Writing STANDARD / The Research Process: Finding, Assessing, Synthesizing, and Reporting Information STANDARD / Digital Media: Writing STANDARD / The Research Process: Finding, Assessing, Synthesizing, and Reporting Information EXPECTATION (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. Assess the strengths and limitations of each source in terms of the task, purpose, and audience, INDICATOR MW.5.3. Assess the strengths and ilmitations of each source in terms of the task, purpose, and audience, INDICATOR MW.5.3. Avoid plagiarism and overmeliance on any one source and follow a standard format (e.g., AP Style) for citation. STANDARD / Digital Media: Grades 9-12 STANDARD / Digital Media: Grades 9-12 FROFICIENCY STANDARD / The Research Process: Finding, Assessing, Synthesizing, and Reporting Information STANDARD / Strator / Digital Media: Writing SUPERTATION MW.5.4. Ask class interview questions to guide a balanced and unbiased information gestime the pricin valuation guides recording and recording details during the interview, Effectively concluding the Interview coords on file. NDICATOR MW.5.4. Researching background information, Formalisting selections the fail in valuable recording information before writing the story, and Keeping dated notes or interview records on file. NDICATOR MW.5.4. Digital Media: Grades 9-12 STANDARD / Digital Media: Grades 9-12 STANDARD / Digital Media: Writing			
PROFICIENCY STATEMENT Digital Media: Writing The Research Process: Finding, Assessing, Synthesizing, and Reporting Information EXPECTATION / MW52. Worldly relevant issues and events of interest to readers through current news analysis, surveys, research reports, satisfical date, and interesting and events of interest to readers through current news analysis, surveys, research reports, satisfical date, and interesting with the audience. STANDARD / Digital Media: Grades 9-12 STANDARD / Digital Media: Writing EXPECTATION / MW53. Conduct short as well as more sustained research assignments and tasks to build knowledge about the research process and the topic under study. INDICATOR / MW53. Conduct short as well as more sustained research assignments and tasks to build knowledge about the research process and the topic under study. INDICATOR / MW53. Cather relevant information from multiple types of authoritative sources, using advanced searches effectively, and amorate sources, INDICATOR / MW53. Assess the stengths and limitations of each source in terms of the task, purpose, and audience, INDICATOR / MW53. Avoid plaglarism and overreliance on any one source and follow a standard format (e.g., AP Style) for dation. STANDARD / Digital Media: Grades 9-12 STANDARD / Digital Media: Grades 9-12 STATEMENT / SUBSTRAND INDICATOR / MW54. Ask clear interview questions to guide a balanced and unbiased information-gathering process that includes Researching background information, Formulating questions that elicit valuable information checking information before writing the story, and Keeping dated notes or interview records on file. INDICATOR / MW54. Double-checking information before writing the story, and Keeping dated notes or interview records on file. INDICATOR / MW54. Double-checking information before writing the story, and Conventions of Standard English: Grammar and Usage / Capitalization, Punctuation, and Spelling	EXPECTATION / INDICATOR	MW.4.5.	
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	PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Writing
			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 / 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 / SMED.3. Follow ethical standards related to information gathering that include the appropriate citing of sources to avoid charges of plagiarism or copyright violation. STANDARD / Student Media: 9-12 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 SMED.4. Choose the appropriate method and medium to deliver information (verbal, visual, multimedia). INDICATOR SMED.4. 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 citles sources of information correctly, narrates events accurately including their significance to the audience, • includes appropriate quotations and proper attribution, describes specific incidens, 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 / Student Media: 9-12	PROFICIENCY STATEMENT /	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
EXPECTATION SMED.3. Identify and evaluate credible, relevant print and non-print information sources that include the following: NDICATOR SMED.3. doservations and on-the-scene reports, 4. NDICATOR SMED.3. doservations and on-the-scene reports, 4. NDICATOR SMED.3. meterence works, 4. NDICATOR SMED.3. database information, and 4. STANDARD STANDARD Student Media: 9-12 STANDARD STANDARD Student Media: 9-12 STANDARD Internet sources. EXPECTATION SMED.3. Follow efficial standards related to information gathering that include the appropriate citing of sources to avoid charges of plagations or copyright violation. STANDARD STANDARD Student Media: 9-12 STANDARD STANDAR	INDICATOR /	
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A.6. INDICATOR SMED.3. database information, and 4.7. STANDARD / STARAND Student Media: 9-12 Standard 3: Media Content Development Process - Students discuss ideas for coverage with others. They develop coherent and focused content ideas that demonstrate well-researched information that is appropriate for their audience. INDICATOR Internet sources. Follow ethical standards related to information gathering that include the appropriate citing of sources to avoid charges of plagiarism or copyright violation. STANDARD / STANDARD / Student Media: 9-12 STANDARD / STANDARD / 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 Organize and Focus EXPECTATION SMED.4. Choose the appropriate method and medium to deliver information (verbal, visual, multimedia). INDICATOR SMED.4. Various types of media include the following: INDICATOR SMED.4. Various deck, combination, uses a variety of creative leads, - contains adequate information mcredible sources and cites sources of information correctly, marates events accurately including their significance to the audience, - includes appropriate quotations and proper attribution, describes specific incidents, and actions, with sufficient deals - follows standard journalistic style, different purposes, and a variety of audiences. STANDARD / STANDARD / 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 SMED.5. Work within a production cycle for media that includes:	INDICATOR	records,
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PROFICIENCY STATEMENT STANDARD Internet sources. EXPECTATION / SMED.3. Follow ethical standards related to information gathering that include the appropriate citing of sources to avoid charges of plagiarism or copyright violation. STANDARD / Student Media: 9-12 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 value aftering to read to process. EXPECTATION Organize and Focus EXPECTATION SMED.4. Choose the appropriate method and medium to deliver information (verbal, visual, multimedia). INDICATOR SMED.4. 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 orrecity, 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 5: Student Media: 9-12 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 / SMED.5. Work within a production cycle for media that includes:	INDICATOR	database information, and
They develop coherent and focused content ideas that demonstrate well-researched information that is appropriate for their audience. INDICATOR Internet sources. EXPECTATION / SMED.3. Follow ethical standards related to information gathering that include the appropriate citing of sources to avoid charges of plagiansm or copyright violation. STANDARD / STANDARD / Student Media: 9-12 STANDARD / STAPEMENT / SUBSTRAND PROFICIENCY STATEMENT / SUBSTRAND Organize and Focus INDICATOR / STANDARD Organize and Focus STANDARD Organize and Focus SMED.4. (Choose the appropriate method and medium to deliver information (verbal, visual, multimedia), various types of media include the following: INDICATOR SMED.4. (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, - follow 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 / STANDARD / Student Media: 9-12 STANDARD / 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 / SMED.5. Work within a production cycle for media that includes:	STANDARD / STRAND	Student Media: 9-12
EXPECTATION / SMED.3. Follow ethical standards related to information gathering that include the appropriate citing of sources to avoid INDICATOR 6. charges of plagiarism or copyright violation. STANDARD / STRAND Student Media: 9-12 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 / SMED.4. Choose the appropriate method and medium to deliver information (verbal, visual, multimedia). INDICATOR SMED.4. Writing (Inverted pyramid, narrative, in-depth, personality profile, opinion, etc.) • uses effective display text (headline, title, summany 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, etcebs 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 / 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 / SMED.5. Work within a production cycle for media that includes:	STATEMENT /	They develop coherent and focused content ideas that demonstrate well-researched information that
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	STATEMENT /	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
		Work within a production cycle for media that includes:

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

UNIT 7: INVENTIVE WRITING Week 13 Page 143-150

Indiana Academic Standards Language Arts

Grade 10 - Adopted: 2023

STANDARD / STRAND

Grades 9-10 English/Language Arts

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

STANDARD /

STRAND

INDICATOR 10.W.1.e.

Grades 9-10 English/Language Arts

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes; compositions will include correct use of standard formatting (e.g., MLA, APA) with correctly cited sources.
INDICATOR / STANDARD	9- 10.W.2.	Write informative compositions on a variety of topics that:
EXPECTATION / INDICATOR	9- 10.W.2.a.	Introduce a topic and organize complex ideas, concepts, and information to make important connections and distinctions.
EXPECTATION / INDICATOR	9- 10.W.2.b.	Develop the topic utilizing credible sources with relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
EXPECTATION / INDICATOR	9- 10.W.2.e.	Establish and maintain a style appropriate for the purpose and audience.
EXPECTATION / INDICATOR	9- 10.W.2.f.	Provide a concluding statement or section that follows and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). (E)

STANDARD / STRAND

Grades 9-10 English/Language Arts

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PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes; compositions will include correct use of standard formatting (e.g., MLA, APA) with correctly cited sources.
INDICATOR / STANDARD	9- 10.W.4.	Apply the writing process to all formal writing including but not limited to argumentative, informative, and narrative:
EXPECTATION / INDICATOR	9- 10.W.4.a.	Plan and develop, draft, and revise writing using appropriate reference materials. Rewrite, try a new approach, focusing on addressing what is most significant for a specific purpose and audience, and edit to produce and strengthen writing that is clear and coherent.

EXPECTATION / INDICATOR	9- 10.W.4.b.	Use technology to generate, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically (e.g., use of publishing programs, integration of multimedia).
EXPECTATION / INDICATOR	9- 10.W.4.c.	Utilize a standard style guide framework for in-text documentation, formatting, and works cited in order to properly credit sources in all writing types, utilizing multiple sources when appropriate.
STANDARD / STRAND		Grades 9-10 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes; compositions will include correct use of standard formatting (e.g., MLA, APA) with correctly cited sources.
INDICATOR / STANDARD	9- 10.W.5.	Conduct more sustained research assignments and tasks to build knowledge about the research process and the topic under study.
EXPECTATION / INDICATOR	9- 10.W.5.b.	Gather relevant information from multiple authoritative sources, using advanced searches effectively, and annotate sources.
EXPECTATION / INDICATOR	9- 10.W.5.e.	Avoid plagiarism and over reliance on any one source and follow a standard format (e.g., MLA, APA) for citation.
		Grade 10 - Adopted: 2020
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Writing
INDICATOR / STANDARD		Learning Outcome
EXPECTATION / INDICATOR	JW.1.	Write routinely over a variety of time frames for a range of tasks, purposes, and audiences; apply reading standards to support analysis, reflection, and research by drawing evidence from a variety of texts.
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Writing
INDICATOR / STANDARD		Handwriting
EXPECTATION / INDICATOR	JW.2.	Students are expected to build upon and continue applying concepts learned previously. (Grade of Mastery: 4)
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Writing
INDICATOR / STANDARD		Writing Genres: Editorial, News, and Feature
EXPECTATION /	JW.3.	Students are expected to build upon and continue concepts learned previously.

INDICATOR

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Journalism: Grades 9-12

PROFICIENCY STATEMENT / SUBSTRAND		Writing
INDICATOR / STANDARD		Writing Genres: Editorial, News, and Feature
EXPECTATION / INDICATOR	JW.3.1.	Write editorials/commentaries that —
INDICATOR		Use effective transitions as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. Establish and maintain a consistent style and tone appropriate to purpose and audience.
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Writing
INDICATOR / STANDARD		Writing Genres: Editorial, News, and Feature
EXPECTATION / INDICATOR	JW.3.2.	Write news that —
INDICATOR		Develops the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, attributions, or other information and examples relevant to the audience's knowledge of the topic.
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Writing
INDICATOR / STANDARD		Writing Genres: Editorial, News, and Feature
EXPECTATION / INDICATOR	JW.3.3.	Write features that
INDICATOR		Provide an ending that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
INDICATOR		Establish and maintain a feature style appropriate to the purpose and audience. (e.g. AP Style)
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Writing
INDICATOR / STANDARD		The Writing Process
EXPECTATION / INDICATOR	JW.4.1.	Apply the writing process to —

INDICATOR

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

INDICATOR		Use technology to generate, produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Writing
INDICATOR / STANDARD		The Writing Process
EXPECTATION / INDICATOR	JW.4.4.	Revise and edit copy to ensure effective, grammatically correct communication using appropriate proofreading or copy editing symbols.
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Writing
INDICATOR / STANDARD		The Research Process: Finding, Assessing, Synthesizing, and Reporting Information
EXPECTATION / INDICATOR	JW.5.3.	Conduct short as well as more sustained research assignments and tasks to build knowledge about the research process and the topic under study.
INDICATOR		Gather relevant information from multiple types of authoritative sources, using advanced searches effectively, and annotate sources.
INDICATOR		Avoid plagiarism and overreliance on any one source and follow a standard format (e.g., AP Style) for citation.
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Writing
INDICATOR / STANDARD		Conventions of Standard English: Grammar and Usage/Capitalization, Punctuation, and Spelling
EXPECTATION / INDICATOR	JW.6.1.	Demonstrate command of English grammar and usage, focusing on:
INDICATOR	JW.6.1.B.	Verbs – Students are expected to build upon and continue applying conventions learned previously. (Grade of Mastery: 10)
INDICATOR	JW.6.1.C.	Adjectives and Adverbs — Students are expected to build upon and continue applying conventions learned previously. (Grade of Mastery: 4)
INDICATOR	JW.6.1.D.	Phrases and Clauses — Students are expected to build upon and continue applying conventions learned previously. (Grade of Mastery: 7)
INDICATOR	JW.6.1.E.	Usage- Students are expected to build upon and continue applying conventions learned previously. (Grade of Mastery: 10)
STANDARD / STRAND		Journalism: Grades 9-12

PROFICIENCY		Writing
STATEMENT / SUBSTRAND		
INDICATOR / STANDARD		Conventions of Standard English: Grammar and Usage/Capitalization, Punctuation, and Spelling
EXPECTATION / INDICATOR	JW.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling focusing on:
INDICATOR	JW.6.2.A.	Capitalization—Students are expected to build upon and continue applying conventions learned previously. (Grade of Mastery: 5)
INDICATOR	JW.6.2.B.	Punctuation —Students are expected to build upon and continue applying conventions learned previously. (Grade of Mastery: 10)
INDICATOR	JW.6.2.C.	Spelling —Students are expected to build upon and continue applying conventions learned previously. (Grade of Mastery: 5)
STANDARD / STRAND		Digital Media: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Nonfiction
INDICATOR / STANDARD		Structural Elements and Organization
EXPECTATION / INDICATOR	MN.3.3.	Determine perspective or purpose in a piece of media in which the rhetoric is particularly effective. Analyze how style and content contribute to the power and persuasiveness of the media product (e.g.appeals to both friendly and hostile audiences and anticipates and addresses audience's concerns and counterclaims).
STANDARD / STRAND		Digital Media: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Writing
INDICATOR / STANDARD		Learning Outcome
EXPECTATION / INDICATOR	MW.1.	Write routinely over a variety of time frames for a range of tasks, purposes, and audiences; apply reading standards to support analysis, reflection, and research by drawing evidence from a variety of texts and media products.
STANDARD / STRAND		Digital Media: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Writing
INDICATOR / STANDARD		Writing Genres: Editorial, News, Feature, and Narrative
EXPECTATION / INDICATOR	MW.3.2.	Write or produce informative products on a variety of topics that:
INDICATOR	MW.3.2.1.	Introduce a topic using a variety of lead-ins; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting(e.g., headings), graphics

 $(e.g., figures, tables), and \ multimedia \ when \ useful \ to \ aiding \ comprehension,$

INDICATOR	MW.3.2.2.	Utilize credible sources, develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic,
INDICATOR	MW.3.2.3.	Use appropriate and varied transitions and syntax to link the major sections of the piece,create cohesion, and clarify the relationships among complex ideas and concepts,
INDICATOR	MW.3.2.4.	Choose language, content- specific vocabulary, and techniques to manage the complexity of the topic, recognizing and eliminating wordiness and redundancy,
INDICATOR	MW.3.2.5.	Establish and maintain an informative style appropriate to the purpose and audience, and
INDICATOR	MW.3.2.6.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
STANDARD / STRAND		Digital Media: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Writing
INDICATOR / STANDARD		The Writing Process
EXPECTATION / INDICATOR	MW.4.1.	Apply the writing process to all formal writing and media product development, including but not limited to argumentative, informative, and narrative.
INDICATOR	MW.4.1.1.	Plan and develop, draft, revise using appropriate reference materials, rewrite, try a new approach, focusing on addressing what is most significant for a specific purpose and audience, and edit to produce and strengthen. writing that is clear and coherent,
INDICATOR	MW.4.1.2.	Use technology to generate, produce, publish, and update individual or shared products in response to ongoing feedback, including new arguments or information,
INDICATOR	MW.4.1.3.	Utilize a standard style guide framework for properly crediting sources in all media product types, utilizing multiple sources when appropriate.
STANDARD / STRAND		Digital Media: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Writing
INDICATOR / STANDARD		The Writing Process
EXPECTATION / INDICATOR	MW.4.3.	Revise and edit to improve sentence variety and style and to enhance subtlety of meaning and tone in ways that are consistent with purpose, audience, and media format.
EXPECTATION / INDICATOR	MW.4.4.	Revise and edit to ensure effective, grammatically correct communication.
STANDARD / STRAND		Digital Media: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Writing

INDICATOR / STANDARD		The Research Process: Finding, Assessing, Synthesizing, and Reporting Information
EXPECTATION / INDICATOR	MW.5.3.	Conduct short as well as more sustained research assignments and tasks to build knowledge about the research process and the topic under study:
INDICATOR	MW.5.3.2.	Gather relevant information from multiple types of authoritative sources, using advanced searches effectively, and annotate sources,
INDICATOR	MW.5.3.5.	Avoid plagiarism and overreliance on any one source and follow a standard format (e.g., AP Style) for citation.
STANDARD / STRAND		Digital Media: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Writing
INDICATOR / STANDARD		Conventions of Standard English: Grammar and Usage / Capitalization, Punctuation, and Spelling
EXPECTATION / INDICATOR	MW.6.1.	Demonstrate command of English grammar and usage, focusing on:
INDICATOR	MW.6.1.B	Verbs - Students are expected to build upon and continue applying conventions learned previously. Grade of Mastery: 10 Forming and using verbs in the indicative, imperative, interrogative, conditional and subjunctive moods.
INDICATOR	MW.6.1.C	Adjectives and Adverbs – Students are expected to build upon and continue applying conventions learned previously. Grade of Mastery: 4 Writing sentences using relative adverbs (e.g., where, when) and explaining their functions in a sentence.
STANDARD / STRAND		Digital Media: Grades 9-12
		Digital Media: Grades 9-12 Digital Media: Writing
PROFICIENCY STATEMENT /		
PROFICIENCY STATEMENT / SUBSTRAND	MW.6.2.	Digital Media: Writing
PROFICIENCY STATEMENT / SUBSTRAND INDICATOR / STANDARD		Digital Media: Writing Conventions of Standard English: Grammar and Usage / Capitalization, Punctuation, and Spelling Demonstrate command of the conventions of standard English capitalization, punctuation, and
PROFICIENCY STATEMENT / SUBSTRAND INDICATOR / STANDARD EXPECTATION / INDICATOR	MW.6.2.A	Digital Media: Writing Conventions of Standard English: Grammar and Usage / Capitalization, Punctuation, and Spelling Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling focusing on: Capitalization—Students are expected to build upon and continue applying conventions learned previously. Grade of
PROFICIENCY STATEMENT / SUBSTRAND INDICATOR / STANDARD EXPECTATION / INDICATOR INDICATOR	MW.6.2.A MW.6.2.B	Digital Media: Writing Conventions of Standard English: Grammar and Usage / Capitalization, Punctuation, and Spelling Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling focusing on: Capitalization—Students are expected to build upon and continue applying conventions learned previously. Grade of Mastery: 5 Applying correct usage of capitalization in writing. Punctuation—Students are expected to build upon and continue applying conventions learned previously. Grade of
PROFICIENCY STATEMENT / SUBSTRAND INDICATOR / STANDARD EXPECTATION / INDICATOR INDICATOR INDICATOR	MW.6.2.A MW.6.2.B	Digital Media: Writing Conventions of Standard English: Grammar and Usage / Capitalization, Punctuation, and Spelling Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling focusing on: Capitalization—Students are expected to build upon and continue applying conventions learned previously. Grade of Mastery: 5 Applying correct usage of capitalization in writing. Punctuation—Students are expected to build upon and continue applying conventions learned previously. Grade of Mastery: 10 Using a semicolon and a conjunctive adverb to link two or more closely related independent clauses. Spelling—Students are expected to build upon and continue applying conventions learned previously. Grade of
PROFICIENCY STATEMENT / SUBSTRAND INDICATOR / STANDARD EXPECTATION / INDICATOR INDICATOR INDICATOR INDICATOR INDICATOR	MW.6.2.A MW.6.2.B	Digital Media: Writing Conventions of Standard English: Grammar and Usage / Capitalization, Punctuation, and Spelling Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling focusing on: Capitalization–Students are expected to build upon and continue applying conventions learned previously. Grade of Mastery: 5 Applying correct usage of capitalization in writing. Punctuation –Students are expected to build upon and continue applying conventions learned previously. Grade of Mastery: 10 Using a semicolon and a conjunctive adverb to link two or more closely related independent clauses. Spelling –Students are expected to build upon and continue applying conventions learned previously. Grade of Mastery: 5 Applying correct spelling patterns and generalizations in writing.

EXPECTATION / ML.1. INDICATOR

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

UNIT 7: INVENTIVE WRITING Week 14 Page 151-156

Indiana Academic Standards Language Arts

Grade $\bf 10$ - Adopted: $\bf 2023$

STANDARD / STRAND

Grades 9-10 English/Language Arts

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

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

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

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

STANDARD / STRAND

Grades 9-10 English/Language Arts

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

EXPECTATION / 9-INDICATOR 10.W.2.e.

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

STANDARD / STRAND

Grades 9-10 English/Language Arts

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes; compositions will include correct use of standard formatting (e.g., MLA, APA) with correctly cited sources.
INDICATOR / STANDARD	9- 10.W.3.	Write narrative compositions in a variety of forms that:
EXPECTATION / INDICATOR	9- 10.W.3.a.	Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters.
EXPECTATION / INDICATOR	9- 10.W.3.b.	Create a smooth progression of experiences or events.
EXPECTATION / INDICATOR	9- 10.W.3.c.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plotlines to develop experiences, events, and/or characters.
EXPECTATION / INDICATOR	9- 10.W.3.e.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
STANDARD / STRAND		Grades 9-10 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes; compositions will include correct use of standard formatting (e.g., MLA, APA) with correctly cited sources.
INDICATOR /	9-	Apply the writing process to all formal writing including but not limited to argumentative, informative,
STANDARD	10.W.4.	and narrative:
ST ANDARD EXPECTATION /	10.W.4.	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
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. 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
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. 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 EXPECTATION / INDICATOR STANDARD /	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. 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 10 - Adopted: 2020
EXPECTATION / INDICATOR EXPECTATION / INDICATOR STANDARD / STANDARD / STRAND PROFICIENCY STATEMENT /	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. 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 10 - Adopted: 2020 Journalism: Grades 9-12
EXPECTATION / INDICATOR EXPECTATION / INDICATOR STANDARD / STRAND PROFICIENCY STATEMENT / SUBSTRAND 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. 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 10 - Adopted: 2020 Journalism: Grades 9-12 Journalism: Narrative Nonfiction/Historical Fiction

PROFICIENCY STATEMENT / SUBSTRAND

Journalism: Vocabulary

INDICATOR / STANDARD		Learning Outcome
EXPECTATION / INDICATOR	JV.1.1.	Acquire and use accurately general academic and content-specific words and phrases at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression, including those standard to the journalism industry.
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Journalism: Vocabulary
INDICATOR / STANDARD		Vocabulary Building
EXPECTATION / INDICATOR	JV.2.2.	Students are expected to build upon and continue applying concepts learned previously. (Grade of Mastery: 7)
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Writing
INDICATOR / STANDARD		Learning Outcome
EXPECTATION / INDICATOR	JW.1.	Write routinely over a variety of time frames for a range of tasks, purposes, and audiences; apply reading standards to support analysis, reflection, and research by drawing evidence from a variety of texts.
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Writing
INDICATOR / STANDARD		Handwriting
EXPECTATION / INDICATOR	JW.2.	Students are expected to build upon and continue applying concepts learned previously. (Grade of Mastery: 4)
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Writing
INDICATOR / STANDARD		Writing Genres: Editorial, News, and Feature
EXPECTATION / INDICATOR	JW.3.	Students are expected to build upon and continue concepts learned previously.
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Writing

INDICATOR / STANDARD		Writing Genres: Editorial, News, and Feature
EXPECTATION / INDICATOR	JW.3.1.	Write editorials/commentaries that —
INDICATOR		Use effective transitions as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. Establish and maintain a consistent style and tone appropriate to purpose and audience.
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Writing
INDICATOR / STANDARD		Writing Genres: Editorial, News, and Feature
EXPECTATION / INDICATOR	JW.3.3.	Write features that
INDICATOR		Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Writing
INDICATOR / STANDARD		The Writing Process
EXPECTATION / INDICATOR	JW.4.1.	Apply the writing process to —
INDICATOR		Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach, focusing on addressing what is most significant for a specific purpose and audience; and edit to produce and strengthen writing that is clear and coherent.
INDICATOR		Use technology to generate, produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Writing
INDICATOR / STANDARD		The Writing Process
EXPECTATION / INDICATOR	JW.4.4.	Revise and edit copy to ensure effective, grammatically correct communication using appropriate proofreading or copy editing symbols.
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Writing

INDICATOR /		Conventions of Standard English: Grammar and Usage/Capitalization, Punctuation, and Spelling
STANDARD		
/ INDICATOR	JW.6.1.	Demonstrate command of English grammar and usage, focusing on:
INDICATOR	JW.6.1.E.	Usage—Students are expected to build upon and continue applying conventions learned previously. (Grade of Mastery: 10)
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Writing
INDICATOR / STANDARD		Conventions of Standard English: Grammar and Usage/Capitalization, Punctuation, and Spelling
EXPECTATION / INDICATOR	JW.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling focusing on:
INDICATOR	JW.6.2.A.	Capitalization—Students are expected to build upon and continue applying conventions learned previously. (Grade of Mastery: 5)
INDICATOR	JW.6.2.B.	Punctuation —Students are expected to build upon and continue applying conventions learned previously. (Grade of Mastery: 10)
INDICATOR	JW.6.2.C.	Spelling —Students are expected to build upon and continue applying conventions learned previously. (Grade of Mastery: 5)
STANDARD / STRAND		Digital Media: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Narrative Storytelling
INDICATOR / STANDARD		Key Ideas and Textual Support
EXPECTATION / INDICATOR	MS.2.1.	Analyze what a product says explicitly and implicitly as well as inferences and interpretations drawn from the media product through citing evidence determining where the product leaves matters uncertain.
STANDARD / STRAND		Digital Media: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Nonfiction
INDICATOR / STANDARD		Structural Elements and Organization
EXPECTATION / INDICATOR	MN.3.3.	Determine perspective or purpose in a piece of media in which the rhetoric is particularly effective. Analyze how style and content contribute to the power and persuasiveness of the media product (e.g.appeals to both friendly and hostile audiences and anticipates and addresses audience's concerns and counterclaims).
STANDARD / STRAND		Digital Media: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Writing

INDICATOR / STANDARD		Learning Outcome
EXPECTATION / INDICATOR	MW.1.	Write routinely over a variety of time frames for a range of tasks, purposes, and audiences; apply reading standards to support analysis, reflection, and research by drawing evidence from a variety of texts and media products.
STANDARD / STRAND		Digital Media: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Writing
INDICATOR / STANDARD		Writing Genres: Editorial, News, Feature, and Narrative
EXPECTATION / INDICATOR	MW.3.3.	Write or produce narrative and feature-style media products in a variety of forms that:
INDICATOR	MW.3.3.1.	Engage and orient the audience by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and including narration and/or sources or characters,
INDICATOR	MW.3.3.4.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome,
INDICATOR	MW.3.3.5.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
STANDARD / STRAND		Digital Media: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Writing
INDICATOR / STANDARD		The Writing Process
EXPECTATION / INDICATOR	MW.4.1.	Apply the writing process to all formal writing and media product development, including but not limited to argumentative, informative, and narrative.
INDICATOR	MW.4.1.1.	Plan and develop, draft, revise using appropriate reference materials, rewrite, try a new approach, focusing on addressing what is most significant for a specific purpose and audience, and edit to produce and strengthen. writing that is clear and coherent,
INDICATOR	MW.4.1.2.	Use technology to generate, produce, publish, and update individual or shared products in response to ongoing feedback, including new arguments or information,
STANDARD / STRAND		Digital Media: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Writing
INDICATOR / STANDARD		The Writing Process
EXPECTATION / INDICATOR	MW.4.3.	Revise and edit to improve sentence variety and style and to enhance subtlety of meaning and tone in ways that are consistent with purpose, audience, and media format.
EXPECTATION / INDICATOR	MW.4.4.	Revise and edit to ensure effective, grammatically correct communication.

ST	ANDARD	I
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Digital Media: Grades 9-12

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

STANDARD / STRAND

Digital Media: Grades 9-12

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

EXPECTATION / ML.1. INDICATOR

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

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Indiana Academic Standards Language Arts Grade 10 - Adopted: 2023

STANDARD / STRAND

Grades 9-10 English/Language Arts

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

INDICATOR / STANDARD	9- 10.RC.9.	Use context to determine or clarify the meaning of words and phrases.
INDICATOR / STANDARD	9- 10.RC.12.	Analyze the meaning of words and phrases as they are used in works of literature, including figurative, connotative, and denotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings. (E)
INDICATOR / STANDARD	9- 10.RC.13.	Determine the meaning of words and phrases as they are used in a nonfiction text, including figurative, connotative, denotative, and technical meanings; evaluate the effectiveness of specific word choices on meaning and tone in multiple and varied contexts.
STANDARD / STRAND		Grades 9-10 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes; compositions will include correct use of standard formatting (e.g., MLA, APA) with correctly cited sources.
INDICATOR / STANDARD	9- 10.W.4.	Apply the writing process to all formal writing including but not limited to argumentative, informative, and narrative:
EXPECTATION / INDICATOR	9- 10.W.4.a.	Plan and develop, draft, and revise writing using appropriate reference materials. Rewrite, try a new approach, focusing on addressing what is most significant for a specific purpose and audience, and edit to produce and strengthen writing that is clear and coherent.
EXPECTATION / INDICATOR	9- 10.W.4.c.	Utilize a standard style guide framework for in-text documentation, formatting, and works cited in order to properly credit sources in all writing types, utilizing multiple sources when appropriate.
STANDARD / STRAND		Grades 9-10 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes; compositions will include correct use of standard formatting (e.g., MLA, APA) with correctly cited sources.
INDICATOR / STANDARD	9- 10.W.5.	Conduct more sustained research assignments and tasks to build knowledge about the research process and the topic under study.
EXPECTATION / INDICATOR	9- 10.W.5.b.	Gather relevant information from multiple authoritative sources, using advanced searches effectively, and annotate sources.
EXPECTATION / INDICATOR	9- 10.W.5.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 10 - Adopted: 2020
		Journalism: Grades 9-12
STANDARD / STRAND		
		Journalism: Narrative Nonfiction/Historical Fiction

EXPECTATION / INDICATOR	JL.2.1.	Cite strong and thorough facts from observation, quotations, and specific details that support analysis of what a piece of narrative nonfiction/historical fiction says explicitly as well as inferences and interpretations drawn from the text, including determining where the text leaves matters uncertain. (e.g. excerpts from The Immortal Life of Henrietta Lacks, The Jungle, Unbroken, The Devil in the White City, Into the Wild).
EXPECTATION / INDICATOR	JL.2.2.	Compare and contrast the development of similar themes or central ideas across two or more works of narrative nonfiction/historical fiction and analyze how the author uses specific details to shape and reveal themes. (e.g. excerpts from Historical fiction of Alexander Thom and Native American poetry, works of Ernie Pyle and Tim O'Brien).
EXPECTATION / INDICATOR	JL.2.3.	Analyze the impact of the author's choices: How the author uses structure, imagery, and characterization of a story for dramatic effect. (e.g., Mrs. Kelly's Monster).
EXPECTATION / INDICATOR	JL.2.4.	Students are expected to build upon and continue applying concepts learned previously. (Grade of mastery: 2)
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Journalism: Narrative Nonfiction/Historical Fiction
INDICATOR / STANDARD		Structural Elements and Organization
EXPECTATION / INDICATOR	JL.3.1.	Analyze and evaluate how an author chooses to craft specific parts of a work of narrative nonfiction/historical fiction to contribute to its overall structure and meaning as well as its aesthetic impact.
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Journalism: Narrative Nonfiction/Historical Fiction
INDICATOR / STANDARD		Synthesis and Connection of Ideas
EXPECTATION / INDICATOR	JL.4.2.	Analyze and evaluate significant works of narrative nonfiction/historical fiction (American, English, or world) and how two or more of the works treat similar themes, conflicts, issues, or topics. (e.g. In Cold Blood and actual accounts of The Clutter murders).
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Journalism: Nonfiction
INDICATOR / STANDARD		Learning Outcome
EXPECTATION / INDICATOR	JN.1.1.	Read a variety of nonfiction within a range of complexity appropriate for grades 11-CCR. By the end of grade 11, students interact with texts proficiently and independently at the low end of the range and with scaffolding as needed for texts at the high end of the range. By the end of grade 12, students interact with texts proficiently and independently.
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Journalism: Nonfiction

INDICATOR / STANDARD		Key Ideas and Textual Support
EXPECTATION / INDICATOR	JN.2.1.	Cite strong and thorough facts from observation, quotations, and specific details that support analysis of what a piece of nonfiction says explicitly as well as inferences and interpretations drawn from the text, including determining where the text leaves matters uncertain.
EXPECTATION / INDICATOR	JN.2.3.	Analyze a complex set of ideas or sequence of events and explain how specific sources, facts, or events interact and develop over the course of a text. (e.g. article, infographic, editorial cartoon, photo or illustration).
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Journalism: Nonfiction
INDICATOR / STANDARD		Structural Elements and Organization
EXPECTATION / INDICATOR	JN.3.1.	Students are expected to build upon and continue applying concepts learned previously. (Grade of Mastery: 5)
EXPECTATION / INDICATOR	JN.3.2.	Analyze and evaluate the effectiveness of the structure an author uses in his or her lead or claim including whether the structure makes points clear, convincing, and engaging.
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Journalism: Nonfiction
INDICATOR / STANDARD		Synthesis and Connection of Ideas
EXPECTATION / INDICATOR	JN.4.2.	Synthesize and evaluate sources of information presented in multimedia platforms in order to address a question or to solve a problem.
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Journalism: Vocabulary
INDICATOR / STANDARD		Learning Outcome
EXPECTATION / INDICATOR	JV.1.1.	Acquire and use accurately general academic and content-specific words and phrases at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression, including those standard to the journalism industry.
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Journalism: Vocabulary
INDICATOR / STANDARD		Vocabulary Building

EXPECTATION / INDICATOR	JV.2.1.	Use context to determine or clarify the meaning of words and phrases.
EXPECTATION / INDICATOR	JV.2.2.	Students are expected to build upon and continue applying concepts learned previously. (Grade of Mastery: 7)
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Journalism: Vocabulary
INDICATOR / STANDARD		Vocabulary in Historical Fiction and Nonfiction
EXPECTATION / INDICATOR	JV.3.2.	Determine the meaning of words and phrases as they are used in a nonfiction text, including figurative, connotative, and technical meanings; evaluate the cumulative impact of how an author uses and refines the meaning of a key term or terms over the course of a text.
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Writing
INDICATOR / STANDARD		Learning Outcome
EXPECTATION / INDICATOR	JW.1.	Write routinely over a variety of time frames for a range of tasks, purposes, and audiences; apply reading standards to support analysis, reflection, and research by drawing evidence from a variety of texts.
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Writing
INDICATOR / STANDARD		Handwriting
EXPECTATION / INDICATOR	JW.2.	Students are expected to build upon and continue applying concepts learned previously. (Grade of Mastery: 4)
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Writing
INDICATOR / STANDARD		Writing Genres: Editorial, News, and Feature
EXPECTATION / INDICATOR	JW.3.	Students are expected to build upon and continue concepts learned previously.
STANDARD / STRAND		Journalism: Grades 9-12

PROFICIENCY STATEMENT / SUBSTRAND		Writing
INDICATOR / STANDARD		Writing Genres: Editorial, News, and Feature
EXPECTATION / INDICATOR	JW.3.2.	Write news that —
INDICATOR		Contains adequate information from a variety of credible sources.
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Writing
INDICATOR / STANDARD		Writing Genres: Editorial, News, and Feature
EXPECTATION / INDICATOR	JW.3.3.	Write features that
INDICATOR		Use a variety of creative leads. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing sources.
INDICATOR		Contain adequate information from a variety of credible sources.
INDICATOR		Establish and maintain a feature style appropriate to the purpose and audience. (e.g. AP Style)
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Writing
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.5.3.	Conduct short as well as more sustained research assignments and tasks to build knowledge about the research process and the topic under study.
INDICATOR		Gather relevant information from multiple types of authoritative sources, using advanced searches effectively, and annotate sources.

INDICATOR		Avoid plagiarism and overreliance on any one source and follow a standard format (e.g., AP Style) for citation.
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Writing
INDICATOR / STANDARD		The Research Process: Finding, Assessing, Synthesizing, and Reporting Information
EXPECTATION / INDICATOR	JW.5.4.	Ask clear interview questions to guide a balanced and unbiased information-gathering process that include
INDICATOR		Double-checking information before writing the story
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Writing
INDICATOR / STANDARD		Conventions of Standard English: Grammar and Usage/Capitalization, Punctuation, and Spelling
EXPECTATION / INDICATOR	JW.6.1.	Demonstrate command of English grammar and usage, focusing on:
INDICATOR	JW.6.1.B.	Verbs – Students are expected to build upon and continue applying conventions learned previously. (Grade of Mastery: 10)
INDICATOR	JW.6.1.C.	Adjectives and Adverbs — Students are expected to build upon and continue applying conventions learned previously. (Grade of Mastery: 4)
INDICATOR	JW.6.1.D.	Phrases and Clauses — Students are expected to build upon and continue applying conventions learned previously. (Grade of Mastery: 7)
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Media Literacy
INDICATOR / STANDARD		Media Literacy
EXPECTATION / INDICATOR	JML.2.6.	Analyze and evaluate the essential features of journalistic writing in a variety of news sources for: brevity and clarity content, topics or themes appropriate for the audience
INDICATOR		structural elements and organization
STANDARD / STRAND		Digital Media: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Narrative Storytelling
INDICATOR / STANDARD		Learning Outcome

EXPECTATION / MS.1. **INDICATOR**

Read and interact with a variety of media from journalistic outlets and read other texts related to media within a range of complexity appropriate for grades 9-12 that include possibilities for analysis of literary techniques, structure and style. By the end of this course, students interact with media and texts proficiently and independently at the low end of the range and with scaffolding as needed at the high end of the range.

STANDARD / **STRAND**

Digital Media: Grades 9-12

PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Narrative Storytelling
INDICATOR / STANDARD		Key Ideas and Textual Support
EXPECTATION / INDICATOR	MS.2.1.	Analyze what a product says explicitly and implicitly as well as inferences and interpretations drawn from the media product through citing evidence determining where the product leaves matters uncertain.
EXPECTATION / INDICATOR	MS.2.3.	Analyze how the producer's choices impact subject development over the course of a media product.

STANDARD / **STRAND**

Digital Media: Grades 9-12

PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Narrative Storytelling
INDICATOR / STANDARD		Structural Elements and Organization
EXPECTATION /	MS.3.1.	Analyze and evaluate how a producer's choices concerning how to structure specific parts of a media product

INDICATOR

Analyze and evaluate how a producer's choices concerning how to structure specific parts of a media product contribute to its overall meaning and effect.

STANDARD / **STRAND**

Digital Media: Grades 9-12

PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Nonfiction
INDICATOR / STANDARD		Learning Outcome
EXPECTATION /	MN.1.	Read a variety of nonfiction media from journalistic outlets and read other texts related to media within a range of

INDICATOR

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 / MN2.1. **INDICATOR**

Analyze what a nonfiction media product says explicitly as well as inferences and interpretations drawn from the piece, including determining where the piece leaves matters uncertain by citing strong and thorough facts from observations, quotations, and specific details.

EXPECTATION / INDICATOR	MN.2.3.	Analyze a complex set of ideas or sequence of events and explain how specific ideas, facts, events, or individuals develop throughout the product.
STANDARD / STRAND		Digital Media: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Nonfiction
INDICATOR / STANDARD		Structural Elements and Organization
EXPECTATION / INDICATOR	MN.3.3.	Determine perspective or purpose in a piece of media in which the rhetoric is particularly effective. Analyze how style and content contribute to the power and persuasiveness of the media product (e.g.appeals to both friendly and hostile audiences and anticipates and addresses audience's concerns and counterclaims).
STANDARD / STRAND		Digital Media: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Digital Media:Vocabulary
INDICATOR / STANDARD		Learning Outcome
EXPECTATION / INDICATOR	MV.1.	Acquire and accurately use academic and content-specific words and phrases at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression, including those standard to the media industry.
STANDARD / STRAND		Digital Media: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Digital Media:Vocabulary
INDICATOR / STANDARD		Vocabulary Building
EXPECTATION / INDICATOR	MV.2.1.	Use context to determine or clarify the meaning of words and phrases.
STANDARD / STRAND		Digital Media: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Digital Media:Vocabulary
INDICATOR / STANDARD		Vocabulary in Media Writing and Production
EXPECTATION / INDICATOR	MV.3.2.	Determine the meaning of words and phrases as they are used in a nonfiction text, including figurative, connotative, and technical meanings; evaluate the cumulative impact of how an author or producer uses and refines the meaning of a key term or terms over the course of a text or media product.
STANDARD / STRAND		Digital Media: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Writing

INDICATOR / STANDARD		The Writing Process
EXPECTATION / INDICATOR	MW.4.1.	Apply the writing process to all formal writing and media product development, including but not limited to argumentative, informative, and narrative.
INDICATOR	MW.4.1.3.	Utilize a standard style guide framework for properly crediting sources in all media product types, utilizing multiple sources when appropriate.
STANDARD / STRAND		Digital Media: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Writing
INDICATOR / STANDARD		The Research Process: Finding, Assessing, Synthesizing, and Reporting Information
EXPECTATION / INDICATOR	MW.5.2.	Identify relevant issues and events of interest to readers through current news analysis, surveys, research reports, statistical data, and interviews with the audience.
STANDARD / STRAND		Digital Media: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Writing
INDICATOR / STANDARD		The Research Process: Finding, Assessing, Synthesizing, and Reporting Information
EXPECTATION / INDICATOR	MW.5.3.	Conduct short as well as more sustained research assignments and tasks to build knowledge about the research process and the topic under study:
INDICATOR	MW.5.3.2.	Gather relevant information from multiple types of authoritative sources, using advanced searches effectively, and annotate sources,
INDICATOR	MW.5.3.5.	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,
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: 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
STATEMENT /		Digital Media: Media Literacy Learning Outcome
STATEMENT / SUBSTRAND	ML.1.	
STATEMENT / SUBSTRAND INDICATOR / STANDARD EXPECTATION /	ML.1.	Learning Outcome
INDICATOR / STANDARD EXPECTATION / INDICATOR STANDARD /	ML.1.	Learning Outcome Critically analyze content found in media used to inform, persuade, entertain, and transmit culture.
STATEMENT / SUBSTRAND INDICATOR / STANDARD EXPECTATION / INDICATOR STANDARD / STRAND PROFICIENCY STATEMENT /	ML.1. SMED.5. 1.	Learning Outcome Critically analyze content found in media used to inform, persuade, entertain, and transmit culture. Student Media: 9-12 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

UNIT 8: FORMAL ESSAY MODELS Week 16 Page 161-166

Indiana Academic Standards
Language Arts
Grade 10 - Adopted: 2023

STANDARD /	Grades 9-10 English/Language Arts
STRAND	

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

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

STANDARD / STRAND

Grades 9-10 English/Language Arts

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

INDICATOR 10.W.1.e.

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

STANDARD / STRAND

Grades 9-10 English/Language Arts

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes; compositions will include correct use of standard formatting (e.g., MLA, APA) with correctly cited sources.
INDICATOR / STANDARD	9- 10.W.2.	Write informative compositions on a variety of topics that:
EXPECTATION / INDICATOR	9- 10.W.2.a.	Introduce a topic and organize complex ideas, concepts, and information to make important connections and distinctions.
EXPECTATION / INDICATOR	9- 10.W.2.b.	Develop the topic utilizing credible sources with relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
EXPECTATION / INDICATOR	9- 10.W.2.c.	Use appropriate transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
EXPECTATION / INDICATOR	9- 10.W.2.e.	Establish and maintain a style appropriate for the purpose and audience.

EXPECTATION / INDICATOR	9- 10.W.2.f.	Provide a concluding statement or section that follows and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). (E)
STANDARD / STRAND		Grades 9-10 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes; compositions will include correct use of standard formatting (e.g., MLA, APA) with correctly cited sources.
INDICATOR / STANDARD	9- 10.W.4.	Apply the writing process to all formal writing including but not limited to argumentative, informative, and narrative:
EXPECTATION / INDICATOR	9- 10.W.4.a.	Plan and develop, draft, and revise writing using appropriate reference materials. Rewrite, try a new approach, focusing on addressing what is most significant for a specific purpose and audience, and edit to produce and strengthen writing that is clear and coherent.
EXPECTATION / INDICATOR	9- 10.W.4.b.	Use technology to generate, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically (e.g., use of publishing programs, integration of multimedia).
EXPECTATION / INDICATOR	9- 10.W.4.c.	Utilize a standard style guide framework for in-text documentation, formatting, and works cited in order to properly credit sources in all writing types, utilizing multiple sources when appropriate.
STANDARD / STRAND		Grades 9-10 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes; compositions will include correct use of standard formatting (e.g., MLA, APA) with correctly cited sources.
INDICATOR / STANDARD	9- 10.W.5.	Conduct more sustained research assignments and tasks to build knowledge about the research process and the topic under study.
EXPECTATION / INDICATOR	9- 10.W.5.a.	Formulate an inquiry question and refine and narrow the focus as research evolves.
EXPECTATION / INDICATOR	9- 10.W.5.b.	Gather relevant information from multiple authoritative sources, using advanced searches effectively, and annotate sources.
EXPECTATION /	9- 10.W.5.d.	Synthesize and integrate information into the text selectively to maintain the flow of ideas.
	10.00.5.0.	
EXPECTATION / INDICATOR		Avoid plagiarism and over reliance on any one source and follow a standard format (e.g., MLA, APA) for citation.
	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. Present information, choosing from a variety of formats. (E)
EXPECTATION / INDICATOR	9- 10.W.5.e.	Present information, choosing from a variety of formats. (E) Grade 10 - Adopted: 2020
INDICATOR EXPECTATION /	9- 10.W.5.e.	Present information, choosing from a variety of formats. (E)
EXPECTATION / INDICATOR STANDARD /	9- 10.W.5.e.	Present information, choosing from a variety of formats. (E) Grade 10 - Adopted: 2020

EXPECTATION / INDICATOR	JL.2.1.	Cite strong and thorough facts from observation, quotations, and specific details that support analysis of what a piece of narrative nonfiction/historical fiction says explicitly as well as inferences and interpretations drawn from the text, including determining where the text leaves matters uncertain. (e.g. excerpts from The Immortal Life of Henrietta Lacks, The Jungle, Unbroken, The Devil in the White City, Into the Wild).
EXPECTATION / INDICATOR	JL.2.2.	Compare and contrast the development of similar themes or central ideas across two or more works of narrative nonfiction/historical fiction and analyze how the author uses specific details to shape and reveal themes. (e.g. excerpts from Historical fiction of Alexander Thom and Native American poetry, works of Ernie Pyle and Tim O'Brien)
EXPECTATION / INDICATOR	JL.2.3.	Analyze the impact of the author's choices: How the author uses structure, imagery, and characterization of a story for dramatic effect. (e.g., Mrs. Kelly's Monster).
EXPECTATION / INDICATOR	JL.2.4.	Students are expected to build upon and continue applying concepts learned previously. (Grade of mastery: 2)
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Journalism: Narrative Nonfiction/Historical Fiction
INDICATOR / STANDARD		Structural Elements and Organization
EXPECTATION / INDICATOR	JL.3.1.	Analyze and evaluate how an author chooses to craft specific parts of a work of narrative nonfiction/historical fiction to contribute to its overall structure and meaning as well as its aesthetic impact.
ST ANDARD / ST RAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Journalism: Narrative Nonfiction/Historical Fiction
INDICATOR / STANDARD		Synthesis and Connection of Ideas
EXPECTATION / INDICATOR	JL.4.1.	Compare and contrast multiple interpretations of narrative nonfiction/historical fiction, evaluating how each version interprets the source text and the potential impact of the interpretations on the reader.
EXPECTATION / INDICATOR	JL.4.2.	Analyze and evaluate significant works of narrative nonfiction/historical fiction (American, English, or world) and how two or more of the works treat similar themes, conflicts, issues, or topics. (e.g. In Cold Blood and actual accounts of The Clutter murders).
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Journalism: Nonfiction
INDICATOR / STANDARD		Learning Outcome
EXPECTATION / INDICATOR	JN.1.1.	Read a variety of nonfiction within a range of complexity appropriate for grades 11-CCR. By the end of grade 11, students interact with texts proficiently and independently at the low end of the range and with scaffolding as needed

EXPECTATION / JN.1.1. Read a variety of nonfiction within a range of complexity appropriate for grades 11-CCR. By the end of grade 1 students interact with texts proficiently and independently at the low end of the range and with scaffolding as ne 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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EXPECTATION / JV.1.1.

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Journalism: Grades 9-12

PROFICIENCY STATEMENT / SUBSTRAND		Journalism: Nonfiction
INDICATOR / STANDARD		Key Ideas and Textual Support
EXPECTATION / INDICATOR	JN.2.1.	Cite strong and thorough facts from observation, quotations, and specific details that support analysis of what a piece of nonfiction says explicitly as well as inferences and interpretations drawn from the text, including determining where the text leaves matters uncertain.
EXPECTATION / INDICATOR	JN.2.2.	Compare and contrast the development of similar themes or central ideas across two or more works of nonfiction and analyze how the author uses specific details to shape and reveal themes.
EXPECTATION / INDICATOR	JN.2.3.	Analyze a complex set of ideas or sequence of events and explain how specific sources, facts, or events interact and develop over the course of a text. (e.g. article, infographic, editorial cartoon, photo or illustration).
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Journalism: Nonfiction
INDICATOR / STANDARD		Structural Elements and Organization
EXPECTATION / INDICATOR	JN.3.1.	Students are expected to build upon and continue applying concepts learned previously. (Grade of Mastery: 5)
EXPECTATION / INDICATOR	JN.3.2.	Analyze and evaluate the effectiveness of the structure an author uses in his or her lead or claim including whether the structure makes points clear, convincing, and engaging.
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Journalism: Nonfiction
INDICATOR / STANDARD		Synthesis and Connection of Ideas
EXPECTATION / INDICATOR	JN.4.2.	Synthesize and evaluate sources of information presented in multimedia platforms in order to address a question or to solve a problem.
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Journalism: Vocabulary
INDICATOR / STANDARD		Learning Outcome

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	
PROFICIENCY STATEMENT /	

INDICATOR / STANDARD

Journalism: Grades 9-12

PROFICIENCY STATEMENT / SUBSTRAND		Journalism: Vocabulary
INDICATOR / STANDARD		Vocabulary Building
EXPECTATION / INDICATOR	JV.2.1.	Use context to determine or clarify the meaning of words and phrases.
EXPECTATION / INDICATOR	JV.2.2.	Students are expected to build upon and continue applying concepts learned previously. (Grade of Mastery: 7)
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Journalism: Vocabulary
INDICATOR / STANDARD		Vocabulary in Historical Fiction and Nonfiction
EXPECTATION / INDICATOR	JV.3.2.	Determine the meaning of words and phrases as they are used in a nonfiction text, including figurative, connotative, and technical meanings; evaluate the cumulative impact of how an author uses and refines the meaning of a key term or terms over the course of a text.
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Writing
INDICATOR / STANDARD		Learning Outcome
EXPECTATION / INDICATOR	JW.1.	Write routinely over a variety of time frames for a range of tasks, purposes, and audiences; apply reading standards to support analysis, reflection, and research by drawing evidence from a variety of texts.
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Writing
INDICATOR / STANDARD		Handwriting
EXPECTATION / INDICATOR	JW.2.	Students are expected to build upon and continue applying concepts learned previously. (Grade of Mastery: 4)
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Writing

Writing Genres: Editorial, News, and Feature

EXPECTATION / INDICATOR	JW.3.	Students are expected to build upon and continue concepts learned previously.
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Writing
INDICATOR / STANDARD		Writing Genres: Editorial, News, and Feature
EXPECTATION / INDICATOR	JW.3.1.	Write editorials/commentaries that —
INDICATOR		Use effective transitions as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. Establish and maintain a consistent style and tone appropriate to purpose and audience.
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Writing
INDICATOR / STANDARD		Writing Genres: Editorial, News, and Feature
EXPECTATION / INDICATOR	JW.3.2.	Write news that —
INDICATOR		Develops the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, attributions, or other information and examples relevant to the audience's knowledge of the topic.
INDICATOR		Uses appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Writing
INDICATOR / STANDARD		Writing Genres: Editorial, News, and Feature
EXPECTATION / INDICATOR	JW.3.3.	Write features that
INDICATOR		Provide an ending that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
INDICATOR		Establish and maintain a feature style appropriate to the purpose and audience. (e.g. AP Style)
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Writing
INDICATOR / STANDARD		The Writing Process

EXPECTATION / INDICATOR	JW.4.1.	Apply the writing process to —
INDICATOR		Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach, focusing on addressing what is most significant for a specific purpose and audience; and edit to produce and strengthen writing that is clear and coherent.
INDICATOR		Use technology to generate, produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Writing
INDICATOR / STANDARD		The Writing Process
EXPECTATION / INDICATOR	JW.4.4.	Revise and edit copy to ensure effective, grammatically correct communication using appropriate proofreading or copy editing symbols.
EXPECTATION / INDICATOR	JW.4.5.	Follow ethical standards related to information gathering that include the appropriate citing of sources and the importance of avoiding plagiarism.
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Writing
INDICATOR / STANDARD		The Research Process: Finding, Assessing, Synthesizing, and Reporting Information
EXPECTATION / INDICATOR	JW.5.2.	Identify relevant issues and events of interest to readers through current news analysis, surveys, research reports, statistical data, and interviews with readers.
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Writing
INDICATOR / STANDARD		The Research Process: Finding, Assessing, Synthesizing, and Reporting Information
EXPECTATION / INDICATOR	JW.5.3.	Conduct short as well as more sustained research assignments and tasks to build knowledge about the research process and the topic under study.
INDICATOR		Formulate an inquiry question, and refine and narrow the focus as research evolves.
INDICATOR		Gather relevant information from multiple types of authoritative sources, using advanced searches effectively, and annotate sources.
INDICATOR		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

INDICATOR

Mastery: 5)

Journalism: Grades 9-12

PROFICIENCY STATEMENT / SUBSTRAND		Writing
INDICATOR / STANDARD		The Research Process: Finding, Assessing, Synthesizing, and Reporting Information
EXPECTATION / INDICATOR	JW.5.4.	Ask clear interview questions to guide a balanced and unbiased information-gathering process that include
INDICATOR		Double-checking information before writing the story
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Writing
INDICATOR / STANDARD		Conventions of Standard English: Grammar and Usage/Capitalization, Punctuation, and Spelling
EXPECTATION / INDICATOR	JW.6.1.	Demonstrate command of English grammar and usage, focusing on:
INDICATOR	JW.6.1.B.	Verbs – Students are expected to build upon and continue applying conventions learned previously. (Grade of Mastery: 10)
INDICATOR	JW.6.1.C.	Adjectives and Adverbs — Students are expected to build upon and continue applying conventions learned previously. (Grade of Mastery: 4)
INDICATOR	JW.6.1.D.	Phrases and Clauses — Students are expected to build upon and continue applying conventions learned previously. (Grade of Mastery: 7)
INDICATOR	JW.6.1.E.	Usage- Students are expected to build upon and continue applying conventions learned previously. (Grade of Mastery: 10)
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Writing
INDICATOR / STANDARD		Conventions of Standard English: Grammar and Usage/Capitalization, Punctuation, and Spelling
EXPECTATION / INDICATOR	JW.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling focusing on:
INDICATOR	JW.6.2.A.	Capitalization—Students are expected to build upon and continue applying conventions learned previously. (Grade of Mastery: 5)
INDICATOR	JW.6.2.B.	Punctuation —Students are expected to build upon and continue applying conventions learned previously. (Grade of Mastery: 10)

JW.6.2.C. Spelling —Students are expected to build upon and continue applying conventions learned previously. (Grade of

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EXPECTATION / MN.3.3.

INDICATOR

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		Digital Media: Nonfiction
STATEMENT / SUBSTRAND		
		Key Ideas and Textual Support
SUBSTRAND INDICATOR /	MN2.1.	Key Ideas and Textual Support Analyze what a nonfiction media product says explicitly as well as inferences and interpretations drawn from the piece, including determining where the piece leaves matters uncertain by citing strong and thorough facts from observations, quotations, and specific details.
INDICATOR / STANDARD EXPECTATION /	MN2.1. MN.2.2.	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
EXPECTATION / EXPECTATION /		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. Analyze the development of similar central ideas across two or more media products and determine how specific
EXPECTATION / INDICATOR EXPECTATION / INDICATOR EXPECTATION / INDICATOR	MN.2.2.	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. Analyze the development of similar central ideas across two or more media products and determine how specific details shape and refine the central idea. Analyze a complex set of ideas or sequence of events and explain how specific ideas, facts, events, or individuals
EXPECTATION / INDICATOR	MN.2.2.	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. Analyze the development of similar central ideas across two or more media products and determine how specific details shape and refine the central idea. Analyze a complex set of ideas or sequence of events and explain how specific ideas, facts, events, or individuals develop throughout the product.
EXPECTATION / INDICATOR EXPECTATION / INDICATOR EXPECTATION / INDICATOR EXPECTATION / INDICATOR STANDARD / STRAND PROFICIENCY STATEMENT /	MN.2.2.	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. Analyze the development of similar central ideas across two or more media products and determine how specific details shape and refine the central idea. Analyze a complex set of ideas or sequence of events and explain how specific ideas, facts, events, or individuals develop throughout the product. Digital Media: Grades 9-12

Determine perspective or purpose in a piece of media in which the rhetoric is particularly effective. Analyze how

hostile audiences and anticipates and addresses audience's concerns and counterclaims).

style and content contribute to the power and persuasiveness of the media product (e.g.appeals to both friendly and

STANDARD / STRAND		Digital Media: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Digital Media:Vocabulary
INDICATOR / STANDARD		Learning Outcome
EXPECTATION / INDICATOR	MV.1.	Acquire and accurately use academic and content-specific words and phrases at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression, including those standard to the media industry.
STANDARD / STRAND		Digital Media: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Digital Media:Vocabulary
INDICATOR / STANDARD		Vocabulary Building
EXPECTATION / INDICATOR	MV.2.1.	Use context to determine or clarify the meaning of words and phrases.
STANDARD / STRAND		Digital Media: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Digital Media:Vocabulary
INDICATOR / STANDARD		Vocabulary in Media Writing and Production
EXPECTATION / INDICATOR	MV.3.2.	Determine the meaning of words and phrases as they are used in a nonfiction text, including figurative, connotative, and technical meanings; evaluate the cumulative impact of how an author or producer uses and refines the meaning of a key term or terms over the course of a text or media product.
STANDARD / STRAND		Digital Media: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Writing
INDICATOR / STANDARD		Learning Outcome
EXPECTATION / INDICATOR	MW.1.	Write routinely over a variety of time frames for a range of tasks, purposes, and audiences; apply reading standards to support analysis, reflection, and research by drawing evidence from a variety of texts and media products.
STANDARD / STRAND		Digital Media: Grades 9-12

PROFICIENCY

STATEMENT / SUBSTRAND

INDICATOR /

STANDARD

Digital Media: Writing

Writing Genres: Editorial, News, Feature, and Narrative

EXPECTATION MW.3.2. Write or produce informative products on a variety of topics that: / INDICATOR

INDICATOR	MW.3.2.1.	Introduce a topic using a variety of lead-ins; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting(e.g., headings), graphics (e.g.,figures,tables),and multimedia when useful to aiding comprehension,
INDICATOR	MW.3.2.2.	Utilize credible sources, develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic,
INDICATOR	MW.3.2.3.	Use appropriate and varied transitions and syntax to link the major sections of the piece,create cohesion, and clarify the relationships among complex ideas and concepts,
INDICATOR	MW.3.2.4.	Choose language, content- specific vocabulary, and techniques to manage the complexity of the topic, recognizing and eliminating wordiness and redundancy,
INDICATOR	MW.3.2.5.	Establish and maintain an informative style appropriate to the purpose and audience, and
INDICATOR	MW.3.2.6.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
STANDARD / STRAND		Digital Media: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Writing
INDICATOR / STANDARD		The Writing Process
EXPECTATION / INDICATOR	MW.4.1.	Apply the writing process to all formal writing and media product development, including but not limited to argumentative, informative, and narrative.
INDICATOR	MW.4.1.1.	Plan and develop, draft, revise using appropriate reference materials, rewrite, try a new approach, focusing on addressing what is most significant for a specific purpose and audience, and edit to produce and strengthen. writing that is clear and coherent,
INDICATOR	MW.4.1.2.	Use technology to generate, produce, publish, and update individual or shared products in response to ongoing feedback, including new arguments or information,
INDICATOR	MW.4.1.3.	Utilize a standard style guide framework for properly crediting sources in all media product types, utilizing multiple sources when appropriate.
STANDARD / STRAND		Digital Media: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Writing
INDICATOR / STANDARD		The Writing Process
EXPECTATION / INDICATOR	MW.4.3.	Revise and edit to improve sentence variety and style and to enhance subtlety of meaning and tone in ways that are consistent with purpose, audience, and media format.
EXPECTATION /	MW.4.4.	Revise and edit to ensure effective, grammatically correct communication.

INDICATOR

EXPECTATION / INDICATOR	MW.4.5.	Follow ethical standards related to information gathering that include the appropriate citing of sources and the importance of avoiding plagiarism.
STANDARD / STRAND		Digital Media: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Writing
INDICATOR / STANDARD		The Research Process: Finding, Assessing, Synthesizing, and Reporting Information
EXPECTATION / INDICATOR	MW.5.2.	Identify relevant issues and events of interest to readers through current news analysis, surveys, research reports, statistical data, and interviews with the audience.
STANDARD / STRAND		Digital Media: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Writing
INDICATOR / STANDARD		The Research Process: Finding, Assessing, Synthesizing, and Reporting Information
EXPECTATION / INDICATOR	MW.5.3.	Conduct short as well as more sustained research assignments and tasks to build knowledge about the research process and the topic under study:
INDICATOR	MW.5.3.1.	Formulate an inquiry question, and refine and narrow the focus as research evolves,
INDICATOR	MW.5.3.2.	Gather relevant information from multiple types of authoritative sources, using advanced searches effectively, and annotate sources,
INDICATOR	MW.5.3.4.	Synthesize and integrate information into the text selectively to maintain the flow of ideas.
INDICATOR	MW.5.3.5.	Avoid plagiarism and overreliance on any one source and follow a standard format (e.g., AP Style) for citation.
INDICATOR	MW.5.3.6.	Present information, choosing from a variety of formats.
STANDARD / STRAND		Digital Media: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Writing
INDICATOR / STANDARD		The Research Process: Finding, Assessing, Synthesizing, and Reporting Information
EXPECTATION / INDICATOR	MW.5.4.	Ask clear interview questions to guide a balanced and unbiased information-gathering process that include: Researching background information, Formulating questions that elicit valuable information, Observing and recording details during the interview, Effectively concluding the interview, Double-checking information before writing the story, and Keeping dated notes or interview records on file.
INDICATOR	MW.5.4.1.	Researching background information,
INDICATOR	MW.5.4.2.	Formulating questions that elicit valuable information,
STANDARD / STRAND		Digital Media: Grades 9-12

PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Writing
INDICATOR / STANDARD		Conventions of Standard English: Grammar and Usage / Capitalization, Punctuation, and Spelling
EXPECTATION / INDICATOR	MW.6.1.	Demonstrate command of English grammar and usage, focusing on:
INDICATOR	MW.6.1.B	Verbs - Students are expected to build upon and continue applying conventions learned previously. Grade of Mastery: 10 Forming and using verbs in the indicative, imperative, interrogative, conditional and subjunctive moods.
INDICATOR	MW.6.1.C	Adjectives and Adverbs – Students are expected to build upon and continue applying conventions learned previously. Grade of Mastery: 4 Writing sentences using relative adverbs (e.g., where, when) and explaining their functions in a sentence.
STANDARD / STRAND		Digital Media: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Writing
INDICATOR / STANDARD		Conventions of Standard English: Grammar and Usage / Capitalization, Punctuation, and Spelling
EXPECTATION / INDICATOR	MW.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling focusing on:
INDICATOR	MW.6.2.A	Capitalization–Students are expected to build upon and continue applying conventions learned previously. Grade of Mastery: 5 Applying correct usage of capitalization in writing.
INDICATOR	MW.6.2.B	Punctuation –Students are expected to build upon and continue applying conventions learned previously. Grade of Mastery: 10 Using a semicolon and a conjunctive adverb to link two or more closely related independent clauses.
INDICATOR	MW.6.2.C	Spelling –Students are expected to build upon and continue applying conventions learned previously. Grade of Mastery: 5 Applying correct spelling patterns and generalizations in writing.
STANDARD / STRAND		Digital Media: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Media Literacy
INDICATOR / STANDARD		Learning Outcome
EXPECTATION / INDICATOR	ML.1.	Critically analyze content found in media used to inform, persuade, entertain, and transmit culture.
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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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 /	SMED.3.	Follow ethical standards related to information gathering that include the appropriate citing of sources to avoid charges of plagiarism or copyright violation.

STANDARD / STRAND

Student Media: 9-12

PROFICIENCY STATEMENT / SUBSTRAND		Standard 4: Media Content Creation - Students develop newsworthy, journalistic content while adhering to legal and ethical standards for scholastic journalism. Students demonstrate an understanding of the research, organizational, and drafting strategies in the journalistic content creation process.
INDICATOR / STANDARD		Organize and Focus
EXPECTATION / INDICATOR	SMED.4. 1.	Choose the appropriate method and medium to deliver information (verbal, visual, multimedia). Various types of media include the following:
INDICATOR	SMED.4. 1.1.	Writing (Inverted pyramid, narrative, in-depth, personality profile, opinion, etc.) • uses effective display text (headline, title, summary deck, combination, • uses a variety of creative leads, • contains adequate information from credible sources and cites sources of information correctly,• narrates events accurately including their significance to the audience, • includes appropriate quotations and proper attribution,• describes specific incidents, and actions, with sufficient detail,• follows standard journalistic language and format conventions, and• uses vocabulary and language that is appropriate for the subject, journalistic style, different purposes, and a variety of audiences.

STANDARD / STRAND

Student Media: 9-12

PROFICIENCY STATEMENT / SUBSTRAND		Standard 5: Student Media Production Cycles - Students produce media within an established production cycle, meeting deadlines and following style manual guidelines for consistency. Students analyze, evaluate, and critique their own work and that of others as they improve future media based on feedback.
INDICATOR / STANDARD	SMED.5. 1.	Work within a production cycle for media that includes:

 $\begin{array}{lll} {\sf EXPECTATION\,/} & {\sf SMED.5.} & {\sf gathering\,information\,(interviewing, researching, observing, etc.),} \\ {\sf INDICATOR} & {\sf 1.2.} \end{array}$

UNIT 8: FORMAL ESSAY MODELS Week 17 Page 167-174

Indiana Academic Standards
Language Arts
Grade 10 - Adopted: 2023

STANDARD / STRAND

Grades 9-10 English/Language Arts

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

INDICATOR / STANDARD	9- 10.RC.8.	Analyze U.S. and world documents of historical and literary significance, including how they address related themes and concepts.
INDICATOR / STANDARD	9- 10.RC.9.	Use context to determine or clarify the meaning of words and phrases.
INDICATOR / STANDARD	9- 10.RC.12.	Analyze the meaning of words and phrases as they are used in works of literature, including figurative, connotative, and denotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings. (E)
INDICATOR / STANDARD	9- 10.RC.13.	Determine the meaning of words and phrases as they are used in a nonfiction text, including figurative, connotative, denotative, and technical meanings; evaluate the effectiveness of specific word choices on meaning and tone in multiple and varied contexts.
STANDARD / STRAND		Grades 9-10 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes; compositions will include correct use of standard formatting (e.g., MLA, APA) with correctly cited sources.
INDICATOR / STANDARD	9- 10.W.1.	Write arguments in a variety of forms that:
EXPECTATION / INDICATOR	9- 10.W.1.a.	Introduce claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
EXPECTATION / INDICATOR	9- 10.W.1.c.	Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
EXPECTATION / INDICATOR	9- 10.W.1.d.	Use effective transitions to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
EXPECTATION / INDICATOR	9- 10.W.1.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)
STANDARD / STRAND		Grades 9-10 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes; compositions will include correct use of standard formatting (e.g., MLA, APA) with correctly cited sources.
INDICATOR / STANDARD	9- 10.W.2.	Write informative compositions on a variety of topics that:
EXPECTATION / INDICATOR	9- 10.W.2.a.	Introduce a topic and organize complex ideas, concepts, and information to make important connections and distinctions.
EXPECTATION /	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 / 9-Establish and maintain a style appropriate for the purpose and audience. **INDICATOR** 10.W.2.e. STANDARD / Grades 9-10 English/Language Arts STRAND **PROFICIENCY** Writing - Learning Outcome: Students compose writing and presentations for various genres which STATEMENT / demonstrate a command of English grammar and usage through the writing and research processes; **SUBSTRAND** compositions will include correct use of standard formatting (e.g., MLA, APA) with correctly cited sources. INDICATOR / 9-Apply the writing process to all formal writing including but not limited to argumentative, informative, **STANDARD** 10.W.4. and narrative: EXPECTATION / 9-Plan and develop, draft, and revise writing using appropriate reference materials. Rewrite, try a new approach, INDICATOR 10.W.4.a. 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 / 9-Use technology to generate, produce, publish, and update individual or shared writing products, taking advantage of INDICATOR 10.W.4.h. technology's capacity to link to other information and to display information flexibly and dynamically (e.g., use of publishing programs, integration of multimedia). EXPECTATION / 9-Utilize a standard style guide framework for in-text documentation, formatting, and works cited in order to properly **INDICATOR** 10.W.4.c. credit sources in all writing types, utilizing multiple sources when appropriate. STANDARD / Grades 9-10 English/Language Arts STRAND **PROFICIENCY** Writing – Learning Outcome: Students compose writing and presentations for various genres which STATEMENT / demonstrate a command of English grammar and usage through the writing and research processes; **SUBSTRAND** compositions will include correct use of standard formatting (e.g., MLA, APA) with correctly cited sources. INDICATOR / 9-Conduct more sustained research assignments and tasks to build knowledge about the research 10 W 5 STANDARD process and the topic under study. 9-EXPECTATION / Formulate an inquiry question and refine and narrow the focus as research evolves. INDICATOR 10.W.5.a. EXPECTATION / 9-Gather relevant information from multiple authoritative sources, using advanced searches effectively, and annotate INDICATOR 10.W.5.b. sources. EXPECTATION / 9-Assess the usefulness of each source in answering the research question. INDICATOR 10.W.5.c. EXPECTATION / 9-Synthesize and integrate information into the text selectively to maintain the flow of ideas. 10.W.5.d. **INDICATOR**

Grade 10 - Adopted: 2020

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

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

STANDARD /

INDICATOR

INDICATOR

EXPECTATION / 9-

EXPECTATION /

10.W.5.e.

10.W.5.f

9-

Journalism: Grades 9-12

PROFICIENCY STATEMENT / SUBSTRAND		Journalism: Narrative Nonfiction/Historical Fiction
INDICATOR / STANDARD		Key Ideas and Textual Support
EXPECTATION / INDICATOR	JL.2.1.	Cite strong and thorough facts from observation, quotations, and specific details that support analysis of what a piece of narrative nonfiction/historical fiction says explicitly as well as inferences and interpretations drawn from the text, including determining where the text leaves matters uncertain. (e.g. excerpts from The Immortal Life of Henrietta Lacks, The Jungle, Unbroken, The Devil in the White City, Into the Wild).
EXPECTATION / INDICATOR	JL.2.2.	Compare and contrast the development of similar themes or central ideas across two or more works of narrative nonfiction/historical fiction and analyze how the author uses specific details to shape and reveal themes. (e.g. excerpts from Historical fiction of Alexander Thom and Native American poetry, works of Ernie Pyle and Tim O'Brien).
EXPECTATION / INDICATOR	JL.2.3.	Analyze the impact of the author's choices: How the author uses structure, imagery, and characterization of a story for dramatic effect. (e.g., Mrs. Kelly's Monster).
EXPECTATION / INDICATOR	JL.2.4.	Students are expected to build upon and continue applying concepts learned previously. (Grade of mastery: 2)
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Journalism: Narrative Nonfiction/Historical Fiction
INDICATOR / STANDARD		Structural Elements and Organization
EXPECTATION / INDICATOR	JL.3.1.	Analyze and evaluate how an author chooses to craft specific parts of a work of narrative nonfiction/historical fiction to contribute to its overall structure and meaning as well as its aesthetic impact.
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Journalism: Narrative Nonfiction/Historical Fiction
INDICATOR / STANDARD		Synthesis and Connection of Ideas
EXPECTATION / INDICATOR	JL.4.1.	Compare and contrast multiple interpretations of narrative nonfiction/historical fiction, evaluating how each version interprets the source text and the potential impact of the interpretations on the reader.
EXPECTATION / INDICATOR	JL.4.2.	Analyze and evaluate significant works of narrative nonfiction/historical fiction (American, English, or world) and how two or more of the works treat similar themes, conflicts, issues, or topics. (e.g. In Cold Blood and actual accounts of The Clutter murders).
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Journalism: Nonfiction
INDICATOR / STANDARD		Learning Outcome

EXPECTATION / INDICATOR	JN.1.1.	Read a variety of nonfiction within a range of complexity appropriate for grades 11-CCR. By the end of grade 11, students interact with texts proficiently and independently at the low end of the range and with scaffolding as needed for texts at the high end of the range. By the end of grade 12, students interact with texts proficiently and independently.
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Journalism: Nonfiction
INDICATOR / STANDARD		Key Ideas and Textual Support
EXPECTATION / INDICATOR	JN.2.1.	Cite strong and thorough facts from observation, quotations, and specific details that support analysis of what a piece of nonfiction says explicitly as well as inferences and interpretations drawn from the text, including determining where the text leaves matters uncertain.
EXPECTATION / INDICATOR	JN.2.2.	Compare and contrast the development of similar themes or central ideas across two or more works of nonfiction and analyze how the author uses specific details to shape and reveal themes.
EXPECTATION / INDICATOR	JN.2.3.	Analyze a complex set of ideas or sequence of events and explain how specific sources, facts, or events interact and develop over the course of a text. (e.g. article, infographic, editorial cartoon, photo or illustration).
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Journalism: Nonfiction
INDICATOR / STANDARD		Structural Elements and Organization
EXPECTATION / INDICATOR	JN.3.1.	Students are expected to build upon and continue applying concepts learned previously. (Grade of Mastery: 5)
EXPECTATION / INDICATOR	JN.3.2.	Analyze and evaluate the effectiveness of the structure an author uses in his or her lead or claim including whether the structure makes points clear, convincing, and engaging.
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Journalism: Nonfiction
INDICATOR / STANDARD		Synthesis and Connection of Ideas
EXPECTATION / INDICATOR	JN.4.2.	Synthesize and evaluate sources of information presented in multimedia platforms in order to address a question or to solve a problem.
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Journalism: Vocabulary
INDICATOR / STANDARD		Learning Outcome

EXPECTATION / INDICATOR	JV.1.1.	Acquire and use accurately general academic and content-specific words and phrases at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression, including those standard to the journalism industry.
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Journalism: Vocabulary
INDICATOR / STANDARD		Vocabulary Building
EXPECTATION / INDICATOR	JV.2.1.	Use context to determine or clarify the meaning of words and phrases.
EXPECTATION / INDICATOR	JV.2.2.	Students are expected to build upon and continue applying concepts learned previously. (Grade of Mastery: 7)
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Journalism: Vocabulary
INDICATOR / STANDARD		Vocabulary in Historical Fiction and Nonfiction
EXPECTATION / INDICATOR	JV.3.2.	Determine the meaning of words and phrases as they are used in a nonfiction text, including figurative, connotative, and technical meanings; evaluate the cumulative impact of how an author uses and refines the meaning of a key term or terms over the course of a text.
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Writing
INDICATOR / STANDARD		Learning Outcome
EXPECTATION / INDICATOR	JW.1.	Write routinely over a variety of time frames for a range of tasks, purposes, and audiences; apply reading standards to support analysis, reflection, and research by drawing evidence from a variety of texts.
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Writing
INDICATOR / STANDARD		Handwriting
EXPECTATION / INDICATOR	JW.2.	Students are expected to build upon and continue applying concepts learned previously. (Grade of Mastery: 4)
STANDARD / STRAND		Journalism: Grades 9-12

PROFICIENCY STATEMENT / SUBSTRAND		Writing
INDICATOR / STANDARD		Writing Genres: Editorial, News, and Feature
EXPECTATION / INDICATOR	JW.3.	Students are expected to build upon and continue concepts learned previously.
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Writing
INDICATOR / STANDARD		Writing Genres: Editorial, News, and Feature
EXPECTATION / INDICATOR	JW.3.1.	Write editorials/commentaries that —
INDICATOR		Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
INDICATOR		Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
INDICATOR		Use effective transitions as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. Establish and maintain a consistent style and tone appropriate to purpose and audience.
INDICATOR		Provide a concluding statement or section that follows from and supports the argument presented.
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Writing
INDICATOR / STANDARD		Writing Genres: Editorial, News, and Feature
EXPECTATION / INDICATOR	JW.3.2.	Write news that —
INDICATOR		Contains adequate information from a variety of credible sources.
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Writing
INDICATOR / STANDARD		Writing Genres: Editorial, News, and Feature
EXPECTATION / INDICATOR	JW.3.3.	Write features that

INDICATOR		Use a variety of creative leads. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing sources.
INDICATOR		Contain adequate information from a variety of credible sources.
INDICATOR		Establish and maintain a feature style appropriate to the purpose and audience. (e.g. AP Style)
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Writing
INDICATOR / STANDARD		The Writing Process
EXPECTATION / INDICATOR	JW.4.1.	Apply the writing process to —
INDICATOR		Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach, focusing on addressing what is most significant for a specific purpose and audience; and edit to produce and strengthen writing that is clear and coherent.
INDICATOR		Use technology to generate, produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Writing
INDICATOR / STANDARD		The Writing Process
EXPECTATION / INDICATOR	JW.4.4.	Revise and edit copy to ensure effective, grammatically correct communication using appropriate proofreading or copy editing symbols.
EXPECTATION / INDICATOR	JW.4.5.	Follow ethical standards related to information gathering that include the appropriate citing of sources and the importance of avoiding plagiarism.
	JW.4.5.	
INDICATOR STANDARD /	JW.4.5.	importance of avoiding plagiarism.
STANDARD / STRAND PROFICIENCY STATEMENT /	JW.4.5.	importance of avoiding plagiarism. Journalism: Grades 9-12
STANDARD / STRAND PROFICIENCY STATEMENT / SUBSTRAND INDICATOR /	JW.4.5.	importance of avoiding plagiarism. Journalism: Grades 9-12 Writing
STANDARD / STRAND PROFICIENCY STATEMENT / SUBSTRAND INDICATOR / STANDARD		importance of avoiding plagiarism. Journalism: Grades 9-12 Writing The Research Process: Finding, Assessing, Synthesizing, and Reporting Information Identify relevant issues and events of interest to readers through current news analysis, surveys, research reports,
STANDARD / STRAND PROFICIENCY STATEMENT / SUBSTRAND INDICATOR / STANDARD EXPECTATION / INDICATOR STANDARD /		Journalism: Grades 9-12 Writing The Research Process: Finding, Assessing, Synthesizing, and Reporting Information Identify relevant issues and events of interest to readers through current news analysis, surveys, research reports, statistical data, and interviews with readers.

INDICATOR / STANDARD		The Research Process: Finding, Assessing, Synthesizing, and Reporting Information
EXPECTATION	JW.5.3.	Conduct short as well as more sustained research assignments and tasks to build knowledge about
/ INDICATOR		the research process and the topic under study.
INDICATOR		Formulate an inquiry question, and refine and narrow the focus as research evolves.
INDICATOR		Gather relevant information from multiple types of authoritative sources, using advanced searches effectively, and annotate sources.
INDICATOR		Assess the strengths and limitations of each source in terms of the task, purpose, and audience.
INDICATOR		Synthesize and integrate information into the text selectively to maintain the flow of ideas.
INDICATOR		Avoid plagiarism and overreliance on any one source and follow a standard format (e.g., AP Style) for citation.
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Writing
INDICATOR / STANDARD		The Research Process: Finding, Assessing, Synthesizing, and Reporting Information
EXPECTATION / INDICATOR	JW.5.4.	Ask clear interview questions to guide a balanced and unbiased information-gathering process that include
INDICATOR		Double-checking information before writing the story
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Writing
INDICATOR / STANDARD		Conventions of Standard English: Grammar and Usage/Capitalization, Punctuation, and Spelling
EXPECTATION / INDICATOR	JW.6.1.	Demonstrate command of English grammar and usage, focusing on:
INDICATOR	JW.6.1.B.	Verbs – Students are expected to build upon and continue applying conventions learned previously. (Grade of Mastery: 10)
INDICATOR	JW.6.1.C.	Adjectives and Adverbs — Students are expected to build upon and continue applying conventions learned previously. (Grade of Mastery: 4)
INDICATOR	JW.6.1.D.	Phrases and Clauses — Students are expected to build upon and continue applying conventions learned previously. (Grade of Mastery: 7)
INDICATOR	JW.6.1.E.	Usage- Students are expected to build upon and continue applying conventions learned previously. (Grade of Mastery: 10)
STANDARD / STRAND		Journalism: Grades 9-12

PROFICIENCY STATEMENT / SUBSTRAND		Writing
INDICATOR / STANDARD		Conventions of Standard English: Grammar and Usage/Capitalization, Punctuation, and Spelling
EXPECTATION / INDICATOR	JW.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling focusing on:
INDICATOR	JW.6.2.A.	Capitalization—Students are expected to build upon and continue applying conventions learned previously. (Grade of Mastery: 5)
INDICATOR	JW.6.2.B.	Punctuation —Students are expected to build upon and continue applying conventions learned previously. (Grade of Mastery: 10)
INDICATOR	JW.6.2.C.	Spelling —Students are expected to build upon and continue applying conventions learned previously. (Grade of Mastery: 5)
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Speaking and Listening
INDICATOR / STANDARD		Comprehension
EXPECTATION / INDICATOR	JSL.3.1.	Integrate multiple sources of information presented in multiple formats (e.g., graphics, photos, illustrations, public records, audio, video) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the information.
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Media Literacy
INDICATOR / STANDARD		Media Literacy
EXPECTATION / INDICATOR	JML.2.6.	Analyze and evaluate the essential features of journalistic writing in a variety of news sources for: brevity and clarity content, topics or themes appropriate for the audience
INDICATOR		structural elements and organization
STANDARD / STRAND		Digital Media: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Nonfiction
INDICATOR / STANDARD		Learning Outcome
EXPECTATION / INDICATOR	MN.1.	Read a variety of nonfiction media from journalistic outlets and read other texts related to media within a range of complexity appropriate for grades 9-12 that include possibilities for analysis of literary techniques, structure and style. By the end of this course, students interact with media products and texts proficiently and independently at the low end of the range, and with scaffolding as peeded at the high end of the range.

low end of the range and with scaffolding as needed at the high end of the range.

STANDARD / STRAND Digital Media: Grades 9-12

PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Nonfiction
INDICATOR / STANDARD		Key Ideas and Textual Support
EXPECTATION / INDICATOR	MN2.1.	Analyze what a nonfiction media product says explicitly as well as inferences and interpretations drawn from the piece, including determining where the piece leaves matters uncertain by citing strong and thorough facts from observations, quotations, and specific details.
EXPECTATION / INDICATOR	MN.2.2.	Analyze the development of similar central ideas across two or more media products and determine how specific details shape and refine the central idea.
EXPECTATION / INDICATOR	MN.2.3.	Analyze a complex set of ideas or sequence of events and explain how specific ideas, facts, events, or individuals develop throughout the product.
STANDARD / STRAND		Digital Media: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Nonfiction
INDICATOR / STANDARD		Structural Elements and Organization
EXPECTATION / INDICATOR	MN.3.3.	Determine perspective or purpose in a piece of media in which the rhetoric is particularly effective. Analyze how style and content contribute to the power and persuasiveness of the media product (e.g.appeals to both friendly and hostile audiences and anticipates and addresses audience's concerns and counterclaims).
STANDARD / STRAND		Digital Media: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Digital Media:Vocabulary
INDICATOR / STANDARD		Learning Outcome
EXPECTATION / INDICATOR	MV.1.	Acquire and accurately use academic and content-specific words and phrases at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression, including those standard to the media industry.
STANDARD / STRAND		Digital Media: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Digital Media:Vocabulary
INDICATOR / STANDARD		Vocabulary Building
EXPECTATION / INDICATOR	MV.2.1.	Use context to determine or clarify the meaning of words and phrases.
STANDARD / STRAND		Digital Media: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Digital Media:Vocabulary

INDICATOR /		Vocabulary in Media Writing and Production
STANDARD		,
EXPECTATION / INDICATOR	MV.3.2.	Determine the meaning of words and phrases as they are used in a nonfiction text, including figurative, connotative, and technical meanings; evaluate the cumulative impact of how an author or producer uses and refines the meaning of a key term or terms over the course of a text or media product.
STANDARD / STRAND		Digital Media: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Writing
INDICATOR / STANDARD		Learning Outcome
EXPECTATION / INDICATOR	MW.1.	Write routinely over a variety of time frames for a range of tasks, purposes, and audiences; apply reading standards to support analysis, reflection, and research by drawing evidence from a variety of texts and media products.
STANDARD / STRAND		Digital Media: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Writing
INDICATOR / STANDARD		Writing Genres: Editorial, News, Feature, and Narrative
EXPECTATION / INDICATOR	MW.3.1.	Write or produce arguments or commentaries in a variety of forms that:
INDICATOR	MW.3.1.1.	Introduce precise claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence,
INDICATOR	MW.3.1.2.	Use rhetorical strategies to enhance the effectiveness of the claim,
INDICATOR	MW.3.1.3.	Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases,
INDICATOR	MW.3.1.4.	Use effective and varied transitions as well as varied syntax to link the major sections of the media piece, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims,
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,

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INDICATOR / STANDARD Digital Media: Grades 9-12

PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Writing
INDICATOR / STANDARD		The Writing Process
EXPECTATION / INDICATOR	MW.4.1.	Apply the writing process to all formal writing and media product development, including but not limited to argumentative, informative, and narrative.
INDICATOR	MW.4.1.1.	Plan and develop, draft, revise using appropriate reference materials, rewrite, try a new approach, focusing on addressing what is most significant for a specific purpose and audience, and edit to produce and strengthen. writing that is clear and coherent,
INDICATOR	MW.4.1.2.	Use technology to generate, produce, publish, and update individual or shared products in response to ongoing feedback, including new arguments or information,
INDICATOR	MW.4.1.3.	Utilize a standard style guide framework for properly crediting sources in all media product types, utilizing multiple sources when appropriate.
STANDARD / STRAND		Digital Media: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Writing
INDICATOR / STANDARD		The Writing Process
EXPECTATION / INDICATOR	MW.4.3.	Revise and edit to improve sentence variety and style and to enhance subtlety of meaning and tone in ways that are consistent with purpose, audience, and media format.
EXPECTATION / INDICATOR	MW.4.4.	Revise and edit to ensure effective, grammatically correct communication.
EXPECTATION / INDICATOR	MW.4.5.	Follow ethical standards related to information gathering that include the appropriate citing of sources and the importance of avoiding plagiarism.
STANDARD / STRAND		Digital Media: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Writing
INDICATOR / STANDARD		The Research Process: Finding, Assessing, Synthesizing, and Reporting Information
EXPECTATION / INDICATOR	MW.5.2.	Identify relevant issues and events of interest to readers through current news analysis, surveys, research reports, statistical data, and interviews with the audience.
STANDARD / STRAND		Digital Media: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Writing

The Research Process: Finding, Assessing, Synthesizing, and Reporting Information

EXPECTATION / INDICATOR	MW.5.3.	Conduct short as well as more sustained research assignments and tasks to build knowledge about the research process and the topic under study:
INDICATOR	MW.5.3.1.	Formulate an inquiry question, and refine and narrow the focus as research evolves,
INDICATOR	MW.5.3.2.	Gather relevant information from multiple types of authoritative sources, using advanced searches effectively, and annotate sources,
INDICATOR	MW.5.3.3.	Assess the strengths and limitations of each source in terms of the task, purpose, and audience,
INDICATOR	MW.5.3.4.	Synthesize and integrate information into the text selectively to maintain the flow of ideas.
INDICATOR	MW.5.3.5.	Avoid plagiarism and overreliance on any one source and follow a standard format (e.g., AP Style) for citation.
INDICATOR	MW.5.3.6.	Present information, choosing from a variety of formats.
STANDARD / STRAND		Digital Media: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Writing
INDICATOR / STANDARD		The Research Process: Finding, Assessing, Synthesizing, and Reporting Information
EXPECTATION / INDICATOR	MW.5.4.	Ask clear interview questions to guide a balanced and unbiased information-gathering process that include: Researching background information, Formulating questions that elicit valuable information, Observing and recording details during the interview, Effectively concluding the interview, Double-checking information before writing the story, and Keeping dated notes or interview records on file.
INDICATOR	MW.5.4.1.	Researching background information,
INDICATOR	MW.5.4.2.	Formulating questions that elicit valuable information,
INDICATOR	MW.5.4.5	Double-checking information before writing the story, and
STANDARD / STRAND		Digital Media: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Writing
INDICATOR / STANDARD		Conventions of Standard English: Grammar and Usage / Capitalization, Punctuation, and Spelling
EXPECTATION / INDICATOR	MW.6.1.	Demonstrate command of English grammar and usage, focusing on:
INDICATOR	MW.6.1.B	Verbs - Students are expected to build upon and continue applying conventions learned previously. Grade of Mastery: 10 Forming and using verbs in the indicative, imperative, interrogative, conditional and subjunctive moods.
INDICATOR	MW.6.1.C	Adjectives and Adverbs – Students are expected to build upon and continue applying conventions learned previously. Grade of Mastery: 4 Writing sentences using relative adverbs (e.g., where, when) and explaining their functions in a sentence.
STANDARD / STRAND		Digital Media: Grades 9-12

PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Writing
INDICATOR / STANDARD		Conventions of Standard English: Grammar and Usage / Capitalization, Punctuation, and Spelling
EXPECTATION / INDICATOR	MW.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling focusing on:
INDICATOR	MW.6.2.A	Capitalization–Students are expected to build upon and continue applying conventions learned previously. Grade 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
		Digital Media: Grades 9-12 Digital Media: Media Literacy
PROFICIENCY STATEMENT /		
PROFICIENCY STATEMENT / SUBSTRAND	ML.1.	Digital Media: Media Literacy
PROFICIENCY STATEMENT / SUBSTRAND INDICATOR / STANDARD	ML.1.	Digital Media: Media Literacy Learning Outcome
PROFICIENCY STATEMENT / SUBSTRAND INDICATOR / STANDARD	ML.1.	Digital Media: Media Literacy Learning Outcome Critically analyze content found in media used to inform, persuade, entertain, and transmit culture.
PROFICIENCY STATEMENT / SUBSTRAND INDICATOR / STANDARD EXPECTATION / INDICATOR STANDARD / STRAND PROFICIENCY STATEMENT /	ML.1.	Digital Media: Media Literacy Learning Outcome Critically analyze content found in media used to inform, persuade, entertain, and transmit culture. Student Media: 9-12 Standard 3: Media Content Development Process - Students discuss ideas for coverage with others. They develop coherent and focused content ideas that demonstrate well-researched information that
PROFICIENCY STATEMENT / SUBSTRAND INDICATOR / STANDARD EXPECTATION / INDICATOR STANDARD / STRAND PROFICIENCY STATEMENT / SUBSTRAND INDICATOR /		Digital Media: Media Literacy Learning Outcome Critically analyze content found in media used to inform, persuade, entertain, and transmit culture. Student Media: 9-12 Standard 3: Media Content Development Process - Students discuss ideas for coverage with others. They develop coherent and focused content ideas that demonstrate well-researched information that is appropriate for their audience.
PROFICIENCY STATEMENT / SUBSTRAND INDICATOR / STANDARD EXPECTATION / INDICATOR STANDARD / STRAND PROFICIENCY STATEMENT / SUBSTRAND INDICATOR / STANDARD EXPECTATION /		Digital Media: Media Literacy Learning Outcome Critically analyze content found in media used to inform, persuade, entertain, and transmit culture. Student Media: 9-12 Standard 3: Media Content Development Process - Students discuss ideas for coverage with others. They develop coherent and focused content ideas that demonstrate well-researched information that is appropriate for their audience. Develop Ideas Identify relevant issues and ideas of interest to readers through analysis of current events, surveys, research reports,

INDICATOR / STANDARD		Gather Information
EXPECTATION / INDICATOR	SMED.3. 4.	Identify and evaluate credible, relevant print and non-print information sources that include the following:
INDICATOR	SMED.3. 4.2.	observations and on-the-scene reports,
INDICATOR	SMED.3. 4.4.	records,
INDICATOR	SMED.3. 4.6.	reference works,
INDICATOR	SMED.3. 4.7.	database information, and
STANDARD / STRAND		Student Media: 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Standard 3: Media Content Development Process - Students discuss ideas for coverage with others. They develop coherent and focused content ideas that demonstrate well-researched information that is appropriate for their audience.
INDICATOR / STANDARD		Internet sources.
EXPECTATION / INDICATOR	SMED.3. 6.	Follow ethical standards related to information gathering that include the appropriate citing of sources to avoid charges of plagiarism or copyright violation.
STANDARD / STRAND		Student Media: 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Standard 4: Media Content Creation - Students develop newsworthy, journalistic content while adhering to legal and ethical standards for scholastic journalism. Students demonstrate an understanding of the research, organizational, and drafting strategies in the journalistic content creation process.
INDICATOR / STANDARD		Organize and Focus
EXPECTATION / INDICATOR	SMED.4.	Choose the appropriate method and medium to deliver information (verbal, visual, multimedia). Various types of media include the following:
INDICATOR	SMED.4. 1.1.	Writing (Inverted pyramid, narrative, in-depth, personality profile, opinion, etc.) • uses effective display text (headline, title, summary deck, combination, • uses a variety of creative leads, • contains adequate information from credible sources and cites sources of information correctly,• narrates events accurately including their significance to the audience, • includes appropriate quotations and proper attribution,• describes specific incidents, and actions, with sufficient detail,• follows standard journalistic language and format conventions, and• uses vocabulary and language that is appropriate for the subject, journalistic style, different purposes, and a variety of audiences.
STANDARD / STRAND		Student Media: 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Standard 5: Student Media Production Cycles - Students produce media within an established production cycle, meeting deadlines and following style manual guidelines for consistency. Students analyze, evaluate, and critique their own work and that of others as they improve future media based on feedback.
INDICATOR / STANDARD	SMED.5. 1.	Work within a production cycle for media that includes:

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

UNIT 8: FORMAL ESSAY MODELS Week 18 Page 175-184

Indiana Academic Standards Language Arts Grade 10 - Adopted: 2023

STANDARD / STRAND

Grades 9-10 English/Language Arts

PROFICIENCY STATEMENT / SUBSTRAND		Reading Comprehension – Learning Outcome: Students analyze the author's technique, structure, main ideas, purpose, and perspective in grade-level fiction and nonfiction text, using textual evidence to support analysis.
INDICATOR / STANDARD	9- 10.RC.1.	Analyze what a text says both explicitly and implicitly (e.g., inferences and interpretations) by citing strong and thorough textual evidence. (E)
INDICATOR / STANDARD	9- 10.RC.4.	Analyze in detail the development of two or more central ideas over the course of a text, including how they build on one another to provide a complex analysis.
INDICATOR / STANDARD	9- 10.RC.8.	Analyze U.S. and world documents of historical and literary significance, including how they address related themes and concepts.
INDICATOR / STANDARD	9- 10.RC.9.	Use context to determine or clarify the meaning of words and phrases.
INDICATOR / STANDARD	9- 10.RC.12.	Analyze the meaning of words and phrases as they are used in works of literature, including figurative, connotative, and denotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings. (E)
INDICATOR / STANDARD	9- 10.RC.13.	Determine the meaning of words and phrases as they are used in a nonfiction text, including figurative, connotative, denotative, and technical meanings; evaluate the effectiveness of specific word choices on meaning and tone in multiple and varied contexts.
STANDARD / STRAND		Grades 9-10 English/Language Arts
		Grades 9-10 English/Language Arts Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes; compositions will include correct use of standard formatting (e.g., MLA, APA) with correctly cited sources.
PROFICIENCY STATEMENT /	9- 10.W.1.	Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes; compositions will include correct use of standard formatting (e.g., MLA, APA) with correctly cited
PROFICIENCY STATEMENT / SUBSTRAND	-	Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes; compositions will include correct use of standard formatting (e.g., MLA, APA) with correctly cited sources.
PROFICIENCY STATEMENT / SUBSTRAND INDICATOR / STANDARD	10.W.1.	Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes; compositions will include correct use of standard formatting (e.g., MLA, APA) with correctly cited sources. Write arguments in a variety of forms that: Introduce claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that
PROFICIENCY STATEMENT / SUBSTRAND INDICATOR / STANDARD EXPECTATION / INDICATOR	9- 10.W.1.a.	Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes; compositions will include correct use of standard formatting (e.g., MLA, APA) with correctly cited sources. Write arguments in a variety of forms that: 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. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and
PROFICIENCY STATEMENT / SUBSTRAND INDICATOR / STANDARD EXPECTATION / INDICATOR EXPECTATION / INDICATOR	9- 10.W.1.a. 9- 10.W.1.c.	Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes; compositions will include correct use of standard formatting (e.g., MLA, APA) with correctly cited sources. Write arguments in a variety of forms that: 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. 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. Use effective transitions to link the major sections of the text, create cohesion, and clarify the relationships between

STANDARD / STRAND

Grades 9-10 English/Language Arts

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes; compositions will include correct use of standard formatting (e.g., MLA, APA) with correctly cited sources.
INDICATOR / STANDARD	9- 10.W.2.	Write informative compositions on a variety of topics that:
EXPECTATION / INDICATOR	9- 10.W.2.a.	Introduce a topic and organize complex ideas, concepts, and information to make important connections and distinctions.
EXPECTATION / INDICATOR	9- 10.W.2.b.	Develop the topic utilizing credible sources with relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
EXPECTATION / INDICATOR	9- 10.W.2.e.	Establish and maintain a style appropriate for the purpose and audience.
EXPECTATION / INDICATOR	9- 10.W.2.f.	Provide a concluding statement or section that follows and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). (E)
STANDARD / STRAND		Grades 9-10 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes; compositions will include correct use of standard formatting (e.g., MLA, APA) with correctly cited sources.
INDICATOR / STANDARD	9- 10.W.4.	Apply the writing process to all formal writing including but not limited to argumentative, informative, and narrative:
EXPECTATION / INDICATOR	9- 10.W.4.a.	Plan and develop, draft, and revise writing using appropriate reference materials. Rewrite, try a new approach, focusing on addressing what is most significant for a specific purpose and audience, and edit to produce and strengthen writing that is clear and coherent.
EXPECTATION / INDICATOR	-	Use technology to generate, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically (e.g., use of publishing programs, integration of multimedia).
EXPECTATION / INDICATOR	9- 10.W.4.c.	Utilize a standard style guide framework for in-text documentation, formatting, and works cited in order to properly credit sources in all writing types, utilizing multiple sources when appropriate.
STANDARD / STRAND		Grades 9-10 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes; compositions will include correct use of standard formatting (e.g., MLA, APA) with correctly cited sources.
INDICATOR / STANDARD	9- 10.W.5.	Conduct more sustained research assignments and tasks to build knowledge about the research process and the topic under study.
EXPECTATION / INDICATOR	9- 10.W.5.a.	Formulate an inquiry question and refine and narrow the focus as research evolves.

EXPECTATION / 9- Gather relevant information from multiple authoritative sources, using advanced searches effectively, and annotate

INDICATOR 10.W.5.b. 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.
EXPECTATION / INDICATOR	9- 10.W.5.f.	Present information, choosing from a variety of formats. (E)
		Grade 10 - Adopted: 2020
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Journalism: Narrative Nonfiction/Historical Fiction
INDICATOR / STANDARD		Key Ideas and Textual Support
EXPECTATION / INDICATOR	JL.2.1.	Cite strong and thorough facts from observation, quotations, and specific details that support analysis of what a piece of narrative nonfiction/historical fiction says explicitly as well as inferences and interpretations drawn from the text, including determining where the text leaves matters uncertain. (e.g. excerpts from The Immortal Life of Henrietta Lacks, The Jungle, Unbroken, The Devil in the White City, Into the Wild).
EXPECTATION / INDICATOR	JL.2.2.	Compare and contrast the development of similar themes or central ideas across two or more works of narrative nonfiction/historical fiction and analyze how the author uses specific details to shape and reveal themes. (e.g. excerpts from Historical fiction of Alexander Thom and Native American poetry, works of Ernie Pyle and Tim O'Brien).
EXPECTATION / INDICATOR	JL.2.3.	Analyze the impact of the author's choices: How the author uses structure, imagery, and characterization of a story for dramatic effect. (e.g., Mrs. Kelly's Monster).
EXPECTATION / INDICATOR	JL.2.4.	Students are expected to build upon and continue applying concepts learned previously. (Grade of mastery: 2)
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Journalism: Narrative Nonfiction/Historical Fiction
INDICATOR / STANDARD		Structural Elements and Organization
EXPECTATION / INDICATOR	JL.3.1.	Analyze and evaluate how an author chooses to craft specific parts of a work of narrative nonfiction/historical fiction to contribute to its overall structure and meaning as well as its aesthetic impact.
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Journalism: Narrative Nonfiction/Historical Fiction
INDICATOR /		Synthesis and Connection of Ideas

EXPECTATION / INDICATOR	JL.4.1.	Compare and contrast multiple interpretations of narrative nonfiction/historical fiction, evaluating how each version interprets the source text and the potential impact of the interpretations on the reader.
EXPECTATION / INDICATOR	JL.4.2.	Analyze and evaluate significant works of narrative nonfiction/historical fiction (American, English, or world) and how two or more of the works treat similar themes, conflicts, issues, or topics. (e.g. In Cold Blood and actual accounts of The Clutter murders).
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Journalism: Nonfiction
INDICATOR / STANDARD		Learning Outcome
EXPECTATION / INDICATOR	JN.1.1.	Read a variety of nonfiction within a range of complexity appropriate for grades 11-CCR. By the end of grade 11, students interact with texts proficiently and independently at the low end of the range and with scaffolding as needed for texts at the high end of the range. By the end of grade 12, students interact with texts proficiently and independently.
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Journalism: Nonfiction
INDICATOR / STANDARD		Key Ideas and Textual Support
EXPECTATION / INDICATOR	JN.2.1.	Cite strong and thorough facts from observation, quotations, and specific details that support analysis of what a piece of nonfiction says explicitly as well as inferences and interpretations drawn from the text, including determining where the text leaves matters uncertain.
EXPECTATION / INDICATOR	JN.2.2.	Compare and contrast the development of similar themes or central ideas across two or more works of nonfiction and analyze how the author uses specific details to shape and reveal themes.
EXPECTATION / INDICATOR	JN.2.3.	Analyze a complex set of ideas or sequence of events and explain how specific sources, facts, or events interact and develop over the course of a text. (e.g. article, infographic, editorial cartoon, photo or illustration).
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Journalism: Nonfiction
INDICATOR / STANDARD		Structural Elements and Organization
EXPECTATION / INDICATOR	JN.3.1.	Students are expected to build upon and continue applying concepts learned previously. (Grade of Mastery: 5)
EXPECTATION / INDICATOR	JN.3.2.	Analyze and evaluate the effectiveness of the structure an author uses in his or her lead or claim including whether the structure makes points clear, convincing, and engaging.
STANDARD / STRAND		Journalism: Grades 9-12

PROFICIENCY STATEMENT / SUBSTRAND		Journalism: Nonfiction
INDICATOR / STANDARD		Synthesis and Connection of Ideas
EXPECTATION / INDICATOR	JN.4.2.	Synthesize and evaluate sources of information presented in multimedia platforms in order to address a question or to solve a problem.
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Journalism: Vocabulary
INDICATOR / STANDARD		Learning Outcome
EXPECTATION / INDICATOR	JV.1.1.	Acquire and use accurately general academic and content-specific words and phrases at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression, including those standard to the journalism industry.
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Journalism: Vocabulary
INDICATOR / STANDARD		Vocabulary Building
EXPECTATION / INDICATOR	JV.2.1.	Use context to determine or clarify the meaning of words and phrases.
EXPECTATION / INDICATOR	JV.2.2.	Students are expected to build upon and continue applying concepts learned previously. (Grade of Mastery: 7)
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Journalism: Vocabulary
INDICATOR / STANDARD		Vocabulary in Historical Fiction and Nonfiction
EXPECTATION / INDICATOR	JV.3.2.	Determine the meaning of words and phrases as they are used in a nonfiction text, including figurative, connotative, and technical meanings; evaluate the cumulative impact of how an author uses and refines the meaning of a key term or terms over the course of a text.
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Writing
INDICATOR / STANDARD		Learning Outcome

EXPECTATION / INDICATOR	JW.1.	Write routinely over a variety of time frames for a range of tasks, purposes, and audiences; apply reading standards to support analysis, reflection, and research by drawing evidence from a variety of texts.
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Writing
INDICATOR / STANDARD		Handwriting
EXPECTATION / INDICATOR	JW.2.	Students are expected to build upon and continue applying concepts learned previously. (Grade of Mastery: 4)
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Writing
INDICATOR / STANDARD		Writing Genres: Editorial, News, and Feature
EXPECTATION / INDICATOR	JW.3.	Students are expected to build upon and continue concepts learned previously.
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Writing
INDICATOR / STANDARD		Writing Genres: Editorial, News, and Feature
EXPECTATION / INDICATOR	JW.3.1.	Write editorials/commentaries that —
INDICATOR		Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
INDICATOR		Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
INDICATOR		Use effective transitions as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. Establish and maintain a consistent style and tone appropriate to purpose and audience.
INDICATOR		Provide a concluding statement or section that follows from and supports the argument presented.
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Writing

INDICATOR / STANDARD		Writing Genres: Editorial, News, and Feature
EXPECTATION / INDICATOR	JW.3.2.	Write news that —
INDICATOR		Develops the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, attributions, or other information and examples relevant to the audience's knowledge of the topic.
INDICATOR		Contains adequate information from a variety of credible sources.
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Writing
INDICATOR / STANDARD		Writing Genres: Editorial, News, and Feature
EXPECTATION / INDICATOR	JW.3.3.	Write features that
INDICATOR		Use a variety of creative leads. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing sources.
INDICATOR		Contain adequate information from a variety of credible sources.
INDICATOR		Provide an ending that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
INDICATOR		Establish and maintain a feature style appropriate to the purpose and audience. (e.g. AP Style)
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Writing
INDICATOR / STANDARD		The Writing Process
EXPECTATION / INDICATOR	JW.4.1.	Apply the writing process to —
INDICATOR		Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach, focusing on addressing what is most significant for a specific purpose and audience; and edit to produce and strengthen writing that is clear and coherent.
INDICATOR		Use technology to generate, produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Writing
INDICATOR / STANDARD		The Writing Process

EXPECTATION / INDICATOR	JW.4.4.	Revise and edit copy to ensure effective, grammatically correct communication using appropriate proofreading or copy editing symbols.
EXPECTATION / INDICATOR	JW.4.5.	Follow ethical standards related to information gathering that include the appropriate citing of sources and the importance of avoiding plagiarism.
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Writing
INDICATOR / STANDARD		The Research Process: Finding, Assessing, Synthesizing, and Reporting Information
EXPECTATION / INDICATOR	JW.5.2.	Identify relevant issues and events of interest to readers through current news analysis, surveys, research reports, statistical data, and interviews with readers.
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Writing
INDICATOR / STANDARD		The Research Process: Finding, Assessing, Synthesizing, and Reporting Information
EXPECTATION / INDICATOR	JW.5.3.	Conduct short as well as more sustained research assignments and tasks to build knowledge about the research process and the topic under study.
INDICATOR		Formulate an inquiry question, and refine and narrow the focus as research evolves.
INDICATOR		Gather relevant information from multiple types of authoritative sources, using advanced searches effectively, and annotate sources.
INDICATOR		Assess the strengths and limitations of each source in terms of the task, purpose, and audience.
INDICATOR		Synthesize and integrate information into the text selectively to maintain the flow of ideas.
INDICATOR		Avoid plagiarism and overreliance on any one source and follow a standard format (e.g., AP Style) for citation.
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Writing
INDICATOR / STANDARD		The Research Process: Finding, Assessing, Synthesizing, and Reporting Information
EXPECTATION / INDICATOR	JW.5.4.	Ask clear interview questions to guide a balanced and unbiased information-gathering process that include
INDICATOR		Double-checking information before writing the story

PROFICIENCY STATEMENT / SUBSTRAND		Writing
INDICATOR / STANDARD		Conventions of Standard English: Grammar and Usage/Capitalization, Punctuation, and Spelling
EXPECTATION / INDICATOR	JW.6.1.	Demonstrate command of English grammar and usage, focusing on:
INDICATOR	JW.6.1.B.	Verbs – Students are expected to build upon and continue applying conventions learned previously. (Grade of Mastery: 10)
INDICATOR	JW.6.1.C.	Adjectives and Adverbs — Students are expected to build upon and continue applying conventions learned previously. (Grade of Mastery: 4)
INDICATOR	JW.6.1.D.	Phrases and Clauses — Students are expected to build upon and continue applying conventions learned previously. (Grade of Mastery: 7)
INDICATOR	JW.6.1.E.	Usage- Students are expected to build upon and continue applying conventions learned previously. (Grade of Mastery: 10)
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Writing
INDICATOR / STANDARD		Conventions of Standard English: Grammar and Usage/Capitalization, Punctuation, and Spelling
EXPECTATION / INDICATOR	JW.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling focusing on:
INDICATOR	JW.6.2.A.	Capitalization—Students are expected to build upon and continue applying conventions learned previously. (Grade of Mastery: 5)
INDICATOR	JW.6.2.B.	Punctuation —Students are expected to build upon and continue applying conventions learned previously. (Grade of Mastery: 10)
INDICATOR	JW.6.2.C.	Spelling —Students are expected to build upon and continue applying conventions learned previously. (Grade of Mastery: 5)
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Speaking and Listening
INDICATOR / STANDARD		Comprehension
EXPECTATION / INDICATOR	JSL.3.1.	Integrate multiple sources of information presented in multiple formats (e.g., graphics, photos, illustrations, public records, audio, video) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the information.
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Media Literacy

INDICATOR / STANDARD		Media Literacy
EXPECTATION / INDICATOR	JML.2.6.	Analyze and evaluate the essential features of journalistic writing in a variety of news sources for: brevity and clarity content, topics or themes appropriate for the audience
INDICATOR		structural elements and organization
STANDARD / STRAND		Digital Media: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Nonfiction
INDICATOR / STANDARD		Learning Outcome
EXPECTATION / INDICATOR	MN.1.	Read a variety of nonfiction media from journalistic outlets and read other texts related to media within a range of complexity appropriate for grades 9-12 that include possibilities for analysis of literary techniques, structure and style. By the end of this course, students interact with media products and texts proficiently and independently at the low end of the range and with scaffolding as needed at the high end of the range.
STANDARD / STRAND		Digital Media: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Nonfiction
INDICATOR / STANDARD		Key Ideas and Textual Support
EXPECTATION / INDICATOR	MN2.1.	Analyze what a nonfiction media product says explicitly as well as inferences and interpretations drawn from the piece, including determining where the piece leaves matters uncertain by citing strong and thorough facts from observations, quotations, and specific details.
EXPECTATION / INDICATOR	MN.2.2.	Analyze the development of similar central ideas across two or more media products and determine how specific details shape and refine the central idea.
EXPECTATION / INDICATOR	MN.2.3.	Analyze a complex set of ideas or sequence of events and explain how specific ideas, facts, events, or individuals develop throughout the product.
STANDARD / STRAND		Digital Media: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Nonfiction
INDICATOR / STANDARD		Structural Elements and Organization
EXPECTATION / INDICATOR	MN.3.3.	Determine perspective or purpose in a piece of media in which the rhetoric is particularly effective. Analyze how style and content contribute to the power and persuasiveness of the media product (e.g.appeals to both friendly and hostile audiences and anticipates and addresses audience's concerns and counterclaims).
STANDARD / STRAND		Digital Media: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Digital Media:Vocabulary

INDICATOR / STANDARD		Learning Outcome
EXPECTATION / INDICATOR	MV.1.	Acquire and accurately use academic and content-specific words and phrases at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression, including those standard to the media industry.
STANDARD / STRAND		Digital Media: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Digital Media:Vocabulary
INDICATOR / STANDARD		Vocabulary Building
EXPECTATION / INDICATOR	MV.2.1.	Use context to determine or clarify the meaning of words and phrases.
STANDARD / STRAND		Digital Media: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Digital Media:Vocabulary
INDICATOR / STANDARD		Vocabulary in Media Writing and Production
EXPECTATION / INDICATOR	MV.3.2.	Determine the meaning of words and phrases as they are used in a nonfiction text, including figurative, connotative, and technical meanings; evaluate the cumulative impact of how an author or producer uses and refines the meaning of a key term or terms over the course of a text or media product.
STANDARD / STRAND		Digital Media: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Writing
INDICATOR / STANDARD		Learning Outcome
EXPECTATION / INDICATOR	MW.1.	Write routinely over a variety of time frames for a range of tasks, purposes, and audiences; apply reading standards to support analysis, reflection, and research by drawing evidence from a variety of texts and media products.
STANDARD / STRAND		Digital Media: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Writing
INDICATOR / STANDARD		Writing Genres: Editorial, News, Feature, and Narrative
EXPECTATION / INDICATOR	MW.3.1.	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.3.1.5. 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 / STANDARD / Digital Media: Grades 9-12 PROFICIENCY STATEMENT / SUBSTRAND INDICATOR / STANDARD / Writing Genres: Editorial, News, Feature, and Narrative EXPECTATION MW.3.2. Write or produce informative products on a variety of topics that: INDICATOR MW.3.2. 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 formating(e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. INDICATOR MW.3.2. Utilize credible sources, develop the topic thoroughly by selecting the most significant and relevant facts, extended			
cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. NDICATOR MW.3.15. Establish and maintain a consistent style and tone appropriate to purpose and audience. NDICATOR MW.3.16. Provide a concluding statement or section that follows from and supports the argument presented, NDICATOR MW.3.17. Explore the personal significance of an experience, NDICATOR MW.3.18. Draw comparisons between specific incidents and broader themes related to important beliefs or generalizations about file, NDICATOR MW.3.19. Maintain a balance between individual events and more general and abstract ideas, STANDARD / Digital Media: Grades 9-12 STRAND PROFICIENCY STATEMENT / Digital Media: Writing STATEMENT / Writing Genres: Editorial, News, Feature, and Narrative EXPECTATION MW.3.2. Write or produce informative products on a variety of topics that: INDICATOR MW.3.2.1 Inroduce a topic using a variety of lead-ins: organize complex ideas, concepts, and information so that each new element builds on that which precedes in to create a unified whole; include formating(e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. NDICATOR MW.3.2.2 Dilize credible sources, develop the topic thoroughty 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. NDICATOR MW.3.2.3 Use appropriate and varied transitions and syntax to link the major sections of the piece, greate cohesion, and clarithe relationships among complex locas and concepts. NDICATOR MW.3.2.5 Establish and maintain an informative style appropriate to the purpose and audience, and NDICATOR 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).	INDICATOR	MW.3.1.3.	pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level,
INDICATOR MW.3.1.6. Provide a concluding statement or section that follows from and supports the argument presented, 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, NDICATOR MW.3.1.9. Maintain a balance between individual events and more general and abstract ideas, STANDARD / STANDARD / Digital Media: Grades 9-12 STANDARD / Digital Media: Writing Writing Genres: Editorial, News, Feature, and Narrative INDICATOR MW.3.2. Write or produce informative products on a variety of topics that: Introduce a topic using a variety of lead-ins; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formating(e.g., headings), graphics (e.g., fligures, stables), and multimedia, when useful to aiding comprehension. INDICATOR MW.3.2. 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 knowledg of the topic. INDICATOR MW.3.2. Use appropriate and varied transitions and syntax to link the major sections of the piece, create cohesion, and clarified the relationships among complex ideas and concepts, INDICATOR MW.3.2. Choose language, content- specific vocabulary, and techniques to manage the complexity of the topic, recognizing and eliminating wordiness and redundancy. INDICATOR MW.3.2. Establish and maintain an informative style appropriate to the purpose and audience, and INDICATOR MW.3.2. Provide a concluding statement or section that follows from and supports the informa	INDICATOR	MW.3.1.4.	cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between
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, ST ANDARD / STRAND Digital Media: Grades 9-12 TATEMENT / SUBSTRAND INDICATOR / Writing Genres: Editorial, News, Feature, and Narrative EXPECTATION MW.3.2. Write or produce informative products on a variety of topics that: INDICATOR MW.3.2. 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. 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 wordness and redundancy. INDICATOR MW.3.2.5. Establish and maintain an informative syle 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 / Digital Media: Grades 9-12	INDICATOR	MW.3.1.5.	Establish and maintain a consistent style and tone appropriate to purpose and audience,
INDICATOR MW.3.19. Maintain a balance between individual events and more general and abstract ideas, STANDARD / STRAND PROFICIENCY STATEMENT / Digital Media: Grades 9-12 STANDARD / STRAND INDICATOR / Writing Genres: Editorial, News, Feature, and Narrative STANDARD / STRAND INDICATOR / STANDARD / Writing Genres: Editorial, News, Feature, and Narrative STANDARD / STANDARD / Writing Genres: Editorial, News, Feature, and Narrative STANDARD / STANDARD / Write or produce informative products on a variety of topics that: INDICATOR MW.3.2. Write or produce informative products on a variety of topics that: INDICATOR MW.3.2. Unitoduce 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 united whole; include formating(e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension, INDICATOR MW.3.2. 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. Use appropriate and varied transitions and syntax to link the major sections of the piece, create cohesion, and clarific relationships among complex ideas and concepts. INDICATOR MW.3.2. Choose language, content- specific vocabulary, and techniques to manage the complexity of the topic, recognizing and eliminating wordiness and redundancy, INDICATOR MW.3.2. Establish and maintain an informative style appropriate to the purpose and audience, and INDICATOR MW.3.2. 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).	INDICATOR	MW.3.1.6.	Provide a concluding statement or section that follows from and supports the argument presented,
About life, INDICATOR MW.3.19. Maintain a balance between individual events and more general and abstract ideas. STANDARD / STRAND Digital Media: Grades 9-12 STATEMENT / SUBSTRAND Writing Genres: Editorial, News, Feature, and Narrative EXPECTATION 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., flgures, 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 knowledg 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 clarific 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).	INDICATOR	MW.3.1.7.	Explore the personal significance of an experience,
PROFICIENCY STATEMENT / SUBSTRAND Digital Media: Writing Writing Genres: Editorial, News, Feature, and Narrative EXPECTATION / INDICATOR / 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 aliding 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 knowledg 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 clarification and eliminating wordiness and redundancy, 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 / Digital Media: Grades 9-12	INDICATOR	MW.3.1.8.	•
PROFICIENCY STATEMENT? INDICATOR / STANDARD INDICATOR / STANDARD / STANDARD / STANDARD / Digital Media: Writing Statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). STANDARD / Digital Media: Writing Digital Media: Writing Digital Media: Writing Digital Media: Writing Stratuge of Digital Media: Writing Writing Senres: Editorial, News, Feature, and Narrative Writing Senres: Editorial, News, Feature, and Narrative Strandard Wwi.3.2. Write or produce informative products on a variety of topics that: Introduce a topic using a variety of lead-ins; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting(e.g., headings), graphics (e.g., fligures; tables), and multimedia when useful to aiding comprehension, INDICATOR MW.3.2. 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 claring the relationships among complex ideas and concepts, INDICATOR MW.3.2.4. Choose language, content- specific vocabulary, and techniques to manage the complexity of the topic, recognizing and eliminating wordiness and redundancy, INDICATOR MW.3.2.6. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).	INDICATOR	MW.3.1.9.	Maintain a balance between individual events and more general and abstract ideas,
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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). STANDARD / Digital Media: Grades 9-12	INDICATOR	MW.3.2.4.	
(e.g., articulating implications or the significance of the topic). STANDARD / Digital Media: Grades 9-12	INDICATOR	MW.3.2.5.	Establish and maintain an informative style appropriate to the purpose and audience, and
	INDICATOR	MW.3.2.6.	
	STANDARD /		Digital Media: Grades 9-12
PROFICIENCY Digital Media: Writing STATEMENT /	STRAND		

INDICATOR / STANDARD		The Writing Process
EXPECTATION / INDICATOR	MW.4.1.	Apply the writing process to all formal writing and media product development, including but not limited to argumentative, informative, and narrative.
INDICATOR	MW.4.1.1.	Plan and develop, draft, revise using appropriate reference materials, rewrite, try a new approach, focusing on addressing what is most significant for a specific purpose and audience, and edit to produce and strengthen. writing that is clear and coherent,
INDICATOR	MW.4.1.2.	Use technology to generate, produce, publish, and update individual or shared products in response to ongoing feedback, including new arguments or information,
INDICATOR	MW.4.1.3.	Utilize a standard style guide framework for properly crediting sources in all media product types, utilizing multiple sources when appropriate.
STANDARD / STRAND		Digital Media: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Writing
INDICATOR / STANDARD		The Writing Process
EXPECTATION / INDICATOR	MW.4.3.	Revise and edit to improve sentence variety and style and to enhance subtlety of meaning and tone in ways that are consistent with purpose, audience, and media format.
EXPECTATION / INDICATOR	MW.4.4.	Revise and edit to ensure effective, grammatically correct communication.
EXPECTATION / INDICATOR	MW.4.5.	Follow ethical standards related to information gathering that include the appropriate citing of sources and the importance of avoiding plagiarism.
STANDARD / STRAND		Digital Media: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Writing
INDICATOR / STANDARD		The Research Process: Finding, Assessing, Synthesizing, and Reporting Information
EXPECTATION / INDICATOR	MW.5.2.	Identify relevant issues and events of interest to readers through current news analysis, surveys, research reports, statistical data, and interviews with the audience.
STANDARD / STRAND		Digital Media: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Writing
INDICATOR / STANDARD		The Research Process: Finding, Assessing, Synthesizing, and Reporting Information
EXPECTATION / INDICATOR	MW.5.3.	Conduct short as well as more sustained research assignments and tasks to build knowledge about the research process and the topic under study:
INDICATOR	MW.5.3.1.	Formulate an inquiry question, and refine and narrow the focus as research evolves,

INDICATOR	MW.5.3.2.	Gather relevant information from multiple types of authoritative sources, using advanced searches effectively, and annotate sources,
INDICATOR	MW.5.3.3.	Assess the strengths and limitations of each source in terms of the task, purpose, and audience,
INDICATOR	MW.5.3.4.	Synthesize and integrate information into the text selectively to maintain the flow of ideas.
INDICATOR	MW.5.3.5.	Avoid plagiarism and overreliance on any one source and follow a standard format (e.g., AP Style) for citation.
INDICATOR	MW.5.3.6.	Present information, choosing from a variety of formats.
STANDARD / STRAND		Digital Media: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Writing
INDICATOR / STANDARD		The Research Process: Finding, Assessing, Synthesizing, and Reporting Information
EXPECTATION / INDICATOR	MW.5.4.	Ask clear interview questions to guide a balanced and unbiased information-gathering process that include: Researching background information, Formulating questions that elicit valuable information, Observing and recording details during the interview, Effectively concluding the interview, Double-checking information before writing the story, and Keeping dated notes or interview records on file.
INDICATOR	MW.5.4.1.	Researching background information,
INDICATOR	MW.5.4.2.	Formulating questions that elicit valuable information,
INDICATOR	MW.5.4.5	Double-checking information before writing the story, and
STANDARD / STRAND		Digital Media: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Writing
INDICATOR / STANDARD		Conventions of Standard English: Grammar and Usage / Capitalization, Punctuation, and Spelling
EXPECTATION / INDICATOR	MW.6.1.	Demonstrate command of English grammar and usage, focusing on:
INDICATOR	MW.6.1.B	Verbs - Students are expected to build upon and continue applying conventions learned previously. Grade of Mastery: 10 Forming and using verbs in the indicative, imperative, interrogative, conditional and subjunctive moods.
INDICATOR	MW.6.1.C	Adjectives and Adverbs – Students are expected to build upon and continue applying conventions learned previously. Grade of Mastery: 4 Writing sentences using relative adverbs (e.g., where, when) and explaining their functions in a sentence.
STANDARD /		Digital Media: Grades 9-12
STRAND		
PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Writing

EXPECTATION / INDICATOR	MW.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling focusing on:
INDICATOR	MW.6.2.A	Capitalization–Students are expected to build upon and continue applying conventions learned previously. Grade of Mastery: 5 Applying correct usage of capitalization in writing.
INDICATOR	MW.6.2.B	Punctuation –Students are expected to build upon and continue applying conventions learned previously. Grade of Mastery: 10 Using a semicolon and a conjunctive adverb to link two or more closely related independent clauses.
INDICATOR	MW.6.2.C	Spelling –Students are expected to build upon and continue applying conventions learned previously. Grade of Mastery: 5 Applying correct spelling patterns and generalizations in writing.
STANDARD / STRAND		Digital Media: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Speaking and Listening
INDICATOR / STANDARD		Comprehension
EXPECTATION / INDICATOR	MSL.3.1.	Integrate multiple sources of information presented in multiple formats (e.g., graphics, photos, illustrations, public records, audio, video) in order to make informed decisions, solve problems, or create evaluating the credibility, accuracy, and feasibility noting any discrepancies among the information.
STANDARD / STRAND		Digital Media: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Media Literacy
INDICATOR / STANDARD		Learning Outcome
EXPECTATION / INDICATOR	ML.1.	Critically analyze content found in media used to inform, persuade, entertain, and transmit culture.
STANDARD / STRAND		Student Media: 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Standard 3: Media Content Development Process - Students discuss ideas for coverage with others. They develop coherent and focused content ideas that demonstrate well-researched information that is appropriate for their audience.
INDICATOR / STANDARD		Develop Ideas
EXPECTATION / INDICATOR	SMED.3.2	Identify relevant issues and ideas of interest to readers through analysis of current events, surveys, research reports, statistical data, and interviews.
STANDARD / STRAND		Student Media: 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Standard 3: Media Content Development Process - Students discuss ideas for coverage with others. They develop coherent and focused content ideas that demonstrate well-researched information that is appropriate for their audience.
INDICATOR / STANDARD		Gather Information

EXPECTATION / INDICATOR	SMED.3. 4.	Identify and evaluate credible, relevant print and non-print information sources that include the following:
INDICATOR	SMED.3. 4.2.	observations and on-the-scene reports,
INDICATOR	SMED.3. 4.4.	records,
INDICATOR	SMED.3. 4.6.	reference works,
INDICATOR	SMED.3. 4.7.	database information, and
STANDARD / STRAND		Student Media: 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Standard 3: Media Content Development Process - Students discuss ideas for coverage with others. They develop coherent and focused content ideas that demonstrate well-researched information that is appropriate for their audience.
INDICATOR / STANDARD		Internet sources.
EXPECTATION / INDICATOR	SMED.3.	Follow ethical standards related to information gathering that include the appropriate citing of sources to avoid charges of plagiarism or copyright violation.
STANDARD / STRAND		Student Media: 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Standard 4: Media Content Creation - Students develop newsworthy, journalistic content while adhering to legal and ethical standards for scholastic journalism. Students demonstrate an understanding of the research, organizational, and drafting strategies in the journalistic content creation process.
INDICATOR / STANDARD		Organize and Focus
EXPECTATION / INDICATOR	SMED.4. 1.	Choose the appropriate method and medium to deliver information (verbal, visual, multimedia). Various types of media include the following:
INDICATOR	SMED.4. 1.1.	Writing (Inverted pyramid, narrative, in-depth, personality profile, opinion, etc.) • uses effective display text (headline, title, summary deck, combination, • uses a variety of creative leads, • contains adequate information from credible sources and cites sources of information correctly,• narrates events accurately including their significance to the audience, • includes appropriate quotations and proper attribution,• describes specific incidents, and actions, with sufficient detail,• follows standard journalistic language and format conventions, and• uses vocabulary and language that is appropriate for the subject, journalistic style, different purposes, and a variety of audiences.
STANDARD / STRAND		Student Media: 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Standard 5: Student Media Production Cycles - Students produce media within an established production cycle, meeting deadlines and following style manual guidelines for consistency. Students analyze, evaluate, and critique their own work and that of others as they improve future media based on feedback.
INDICATOR / STANDARD	SMED.5. 1.	Work within a production cycle for media that includes:
EXPECTATION / INDICATOR	SMED.5. 1.2.	gathering information (interviewing, researching, observing, etc.),

Indiana Academic Standards Language Arts

Grade 10 - Adopted: 2023

STANDARD / STRAND

Grades 9-10 English/Language Arts

PROFICIENCY STATEMENT / SUBSTRAND		Reading Comprehension – Learning Outcome: Students analyze the author's technique, structure, main ideas, purpose, and perspective in grade-level fiction and nonfiction text, using textual evidence to support analysis.
INDICATOR / STANDARD	9- 10.RC.1.	Analyze what a text says both explicitly and implicitly (e.g., inferences and interpretations) by citing strong and thorough textual evidence. (E)
INDICATOR / STANDARD	9- 10.RC.4.	Analyze in detail the development of two or more central ideas over the course of a text, including how they build on one another to provide a complex analysis.
INDICATOR / STANDARD	9- 10.RC.8.	Analyze U.S. and world documents of historical and literary significance, including how they address related themes and concepts.
INDICATOR / STANDARD	9- 10.RC.9.	Use context to determine or clarify the meaning of words and phrases.
INDICATOR / STANDARD	9- 10.RC.12.	Analyze the meaning of words and phrases as they are used in works of literature, including figurative, connotative, and denotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings. (E)
INDICATOR / STANDARD	9- 10.RC.13.	Determine the meaning of words and phrases as they are used in a nonfiction text, including figurative, connotative, denotative, and technical meanings; evaluate the effectiveness of specific word choices on meaning and tone in multiple and varied contexts.
STANDARD / STRAND		Grades 9-10 English/Language Arts
		Grades 9-10 English/Language Arts Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes; compositions will include correct use of standard formatting (e.g., MLA, APA) with correctly cited sources.
PROFICIENCY STATEMENT /	9- 10.W.1.	Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes; compositions will include correct use of standard formatting (e.g., MLA, APA) with correctly cited
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes; compositions will include correct use of standard formatting (e.g., MLA, APA) with correctly cited sources.
PROFICIENCY STATEMENT / SUBSTRAND INDICATOR / STANDARD	10.W.1.	Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes; compositions will include correct use of standard formatting (e.g., MLA, APA) with correctly cited sources. Write arguments in a variety of forms that: Introduce claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that
PROFICIENCY STATEMENT / SUBSTRAND INDICATOR / STANDARD EXPECTATION / INDICATOR EXPECTATION /	9- 10.W.1.a.	Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes; compositions will include correct use of standard formatting (e.g., MLA, APA) with correctly cited sources. Write arguments in a variety of forms that: 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. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and
PROFICIENCY STATEMENT / SUBSTRAND INDICATOR / STANDARD EXPECTATION / INDICATOR EXPECTATION / INDICATOR	9- 10.W.1.a. 9- 10.W.1.c.	Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes; compositions will include correct use of standard formatting (e.g., MLA, APA) with correctly cited sources. Write arguments in a variety of forms that: 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. 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. Use effective transitions to link the major sections of the text, create cohesion, and clarify the relationships between

STANDARD / STRAND

Grades 9-10 English/Language Arts

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes; compositions will include correct use of standard formatting (e.g., MLA, APA) with correctly cited sources.
INDICATOR / STANDARD	9- 10.W.2.	Write informative compositions on a variety of topics that:
EXPECTATION / INDICATOR	9- 10.W.2.a.	Introduce a topic and organize complex ideas, concepts, and information to make important connections and distinctions.
EXPECTATION / INDICATOR	9- 10.W.2.b.	Develop the topic utilizing credible sources with relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
EXPECTATION / INDICATOR	9- 10.W.2.e.	Establish and maintain a style appropriate for the purpose and audience.
EXPECTATION / INDICATOR	9- 10.W.2.f.	Provide a concluding statement or section that follows and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). (E)
STANDARD / STRAND		Grades 9-10 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes; compositions will include correct use of standard formatting (e.g., MLA, APA) with correctly cited sources.
INDICATOR / STANDARD	9- 10.W.4.	Apply the writing process to all formal writing including but not limited to argumentative, informative, and narrative:
EXPECTATION / INDICATOR	9- 10.W.4.a.	Plan and develop, draft, and revise writing using appropriate reference materials. Rewrite, try a new approach, focusing on addressing what is most significant for a specific purpose and audience, and edit to produce and strengthen writing that is clear and coherent.
EXPECTATION / INDICATOR	9- 10.W.4.b.	Use technology to generate, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically (e.g., use of publishing programs, integration of multimedia).
EXPECTATION / INDICATOR	9- 10.W.4.c.	Utilize a standard style guide framework for in-text documentation, formatting, and works cited in order to properly credit sources in all writing types, utilizing multiple sources when appropriate.
STANDARD / STRAND		Grades 9-10 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes; compositions will include correct use of standard formatting (e.g., MLA, APA) with correctly cited sources.
INDICATOR / STANDARD	9- 10.W.5.	Conduct more sustained research assignments and tasks to build knowledge about the research process and the topic under study.
EXPECTATION / INDICATOR	9- 10.W.5.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 / 9- INDICATOR 10.W.S.d. Avoid plaginarm and over reliance on any one source and blow a standard format (e.g., MLA, APA) for citation. 10.W.S.d. EXPECTATION / 9- INDICATOR 10.W.S.d. Present information, choosing from a variety of formats. (F) TANDARD / 10.W.S.d. Crade 10 - Asoptes: 2020 STANDARD / 10.W.S.d. Crade 10 - Asoptes: 2020 STANDARD / 10.W.S.d. Avoid plaginarm and over reliance on any one source and billow a standard format (e.g., MLA, APA) for citation. 10.W.S.d. Crade 10 - Asoptes: 2020 STANDARD / 10.W.S.d. Avoid plaginarm and over reliance on any one source and billow a standard format (e.g., MLA, APA) for citation. 10.W.S.d. Crade 10 - Asoptes: 2020 STANDARD / 10.W.S.d. Avoid plaginarm and over reliance on any one source and billow a standard format (e.g., MLA, APA) for citation. 10.W.S.d. Crade 10 - Asoptes: 2020 STANDARD / 10.W.S.d. Avoid plaginarm and over reliance on any one source and billow a standard format (e.g., MLA, APA) for citation. 10.W.S.d. Avoid plaginarm and over reliance on any one source and billow a standard format (e.g., MLA, APA) for citation. 10.W.S.d. Avoid 10.W.S.d. Avoid 10.W.S.d. Crade 10 - Asoptes: 2020 STANDARD / 10.2.1. Cle storm and finerough facils from observation, quotations, and specific details that support analysis of valuat a percent of management on ondiction of source reliance in the valuation of the valuatio			
EXPECTATION / 9- INDICATOR 10.W.5.1. PROPICIENCY STATEMENT / 30- INDICATOR 10.W.5.1. Register of the state			Synthesize and integrate information into the text selectively to maintain the flow of ideas.
STANDARD STANDA			Avoid plagiarism and over reliance on any one source and follow a standard format (e.g., MLA, APA) for citation.
STANDARD			Present information, choosing from a variety of formats. (E)
PROFICIENCY STATEMENT Journalism: Narrative Nonfiction/Historical Fiction Key Ideas and Textual Support Key Ideas and Textual Support			Grade 10 - Adopted: 2020
INDICATOR STANDARD Key Ideas and Textual Support			Journalism: Grades 9-12
EXPECTATION / 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 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 / JL.2.2. Compare and contrast the development of similar themes or central ideas across two or more works of narrative nonfiction/historical fiction of Alexander Thom and Native American poetry, works of Emie Pyle and Tim O'Brien) excerpts from Historical fiction of Alexander Thom and Native American poetry, works of Emie Pyle and Tim O'Brien) for dramatic effect (e.g., Mrs. Kelly's Monster). EXPECTATION / 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 / JL.2.4. Students are expected to build upon and continue applying concepts learned previously. (Grade of mastery: 2) INDICATOR STANDARD / Journalism: Grades 9-12 STANDARD / Journalism: Narrative Nonfiction/Historical Fiction STANDARD / JOURNALD / JL.3.1. Analyze and evaluate how an author chooses to craft specific parts of a work of narrative nonfiction/historical fiction to contribute to its overall structure and meaning as well as its aesthetic impact. EXPECTATION / JL.3.1. Journalism: Grades 9-12 STANDARD / Journalism: Grades 9-12 STANDARD / Journalism: 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 / Journalism: Grades 9-12 STANDARD / Journalism: Narrative Nonfiction/Historical Fiction STANDARD / Journalism: Open Standard Connection of Ideas EXPECTATION / JL.4. Compare and contrast multiple interpretations of narrative nonfict	STATEMENT /		Journalism: Narrative Nonfiction/Historical Fiction
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 / 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 Thorn and Native American poetry, works of Emile Pyle and Tim O'Brien) INDICATOR EXPECTATION / 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 / JL.2.4. Students are expected to build upon and continue applying concepts learned previously. (Grade of mastery: 2) INDICATOR STANDARD / STRAND PROFICIENCY STATEMENT / SUBSTRAND INDICATOR / STANDARD / Structural Elements and Organization EXPECTATION / 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 PROFICIENCY STATEMENT / Journalism: Grades 9-12 PROFICIENCY STATEMENT / Journalism: Narrative Nonfiction/Historical Fiction STANDARD / STRAND INDICATOR / STANDARD / Synthesis and Connection of Ideas EXPECTATION / JL.4.1. Compare and contrast multiple interpretations of narrative nonfiction/historical fiction, evaluating how each version			Key Ideas and Textual Support
NDICATOR nonfliction/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 Emile Pyle and Tim O'Brien) EXPECTATION / 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 Strandard Journalism: Grades 9-12 PROFICIENCY STATEMENT / SUBSTRAND INDICATOR / STANDARD / Structural Elements and Organization EXPECTATION / JL.3.1. Analyze and evaluate how an author chooses to craft specific parts of a work of narrative nonfliction/historical fiction to contribute to its overall structure and meaning as well as its aesthetic impact. STANDARD / STRAND PROFICIENCY STATEMENT / SUBSTRAND EXPECTATION / JL.3.1. Analyze and evaluate how an author chooses to craft specific parts of a work of narrative nonfliction/historical fiction to contribute to its overall structure and meaning as well as its aesthetic impact. STANDARD / Journalism: Grades 9-12 PROFICIENCY Journalism: Narrative Nonfliction/Historical Fiction INDICATOR / STRAND Synthesis and Connection of Ideas EXPECTATION / JL.4.1. Compare and contrast multiple interpretations of narrative nonfliction/historical fiction, evaluating how each version		JL.2.1.	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
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STANDARD / STRAND PROFICIENCY STATEMENT / SUBSTRAND INDICATOR / STANDARD / STRUCTURAL Elements and Organization EXPECTATION / INDICATOR / STANDARD / STRAND EXPECTATION / 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 PROFICIENCY STATEMENT / SUBSTRAND INDICATOR / Synthesis and Connection of Ideas EXPECTATION / JL.4.1. Compare and contrast multiple interpretations of narrative nonfiction/historical fiction, evaluating how each version		JL.2.3.	
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INDICATOR Structural Elements and Organization			Journalism: Grades 9-12
EXPECTATION / 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 PROFICIENCY STATEMENT / SUBSTRAND INDICATOR / STANDARD Synthesis and Connection of Ideas EXPECTATION / JL.4.1. Compare and contrast multiple interpretations of narrative nonfiction/historical fiction, evaluating how each version	STATEMENT /		Journalism: Narrative Nonfiction/Historical Fiction
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EXPECTATION / JL.4.1. Compare and contrast multiple interpretations of narrative nonfiction/historical fiction, evaluating how each version	STATEMENT /		Journalism: Narrative Nonfiction/Historical Fiction
			Synthesis and Connection of Ideas
		JL.4.1.	

EXPECTATION / INDICATOR	JL.4.2.	Analyze and evaluate significant works of narrative nonfiction/historical fiction (American, English, or world) and how two or more of the works treat similar themes, conflicts, issues, or topics. (e.g. In Cold Blood and actual accounts of The Clutter murders).
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Journalism: Nonfiction
INDICATOR / STANDARD		Learning Outcome
EXPECTATION / INDICATOR	JN.1.1.	Read a variety of nonfiction within a range of complexity appropriate for grades 11-CCR. By the end of grade 11, students interact with texts proficiently and independently at the low end of the range and with scaffolding as needed for texts at the high end of the range. By the end of grade 12, students interact with texts proficiently and independently.
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Journalism: Nonfiction
INDICATOR / STANDARD		Key Ideas and Textual Support
EXPECTATION / INDICATOR	JN.2.1.	Cite strong and thorough facts from observation, quotations, and specific details that support analysis of what a piece of nonfiction says explicitly as well as inferences and interpretations drawn from the text, including determining where the text leaves matters uncertain.
EXPECTATION / INDICATOR	JN.2.2.	Compare and contrast the development of similar themes or central ideas across two or more works of nonfiction and analyze how the author uses specific details to shape and reveal themes.
EXPECTATION / INDICATOR	JN.2.3.	Analyze a complex set of ideas or sequence of events and explain how specific sources, facts, or events interact and develop over the course of a text. (e.g. article, infographic, editorial cartoon, photo or illustration).
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Journalism: Nonfiction
INDICATOR / STANDARD		Structural Elements and Organization
EXPECTATION / INDICATOR	JN.3.1.	Students are expected to build upon and continue applying concepts learned previously. (Grade of Mastery: 5)
EXPECTATION / INDICATOR	JN.3.2.	Analyze and evaluate the effectiveness of the structure an author uses in his or her lead or claim including whether the structure makes points clear, convincing, and engaging.
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Journalism: Nonfiction

INDICATOR / STANDARD		Synthesis and Connection of Ideas
EXPECTATION / INDICATOR	JN.4.2.	Synthesize and evaluate sources of information presented in multimedia platforms in order to address a question or to solve a problem.
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Journalism: Vocabulary
INDICATOR / STANDARD		Learning Outcome
EXPECTATION / INDICATOR	JV.1.1.	Acquire and use accurately general academic and content-specific words and phrases at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression, including those standard to the journalism industry.
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Journalism: Vocabulary
INDICATOR / STANDARD		Vocabulary Building
EXPECTATION / INDICATOR	JV.2.1.	Use context to determine or clarify the meaning of words and phrases.
EXPECTATION / INDICATOR	JV.2.2.	Students are expected to build upon and continue applying concepts learned previously. (Grade of Mastery: 7)
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Journalism: Vocabulary
INDICATOR / STANDARD		Vocabulary in Historical Fiction and Nonfiction
EXPECTATION / INDICATOR	JV.3.2.	Determine the meaning of words and phrases as they are used in a nonfiction text, including figurative, connotative, and technical meanings; evaluate the cumulative impact of how an author uses and refines the meaning of a key term or terms over the course of a text.
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Writing
INDICATOR / STANDARD		Learning Outcome
EXPECTATION /	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.

INDICATOR

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
STATEMENT /		Writing Writing Genres: Editorial, News, and Feature
STATEMENT / SUBSTRAND	JW.3.1.	
STATEMENT / SUBSTRAND INDICATOR / STANDARD	JW.3.1.	Writing Genres: Editorial, News, and Feature
STATEMENT / SUBSTRAND INDICATOR / STANDARD EXPECTATION / INDICATOR	JW.3.1.	Writing Genres: Editorial, News, and Feature Write editorials/commentaries that — 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,
STATEMENT / SUBSTRAND INDICATOR / STANDARD EXPECTATION / INDICATOR INDICATOR	JW.3.1.	Writing Genres: Editorial, News, and Feature Write editorials/commentaries that — 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. 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,
STATEMENT / SUBSTRAND INDICATOR / STANDARD EXPECTATION / INDICATOR INDICATOR INDICATOR	JW.3.1.	Write editorials/commentaries that — 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. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases. Use effective 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

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

INDICATOR		Develops the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, attributions, or other information and examples relevant to the audience's knowledge of the topic.
INDICATOR		Contains adequate information from a variety of credible sources.
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Writing
INDICATOR / STANDARD		Writing Genres: Editorial, News, and Feature
EXPECTATION / INDICATOR	JW.3.3.	Write features that
INDICATOR		Use a variety of creative leads. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing sources.
INDICATOR		Contain adequate information from a variety of credible sources.
INDICATOR		Provide an ending that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
INDICATOR		Establish and maintain a feature style appropriate to the purpose and audience. (e.g. AP Style)
STANDARD /		Journalism: Grades 9-12
STRAND		
		Writing
PROFICIENCY STATEMENT /		Writing The Writing Process
PROFICIENCY STATEMENT / SUBSTRAND	JW.4.1.	
PROFICIENCY STATEMENT / SUBSTRAND INDICATOR / STANDARD	JW.4.1.	The Writing Process
PROFICIENCY STATEMENT / SUBSTRAND INDICATOR / STANDARD EXPECTATION / INDICATOR	JW.4.1.	The Writing Process Apply the writing process to — Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach, focusing on addressing what is most significant for a specific purpose and audience; and edit to produce and strengthen writing
PROFICIENCY STATEMENT / SUBSTRAND INDICATOR / STANDARD EXPECTATION / INDICATOR	JW.4.1.	The Writing Process Apply the writing process to — Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach, focusing on addressing what is most significant for a specific purpose and audience; and edit to produce and strengthen writing that is clear and coherent. Use technology to generate, produce, publish, and update individual or shared writing products in response to
PROFICIENCY STATEMENT / SUBSTRAND INDICATOR / STANDARD EXPECTATION / INDICATOR INDICATOR INDICATOR STANDARD /	JW.4.1.	The Writing Process Apply the writing process to — Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach, focusing on addressing what is most significant for a specific purpose and audience; and edit to produce and strengthen writing that is clear and coherent. Use technology to generate, produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
PROFICIENCY STATEMENT / SUBSTRAND INDICATOR / STANDARD EXPECTATION / INDICATOR INDICATOR INDICATOR STANDARD / STRAND PROFICIENCY STATEMENT /	JW.4.1.	The Writing Process Apply the writing process to — Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach, focusing on addressing what is most significant for a specific purpose and audience; and edit to produce and strengthen writing that is clear and coherent. Use technology to generate, produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. Journalism: Grades 9-12

EXPECTATION / INDICATOR	JW.4.5.	Follow ethical standards related to information gathering that include the appropriate citing of sources and the importance of avoiding plagiarism.
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Writing
INDICATOR / STANDARD		The Research Process: Finding, Assessing, Synthesizing, and Reporting Information
EXPECTATION / INDICATOR	JW.5.2.	Identify relevant issues and events of interest to readers through current news analysis, surveys, research reports, statistical data, and interviews with readers.
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Writing
INDICATOR / STANDARD		The Research Process: Finding, Assessing, Synthesizing, and Reporting Information
EXPECTATION / INDICATOR	JW.5.3.	Conduct short as well as more sustained research assignments and tasks to build knowledge about the research process and the topic under study.
INDICATOR		Formulate an inquiry question, and refine and narrow the focus as research evolves.
INDICATOR		Gather relevant information from multiple types of authoritative sources, using advanced searches effectively, and annotate sources.
INDICATOR		Assess the strengths and limitations of each source in terms of the task, purpose, and audience.
INDICATOR		Synthesize and integrate information into the text selectively to maintain the flow of ideas.
INDICATOR		Avoid plagiarism and overreliance on any one source and follow a standard format (e.g., AP Style) for citation.
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Writing
INDICATOR / STANDARD		The Research Process: Finding, Assessing, Synthesizing, and Reporting Information
EXPECTATION / INDICATOR	JW.5.4.	Ask clear interview questions to guide a balanced and unbiased information-gathering process that include
INDICATOR		Double-checking information before writing the story
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Writing

INDICATOR / STANDARD		Conventions of Standard English: Grammar and Usage/Capitalization, Punctuation, and Spelling
EXPECTATION / INDICATOR	JW.6.1.	Demonstrate command of English grammar and usage, focusing on:
INDICATOR	JW.6.1.B.	Verbs – Students are expected to build upon and continue applying conventions learned previously. (Grade of Mastery: 10)
INDICATOR	JW.6.1.C.	Adjectives and Adverbs — Students are expected to build upon and continue applying conventions learned previously. (Grade of Mastery: 4)
INDICATOR	JW.6.1.D.	Phrases and Clauses — Students are expected to build upon and continue applying conventions learned previously. (Grade of Mastery: 7)
INDICATOR	JW.6.1.E.	Usage- Students are expected to build upon and continue applying conventions learned previously. (Grade of Mastery: 10)
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Writing
INDICATOR / STANDARD		Conventions of Standard English: Grammar and Usage/Capitalization, Punctuation, and Spelling
EXPECTATION / INDICATOR	JW.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling focusing on:
INDICATOR	JW.6.2.A.	Capitalization—Students are expected to build upon and continue applying conventions learned previously. (Grade of Mastery: 5)
INDICATOR	JW.6.2.B.	Punctuation —Students are expected to build upon and continue applying conventions learned previously. (Grade of Mastery: 10)
INDICATOR	JW.6.2.C.	Spelling —Students are expected to build upon and continue applying conventions learned previously. (Grade of Mastery: 5)
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Speaking and Listening
INDICATOR / STANDARD		Comprehension
EXPECTATION / INDICATOR	JSL.3.1.	Integrate multiple sources of information presented in multiple formats (e.g., graphics, photos, illustrations, public records, audio, video) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the information.
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Media Literacy
INDICATOR / STANDARD		Media Literacy

EXPECTATION MIL2. Analyze and evaluate the essential features of journalistic writing in a variety of news sources for: IntiDicATOR satustaral elements and organization STANDARD / STANDARD / Digital Media: Grades 9-12 STANDARD / SUBSTEAMO Digital Media: Nonfiction STANDARD / STAN			
PROFICIENCY STATEMENT Digital Media: Grades 9-12		JML.2.6.	
PROFICIENCY STATEMENT / SUBSTRAND MN1. 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 protected and style. By the end of this course, students interact with media products and text profice ends in independently at the low end of the range and with scarbiding as needed at the high end of the range. STANDARD / Digital Media: Grades 9-12 TRANDARD / STANDARD / Digital Media: Nonfiction INDICATOR Key Ideas and Textual Support Key Ideas and Textual Support Key Ideas and Textual Support Analyze what a nonfiction media product says explicitly as well as inferences and interpretations drawn from the pince, including determining where the pince leaves matters uncertain by cling strong and thorough facts from observations, quotators, and specific details. EXPECTATION / 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 / 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. EXPECTATION / 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. EXPECTATION / MN2.3. Digital Media: Nonfiction STANDARD / Structural Elements and Organization STANDARD / Digital Media: Grades 9-12 EXPECTATION / MN3.3. Determine perspective or purpose in a piece of media in which the rhetion is particularly effective. Analyze how style and content combibility to the power and persuasiveness of the media product (e.g. appeals to both frendly and hostile audiences and anticipates and addresses audience's concerns and counterclaims). INDICATOR / Digital Med	INDICATOR		structural elements and organization
INDICATOR / STANDARD / Digital Media: Grades 9-12 STANDARD / Digital Media: Grades 9-12 STANDARD / STANDARD / Digital Media: Grades 9-12 STANDARD / Digital Media: Grades 9-12 STANDARD / Digital Media: Grades 9-12 STANDARD / STANDARD / Digital Media: Grades 9-12 S			Digital Media: Grades 9-12
EXPECTATION / 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 style. By the end of this course, students interact with media products and texts proficently and independently at the low end of the range and with scalibiding as needed at the high end of the range. STANDARD / Digital Media: Grades 9-12 STATEMENT / SUBSTRAND Digital Media: Nonfiction Key Ideas and Textual Support Key Ideas and Textual Support Key Ideas and Textual Support EXPECTATION / 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 / 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 / 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 / Digital Media: Grades 9-12 STRAND Digital Media: Grades 9-12 STRAND Digital Media: Structural Elements and Organization EXPECTATION / MN3.3. Determine perspective or purpose in a piece of media in which the rhetoric is particularly effective. Analyze how shyle 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 / Digital Media: Grades 9-12	STATEMENT /		Digital Media: Nonfiction
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PROFICIENCY STATEMENT / Digital Media: Nonfiction NDICATOR / STANDARD Key Ideas and Textual Support REPECTATION / 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. ST ANDARD / STRAND Digital Media: Grades 9-12 PROFICIENCY STATEMENT / SUBSTRAND Structural Elements and Organization Structural Elements and Organization EXPECTATION / INDICATOR Digital Media: Grades 9-12 STANDARD / Digital Media: Grades 9-12 PROFICIENCY STATEMENT / SUBSTRAND Digital Media: Vocabulary Di		MN.1.	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
INDICATOR STANDARD			Digital Media: Grades 9-12
EXPECTATION / 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 / 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 / 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 PROFICIENCY STATEMENT / Digital Media: Grades 9-12 EXPECTATION / 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 PROFICIENCY STATEMENT / Digital Media: Grades 9-12 PROFICIENCY STATEMENT / Digital Media: Grades 9-12 INDICATOR / Digital Media: Grades 9-12	STATEMENT /		Digital Media: Nonfiction
PROFICIENCY STANDARD			Key Ideas and Textual Support
INDICATOR details shape and refine the central idea.		MN2.1.	piece, including determining where the piece leaves matters uncertain by citing strong and thorough facts from
INDICATOR develop throughout the product. STANDARD / STRAND PROFICIENCY STATEMENT / SUBSTRAND INDICATOR / STANDARD EXPECTATION / MN.3.3. Determine perspective or purpose in a piece of media in which the rhetoric is particularly effective. Analyze how style and content contribute to the power and persuasiveness of the media product (e.g. appeals to both friendly and hostile audiences and anticipates and addresses audience's concerns and counterclaims). STANDARD / STRAND Digital Media: Grades 9-12 PROFICIENCY STATEMENT / SUBSTRAND INDICATOR / Learning Outcome		MN.2.2.	
PROFICIENCY STATEMENT / SUBSTRAND INDICATOR / STANDARD EXPECTATION / INDICATOR / INDICAT		MN.2.3.	
INDICATOR Structural Elements and Organization			Digital Media: Grades 9-12
EXPECTATION / INDICATOR MN.3.3. Determine perspective or purpose in a piece of media in which the rhetoric is particularly effective. Analyze how style and content contribute to the power and persuasiveness of the media product (e.g. appeals to both friendly and hostile audiences and anticipates and addresses audience's concerns and counterclaims). STANDARD / STRAND Digital Media: Grades 9-12 PROFICIENCY STATEMENT / SUBSTRAND Digital Media: Vocabulary Learning Outcome	STATEMENT /		Digital Media: Nonfiction
INDICATOR style and content contribute to the power and persuasiveness of the media product (e.g.appeals to both friendly and hostile audiences and anticipates and addresses audience's concerns and counterclaims). STANDARD / STRAND Digital Media: Grades 9-12 PROFICIENCY STATEMENT / SUBSTRAND Digital Media: Vocabulary Learning Outcome			Structural Elements and Organization
PROFICIENCY STATEMENT / SUBSTRAND INDICATOR / Learning Outcome		MN.3.3.	style and content contribute to the power and persuasiveness of the media product (e.g.appeals to both friendly and
STATEMENT / SUBSTRAND INDICATOR / Learning Outcome			Digital Media: Grades 9-12
	STATEMENT /		Digital Media:Vocabulary
			Learning Outcome

EXPECTATION / INDICATOR	MV.1.	Acquire and accurately use academic and content-specific words and phrases at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression, including those standard to the media industry.
STANDARD / STRAND		Digital Media: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Digital Media:Vocabulary
INDICATOR / STANDARD		Vocabulary Building
EXPECTATION / INDICATOR	MV.2.1.	Use context to determine or clarify the meaning of words and phrases.
STANDARD / STRAND		Digital Media: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Digital Media:Vocabulary
INDICATOR / STANDARD		Vocabulary in Media Writing and Production
EXPECTATION / INDICATOR	MV.3.2.	Determine the meaning of words and phrases as they are used in a nonfiction text, including figurative, connotative, and technical meanings; evaluate the cumulative impact of how an author or producer uses and refines the meaning of a key term or terms over the course of a text or media product.
STANDARD / STRAND		Digital Media: Grades 9-12
		Digital Media: Grades 9-12 Digital Media: Writing
PROFICIENCY STATEMENT /		
PROFICIENCY STATEMENT / SUBSTRAND	MW.1.	Digital Media: Writing
PROFICIENCY STATEMENT / SUBSTRAND INDICATOR / STANDARD	MW.1.	Digital Media: Writing Learning Outcome Write routinely over a variety of time frames for a range of tasks, purposes, and audiences; apply reading standards
PROFICIENCY STATEMENT / SUBSTRAND INDICATOR / STANDARD	MW.1.	Digital Media: Writing Learning Outcome Write routinely over a variety of time frames for a range of tasks, purposes, and audiences; apply reading standards to support analysis, reflection, and research by drawing evidence from a variety of texts and media products.
PROFICIENCY STATEMENT / SUBSTRAND INDICATOR / STANDARD EXPECTATION / INDICATOR STANDARD / STRAND PROFICIENCY STATEMENT /	MW.1.	Digital Media: Writing Learning Outcome Write routinely over a variety of time frames for a range of tasks, purposes, and audiences; apply reading standards to support analysis, reflection, and research by drawing evidence from a variety of texts and media products. Digital Media: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND INDICATOR / STANDARD EXPECTATION / INDICATOR STANDARD / STRAND PROFICIENCY STATEMENT / SUBSTRAND INDICATOR /	MW.1.	Digital Media: Writing Learning Outcome Write routinely over a variety of time frames for a range of tasks, purposes, and audiences; apply reading standards to support analysis, reflection, and research by drawing evidence from a variety of texts and media products. Digital Media: Grades 9-12 Digital Media: Writing
PROFICIENCY STATEMENT / SUBSTRAND INDICATOR / STANDARD EXPECTATION / INDICATOR STANDARD / STRAND PROFICIENCY STATEMENT / SUBSTRAND INDICATOR / STANDARD EXPECTATION		Digital Media: Writing Write routinely over a variety of time frames for a range of tasks, purposes, and audiences; apply reading standards to support analysis, reflection, and research by drawing evidence from a variety of texts and media products. Digital Media: Grades 9-12 Digital Media: Writing Writing Genres: Editorial, News, Feature, and Narrative Write or produce arguments or commentaries in a variety of forms that:

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

INDICATOR / STANDARD		The Writing Process
EXPECTATION / INDICATOR	MW.4.1.	Apply the writing process to all formal writing and media product development, including but not limited to argumentative, informative, and narrative.
INDICATOR	MW.4.1.1.	Plan and develop, draft, revise using appropriate reference materials, rewrite, try a new approach, focusing on addressing what is most significant for a specific purpose and audience, and edit to produce and strengthen. writing that is clear and coherent,
INDICATOR	MW.4.1.2.	Use technology to generate, produce, publish, and update individual or shared products in response to ongoing feedback, including new arguments or information,
INDICATOR	MW.4.1.3.	Utilize a standard style guide framework for properly crediting sources in all media product types, utilizing multiple sources when appropriate.
STANDARD / STRAND		Digital Media: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Writing
INDICATOR / STANDARD		The Writing Process
EXPECTATION / INDICATOR	MW.4.3.	Revise and edit to improve sentence variety and style and to enhance subtlety of meaning and tone in ways that are consistent with purpose, audience, and media format.
EXPECTATION / INDICATOR	MW.4.4.	Revise and edit to ensure effective, grammatically correct communication.
EXPECTATION / INDICATOR	MW.4.5.	Follow ethical standards related to information gathering that include the appropriate citing of sources and the importance of avoiding plagiarism.
STANDARD / STRAND		Digital Media: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Writing
INDICATOR / STANDARD		The Research Process: Finding, Assessing, Synthesizing, and Reporting Information
EXPECTATION / INDICATOR	MW.5.2.	Identify relevant issues and events of interest to readers through current news analysis, surveys, research reports, statistical data, and interviews with the audience.
STANDARD / STRAND		Digital Media: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Writing
INDICATOR / STANDARD		The Research Process: Finding, Assessing, Synthesizing, and Reporting Information
EXPECTATION / INDICATOR	MW.5.3.	Conduct short as well as more sustained research assignments and tasks to build knowledge about the research process and the topic under study:
INDICATOR	MW.5.3.1.	Formulate an inquiry question, and refine and narrow the focus as research evolves,

INDICATOR	MW.5.3.2.	Gather relevant information from multiple types of authoritative sources, using advanced searches effectively, and annotate sources,
INDICATOR	MW.5.3.3.	Assess the strengths and limitations of each source in terms of the task, purpose, and audience,
INDICATOR	MW.5.3.4.	Synthesize and integrate information into the text selectively to maintain the flow of ideas.
INDICATOR	MW.5.3.5.	Avoid plagiarism and overreliance on any one source and follow a standard format (e.g., AP Style) for citation.
INDICATOR	MW.5.3.6.	Present information, choosing from a variety of formats.
STANDARD / STRAND		Digital Media: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Writing
INDICATOR / STANDARD		The Research Process: Finding, Assessing, Synthesizing, and Reporting Information
EXPECTATION / INDICATOR	MW.5.4.	Ask clear interview questions to guide a balanced and unbiased information-gathering process that include: Researching background information, Formulating questions that elicit valuable information, Observing and recording details during the interview, Effectively concluding the interview, Double-checking information before writing the story, and Keeping dated notes or interview records on file.
INDICATOR	MW.5.4.1.	Researching background information,
INDICATOR	MW.5.4.2.	Formulating questions that elicit valuable information,
INDICATOR	MW.5.4.5	Double-checking information before writing the story, and
STANDARD / STRAND		Digital Media: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Writing
INDICATOR / STANDARD		Conventions of Standard English: Grammar and Usage / Capitalization, Punctuation, and Spelling
EXPECTATION / INDICATOR	MW.6.1.	Demonstrate command of English grammar and usage, focusing on:
INDICATOR	MW.6.1.B	Verbs - Students are expected to build upon and continue applying conventions learned previously. Grade of Mastery: 10 Forming and using verbs in the indicative, imperative, interrogative, conditional and subjunctive moods.
INDICATOR	MW.6.1.C	Adjectives and Adverbs – Students are expected to build upon and continue applying conventions learned previously. Grade of Mastery: 4 Writing sentences using relative adverbs (e.g., where, when) and explaining their functions in a sentence.
STANDARD / STRAND		Digital Media: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Writing

EXPECTATION / INDICATOR	MW.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling focusing on:
INDICATOR	MW.6.2.A	Capitalization–Students are expected to build upon and continue applying conventions learned previously. Grade of Mastery: 5 Applying correct usage of capitalization in writing.
INDICATOR	MW.6.2.B	Punctuation –Students are expected to build upon and continue applying conventions learned previously. Grade of Mastery: 10 Using a semicolon and a conjunctive adverb to link two or more closely related independent clauses.
INDICATOR	MW.6.2.C	Spelling –Students are expected to build upon and continue applying conventions learned previously. Grade of Mastery: 5 Applying correct spelling patterns and generalizations in writing.
STANDARD / STRAND		Digital Media: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Speaking and Listening
INDICATOR / STANDARD		Comprehension
EXPECTATION / INDICATOR	MSL.3.1.	Integrate multiple sources of information presented in multiple formats (e.g., graphics, photos, illustrations, public records, audio, video) in order to make informed decisions, solve problems, or create evaluating the credibility, accuracy, and feasibility noting any discrepancies among the information.
STANDARD / STRAND		Digital Media: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Media Literacy
INDICATOR / STANDARD		Learning Outcome
EXPECTATION / INDICATOR	ML.1.	Critically analyze content found in media used to inform, persuade, entertain, and transmit culture.
STANDARD / STRAND		Student Media: 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Standard 3: Media Content Development Process - Students discuss ideas for coverage with others. They develop coherent and focused content ideas that demonstrate well-researched information that is appropriate for their audience.
INDICATOR / STANDARD		Develop Ideas
EXPECTATION / INDICATOR	SMED.3.2	Identify relevant issues and ideas of interest to readers through analysis of current events, surveys, research reports, statistical data, and interviews.
STANDARD / STRAND		Student Media: 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Standard 3: Media Content Development Process - Students discuss ideas for coverage with others. They develop coherent and focused content ideas that demonstrate well-researched information that is appropriate for their audience.
INDICATOR / STANDARD		Gather Information

EXPECTATION / INDICATOR	SMED.3. 4.	Identify and evaluate credible, relevant print and non-print information sources that include the following:
INDICATOR	SMED.3. 4.2.	observations and on-the-scene reports,
INDICATOR	SMED.3. 4.4.	records,
INDICATOR	SMED.3. 4.6.	reference works,
INDICATOR	SMED.3. 4.7.	database information, and
STANDARD / STRAND		Student Media: 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Standard 3: Media Content Development Process - Students discuss ideas for coverage with others. They develop coherent and focused content ideas that demonstrate well-researched information that is appropriate for their audience.
INDICATOR / STANDARD		Internet sources.
EXPECTATION / INDICATOR	SMED.3.	Follow ethical standards related to information gathering that include the appropriate citing of sources to avoid charges of plagiarism or copyright violation.
STANDARD / STRAND		Student Media: 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Standard 4: Media Content Creation - Students develop newsworthy, journalistic content while adhering to legal and ethical standards for scholastic journalism. Students demonstrate an understanding of the research, organizational, and drafting strategies in the journalistic content creation process.
INDICATOR / STANDARD		Organize and Focus
EXPECTATION / INDICATOR	SMED.4. 1.	Choose the appropriate method and medium to deliver information (verbal, visual, multimedia). Various types of media include the following:
INDICATOR	SMED.4. 1.1.	Writing (Inverted pyramid, narrative, in-depth, personality profile, opinion, etc.) • uses effective display text (headline, title, summary deck, combination, • uses a variety of creative leads, • contains adequate information from credible sources and cites sources of information correctly,• narrates events accurately including their significance to the audience, • includes appropriate quotations and proper attribution,• describes specific incidents, and actions, with sufficient detail,• follows standard journalistic language and format conventions, and• uses vocabulary and language that is appropriate for the subject, journalistic style, different purposes, and a variety of audiences.
STANDARD / STRAND		Student Media: 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Standard 5: Student Media Production Cycles - Students produce media within an established production cycle, meeting deadlines and following style manual guidelines for consistency. Students analyze, evaluate, and critique their own work and that of others as they improve future media based on feedback.
INDICATOR / STANDARD	SMED.5. 1.	Work within a production cycle for media that includes:
EXPECTATION / INDICATOR	SMED.5. 1.2.	gathering information (interviewing, researching, observing, etc.),

Indiana Academic Standards Language Arts

Grade $\mathbf{10}$ - Adopted: $\mathbf{2023}$

STANDARD / STRAND

EXPECTATION / 9-

INDICATOR 10.W.3.b.

Grades 9-10 English/Language Arts

STRAND		
PROFICIENCY STATEMENT / SUBSTRAND		Reading Comprehension – Learning Outcome: Students analyze the author's technique, structure, main ideas, purpose, and perspective in grade-level fiction and nonfiction text, using textual evidence to support analysis.
INDICATOR / STANDARD	9- 10.RC.1.	Analyze what a text says both explicitly and implicitly (e.g., inferences and interpretations) by citing strong and thorough textual evidence. (E)
INDICATOR / STANDARD	9- 10.RC.2.	Analyze in detail the development of two or more themes over the course of a work of literature, including how they emerge and are specific and refined by specific details. (E)
INDICATOR / STANDARD	9- 10.RC.3.	Analyze and evaluate how an author's choices concerning how to structure a work of literature, order events within it (e.g., parallel episodes), and manipulate time (e.g., pacing, flashbacks) contribute to the overall meaning and effect of a work.
INDICATOR / STANDARD	9- 10.RC.4.	Analyze in detail the development of two or more central ideas over the course of a text, including how they build on one another to provide a complex analysis.
INDICATOR / STANDARD	9- 10.RC.5.	Analyze a series of ideas or events, including the order in which the points are made and developed, and the connections that are drawn between them.
INDICATOR / STANDARD	9- 10.RC.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
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes; compositions will include correct use of standard formatting (e.g., MLA, APA) with correctly cited sources.
INDICATOR / STANDARD	9- 10.W.3.	Write narrative compositions in a variety of forms that:
EXPECTATION / INDICATOR	9- 10.W.3.a.	Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters.

EXPECTATION / 9- Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plotlines to develop INDICATOR 10.W.3.c. experiences, events, and/or characters.

Create a smooth progression of experiences or events.

EXPECTATION / INDICATOR	9- 10.W.3.d.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
EXPECTATION / INDICATOR	9- 10.W.3.e.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
EXPECTATION / INDICATOR	9- 10.W.3.f.	Provide an ending that follows and reflects on what is experienced, observed, or resolved over the course of the narrative. (E)
STANDARD / STRAND		Grades 9-10 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes; compositions will include correct use of standard formatting (e.g., MLA, APA) with correctly cited sources.
INDICATOR / STANDARD	9- 10.W.4.	Apply the writing process to all formal writing including but not limited to argumentative, informative, and narrative:
EXPECTATION / INDICATOR	9- 10.W.4.a.	Plan and develop, draft, and revise writing using appropriate reference materials. Rewrite, try a new approach, focusing on addressing what is most significant for a specific purpose and audience, and edit to produce and strengthen writing that is clear and coherent.
EXPECTATION / INDICATOR	9- 10.W.4.b.	Use technology to generate, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically (e.g., use of publishing programs, integration of multimedia).
EXPECTATION / INDICATOR	9- 10.W.4.c.	Utilize a standard style guide framework for in-text documentation, formatting, and works cited in order to properly credit sources in all writing types, utilizing multiple sources when appropriate.
STANDARD / STRAND		Grades 9-10 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes; compositions will include correct use of standard formatting (e.g., MLA, APA) with correctly cited sources.
INDICATOR / STANDARD	9- 10.W.5.	Conduct more sustained research assignments and tasks to build knowledge about the research process and the topic under study.
EXPECTATION / INDICATOR	9- 10.W.5.b.	Gather relevant information from multiple authoritative sources, using advanced searches effectively, and annotate sources.
EXPECTATION / INDICATOR	9- 10.W.5.e.	Avoid plagiarism and over reliance on any one source and follow a standard format (e.g., MLA, APA) for citation.
STANDARD / STRAND		Grades 9-10 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Communication and Collaboration – Learning Outcome: Students actively engage in listening, discussing, and presenting ideas justified by sound reasoning and textual evidence while also evaluating and identifying fallacious reasoning or distorted evidence.
INDICATOR / STANDARD	9- 10.CC.1.	Initiate and participate effectively in a range of collaborative discussions on grade-appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly and persuasively. (E)
INDICATOR / STANDARD	9- 10.CC.2.	Examine, analyze, and reflect on ideas under discussion by providing textual evidence to support or refute those ideas. (E)

INDICATOR / STANDARD	9- 10.CC.3.	Expand conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
		Grade 10 - Adopted: 2020
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Journalism: Narrative Nonfiction/Historical Fiction
INDICATOR / STANDARD		Key Ideas and Textual Support
EXPECTATION / INDICATOR	JL.2.2.	Compare and contrast the development of similar themes or central ideas across two or more works of narrative nonfiction/historical fiction and analyze how the author uses specific details to shape and reveal themes. (e.g. excerpts from Historical fiction of Alexander Thom and Native American poetry, works of Ernie Pyle and Tim O'Brien).
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Journalism: Narrative Nonfiction/Historical Fiction
INDICATOR / STANDARD		Synthesis and Connection of Ideas
EXPECTATION / INDICATOR	JL.4.2.	Analyze and evaluate significant works of narrative nonfiction/historical fiction (American, English, or world) and how two or more of the works treat similar themes, conflicts, issues, or topics. (e.g. In Cold Blood and actual accounts of The Clutter murders).
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Journalism: Vocabulary
INDICATOR / STANDARD		Learning Outcome
EXPECTATION / INDICATOR	JV.1.1.	Acquire and use accurately general academic and content-specific words and phrases at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression, including those standard to the journalism industry.
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Journalism: Vocabulary
INDICATOR / STANDARD		Vocabulary Building
EXPECTATION / INDICATOR	JV.2.2.	Students are expected to build upon and continue applying concepts learned previously. (Grade of Mastery: 7)
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Journalism: Vocabulary

INDICATOR / STANDARD		Vocabulary in Historical Fiction and Nonfiction
EXPECTATION / INDICATOR	JV.3.1.	Analyze the meaning of words and phrases as they are used in works of narrative nonfiction/historical fiction including figurative and connotative meanings; analyze the cumulative impact of specific word choices (e.g., imagery, allegory, and symbolism) on meaning and tone (e.g. how the language evokes a sense of time and place; how it sets a formal and informal tone).
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Writing
INDICATOR / STANDARD		Learning Outcome
EXPECTATION / INDICATOR	JW.1.	Write routinely over a variety of time frames for a range of tasks, purposes, and audiences; apply reading standards to support analysis, reflection, and research by drawing evidence from a variety of texts.
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Writing
INDICATOR / STANDARD		Handwriting
EXPECTATION / INDICATOR	JW.2.	Students are expected to build upon and continue applying concepts learned previously. (Grade of Mastery: 4)
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Writing
INDICATOR / STANDARD		Writing Genres: Editorial, News, and Feature
EXPECTATION / INDICATOR	JW.3.	Students are expected to build upon and continue concepts learned previously.
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Writing
INDICATOR / STANDARD		Writing Genres: Editorial, News, and Feature
EXPECTATION / INDICATOR	JW.3.3.	Write features that
INDICATOR		Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
INDICATOR		Establish and maintain a feature style appropriate to the purpose and audience. (e.g. AP Style)

PROFICIENCY STATEMENT / SUBSTRAND		Writing
INDICATOR / STANDARD		The Writing Process
EXPECTATION / INDICATOR	JW.4.1.	Apply the writing process to —
INDICATOR		Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach, focusing on addressing what is most significant for a specific purpose and audience; and edit to produce and strengthen writing that is clear and coherent.
INDICATOR		Use technology to generate, produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Writing
INDICATOR / STANDARD		The Writing Process
EXPECTATION / INDICATOR	JW.4.4.	Revise and edit copy to ensure effective, grammatically correct communication using appropriate proofreading or copy editing symbols.
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Writing
INDICATOR / STANDARD		The Research Process: Finding, Assessing, Synthesizing, and Reporting Information
EXPECTATION / INDICATOR	JW.5.3.	Conduct short as well as more sustained research assignments and tasks to build knowledge about the research process and the topic under study.
INDICATOR		Avoid plagiarism and overreliance on any one source and follow a standard format (e.g., AP Style) for citation.
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Writing
INDICATOR / STANDARD		Conventions of Standard English: Grammar and Usage/Capitalization, Punctuation, and Spelling
EXPECTATION / INDICATOR	JW.6.1.	Demonstrate command of English grammar and usage, focusing on:
INDICATOR	JW.6.1.B.	Verbs – Students are expected to build upon and continue applying conventions learned previously. (Grade of Mastery: 10)

INDICATOR	JW.6.1.C.	Adjectives and Adverbs — Students are expected to build upon and continue applying conventions learned previously. (Grade of Mastery: 4)
INDICATOR	JW.6.1.D.	Phrases and Clauses — Students are expected to build upon and continue applying conventions learned previously. (Grade of Mastery: 7)
INDICATOR	JW.6.1.E.	Usage- Students are expected to build upon and continue applying conventions learned previously. (Grade of Mastery: 10)
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Writing
INDICATOR / STANDARD		Conventions of Standard English: Grammar and Usage/Capitalization, Punctuation, and Spelling
EXPECTATION / INDICATOR	JW.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling focusing on:
INDICATOR	JW.6.2.A.	Capitalization—Students are expected to build upon and continue applying conventions learned previously. (Grade of Mastery: 5)
INDICATOR	JW.6.2.B.	Punctuation —Students are expected to build upon and continue applying conventions learned previously. (Grade of Mastery: 10)
INDICATOR	JW.6.2.C.	Spelling —Students are expected to build upon and continue applying conventions learned previously. (Grade of Mastery: 5)
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Speaking and Listening
INDICATOR / STANDARD		Discussion and Collaboration
EXPECTATION / INDICATOR	JSL.2.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one critiques, group discussion of news coverage, story ideas, and interviews) on current events, sample media, and newsworthy issues; building on others' ideas and expressing personal viewpoints clearly and persuasively.
EXPECTATION / INDICATOR	JSL.2.3.	Work with peers to promote collegial discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
EXPECTATION / INDICATOR	JSL.2.4.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
STANDARD / STRAND		Digital Media: Grades 9-12
PROFICIENCY		Digital Media: Narrative Storytelling
STATEMENT / SUBSTRAND		

EXPECTATION / INDICATOR	MS.1.	Read and interact with a variety of media from journalistic outlets and read other texts related to media within a range of complexity appropriate for grades 9-12 that include possibilities for analysis of literary techniques, structure and style. By the end of this course, students interact with media and texts proficiently and independently at the low end of the range and with scaffolding as needed at the high end of the range.
STANDARD / STRAND		Digital Media: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Narrative Storytelling
INDICATOR / STANDARD		Key Ideas and Textual Support
EXPECTATION / INDICATOR	MS.2.1.	Analyze what a product says explicitly and implicitly as well as inferences and interpretations drawn from the media product through citing evidence determining where the product leaves matters uncertain.
EXPECTATION / INDICATOR	MS.2.2.	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.
EXPECTATION / INDICATOR	MS.2.3.	Analyze how the producer's choices impact subject development over the course of a media product.
STANDARD / STRAND		Digital Media: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Narrative Storytelling
INDICATOR / STANDARD		Structural Elements and Organization
EXPECTATION / INDICATOR	MS.3.1.	Analyze and evaluate how a producer's choices concerning how to structure specific parts of a media product contribute to its overall meaning and effect.
STANDARD / STRAND		Digital Media: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Nonfiction
INDICATOR / STANDARD		Structural Elements and Organization
EXPECTATION / INDICATOR	MN.3.3.	Determine perspective or purpose in a piece of media in which the rhetoric is particularly effective. Analyze how style and content contribute to the power and persuasiveness of the media product (e.g.appeals to both friendly and hostile audiences and anticipates and addresses audience's concerns and counterclaims).
STANDARD / STRAND		Digital Media: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Writing
INDICATOR / STANDARD		Learning Outcome

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.

EXPECTATION / MW.1.

INDICATOR

Digital Media: Grades 9-12

PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Writing
INDICATOR / STANDARD		Writing Genres: Editorial, News, Feature, and Narrative
EXPECTATION / INDICATOR	MW.3.3.	Write or produce narrative and feature-style media products in a variety of forms that:
INDICATOR	MW.3.3.1.	Engage and orient the audience by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and including narration and/or sources or characters,
INDICATOR	MW.3.3.4.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome,
INDICATOR	MW.3.3.5.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
STANDARD / STRAND		Digital Media: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Writing
INDICATOR / STANDARD		The Writing Process
EXPECTATION / INDICATOR	MW.4.1.	Apply the writing process to all formal writing and media product development, including but not limited to argumentative, informative, and narrative.
INDICATOR	MW.4.1.1.	Plan and develop, draft, revise using appropriate reference materials, rewrite, try a new approach, focusing on addressing what is most significant for a specific purpose and audience, and edit to produce and strengthen. writing that is clear and coherent,
INDICATOR	MW.4.1.2.	Use technology to generate, produce, publish, and update individual or shared products in response to ongoing feedback, including new arguments or information,
INDICATOR	MW.4.1.3.	Utilize a standard style guide framework for properly crediting sources in all media product types, utilizing multiple sources when appropriate.
STANDARD / STRAND		Digital Media: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Writing
INDICATOR / STANDARD		The Writing Process
EXPECTATION / INDICATOR	MW.4.3.	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 /	MW.4.4.	Revise and edit to ensure effective, grammatically correct communication.

STANDARD / STRAND

INDICATOR

PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Writing
INDICATOR / STANDARD		The Research Process: Finding, Assessing, Synthesizing, and Reporting Information
EXPECTATION / INDICATOR	MW.5.3.	Conduct short as well as more sustained research assignments and tasks to build knowledge about the research process and the topic under study:
INDICATOR	MW.5.3.5.	Avoid plagiarism and overreliance on any one source and follow a standard format (e.g., AP Style) for citation.
STANDARD / STRAND		Digital Media: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Writing
INDICATOR / STANDARD		Conventions of Standard English: Grammar and Usage / Capitalization, Punctuation, and Spelling
EXPECTATION / INDICATOR	MW.6.1.	Demonstrate command of English grammar and usage, focusing on:
INDICATOR	MW.6.1.B	Verbs - Students are expected to build upon and continue applying conventions learned previously. Grade of Mastery: 10 Forming and using verbs in the indicative, imperative, interrogative, conditional and subjunctive moods.
INDICATOR	MW.6.1.C	Adjectives and Adverbs – Students are expected to build upon and continue applying conventions learned previously. Grade of Mastery: 4 Writing sentences using relative adverbs (e.g., where, when) and explaining their functions in a sentence.
STANDARD / STRAND		Digital Media: Grades 9-12
		Digital Media: Grades 9-12 Digital Media: Writing
PROFICIENCY STATEMENT /		
PROFICIENCY STATEMENT / SUBSTRAND	MW.6.2.	Digital Media: Writing
PROFICIENCY STATEMENT / SUBSTRAND INDICATOR / STANDARD		Digital Media: Writing Conventions of Standard English: Grammar and Usage / Capitalization, Punctuation, and Spelling Demonstrate command of the conventions of standard English capitalization, punctuation, and
PROFICIENCY STATEMENT / SUBSTRAND INDICATOR / STANDARD EXPECTATION / INDICATOR	MW.6.2.A	Digital Media: Writing Conventions of Standard English: Grammar and Usage / Capitalization, Punctuation, and Spelling Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling focusing on: Capitalization—Students are expected to build upon and continue applying conventions learned previously. Grade of
PROFICIENCY STATEMENT / SUBSTRAND INDICATOR / STANDARD EXPECTATION / INDICATOR	MW.6.2.A MW.6.2.B	Digital Media: Writing Conventions of Standard English: Grammar and Usage / Capitalization, Punctuation, and Spelling Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling focusing on: Capitalization—Students are expected to build upon and continue applying conventions learned previously. Grade of Mastery: 5 Applying correct usage of capitalization in writing. Punctuation—Students are expected to build upon and continue applying conventions learned previously. Grade of
PROFICIENCY STATEMENT / SUBSTRAND INDICATOR / STANDARD EXPECTATION / INDICATOR INDICATOR INDICATOR	MW.6.2.A MW.6.2.B	Digital Media: Writing Conventions of Standard English: Grammar and Usage / Capitalization, Punctuation, and Spelling Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling focusing on: Capitalization—Students are expected to build upon and continue applying conventions learned previously. Grade of Mastery: 5 Applying correct usage of capitalization in writing. Punctuation—Students are expected to build upon and continue applying conventions learned previously. Grade of Mastery: 10 Using a semicolon and a conjunctive adverb to link two or more closely related independent clauses. Spelling—Students are expected to build upon and continue applying conventions learned previously. Grade of
PROFICIENCY STATEMENT / SUBSTRAND INDICATOR / STANDARD EXPECTATION / INDICATOR INDICATOR INDICATOR INDICATOR INDICATOR	MW.6.2.A MW.6.2.B	Digital Media: Writing Conventions of Standard English: Grammar and Usage / Capitalization, Punctuation, and Spelling Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling focusing on: Capitalization–Students are expected to build upon and continue applying conventions learned previously. Grade of Mastery: 5 Applying correct usage of capitalization in writing. Punctuation –Students are expected to build upon and continue applying conventions learned previously. Grade of Mastery: 10 Using a semicolon and a conjunctive adverb to link two or more closely related independent clauses. Spelling –Students are expected to build upon and continue applying conventions learned previously. Grade of Mastery: 5 Applying correct spelling patterns and generalizations in writing.

EXPECTATION / INDICATOR	MSL2.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, critiques, group discussion, interviews, etc.) on current events, sample media, newsworthy issues, creative story ideas, use of technology in projects; building on others' ideas and expressing personal viewpoints and narratives clearly.
EXPECTATION / INDICATOR	MSL.2.2.	Engage in a thoughtful, well-reasoned exchange of ideas by referring to specific evidence.
EXPECTATION / INDICATOR	MSL.2.3.	Work with peers to promote collegial discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
EXPECTATION / INDICATOR	MSL.2.4.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
EXPECTATION / INDICATOR	MSL.2.5.	Conduct debate and discussion to allow all views to be presented; allow for a dissenting view, in addition to group compromise; and determine what additional information or research is required to deepen the investigation or complete the task.

Digital Media: Grades 9-12

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

INDICATOR

UNIT 9: RESPONSE TO LITERATURE Week 21 Page 229-248

Indiana Academic Standards Language Arts

Grade 10 - Adopted: 2023

STANDARD / STRAND

Grades 9-10 English/Language Arts

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

INDICATOR / STANDARD	9- 10.RC.9.	Use context to determine or clarify the meaning of words and phrases.
INDICATOR / STANDARD	9- 10.RC.12.	Analyze the meaning of words and phrases as they are used in works of literature, including figurative, connotative, and denotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings. (E)
STANDARD / STRAND		Grades 9-10 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes; compositions will include correct use of standard formatting (e.g., MLA, APA) with correctly cited sources.
INDICATOR / STANDARD	9- 10.W.2.	Write informative compositions on a variety of topics that:
EXPECTATION / INDICATOR	9- 10.W.2.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.f.	Provide a concluding statement or section that follows and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). (E)
STANDARD / STRAND		Grades 9-10 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes; compositions will include correct use of standard formatting (e.g., MLA, APA) with correctly cited sources.
INDICATOR / STANDARD	9- 10.W.3.	Write narrative compositions in a variety of forms that:
EXPECTATION / INDICATOR	9- 10.W.3.a.	Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters.
EXPECTATION / INDICATOR	9- 10.W.3.b.	Create a smooth progression of experiences or events.
EXPECTATION / INDICATOR	9- 10.W.3.c.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plotlines to develop experiences, events, and/or characters.
EXPECTATION / INDICATOR	9- 10.W.3.d.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
EXPECTATION / INDICATOR	9- 10.W.3.e.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
EXPECTATION / INDICATOR	9- 10.W.3.f.	Provide an ending that follows and reflects on what is experienced, observed, or resolved over the course of the narrative. (E)
STANDARD / STRAND		Grades 9-10 English/Language Arts

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes; compositions will include correct use of standard formatting (e.g., MLA, APA) with correctly cited sources.
INDICATOR / STANDARD	9- 10.W.4.	Apply the writing process to all formal writing including but not limited to argumentative, informative, and narrative:
EXPECTATION / INDICATOR	9- 10.W.4.a.	Plan and develop, draft, and revise writing using appropriate reference materials. Rewrite, try a new approach, focusing on addressing what is most significant for a specific purpose and audience, and edit to produce and strengthen writing that is clear and coherent.
EXPECTATION / INDICATOR	9- 10.W.4.b.	Use technology to generate, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically (e.g., use of publishing programs, integration of multimedia).
EXPECTATION / INDICATOR	9- 10.W.4.c.	Utilize a standard style guide framework for in-text documentation, formatting, and works cited in order to properly credit sources in all writing types, utilizing multiple sources when appropriate.
STANDARD / STRAND		Grades 9-10 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes; compositions will include correct use of standard formatting (e.g., MLA, APA) with correctly cited sources.
INDICATOR / STANDARD	9- 10.W.5.	Conduct more sustained research assignments and tasks to build knowledge about the research process and the topic under study.
EXPECTATION / INDICATOR	9- 10.W.5.b.	Gather relevant information from multiple authoritative sources, using advanced searches effectively, and annotate sources.
EXPECTATION / INDICATOR	9- 10.W.5.e.	Avoid plagiarism and over reliance on any one source and follow a standard format (e.g., MLA, APA) for citation.
STANDARD / STRAND		Grades 9-10 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Communication and Collaboration – Learning Outcome: Students actively engage in listening, discussing, and presenting ideas justified by sound reasoning and textual evidence while also evaluating and identifying fallacious reasoning or distorted evidence.
INDICATOR / STANDARD	9- 10.CC.1.	Initiate and participate effectively in a range of collaborative discussions on grade-appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly and persuasively. (E)
INDICATOR / STANDARD	9- 10.CC.2.	Examine, analyze, and reflect on ideas under discussion by providing textual evidence to support or refute those ideas. (E)
INDICATOR / STANDARD	9- 10.CC.3.	Expand conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

Grade 10 - Adopted: 2020

STANDARD /	
STRAND	

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

EXPECTATION /		
INDICATOR	JL.2.2.	Compare and contrast the development of similar themes or central ideas across two or more works of narrative nonfiction/historical fiction and analyze how the author uses specific details to shape and reveal themes. (e.g. excerpts from Historical fiction of Alexander Thom and Native American poetry, works of Ernie Pyle and Tim O'Brien).
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Journalism: Narrative Nonfiction/Historical Fiction
INDICATOR / STANDARD		Synthesis and Connection of Ideas
EXPECTATION / INDICATOR	JL.4.2.	Analyze and evaluate significant works of narrative nonfiction/historical fiction (American, English, or world) and how two or more of the works treat similar themes, conflicts, issues, or topics. (e.g. In Cold Blood and actual accounts of The Clutter murders).
TANDARD /		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Journalism: Vocabulary
INDICATOR / STANDARD		Learning Outcome
EXPECTATION / NDICATOR	JV.1.1.	Acquire and use accurately general academic and content-specific words and phrases at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression, including those standard to the journalism industry.
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT /		Journalism: Vocabulary
SUBSTRAND		
INDICATOR /		Vocabulary Building
INDICATOR / STANDARD EXPECTATION / INDICATOR	JV.2.2.	Vocabulary Building Students are expected to build upon and continue applying concepts learned previously. (Grade of Mastery: 7)
EXPECTATION / INDICATOR	JV.2.2.	
INDICATOR / STANDARD	JV.2.2.	Students are expected to build upon and continue applying concepts learned previously. (Grade of Mastery: 7)
EXPECTATION / NDICATOR STANDARD STANDARD /	JV.2.2.	Students are expected to build upon and continue applying concepts learned previously. (Grade of Mastery: 7) Journalism: Grades 9-12
EXPECTATION / NDICATOR STANDARD / STANDARD / STANDARD / STRAND PROFICIENCY STATEMENT / SUBSTRAND INDICATOR / STANDARD / STANDARD	JV.2.2.	Students are expected to build upon and continue applying concepts learned previously. (Grade of Mastery: 7) Journalism: Grades 9-12 Writing Learning Outcome
EXPECTATION / INDICATOR STANDARD / INDICATOR STANDARD / INDICATOR STANDARD / INDICATOR STANDARD / INDICATOR		Students are expected to build upon and continue applying concepts learned previously. (Grade of Mastery: 7) Journalism: Grades 9-12 Writing Learning Outcome Write routinely over a variety of time frames for a range of tasks, purposes, and audiences; apply reading standards

INDICATOR / STANDARD		Handwriting
EXPECTATION / INDICATOR	JW.2.	Students are expected to build upon and continue applying concepts learned previously. (Grade of Mastery: 4)
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Writing
INDICATOR / STANDARD		Writing Genres: Editorial, News, and Feature
EXPECTATION / INDICATOR	JW.3.	Students are expected to build upon and continue concepts learned previously.
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Writing
INDICATOR / STANDARD		Writing Genres: Editorial, News, and Feature
EXPECTATION / INDICATOR	JW.3.2.	Write news that —
INDICATOR		Develops the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, attributions, or other information and examples relevant to the audience's knowledge of the topic.
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Writing
INDICATOR / STANDARD		Writing Genres: Editorial, News, and Feature
EXPECTATION / INDICATOR	JW.3.3.	Write features that
INDICATOR		Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
INDICATOR		Provide an ending that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
INDICATOR		Establish and maintain a feature style appropriate to the purpose and audience. (e.g. AP Style)
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Writing
INDICATOR / STANDARD		The Writing Process

EXPECTATION / INDICATOR	JW.4.1.	Apply the writing process to —
INDICATOR		Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach, focusing on addressing what is most significant for a specific purpose and audience; and edit to produce and strengthen writing that is clear and coherent.
INDICATOR		Use technology to generate, produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Writing
INDICATOR / STANDARD		The Writing Process
EXPECTATION / INDICATOR	JW.4.4.	Revise and edit copy to ensure effective, grammatically correct communication using appropriate proofreading or copy editing symbols.
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Writing
INDICATOR / STANDARD		The Research Process: Finding, Assessing, Synthesizing, and Reporting Information
EXPECTATION / INDICATOR	JW.5.3.	Conduct short as well as more sustained research assignments and tasks to build knowledge about the research process and the topic under study.
INDICATOR		Avoid plagiarism and overreliance on any one source and follow a standard format (e.g., AP Style) for citation.
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Writing
INDICATOR / STANDARD		Conventions of Standard English: Grammar and Usage/Capitalization, Punctuation, and Spelling
EXPECTATION / INDICATOR	JW.6.1.	Demonstrate command of English grammar and usage, focusing on:
INDICATOR	JW.6.1.B.	Verbs – Students are expected to build upon and continue applying conventions learned previously. (Grade of Mastery: 10)
INDICATOR	JW.6.1.C.	Adjectives and Adverbs — Students are expected to build upon and continue applying conventions learned previously. (Grade of Mastery: 4)
INDICATOR	JW.6.1.D.	Phrases and Clauses — Students are expected to build upon and continue applying conventions learned previously. (Grade of Mastery: 7)
INDICATOR	JW.6.1.E.	Usage- Students are expected to build upon and continue applying conventions learned previously. (Grade of Mastery: 10)

Mastery: 10)

Journalism: Grades 9-12

PROFICIENCY STATEMENT / SUBSTRAND		Writing
INDICATOR / STANDARD		Conventions of Standard English: Grammar and Usage/Capitalization, Punctuation, and Spelling
EXPECTATION / INDICATOR	JW.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling focusing on:
INDICATOR	JW.6.2.A.	Capitalization—Students are expected to build upon and continue applying conventions learned previously. (Grade of Mastery: 5)
INDICATOR	JW.6.2.B.	Punctuation —Students are expected to build upon and continue applying conventions learned previously. (Grade of Mastery: 10)
INDICATOR	JW.6.2.C.	Spelling —Students are expected to build upon and continue applying conventions learned previously. (Grade of Mastery: 5)
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Speaking and Listening
INDICATOR / STANDARD		Discussion and Collaboration
EXPECTATION / INDICATOR	JSL.2.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one critiques, group discussion of news coverage, story ideas, and interviews) on current events, sample media, and newsworthy issues; building on others' ideas and expressing personal viewpoints clearly and persuasively.
EXPECTATION / INDICATOR	JSL.2.3.	Work with peers to promote collegial discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
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		Digital Media: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Narrative Storytelling
INDICATOR / STANDARD		Learning Outcome
EXPECTATION / INDICATOR	MS.1.	Read and interact with a variety of media from journalistic outlets and read other texts related to media within a range of complexity appropriate for grades 9-12 that include possibilities for analysis of literary techniques, structure and style. By the end of this course, students interact with media and texts proficiently and independently at the low end of the range and with scaffolding as needed at the high end of the range.

STANDARD / STRAND

PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Narrative Storytelling
INDICATOR / STANDARD		Key Ideas and Textual Support
EXPECTATION / INDICATOR	MS.2.1.	Analyze what a product says explicitly and implicitly as well as inferences and interpretations drawn from the media product through citing evidence determining where the product leaves matters uncertain.
EXPECTATION / INDICATOR	MS.2.2.	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.
EXPECTATION / INDICATOR	MS.2.3.	Analyze how the producer's choices impact subject development over the course of a media product.
STANDARD / STRAND		Digital Media: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Narrative Storytelling
INDICATOR / STANDARD		Structural Elements and Organization
EXPECTATION / INDICATOR	MS.3.1.	Analyze and evaluate how a producer's choices concerning how to structure specific parts of a media product contribute to its overall meaning and effect.
STANDARD / STRAND		Digital Media: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Nonfiction
INDICATOR / STANDARD		Structural Elements and Organization
EXPECTATION / INDICATOR	MN.3.3.	Determine perspective or purpose in a piece of media in which the rhetoric is particularly effective. Analyze how style and content contribute to the power and persuasiveness of the media product (e.g.appeals to both friendly and hostile audiences and anticipates and addresses audience's concerns and counterclaims).
STANDARD / STRAND		Digital Media: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Writing
INDICATOR / STANDARD		Learning Outcome
EXPECTATION / INDICATOR	MW.1.	Write routinely over a variety of time frames for a range of tasks, purposes, and audiences; apply reading standards to support analysis, reflection, and research by drawing evidence from a variety of texts and media products.
STANDARD / STRAND		Digital Media: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Writing
INDICATOR / STANDARD		Writing Genres: Editorial, News, Feature, and Narrative

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

Digital Media: Grades 9-12

PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Writing
INDICATOR / STANDARD		Writing Genres: Editorial, News, Feature, and Narrative
EXPECTATION / INDICATOR	MW.3.3.	Write or produce narrative and feature-style media products in a variety of forms that:
INDICATOR	MW.3.3.1.	Engage and orient the audience by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and including narration and/or sources or characters,
INDICATOR	MW.3.3.4.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome,
INDICATOR	MW.3.3.5.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

STANDARD / STRAND

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

INDICATOR	MW.4.1.2.	Use technology to generate, produce, publish, and update individual or shared products in response to ongoing feedback, including new arguments or information,
INDICATOR	MW.4.1.3.	Utilize a standard style guide framework for properly crediting sources in all media product types, utilizing multiple sources when appropriate.
STANDARD / STRAND		Digital Media: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Writing
INDICATOR / STANDARD		The Writing Process
EXPECTATION / INDICATOR	MW.4.3.	Revise and edit to improve sentence variety and style and to enhance subtlety of meaning and tone in ways that are consistent with purpose, audience, and media format.
EXPECTATION / INDICATOR	MW.4.4.	Revise and edit to ensure effective, grammatically correct communication.
STANDARD / STRAND		Digital Media: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Writing
INDICATOR / STANDARD		The Research Process: Finding, Assessing, Synthesizing, and Reporting Information
EXPECTATION / INDICATOR	MW.5.3.	Conduct short as well as more sustained research assignments and tasks to build knowledge about the research process and the topic under study:
INDICATOR	MW.5.3.5.	Avoid plagiarism and overreliance on any one source and follow a standard format (e.g., AP Style) for citation.
STANDARD / STRAND		Digital Media: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Writing
INDICATOR / STANDARD		Conventions of Standard English: Grammar and Usage / Capitalization, Punctuation, and Spelling
EXPECTATION / INDICATOR	MW.6.1.	Demonstrate command of English grammar and usage, focusing on:
INDICATOR	MW.6.1.B	Verbs - Students are expected to build upon and continue applying conventions learned previously. Grade of Mastery: 10 Forming and using verbs in the indicative, imperative, interrogative, conditional and subjunctive moods.
INDICATOR	MW.6.1.C	Adjectives and Adverbs – Students are expected to build upon and continue applying conventions learned previously. Grade of Mastery: 4 Writing sentences using relative adverbs (e.g., where, when) and explaining their functions in a sentence.
STANDARD / STRAND		Digital Media: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Writing

INDICATOR / STANDARD		Conventions of Standard English: Grammar and Usage / Capitalization, Punctuation, and Spelling
EXPECTATION / INDICATOR	MW.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling focusing on:
INDICATOR	MW.6.2.A	Capitalization–Students are expected to build upon and continue applying conventions learned previously. Grade of Mastery: 5 Applying correct usage of capitalization in writing.
INDICATOR	MW.6.2.B	Punctuation –Students are expected to build upon and continue applying conventions learned previously. Grade of Mastery: 10 Using a semicolon and a conjunctive adverb to link two or more closely related independent clauses.
INDICATOR	MW.6.2.C	Spelling –Students are expected to build upon and continue applying conventions learned previously. Grade of Mastery: 5 Applying correct spelling patterns and generalizations in writing.
STANDARD / STRAND		Digital Media: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Speaking and Listening
INDICATOR / STANDARD		Discussion and Collaboration
EXPECTATION / INDICATOR	MSL2.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, critiques, group discussion, interviews, etc.) on current events, sample media, newsworthy issues, creative story ideas, use of technology in projects; building on others' ideas and expressing personal viewpoints and narratives clearly.
EXPECTATION / INDICATOR	MSL.2.2.	Engage in a thoughtful, well-reasoned exchange of ideas by referring to specific evidence.
EXPECTATION / INDICATOR	MSL.2.3.	Work with peers to promote collegial discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
EXPECTATION / INDICATOR	MSL.2.4.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
EXPECTATION / INDICATOR	MSL.2.5.	Conduct debate and discussion to allow all views to be presented; allow for a dissenting view, in addition to group compromise; and determine what additional information or research is required to deepen the investigation or complete the task.
STANDARD / STRAND		Digital Media: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Media Literacy
INDICATOR / STANDARD		Learning Outcome
EXPECTATION / INDICATOR	ML.1.	Critically analyze content found in media used to inform, persuade, entertain, and transmit culture.

UNIT 9: RESPONSE TO LITERATURE Week 22 Page 249-276

STANDARD /

Grades 9-10 English/Language Arts

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

EXPECTATION / 9-

Grades 9-10 English/Language Arts

INDICATOR 10.W.2.f. articulating implications or the significance of the topic). (E)

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

 $Provide \ a \ concluding \ statement \ or \ section \ that \ follows \ and \ supports \ the \ information \ or \ explanation \ presented \ (e.g., a) \ and \ supports \ the \ information \ or \ explanation \ presented \ (e.g., a) \ and \ supports \ the \ information \ or \ explanation \ presented \ (e.g., a) \ and \ supports \ the \ information \ or \ explanation \ presented \ (e.g., a) \ and \ supports \ the \ information \ or \ explanation \ presented \ (e.g., a) \ and \ supports \ the \ information \ or \ explanation \ presented \ (e.g., a) \ and \ supports \ the \ information \ or \ explanation \ presented \ (e.g., a) \ and \ supports \ the \ information \ or \ explanation \ presented \ (e.g., a) \ and \ supports \ the \ information \ or \ explanation \ presented \ (e.g., a) \ and \ supports \ and \ suppor$

EXPECTATION / INDICATOR	9- 10.W.3.a.	Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters.
EXPECTATION / INDICATOR	9- 10.W.3.b.	Create a smooth progression of experiences or events.
EXPECTATION / INDICATOR	9- 10.W.3.c.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plotlines to develop experiences, events, and/or characters.
EXPECTATION / INDICATOR	9- 10.W.3.d.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
EXPECTATION / INDICATOR	9- 10.W.3.e.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
EXPECTATION / INDICATOR	9- 10.W.3.f.	Provide an ending that follows and reflects on what is experienced, observed, or resolved over the course of the narrative. (E)
STANDARD / STRAND		Grades 9-10 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes; compositions will include correct use of standard formatting (e.g., MLA, APA) with correctly cited sources.
INDICATOR / STANDARD	9- 10.W.4.	Apply the writing process to all formal writing including but not limited to argumentative, informative, and narrative:
EXPECTATION / INDICATOR	9- 10.W.4.a.	Plan and develop, draft, and revise writing using appropriate reference materials. Rewrite, try a new approach, focusing on addressing what is most significant for a specific purpose and audience, and edit to produce and strengthen writing that is clear and coherent.
EXPECTATION / INDICATOR	9- 10.W.4.b.	Use technology to generate, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically (e.g., use of publishing programs, integration of multimedia).
EXPECTATION / INDICATOR	9- 10.W.4.c.	Utilize a standard style guide framework for in-text documentation, formatting, and works cited in order to properly credit sources in all writing types, utilizing multiple sources when appropriate.
STANDARD / STRAND		Grades 9-10 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes; compositions will include correct use of standard formatting (e.g., MLA, APA) with correctly cited sources.
INDICATOR / STANDARD	9- 10.W.5.	Conduct more sustained research assignments and tasks to build knowledge about the research process and the topic under study.
EXPECTATION / INDICATOR	9- 10.W.5.b.	Gather relevant information from multiple authoritative sources, using advanced searches effectively, and annotate sources.
EXPECTATION / INDICATOR	9- 10.W.5.e.	Avoid plagiarism and over reliance on any one source and follow a standard format (e.g., MLA, APA) for citation.
STANDARD /		Grades 9-10 English/Language Arts

PROFICIENCY STATEMENT / SUBSTRAND		Communication and Collaboration – Learning Outcome: Students actively engage in listening, discussing, and presenting ideas justified by sound reasoning and textual evidence while also evaluating and identifying fallacious reasoning or distorted evidence.
INDICATOR / STANDARD	9- 10.CC.1.	Initiate and participate effectively in a range of collaborative discussions on grade-appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly and persuasively. (E)
INDICATOR / STANDARD	9- 10.CC.2.	Examine, analyze, and reflect on ideas under discussion by providing textual evidence to support or refute those ideas. (E)
INDICATOR / STANDARD	9- 10.CC.3.	Expand conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
		Grade 10 - Adopted: 2020
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Journalism: Narrative Nonfiction/Historical Fiction
INDICATOR / STANDARD		Key Ideas and Textual Support
EXPECTATION / INDICATOR	JL.2.2.	Compare and contrast the development of similar themes or central ideas across two or more works of narrative nonfiction/historical fiction and analyze how the author uses specific details to shape and reveal themes. (e.g. excerpts from Historical fiction of Alexander Thom and Native American poetry, works of Ernie Pyle and Tim O'Brien).
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Journalism: Narrative Nonfiction/Historical Fiction
INDICATOR / STANDARD		Synthesis and Connection of Ideas
EXPECTATION / INDICATOR	JL.4.2.	Analyze and evaluate significant works of narrative nonfiction/historical fiction (American, English, or world) and how two or more of the works treat similar themes, conflicts, issues, or topics. (e.g. In Cold Blood and actual accounts of The Clutter murders).
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Journalism: Vocabulary
INDICATOR / STANDARD		Learning Outcome
EXPECTATION / INDICATOR	JV.1.1.	Acquire and use accurately general academic and content-specific words and phrases at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression, including those standard to the journalism industry.
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Journalism: Vocabulary
INDICATOR / STANDARD		Vocabulary Building

EXPECTATION / INDICATOR	JV.2.2.	Students are expected to build upon and continue applying concepts learned previously. (Grade of Mastery: 7)
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Writing
INDICATOR / STANDARD		Learning Outcome
EXPECTATION / INDICATOR	JW.1.	Write routinely over a variety of time frames for a range of tasks, purposes, and audiences; apply reading standards to support analysis, reflection, and research by drawing evidence from a variety of texts.
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Writing
INDICATOR / STANDARD		Handwriting
EXPECTATION / INDICATOR	JW.2.	Students are expected to build upon and continue applying concepts learned previously. (Grade of Mastery: 4)
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Writing
INDICATOR / STANDARD		Writing Genres: Editorial, News, and Feature
EXPECTATION / INDICATOR	JW.3.	Students are expected to build upon and continue concepts learned previously.
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Writing
INDICATOR / STANDARD		Writing Genres: Editorial, News, and Feature
EXPECTATION / INDICATOR	JW.3.2.	Write news that —
INDICATOR		Develops the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, attributions, or other information and examples relevant to the audience's knowledge of the topic.
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Writing

INDICATOR / STANDARD		Writing Genres: Editorial, News, and Feature
EXPECTATION / INDICATOR	JW.3.3.	Write features that
INDICATOR		Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
INDICATOR		Provide an ending that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
INDICATOR		Establish and maintain a feature style appropriate to the purpose and audience. (e.g. AP Style)
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Writing
INDICATOR / STANDARD		The Writing Process
EXPECTATION / INDICATOR	JW.4.1.	Apply the writing process to —
INDICATOR		Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach, focusing on addressing what is most significant for a specific purpose and audience; and edit to produce and strengthen writing that is clear and coherent.
INDICATOR		Use technology to generate, produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Writing
INDICATOR / STANDARD		The Writing Process
EXPECTATION / INDICATOR	JW.4.4.	Revise and edit copy to ensure effective, grammatically correct communication using appropriate proofreading or copy editing symbols.
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Writing
INDICATOR / STANDARD		The Research Process: Finding, Assessing, Synthesizing, and Reporting Information
EXPECTATION / INDICATOR	JW.5.3.	Conduct short as well as more sustained research assignments and tasks to build knowledge about the research process and the topic under study.
INDICATOR		Avoid plagiarism and overreliance on any one source and follow a standard format (e.g., AP Style) for citation.
STANDARD /		Journalism: Grades 9-12

STRAND

PROFICIENCY STATEMENT / SUBSTRAND		Writing
INDICATOR / STANDARD		Conventions of Standard English: Grammar and Usage/Capitalization, Punctuation, and Spelling
EXPECTATION / INDICATOR	JW.6.1.	Demonstrate command of English grammar and usage, focusing on:
INDICATOR	JW.6.1.B.	Verbs – Students are expected to build upon and continue applying conventions learned previously. (Grade of Mastery: 10)
INDICATOR	JW.6.1.C.	Adjectives and Adverbs — Students are expected to build upon and continue applying conventions learned previously. (Grade of Mastery: 4)
INDICATOR	JW.6.1.D.	Phrases and Clauses — Students are expected to build upon and continue applying conventions learned previously. (Grade of Mastery: 7)
INDICATOR	JW.6.1.E.	Usage- Students are expected to build upon and continue applying conventions learned previously. (Grade of Mastery: 10)
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Writing
INDICATOR / STANDARD		Conventions of Standard English: Grammar and Usage/Capitalization, Punctuation, and Spelling
EXPECTATION / INDICATOR	JW.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling focusing on:
INDICATOR	JW.6.2.A.	Capitalization—Students are expected to build upon and continue applying conventions learned previously. (Grade of Mastery: 5)
INDICATOR	JW.6.2.B.	Punctuation —Students are expected to build upon and continue applying conventions learned previously. (Grade of Mastery: 10)
INDICATOR	JW.6.2.C.	Spelling —Students are expected to build upon and continue applying conventions learned previously. (Grade of Mastery: 5)
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Speaking and Listening
INDICATOR / STANDARD		Discussion and Collaboration
EXPECTATION / INDICATOR	JSL.2.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one critiques, group discussion of news coverage, story ideas, and interviews) on current events, sample media, and newsworthy issues; building on others' ideas and expressing personal viewpoints clearly and persuasively.
EXPECTATION /	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		Digital Media: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Narrative Storytelling
INDICATOR / STANDARD		Learning Outcome
EXPECTATION / INDICATOR	MS.1.	Read and interact with a variety of media from journalistic outlets and read other texts related to media within a range of complexity appropriate for grades 9-12 that include possibilities for analysis of literary techniques, structure and style. By the end of this course, students interact with media and texts proficiently and independently at the low end of the range and with scaffolding as needed at the high end of the range.
STANDARD / STRAND		Digital Media: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Narrative Storytelling
INDICATOR / STANDARD		Key Ideas and Textual Support
EXPECTATION / INDICATOR	MS.2.1.	Analyze what a product says explicitly and implicitly as well as inferences and interpretations drawn from the media product through citing evidence determining where the product leaves matters uncertain.
EXPECTATION / INDICATOR	MS.2.2.	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.
EXPECTATION / INDICATOR	MS.2.3.	Analyze how the producer's choices impact subject development over the course of a media product.
STANDARD / STRAND		Digital Media: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Narrative Storytelling
INDICATOR / STANDARD		Structural Elements and Organization
EXPECTATION / INDICATOR	MS.3.1.	Analyze and evaluate how a producer's choices concerning how to structure specific parts of a media product contribute to its overall meaning and effect.
STANDARD / STRAND		Digital Media: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Nonfiction
INDICATOR / STANDARD		Structural Elements and Organization

PROFICIENCY STATEMENT Digital Media: Writing	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).
INDICATOR Writing Genres: Editorial, News, Feature, and Narrative INDICATOR Williams on that each new element builds on that which precedes its creates a unified whole; include formating(e.g., headings), graphics (e.g., figures, sables), and multimedia when useful to individually 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. 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. Use appropriate and varied transitions and syntax to link the major sections of the piece create cohesion, and clarify the reliationships among complex ideas and rechniques to manage the complexity of the topic, recognizing and eliminating wordliness and redundancy. INDICATOR MW.3.2. Choose language, content-specific vocabulary, and techniques to manage the complexity of the topic, recognizing and eliminating wordliness and redundancy. INDICATOR MW.3.2.5 Establish and maintain an informative style appropriate to the purpose and audience, and INDICATOR MW.3.2.5 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). INDICATOR MW.3.2.5 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). INDICATOR Writing Genres: Editorial, News, Feature, and Narrative Writing			Digital Media: Grades 9-12
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 tasks and media products. STANDARD / STRAND Digital Media: Grades 9-12 STATEMENT / SUBSTRAND Digital Media: Writing Digital Media: Writing MW.3.2. Writing Genres: Editorial, News, Feature, and Narrative STATEMENT / SUBSTRAND Writing Genres: Editorial, News, Feature, and Narrative STATEMENT / SUBSTRAND Writing Genres: Editorial, News, Feature, and Narrative STATEMENT / SUBSTRAND Writing Genres: Editorial, News, Feature, and Narrative STATEMENT / SUBSTRAND Writing Genres: Editorial, News, Feature, and Narrative STATEMENT / SUBSTRAND STATEMENT / SUBSTRAND SUBJECT / STATEMENT / SUBSTRAND STANDARD / SUBSTRAND Writing Genres: Editorial, News, Feature, and Narrative States a	STATEMENT /		Digital Media: Writing
INDICATOR to support analysis, reflection, and research by drawing evidence from a variety of texts and media products. STANDARD Digital Media: Grades 9-12 PROFICIENCY STATEMENT Digital Media: Writing STATEMENT SUBSTRAND INDICATOR Writing Genres: Editorial, News, Feature, and Narrative EXPECTATION MW.3.2. Write or produce informative products on a variety of topics that: INDICATOR MW.3.2. Write or produce informative products on a variety of topics that: INDICATOR MW.3.2. 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 formating(e.g., headings), graphics (e.g., figures, abbles), and multimedia when useful to aiding comprehension, INDICATOR MW.3.2. 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. 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. Choose language, content-specific vocabulary, and techniques to manage the complexity of the topic, recognizing and eliminating wordiness and redundancy. INDICATOR MW.3.2. 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 Digital Media: Grades 9-12 STANDARD Digital Media: Grades 9-12 INDICATOR Writing Genres: Editorial, News, Feature, and Narrative			Learning Outcome
PROFICIENCY STATEMENT / SUBSTRAND Digital Media: Writing STATEMENT / SUBSTRAND Writing Genres: Editorial, News, Feature, and Narrative		MW.1.	
NDICATOR Writing Genres: Editorial, News, Feature, and Narrative			Digital Media: Grades 9-12
EXPECTATION MW.3.2. Write or produce informative products on a variety of topics that: INDICATOR MW.3.2. 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., sligures, tables), and multimedia when useful to aiding comprehension. INDICATOR MW.3.2. 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. 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 / STARAND Digital Media: Grades 9-12 PROFICIENCY STATEMENT / SUBSTRAND INDICATOR Writing Genres: Editorial, News, Feature, and Narrative	STATEMENT /		Digital Media: Writing
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 INDICATOR / Writing Genres: Editorial, News, Feature, and Narrative			Writing Genres: Editorial, News, Feature, and Narrative
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 / Digital Media: Grades 9-12 PROFICIENCY STATEMENT / SUBSTRAND INDICATOR / Writing Genres: Editorial, News, Feature, and Narrative		MW.3.2.	Write or produce informative products on a variety of topics that:
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 Writing Genres: Editorial, News, Feature, and Narrative	INDICATOR	MW.3.2.1.	element builds on that which precedes it to create a unified whole; include formatting(e.g., headings), graphics
the relationships among complex ideas and concepts, 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 / STANDARD / STATEMENT / SUBSTRAND Digital Media: Writing Digital Media: Writing Writing Genres: Editorial, News, Feature, and Narrative	INDICATOR	MW.3.2.2.	definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge
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 / STANDARD / STANDARD / STATEMENT / SUBSTRAND Digital Media: Writing Digital Media: Writing Writing Genres: Editorial, News, Feature, and Narrative	INDICATOR	MW.3.2.3.	
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 INDICATOR / Writing Genres: Editorial, News, Feature, and Narrative	INDICATOR	MW.3.2.4.	
(e.g., articulating implications or the significance of the topic). STANDARD / STRAND Digital Media: Grades 9-12 PROFICIENCY STATEMENT / SUBSTRAND Digital Media: Writing Writing Genres: Editorial, News, Feature, and Narrative	INDICATOR	MW.3.2.5.	Establish and maintain an informative style appropriate to the purpose and audience, and
PROFICIENCY STATEMENT / SUBSTRAND INDICATOR / Writing Genres: Editorial, News, Feature, and Narrative	INDICATOR	MW.3.2.6.	
STATEMENT / SUBSTRAND INDICATOR / Writing Genres: Editorial, News, Feature, and Narrative			Digital Media: Grades 9-12
	STATEMENT /		Digital Media: Writing
			Writing Genres: Editorial, News, Feature, and Narrative
EXPECTATION MW.3.3. Write or produce narrative and feature-style media products in a variety of forms that:		MW.3.3.	Write or produce narrative and feature-style media products in a variety of forms that:

INDICATOR	MW.3.3.1.	Engage and orient the audience by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and including narration and/or sources or characters,
INDICATOR	MW.3.3.4.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome,
INDICATOR	MW.3.3.5.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
STANDARD / STRAND		Digital Media: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Writing
INDICATOR / STANDARD		The Writing Process
EXPECTATION / INDICATOR	MW.4.1.	Apply the writing process to all formal writing and media product development, including but not limited to argumentative, informative, and narrative.
INDICATOR	MW.4.1.1.	Plan and develop, draft, revise using appropriate reference materials, rewrite, try a new approach, focusing on addressing what is most significant for a specific purpose and audience, and edit to produce and strengthen. writing that is clear and coherent,
INDICATOR	MW.4.1.2.	Use technology to generate, produce, publish, and update individual or shared products in response to ongoing feedback, including new arguments or information,
INDICATOR	MW.4.1.3.	Utilize a standard style guide framework for properly crediting sources in all media product types, utilizing multiple sources when appropriate.
STANDARD / STRAND		Digital Media: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Writing
INDICATOR / STANDARD		The Writing Process
EXPECTATION / INDICATOR	MW.4.3.	Revise and edit to improve sentence variety and style and to enhance subtlety of meaning and tone in ways that are consistent with purpose, audience, and media format.
EXPECTATION / INDICATOR	MW.4.4.	Revise and edit to ensure effective, grammatically correct communication.
STANDARD / STRAND		Digital Media: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Writing
INDICATOR / STANDARD		The Research Process: Finding, Assessing, Synthesizing, and Reporting Information
EXPECTATION / INDICATOR	MW.5.3.	Conduct short as well as more sustained research assignments and tasks to build knowledge about the research process and the topic under study:
INDICATOR	MW.5.3.5.	Avoid plagiarism and overreliance on any one source and follow a standard format (e.g., AP Style) for citation.

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PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Writing
INDICATOR / STANDARD		Conventions of Standard English: Grammar and Usage / Capitalization, Punctuation, and Spelling
EXPECTATION / INDICATOR	MW.6.1.	Demonstrate command of English grammar and usage, focusing on:
INDICATOR	MW.6.1.B	Verbs - Students are expected to build upon and continue applying conventions learned previously. Grade of Mastery: 10 Forming and using verbs in the indicative, imperative, interrogative, conditional and subjunctive moods.
INDICATOR	MW.6.1.C	Adjectives and Adverbs – Students are expected to build upon and continue applying conventions learned previously. Grade of Mastery: 4 Writing sentences using relative adverbs (e.g., where, when) and explaining their functions in a sentence.
STANDARD / STRAND		Digital Media: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Writing
INDICATOR / STANDARD		Conventions of Standard English: Grammar and Usage / Capitalization, Punctuation, and Spelling
EXPECTATION / INDICATOR	MW.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling focusing on:
INDICATOR	MW.6.2.A	Capitalization–Students are expected to build upon and continue applying conventions learned previously. Grade of Mastery: 5 Applying correct usage of capitalization in writing.
INDICATOR	MW.6.2.B	Punctuation –Students are expected to build upon and continue applying conventions learned previously. Grade of Mastery: 10 Using a semicolon and a conjunctive adverb to link two or more closely related independent clauses.
INDICATOR	MW.6.2.C	Spelling –Students are expected to build upon and continue applying conventions learned previously. Grade of Mastery: 5 Applying correct spelling patterns and generalizations in writing.
STANDARD / STRAND		Digital Media: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Speaking and Listening
INDICATOR / STANDARD		Discussion and Collaboration
EXPECTATION / INDICATOR	MSL2.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, critiques, group discussion, interviews, etc.) on current events, sample media, newsworthy issues, creative story ideas, use of technology in projects; building on others' ideas and expressing personal viewpoints and narratives clearly.
EXPECTATION / INDICATOR	MSL.2.2.	Engage in a thoughtful, well-reasoned exchange of ideas by referring to specific evidence.
EXPECTATION / INDICATOR	MSL.2.3.	Work with peers to promote collegial discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

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

Digital Media: Grades 9-12

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

UNIT 9: RESPONSE TO LITERATURE Week 23 Page 277-280

Indiana Academic Standards Language Arts

Grade 10 - Adopted: 2023

STANDARD / STRAND

Grades 9-10 English/Language Arts

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

STANDARD / STRAND

Grades 9-10 English/Language Arts

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes; compositions will include correct use of standard formatting (e.g., MLA, APA) with correctly cited sources.
INDICATOR / STANDARD	9- 10.W.2.	Write informative compositions on a variety of topics that:
EXPECTATION / INDICATOR	9- 10.W.2.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.f.	Provide a concluding statement or section that follows and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). (E)
STANDARD / STRAND		Grades 9-10 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes; compositions will include correct use of standard formatting (e.g., MLA, APA) with correctly cited sources.
INDICATOR / STANDARD	9- 10.W.3.	Write narrative compositions in a variety of forms that:
EXPECTATION / INDICATOR	9- 10.W.3.a.	Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters.
EXPECTATION / INDICATOR	9- 10.W.3.b.	Create a smooth progression of experiences or events.
EXPECTATION / INDICATOR	9- 10.W.3.c.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plotlines to develop experiences, events, and/or characters.
EXPECTATION / INDICATOR	9- 10.W.3.d.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
EXPECTATION / INDICATOR	9- 10.W.3.e.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
EXPECTATION / INDICATOR	9- 10.W.3.f.	Provide an ending that follows and reflects on what is experienced, observed, or resolved over the course of the narrative. (E)
STANDARD / STRAND		Grades 9-10 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes; compositions will include correct use of standard formatting (e.g., MLA, APA) with correctly cited sources.
INDICATOR / STANDARD	9- 10.W.4.	Apply the writing process to all formal writing including but not limited to argumentative, informative, and narrative:
EXPECTATION / INDICATOR	9- 10.W.4.a.	Plan and develop, draft, and revise writing using appropriate reference materials. Rewrite, try a new approach, focusing on addressing what is most significant for a specific purpose and audience, and edit to produce and strengthen writing that is clear and coherent.

EXPECTATION / INDICATOR	9- 10.W.4.b.	Use technology to generate, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically (e.g., use of publishing programs, integration of multimedia).
EXPECTATION / INDICATOR	9- 10.W.4.c.	Utilize a standard style guide framework for in-text documentation, formatting, and works cited in order to properly credit sources in all writing types, utilizing multiple sources when appropriate.

Grades 9-10 English/Language Arts

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes; compositions will include correct use of standard formatting (e.g., MLA, APA) with correctly cited sources.
INDICATOR / STANDARD	9- 10.W.5.	Conduct more sustained research assignments and tasks to build knowledge about the research process and the topic under study.
EXPECTATION / INDICATOR	9- 10.W.5.b.	Gather relevant information from multiple authoritative sources, using advanced searches effectively, and annotate sources.
EXPECTATION / INDICATOR	9- 10.W.5.e.	Avoid plagiarism and over reliance on any one source and follow a standard format (e.g., MLA, APA) for citation.

STANDARD / STRAND

Grades 9-10 English/Language Arts

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

Grade **10** - Adopted: **2020**

STANDARD / STRAND

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

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PROFICIENCY STATEMENT / SUBSTRAND		Journalism: Narrative Nonfiction/Historical Fiction
INDICATOR / STANDARD		Synthesis and Connection of Ideas
EXPECTATION / INDICATOR	JL.4.2.	Analyze and evaluate significant works of narrative nonfiction/historical fiction (American, English, or world) and how two or more of the works treat similar themes, conflicts, issues, or topics. (e.g. In Cold Blood and actual accounts of The Clutter murders).
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Journalism: Vocabulary
INDICATOR / STANDARD		Learning Outcome
EXPECTATION / INDICATOR	JV.1.1.	Acquire and use accurately general academic and content-specific words and phrases at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression, including those standard to the journalism industry.
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Journalism: Vocabulary
INDICATOR / STANDARD		Vocabulary Building
EXPECTATION / INDICATOR	JV.2.2.	Students are expected to build upon and continue applying concepts learned previously. (Grade of Mastery: 7)
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Writing
INDICATOR / STANDARD		Learning Outcome
EXPECTATION / INDICATOR	JW.1.	Write routinely over a variety of time frames for a range of tasks, purposes, and audiences; apply reading standards to support analysis, reflection, and research by drawing evidence from a variety of texts.
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Writing
INDICATOR / STANDARD		Handwriting

EXPECTATION / INDICATOR	JW.2.	Students are expected to build upon and continue applying concepts learned previously. (Grade of Mastery: 4)
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Writing
INDICATOR / STANDARD		Writing Genres: Editorial, News, and Feature
EXPECTATION / INDICATOR	JW.3.	Students are expected to build upon and continue concepts learned previously.
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Writing
INDICATOR / STANDARD		Writing Genres: Editorial, News, and Feature
EXPECTATION / INDICATOR	JW.3.2.	Write news that —
INDICATOR		Develops the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, attributions, or other information and examples relevant to the audience's knowledge of the topic.
STANDARD / STRAND		Journalism: Grades 9-12
		Journalism: Grades 9-12 Writing
PROFICIENCY STATEMENT /		
PROFICIENCY STATEMENT / SUBSTRAND	JW.3.3.	Writing
PROFICIENCY STATEMENT / SUBSTRAND INDICATOR / STANDARD	JW.3.3.	Writing Writing Genres: Editorial, News, and Feature
PROFICIENCY STATEMENT / SUBSTRAND INDICATOR / STANDARD EXPECTATION / INDICATOR	JW.3.3.	Writing Writing Genres: Editorial, News, and Feature Write features that Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences,
PROFICIENCY STATEMENT / SUBSTRAND INDICATOR / STANDARD EXPECTATION / INDICATOR	JW.3.3.	Writing Genres: Editorial, News, and Feature Write features that Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. Provide an ending that follows from and reflects on what is experienced, observed, or resolved over the course of
PROFICIENCY STATEMENT / SUBSTRAND INDICATOR / STANDARD EXPECTATION / INDICATOR INDICATOR INDICATOR	JW.3.3.	Writing Genres: Editorial, News, and Feature Write features that Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. Provide an ending that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
PROFICIENCY STATEMENT / SUBSTRAND INDICATOR / STANDARD EXPECTATION / INDICATOR INDICATOR INDICATOR INDICATOR STANDARD /	JW.3.3.	Writing Genres: Editorial, News, and Feature Write features that Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. Provide an ending that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. Establish and maintain a feature style appropriate to the purpose and audience. (e.g. AP Style)
PROFICIENCY STATEMENT / SUBSTRAND INDICATOR / STANDARD EXPECTATION / INDICATOR INDICATOR INDICATOR INDICATOR PROFICIENCY STATEMENT /	JW.3.3.	Writing Genres: Editorial, News, and Feature Write features that Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. Provide an ending that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. Establish and maintain a feature style appropriate to the purpose and audience. (e.g. AP Style) Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND INDICATOR / STANDARD EXPECTATION / INDICATOR INDICATOR INDICATOR INDICATOR STANDARD / STRAND PROFICIENCY STATEMENT / SUBSTRAND INDICATOR /	JW.3.3.	Writing Genres: Editorial, News, and Feature Write features that Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. Provide an ending that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. Establish and maintain a feature style appropriate to the purpose and audience. (e.g. AP Style) Journalism: Grades 9-12 Writing

INDICATOR		Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach, focusing on addressing what is most significant for a specific purpose and audience; and edit to produce and strengthen writing that is clear and coherent.
INDICATOR		Use technology to generate, produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Writing
INDICATOR / STANDARD		The Writing Process
EXPECTATION / INDICATOR	JW.4.4.	Revise and edit copy to ensure effective, grammatically correct communication using appropriate proofreading or copy editing symbols.
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Writing
INDICATOR / STANDARD		The Research Process: Finding, Assessing, Synthesizing, and Reporting Information
EXPECTATION / INDICATOR	JW.5.3.	Conduct short as well as more sustained research assignments and tasks to build knowledge about the research process and the topic under study.
INDICATOR		Avoid plagiarism and overreliance on any one source and follow a standard format (e.g., AP Style) for citation.
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Writing
INDICATOR / STANDARD		Conventions of Standard English: Grammar and Usage/Capitalization, Punctuation, and Spelling
EXPECTATION / INDICATOR	JW.6.1.	Demonstrate command of English grammar and usage, focusing on:
INDICATOR	JW.6.1.B.	Verbs – Students are expected to build upon and continue applying conventions learned previously. (Grade of Mastery: 10)
INDICATOR	JW.6.1.C.	Adjectives and Adverbs — Students are expected to build upon and continue applying conventions learned previously. (Grade of Mastery: 4)
INDICATOR	JW.6.1.D.	Phrases and Clauses — Students are expected to build upon and continue applying conventions learned previously. (Grade of Mastery: 7)
INDICATOR	JW.6.1.E.	Usage- Students are expected to build upon and continue applying conventions learned previously. (Grade of Mastery: 10)
STANDARD / STRAND		Journalism: Grades 9-12

PROFICIENCY STATEMENT / SUBSTRAND		Writing
INDICATOR / STANDARD		Conventions of Standard English: Grammar and Usage/Capitalization, Punctuation, and Spelling
EXPECTATION / INDICATOR	JW.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling focusing on:
INDICATOR	JW.6.2.A.	Capitalization—Students are expected to build upon and continue applying conventions learned previously. (Grade of Mastery: 5)
INDICATOR	JW.6.2.B.	Punctuation —Students are expected to build upon and continue applying conventions learned previously. (Grade of Mastery: 10)
INDICATOR	JW.6.2.C.	Spelling —Students are expected to build upon and continue applying conventions learned previously. (Grade of Mastery: 5)
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Speaking and Listening
INDICATOR / STANDARD		Discussion and Collaboration
EXPECTATION / INDICATOR	JSL.2.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one critiques, group discussion of news coverage, story ideas, and interviews) on current events, sample media, and newsworthy issues; building on others' ideas and expressing personal viewpoints clearly and persuasively.
EXPECTATION / INDICATOR	JSL.2.3.	Work with peers to promote collegial discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
EXPECTATION / INDICATOR	JSL.2.4.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
STANDARD / STRAND		Digital Media: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Narrative Storytelling
INDICATOR / STANDARD		Learning Outcome
EXPECTATION / INDICATOR	MS.1.	Read and interact with a variety of media from journalistic outlets and read other texts related to media within a range of complexity appropriate for grades 9-12 that include possibilities for analysis of literary techniques, structure and style. By the end of this course, students interact with media and texts proficiently and independently at the low end of the range and with scaffolding as needed at the high end of the range.
STANDARD / STRAND		Digital Media: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Narrative Storytelling
INDICATOR / STANDARD		Key Ideas and Textual Support

EXPECTATION / INDICATOR	MS.2.1.	Analyze what a product says explicitly and implicitly as well as inferences and interpretations drawn from the media product through citing evidence determining where the product leaves matters uncertain.
EXPECTATION / INDICATOR	MS.2.2.	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.
EXPECTATION / INDICATOR	MS.2.3.	Analyze how the producer's choices impact subject development over the course of a media product.
STANDARD / STRAND		Digital Media: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Narrative Storytelling
INDICATOR / STANDARD		Structural Elements and Organization
EXPECTATION / INDICATOR	MS.3.1.	Analyze and evaluate how a producer's choices concerning how to structure specific parts of a media product contribute to its overall meaning and effect.
STANDARD / STRAND		Digital Media: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Nonfiction
INDICATOR / STANDARD		Structural Elements and Organization
EXPECTATION / INDICATOR	MN.3.3.	Determine perspective or purpose in a piece of media in which the rhetoric is particularly effective. Analyze how style and content contribute to the power and persuasiveness of the media product (e.g.appeals to both friendly and hostile audiences and anticipates and addresses audience's concerns and counterclaims).
STANDARD / STRAND		Digital Media: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Writing
INDICATOR / STANDARD		Learning Outcome
EXPECTATION / INDICATOR	MW.1.	Write routinely over a variety of time frames for a range of tasks, purposes, and audiences; apply reading standards to support analysis, reflection, and research by drawing evidence from a variety of texts and media products.
STANDARD / STRAND		Digital Media: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Writing
INDICATOR / STANDARD		Writing Genres: Editorial, News, Feature, and Narrative
EXPECTATION / INDICATOR	MW.3.2.	Write or produce informative products on a variety of topics that:

INDICATOR	MW.3.2.1.	Introduce a topic using a variety of lead-ins; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting(e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension,
INDICATOR	MW.3.2.2.	Utilize credible sources, develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic,
INDICATOR	MW.3.2.3.	Use appropriate and varied transitions and syntax to link the major sections of the piece,create cohesion, and clarify the relationships among complex ideas and concepts,
INDICATOR	MW.3.2.4.	Choose language, content- specific vocabulary, and techniques to manage the complexity of the topic, recognizing and eliminating wordiness and redundancy,
INDICATOR	MW.3.2.5.	Establish and maintain an informative style appropriate to the purpose and audience, and
INDICATOR	MW.3.2.6.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
STANDARD / STRAND		Digital Media: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Writing
INDICATOR / STANDARD		Writing Genres: Editorial, News, Feature, and Narrative
EXPECTATION / INDICATOR	MW.3.3.	Write or produce narrative and feature-style media products in a variety of forms that:
INDICATOR	MW.3.3.1.	Engage and orient the audience by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and including narration and/or sources or characters,
INDICATOR	MW.3.3.4.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome,
INDICATOR	MW.3.3.5.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
STANDARD / STRAND		Digital Media: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Writing
INDICATOR / STANDARD		The Writing Process
EXPECTATION / INDICATOR	MW.4.1.	Apply the writing process to all formal writing and media product development, including but not limited to argumentative, informative, and narrative.
INDICATOR	MW.4.1.1.	Plan and develop, draft, revise using appropriate reference materials, rewrite, try a new approach, focusing on addressing what is most significant for a specific purpose and audience, and edit to produce and strengthen. writing that is clear and coherent,
INDICATOR	MW.4.1.2.	Use technology to generate, produce, publish, and update individual or shared products in response to ongoing feedback, including new arguments or information,

INDICATOR	MW.4.1.3.	Utilize a standard style guide framework for properly crediting sources in all media product types, utilizing multiple sources when appropriate.
STANDARD / STRAND		Digital Media: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Writing
INDICATOR / STANDARD		The Writing Process
EXPECTATION / INDICATOR	MW.4.3.	Revise and edit to improve sentence variety and style and to enhance subtlety of meaning and tone in ways that are consistent with purpose, audience, and media format.
EXPECTATION / INDICATOR	MW.4.4.	Revise and edit to ensure effective, grammatically correct communication.
STANDARD / STRAND		Digital Media: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Writing
INDICATOR / STANDARD		The Research Process: Finding, Assessing, Synthesizing, and Reporting Information
EXPECTATION / INDICATOR	MW.5.3.	Conduct short as well as more sustained research assignments and tasks to build knowledge about the research process and the topic under study:
INDICATOR	MW.5.3.5.	Avoid plagiarism and overreliance on any one source and follow a standard format (e.g., AP Style) for citation.
STANDARD / STRAND		Digital Media: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Writing
INDICATOR / STANDARD		Conventions of Standard English: Grammar and Usage / Capitalization, Punctuation, and Spelling
EXPECTATION / INDICATOR	MW.6.1.	Demonstrate command of English grammar and usage, focusing on:
INDICATOR	MW.6.1.B	Verbs - Students are expected to build upon and continue applying conventions learned previously. Grade of Mastery: 10 Forming and using verbs in the indicative, imperative, interrogative, conditional and subjunctive moods.
INDICATOR	MW.6.1.C	Adjectives and Adverbs – Students are expected to build upon and continue applying conventions learned previously. Grade of Mastery: 4 Writing sentences using relative adverbs (e.g., where, when) and explaining their functions in a sentence.
STANDARD / STRAND		Digital Media: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Writing
INDICATOR / STANDARD		Conventions of Standard English: Grammar and Usage / Capitalization, Punctuation, and Spelling
EXPECTATION / INDICATOR	MW.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling focusing on:

INDICATOR	MW.6.2.A	Capitalization–Students are expected to build upon and continue applying conventions learned previously. Grade of Mastery: 5 Applying correct usage of capitalization in writing.
INDICATOR	MW.6.2.B	Punctuation –Students are expected to build upon and continue applying conventions learned previously. Grade of Mastery: 10 Using a semicolon and a conjunctive adverb to link two or more closely related independent clauses.
INDICATOR	MW.6.2.C	Spelling –Students are expected to build upon and continue applying conventions learned previously. Grade of Mastery: 5 Applying correct spelling patterns and generalizations in writing.
STANDARD / STRAND		Digital Media: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Speaking and Listening
INDICATOR / STANDARD		Discussion and Collaboration
EXPECTATION / INDICATOR	MSL2.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, critiques, group discussion, interviews, etc.) on current events, sample media, newsworthy issues, creative story ideas, use of technology in projects; building on others' ideas and expressing personal viewpoints and narratives clearly.
EXPECTATION / INDICATOR	MSL.2.2.	Engage in a thoughtful, well-reasoned exchange of ideas by referring to specific evidence.
EXPECTATION / INDICATOR	MSL.2.3.	Work with peers to promote collegial discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
EXPECTATION / INDICATOR	MSL.2.4.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
EXPECTATION / INDICATOR	MSL.2.5.	Conduct debate and discussion to allow all views to be presented; allow for a dissenting view, in addition to group compromise; and determine what additional information or research is required to deepen the investigation or complete the task.
STANDARD / STRAND		Digital Media: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Media Literacy
INDICATOR / STANDARD		Learning Outcome
EXPECTATION / INDICATOR	ML.1.	Critically analyze content found in media used to inform, persuade, entertain, and transmit culture.

UNIT 9: RESPONSE TO LITERATURE Week 24 Page 281-281

Indiana Academic Standards
Language Arts
Grade 10 - Adopted: 2023

STANDARD / STRAND Grades 9-10 English/Language Arts

PROFICIENCY STATEMENT / SUBSTRAND		Reading Comprehension – Learning Outcome: Students analyze the author's technique, structure, main ideas, purpose, and perspective in grade-level fiction and nonfiction text, using textual evidence to support analysis.
INDICATOR / STANDARD	9- 10.RC.12.	Analyze the meaning of words and phrases as they are used in works of literature, including figurative, connotative, and denotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings. (E)
INDICATOR / STANDARD	9- 10.RC.13.	Determine the meaning of words and phrases as they are used in a nonfiction text, including figurative, connotative, denotative, and technical meanings; evaluate the effectiveness of specific word choices on meaning and tone in multiple and varied contexts.
STANDARD / STRAND		Grades 9-10 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes; compositions will include correct use of standard formatting (e.g., MLA, APA) with correctly cited sources.
INDICATOR / STANDARD	9- 10.W.2.	Write informative compositions on a variety of topics that:
EXPECTATION / INDICATOR	9- 10.W.2.a.	Introduce a topic and organize complex ideas, concepts, and information to make important connections and distinctions.
EXPECTATION / INDICATOR	9- 10.W.2.b.	Develop the topic utilizing credible sources with relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
STANDARD / STRAND		Grades 9-10 English/Language Arts
PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes; compositions will include correct use of standard formatting (e.g., MLA, APA) with correctly cited sources.
INDICATOR / STANDARD	9- 10.W.4.	Apply the writing process to all formal writing including but not limited to argumentative, informative, and narrative:
EXPECTATION / INDICATOR	9- 10.W.4.a.	Plan and develop, draft, and revise writing using appropriate reference materials. Rewrite, try a new approach, focusing on addressing what is most significant for a specific purpose and audience, and edit to produce and strengthen writing that is clear and coherent.
		Grade 10 - Adopted: 2020
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Journalism: Vocabulary
INDICATOR / STANDARD		Learning Outcome
EXPECTATION / INDICATOR	JV.1.1.	Acquire and use accurately general academic and content-specific words and phrases at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression, including those standard to the journalism industry.

PROFICIENCY STATEMENT /		Journalism: Vocabulary
SUBSTRAND		
INDICATOR / STANDARD		Vocabulary Building
EXPECTATION / INDICATOR	JV.2.2.	Students are expected to build upon and continue applying concepts learned previously. (Grade of Mastery: 7)
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Journalism: Vocabulary
INDICATOR / STANDARD		Vocabulary in Historical Fiction and Nonfiction
EXPECTATION / INDICATOR	JV.3.2.	Determine the meaning of words and phrases as they are used in a nonfiction text, including figurative, connotative, and technical meanings; evaluate the cumulative impact of how an author uses and refines the meaning of a key term or terms over the course of a text.
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Writing
INDICATOR / STANDARD		Learning Outcome
EXPECTATION / INDICATOR	JW.1.	Write routinely over a variety of time frames for a range of tasks, purposes, and audiences; apply reading standards to support analysis, reflection, and research by drawing evidence from a variety of texts.
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Writing
INDICATOR / STANDARD		Handwriting
EXPECTATION / INDICATOR	JW.2.	Students are expected to build upon and continue applying concepts learned previously. (Grade of Mastery: 4)
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Writing
INDICATOR / STANDARD		Writing Genres: Editorial, News, and Feature
EXPECTATION / INDICATOR	JW.3.	Students are expected to build upon and continue concepts learned previously.
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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		Digital Media: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Nonfiction
INDICATOR / STANDARD		Structural Elements and Organization
EXPECTATION / INDICATOR	MN.3.3.	Determine perspective or purpose in a piece of media in which the rhetoric is particularly effective. Analyze how style and content contribute to the power and persuasiveness of the media product (e.g.appeals to both friendly and hostile audiences and anticipates and addresses audience's concerns and counterclaims).
STANDARD / STRAND		Digital Media: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Digital Media:Vocabulary
INDICATOR / STANDARD		Learning Outcome
EXPECTATION / INDICATOR	MV.1.	Acquire and accurately use academic and content-specific words and phrases at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression, including those standard to the media industry.
STANDARD / STRAND		Digital Media: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Digital Media:Vocabulary
INDICATOR / STANDARD		Vocabulary in Media Writing and Production

EXPECTATION / INDICATOR	MV.3.2.	Determine the meaning of words and phrases as they are used in a nonfiction text, including figurative, connotative, and technical meanings; evaluate the cumulative impact of how an author or producer uses and refines the meaning of a key term or terms over the course of a text or media product.
STANDARD / STRAND		Digital Media: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Writing
INDICATOR / STANDARD		Learning Outcome
EXPECTATION / INDICATOR	MW.1.	Write routinely over a variety of time frames for a range of tasks, purposes, and audiences; apply reading standards to support analysis, reflection, and research by drawing evidence from a variety of texts and media products.
STANDARD / STRAND		Digital Media: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Writing
INDICATOR / STANDARD		Writing Genres: Editorial, News, Feature, and Narrative
EXPECTATION / INDICATOR	MW.3.2.	Write or produce informative products on a variety of topics that:
INDICATOR	MW.3.2.1.	Introduce a topic using a variety of lead-ins; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting(e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension,
INDICATOR	MW.3.2.2.	Utilize credible sources, develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic,
INDICATOR	MW.3.2.3.	Use appropriate and varied transitions and syntax to link the major sections of the piece,create cohesion, and clarify the relationships among complex ideas and concepts,
INDICATOR	MW.3.2.4.	Choose language, content- specific vocabulary, and techniques to manage the complexity of the topic, recognizing and eliminating wordiness and redundancy,
INDICATOR	MW.3.2.5.	Establish and maintain an informative style appropriate to the purpose and audience, and
INDICATOR	MW.3.2.6.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
STANDARD / STRAND		Digital Media: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Writing
INDICATOR / STANDARD		The Writing Process
EXPECTATION / INDICATOR	MW.4.1.	Apply the writing process to all formal writing and media product development, including but not limited to argumentative, informative, and narrative.

INDICATOR MV		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	ı	Digital Media: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Media Literacy
INDICATOR / STANDARD		Learning Outcome

INDICATOR

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