

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

STANDARD / STRAND

Grades 9-10 English/Language Arts

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

EXPECTATION / INDICATOR 9-10.W.5.b. Gather relevant information from multiple authoritative sources, using advanced searches effectively, and annotate sources.

EXPECTATION / INDICATOR 9-10.W.5.e. Avoid plagiarism and over reliance on any one source and follow a standard format (e.g., MLA, APA) for citation.

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

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.
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INDICATOR / STANDARD 9-10.CC.1. Initiate and participate effectively in a range of collaborative discussions on grade-appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly and persuasively. (E)

INDICATOR / STANDARD 9-10.CC.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 / INDICATOR JL.2.1. Cite strong and thorough facts from observation, quotations, and specific details that support analysis of what a piece of narrative nonfiction/historical fiction says explicitly as well as inferences and interpretations drawn from the text, including determining where the text leaves matters uncertain. (e.g. excerpts from *The Immortal Life of Henrietta Lacks*, *The Jungle*, *Unbroken*, *The Devil in the White City*, *Into the Wild*).

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

EXPECTATION / INDICATOR JL.2.3. Analyze the impact of the author's choices: How the author uses structure, imagery, and characterization of a story for dramatic effect. (e.g., *Mrs. Kelly's Monster*).

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

STANDARD / STRAND Journalism: Grades 9-12

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

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

STANDARD / STRAND Journalism: Grades 9-12

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

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

STANDARD / STRAND Journalism: Grades 9-12

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

EXPECTATION / INDICATOR JN.2.1. Cite strong and thorough facts from observation, quotations, and specific details that support analysis of what a piece of nonfiction says explicitly as well as inferences and interpretations drawn from the text, including determining where the text leaves matters uncertain.

EXPECTATION / INDICATOR	JN.2.3.	Analyze a complex set of ideas or sequence of events and explain how specific sources, facts, or events interact and develop over the course of a text. (e.g. article, infographic, editorial cartoon, photo or illustration).
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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)
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EXPECTATION / INDICATOR	JN.3.2.	Analyze and evaluate the effectiveness of the structure an author uses in his or her lead or claim including whether the structure makes points clear, convincing, and engaging.
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STANDARD / STRAND

Journalism: Grades 9-12

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

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

Journalism: Grades 9-12

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

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

Journalism: Grades 9-12

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

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

PROFICIENCY STATEMENT / SUBSTRAND		Writing
INDICATOR / STANDARD		Learning Outcome

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

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:

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

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

INDICATOR structural elements and organization

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

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

EXPECTATION / INDICATOR MN.1. Read a variety of nonfiction media from journalistic outlets and read other texts related to media within a range of complexity appropriate for grades 9-12 that include possibilities for analysis of literary techniques, structure and style. By the end of this course, students interact with media products and texts proficiently and independently at the low end of the range and with scaffolding as needed at the high end of the range.

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

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

EXPECTATION / INDICATOR MN2.1. Analyze what a nonfiction media product says explicitly as well as inferences and interpretations drawn from the piece, including determining where the piece leaves matters uncertain by citing strong and thorough facts from observations, quotations, and specific details.

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

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

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

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

**STANDARD /
STRAND**

Digital Media: Grades 9-12

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

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

**STANDARD /
STRAND**

Digital Media: Grades 9-12

PROFICIENCY STATEMENT / SUBSTRAND		Digital Media:Vocabulary
INDICATOR / STANDARD		Vocabulary Building

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

**STANDARD /
STRAND**

Digital Media: Grades 9-12

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

EXPECTATION / INDICATOR MV.3.2. Determine the meaning of words and phrases as they are used in a nonfiction text, including figurative, connotative, and technical meanings; evaluate the cumulative impact of how an author or producer uses and refines the meaning of a key term or terms over the course of a text or media product.

**STANDARD /
STRAND**

Digital Media: Grades 9-12

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

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

**STANDARD /
STRAND**

Digital Media: Grades 9-12

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

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

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

STANDARD / STRAND

Digital Media: Grades 9-12

PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Writing
INDICATOR / STANDARD		The Writing Process
EXPECTATION / INDICATOR	MW.4.1.	Apply the writing process to all formal writing and media product development, including but not limited to argumentative, informative, and narrative.
INDICATOR	MW.4.1.1.	Plan and develop, draft, revise using appropriate reference materials, rewrite, try a new approach, focusing on addressing what is most significant for a specific purpose and audience, and edit to produce and strengthen. writing that is clear and coherent,
INDICATOR	MW.4.1.2.	Use technology to generate, produce, publish, and update individual or shared products in response to ongoing feedback, including new arguments or information,
INDICATOR	MW.4.1.3.	Utilize a standard style guide framework for properly crediting sources in all media product types, utilizing multiple sources when appropriate.

STANDARD / STRAND

Digital Media: Grades 9-12

PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Writing
INDICATOR / STANDARD		The Writing Process
EXPECTATION / INDICATOR	MW.4.3.	Revise and edit to improve sentence variety and style and to enhance subtlety of meaning and tone in ways that are consistent with purpose, audience, and media format.
EXPECTATION / INDICATOR	MW.4.4.	Revise and edit to ensure effective, grammatically correct communication.

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

STANDARD / STRAND

Digital Media: Grades 9-12

PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Speaking and Listening
INDICATOR / STANDARD		Presentation of Knowledge of Ideas
EXPECTATION / INDICATOR	MSL.4.1.	Using a range of informal and formal tasks, present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, opposing perspectives are addressed, ensuring the organization, development, substance, and style are appropriate to purpose, audience.

STANDARD / STRAND

Digital Media: Grades 9-12

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

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

STANDARD / STRAND

Grades 9-10 English/Language Arts

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

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

STANDARD / STRAND

Grades 9-10 English/Language Arts

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

EXPECTATION / INDICATOR 9-10.W.2.a. Introduce a topic and organize complex ideas, concepts, and information to make important connections and distinctions.

EXPECTATION / INDICATOR 9-10.W.2.b. Develop the topic utilizing credible sources with relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.

EXPECTATION / INDICATOR 9-10.W.2.e. Establish and maintain a style appropriate for the purpose and audience.

STANDARD / STRAND

Grades 9-10 English/Language Arts

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

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

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

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.
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INDICATOR / STANDARD	9-10.CC.1.	Initiate and participate effectively in a range of collaborative discussions on grade-appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly and persuasively. (E)
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INDICATOR / STANDARD	9-10.CC.2.	Examine, analyze, and reflect on ideas under discussion by providing textual evidence to support or refute those ideas. (E)
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INDICATOR / STANDARD	9-10.CC.3.	Expand conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
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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.
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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 **Journalism: Grades 9-12**

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

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

EXPECTATION / INDICATOR	JL.3.1.	Analyze and evaluate how an author chooses to craft specific parts of a work of narrative nonfiction/historical fiction to contribute to its overall structure and meaning as well as its aesthetic impact.
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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.
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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.
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EXPECTATION / INDICATOR	JN.2.3.	Analyze a complex set of ideas or sequence of events and explain how specific sources, facts, or events interact and develop over the course of a text. (e.g. article, infographic, editorial cartoon, photo or illustration).
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STANDARD / STRAND**Journalism: Grades 9-12**

PROFICIENCY STATEMENT / SUBSTRAND		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 / 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.
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STANDARD / STRAND **Journalism: Grades 9-12**

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

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

PROFICIENCY STATEMENT / SUBSTRAND		Writing
INDICATOR / STANDARD		The Writing Process

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

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

INDICATOR		Gather relevant information from multiple types of authoritative sources, using advanced searches effectively, and annotate sources.
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STANDARD / STRAND **Journalism: Grades 9-12**

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 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,

STANDARD / STRAND

Digital Media: Grades 9-12

PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Writing
INDICATOR / STANDARD		The Writing Process
EXPECTATION / INDICATOR	MW.4.3.	Revise and edit to improve sentence variety and style and to enhance subtlety of meaning and tone in ways that are consistent with purpose, audience, and media format.
EXPECTATION / INDICATOR	MW.4.4.	Revise and edit to ensure effective, grammatically correct communication.

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

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

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

PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Writing
INDICATOR / STANDARD		Conventions of Standard English: Grammar and Usage / Capitalization, Punctuation, and Spelling
EXPECTATION / INDICATOR	MW.6.1.	Demonstrate command of English grammar and usage, focusing on:
INDICATOR	MW.6.1.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	MSL.2.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, critiques, group discussion, interviews, etc.) on current events, sample media, newsworthy issues, creative story ideas, use of technology in projects; building on others' ideas and expressing personal viewpoints and narratives clearly.
EXPECTATION / INDICATOR	MSL.2.2.	Engage in a thoughtful, well-reasoned exchange of ideas by referring to specific evidence.
EXPECTATION / INDICATOR	MSL.2.3.	Work with peers to promote collegial discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
EXPECTATION / INDICATOR	MSL.2.4.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
EXPECTATION / INDICATOR	MSL.2.5.	Conduct debate and discussion to allow all views to be presented; allow for a dissenting view, in addition to group compromise; and determine what additional information or research is required to deepen the investigation or complete the task.

STANDARD / STRAND

Digital Media: Grades 9-12

PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Speaking and Listening
INDICATOR / STANDARD		Presentation of Knowledge of Ideas
EXPECTATION / INDICATOR	MSL.4.1.	Using a range of informal and formal tasks, present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, opposing perspectives are addressed, ensuring the organization, development, substance, and style are appropriate to purpose, audience.

STANDARD / STRAND

Digital Media: Grades 9-12

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

STANDARD / STRAND

Grades 9-10 English/Language Arts

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

STANDARD / STRAND

Grades 9-10 English/Language Arts

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes; compositions will include correct use of standard formatting (e.g., MLA, APA) with correctly cited sources.
INDICATOR / STANDARD	9-10.W.3.	Write narrative compositions in a variety of forms that:
EXPECTATION / INDICATOR	9-10.W.3.a.	Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters.
EXPECTATION / INDICATOR	9-10.W.3.b.	Create a smooth progression of experiences or events.
EXPECTATION / 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.
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INDICATOR / STANDARD	9-10.W.4.	Apply the writing process to all formal writing including but not limited to argumentative, informative, and narrative:
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EXPECTATION / INDICATOR 9-10.W.4.a. Plan and develop, draft, and revise writing using appropriate reference materials. Rewrite, try a new approach, focusing on addressing what is most significant for a specific purpose and audience, and edit to produce and strengthen writing that is clear and coherent.

EXPECTATION / INDICATOR 9-10.W.4.b. Use technology to generate, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically (e.g., use of publishing programs, integration of multimedia).

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

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

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

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

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

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

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

PROFICIENCY STATEMENT / SUBSTRAND		Writing
INDICATOR / STANDARD		Learning Outcome

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

PROFICIENCY STATEMENT / SUBSTRAND		Writing
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INDICATOR / STANDARD		Handwriting
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EXPECTATION / INDICATOR JW.2. Students are expected to build upon and continue applying concepts learned previously. (Grade of Mastery: 4)

STANDARD / STRAND Journalism: Grades 9-12

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

STANDARD / STRAND Journalism: Grades 9-12

PROFICIENCY STATEMENT / SUBSTRAND		Writing
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INDICATOR / STANDARD		Writing Genres: Editorial, News, and Feature
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EXPECTATION / INDICATOR	JW.3.3.	Write features that --
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INDICATOR Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

STANDARD / STRAND Journalism: Grades 9-12

PROFICIENCY STATEMENT / SUBSTRAND		Writing
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INDICATOR / STANDARD		The Writing Process
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EXPECTATION / INDICATOR	JW.4.1.	Apply the writing process to —
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INDICATOR Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach, focusing on addressing what is most significant for a specific purpose and audience; and edit to produce and strengthen writing that is clear and coherent.

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

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
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INDICATOR / STANDARD		Structural Elements and Organization
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EXPECTATION / INDICATOR MS.3.1. Analyze and evaluate how a producer's choices concerning how to structure specific parts of a media product contribute to its overall meaning and effect.

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

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

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

PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Writing
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INDICATOR / STANDARD		Learning Outcome
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EXPECTATION / INDICATOR MW.1. Write routinely over a variety of time frames for a range of tasks, purposes, and audiences; apply reading standards to support analysis, reflection, and research by drawing evidence from a variety of texts and media products.

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

PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Writing
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INDICATOR / STANDARD		Writing Genres: Editorial, News, Feature, and Narrative
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EXPECTATION / INDICATOR	MW.3.3.	Write or produce narrative and feature-style media products in a variety of forms that:
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INDICATOR MW.3.3.1. Engage and orient the audience by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and including narration and/or sources or characters,

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
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INDICATOR / STANDARD		The Writing Process
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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	MSL2.2.	Engage in a thoughtful, well-reasoned exchange of ideas by referring to specific evidence.
EXPECTATION / INDICATOR	MSL2.3.	Work with peers to promote collegial discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
EXPECTATION / INDICATOR	MSL2.4.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
EXPECTATION / INDICATOR	MSL2.5.	Conduct debate and discussion to allow all views to be presented; allow for a dissenting view, in addition to group compromise; and determine what additional information or research is required to deepen the investigation or complete the task.

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

PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Speaking and Listening
INDICATOR / STANDARD		Presentation of Knowledge of Ideas
EXPECTATION / INDICATOR	MSL.4.1.	Using a range of informal and formal tasks, present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, opposing perspectives are addressed, ensuring the organization, development, substance, and style are appropriate to purpose, audience.

STANDARD / STRAND

Digital Media: Grades 9-12

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

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

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

**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)

STANDARD / STRAND

Grades 9-10 English/Language Arts

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

EXPECTATION / INDICATOR 9-10.W.3.a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters.

EXPECTATION / INDICATOR	9-10.W.3.b.	Create a smooth progression of experiences or events.
EXPECTATION / INDICATOR	9-10.W.3.c.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plotlines to develop experiences, events, and/or characters.
EXPECTATION / INDICATOR	9-10.W.3.e.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
EXPECTATION / INDICATOR	9-10.W.3.f.	Provide an ending that follows and reflects on what is experienced, observed, or resolved over the course of the narrative. (E)

STANDARD / STRAND

Grades 9-10 English/Language Arts

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes; compositions will include correct use of standard formatting (e.g., MLA, APA) with correctly cited sources.
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INDICATOR / STANDARD	9-10.W.4.	Apply the writing process to all formal writing including but not limited to argumentative, informative, and narrative:
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EXPECTATION / INDICATOR	9-10.W.4.a.	Plan and develop, draft, and revise writing using appropriate reference materials. Rewrite, try a new approach, focusing on addressing what is most significant for a specific purpose and audience, and edit to produce and strengthen writing that is clear and coherent.
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EXPECTATION / INDICATOR	9-10.W.4.b.	Use technology to generate, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically (e.g., use of publishing programs, integration of multimedia).
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STANDARD / STRAND

Grades 9-10 English/Language Arts

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.
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INDICATOR / STANDARD	9-10.CC.1.	Initiate and participate effectively in a range of collaborative discussions on grade-appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly and persuasively. (E)
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INDICATOR / STANDARD	9-10.CC.2.	Examine, analyze, and reflect on ideas under discussion by providing textual evidence to support or refute those ideas. (E)
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INDICATOR / STANDARD	9-10.CC.3.	Expand conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
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Grade 10 - Adopted: 2020

STANDARD / STRAND

Journalism: Grades 9-12

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

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

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

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

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

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

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

PROFICIENCY STATEMENT / SUBSTRAND		Writing
INDICATOR / STANDARD		Learning Outcome

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

PROFICIENCY STATEMENT / SUBSTRAND		Writing
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INDICATOR / STANDARD		Handwriting
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EXPECTATION / INDICATOR JW.2. Students are expected to build upon and continue applying concepts learned previously. (Grade of Mastery: 4)

STANDARD / STRAND Journalism: Grades 9-12

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

STANDARD / STRAND Journalism: Grades 9-12

PROFICIENCY STATEMENT / SUBSTRAND		Writing
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INDICATOR / STANDARD		Writing Genres: Editorial, News, and Feature
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EXPECTATION / INDICATOR	JW.3.3.	Write features that --
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INDICATOR Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

STANDARD / STRAND Journalism: Grades 9-12

PROFICIENCY STATEMENT / SUBSTRAND		Writing
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INDICATOR / STANDARD		The Writing Process
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EXPECTATION / INDICATOR	JW.4.1.	Apply the writing process to —
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INDICATOR Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach, focusing on addressing what is most significant for a specific purpose and audience; and edit to produce and strengthen writing that is clear and coherent.

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

Journalism: Grades 9-12

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.
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STANDARD / STRAND

Digital Media: Grades 9-12

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

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

Digital Media: Grades 9-12

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

EXPECTATION / INDICATOR	MS.3.1.	Analyze and evaluate how a producer's choices concerning how to structure specific parts of a media product contribute to its overall meaning and effect.
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STANDARD / STRAND

Digital Media: Grades 9-12

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

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

PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Writing
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INDICATOR / STANDARD		Learning Outcome
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EXPECTATION / INDICATOR MW.1. Write routinely over a variety of time frames for a range of tasks, purposes, and audiences; apply reading standards to support analysis, reflection, and research by drawing evidence from a variety of texts and media products.

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

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

INDICATOR MW.3.3.1. Engage and orient the audience by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and including narration and/or sources or characters,

INDICATOR MW.3.3.4. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome,

INDICATOR MW.3.3.5. Use precise words and phrases, telling details,and sensory language to convey a vivid picture of the experiences,events,setting, and/or characters.

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

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

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

INDICATOR MW.4.1.2. Use technology to generate, produce, publish, and update individual or shared products in response to ongoing feedback, including new arguments or information,

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

PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Writing
INDICATOR / STANDARD		The Writing Process
EXPECTATION / INDICATOR	MW.4.3.	Revise and edit to improve sentence variety and style and to enhance subtlety of meaning and tone in ways that are consistent with purpose, audience, and media format.
EXPECTATION / INDICATOR	MW.4.4.	Revise and edit to ensure effective, grammatically correct communication.

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

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

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

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

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

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

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

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes; compositions will include correct use of standard formatting (e.g., MLA, APA) with correctly cited sources.
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.
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STANDARD / STRAND **Grades 9-10 English/Language Arts**

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

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

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar 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 / INDICATOR	JL.2.1.	Cite strong and thorough facts from observation, quotations, and specific details that support analysis of what a piece of narrative nonfiction/historical fiction says explicitly as well as inferences and interpretations drawn from the text, including determining where the text leaves matters uncertain. (e.g. excerpts from <i>The Immortal Life of Henrietta Lacks</i> , <i>The Jungle</i> , <i>Unbroken</i> , <i>The Devil in the White City</i> , <i>Into the Wild</i>).

EXPECTATION / INDICATOR	JL.2.2.	Compare and contrast the development of similar themes or central ideas across two or more works of narrative nonfiction/historical fiction and analyze how the author uses specific details to shape and reveal themes. (e.g. excerpts from Historical fiction of Alexander Thom and Native American poetry, works of Ernie Pyle and Tim O'Brien).
EXPECTATION / INDICATOR	JL.2.3.	Analyze the impact of the author's choices: How the author uses structure, imagery, and characterization of a story for dramatic effect. (e.g., 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.
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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.
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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.
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EXPECTATION / INDICATOR	JN.2.3.	Analyze a complex set of ideas or sequence of events and explain how specific sources, facts, or events interact and develop over the course of a text. (e.g. article, infographic, editorial cartoon, photo or illustration).
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STANDARD / STRAND

Journalism: Grades 9-12

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

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

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

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

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

PROFICIENCY STATEMENT / SUBSTRAND		Writing
INDICATOR / STANDARD		Handwriting

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

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

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

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

EXPECTATION / INDICATOR	JW.3.1.	Write editorials/commentaries that —
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INDICATOR Use effective transitions as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. Establish and maintain a consistent style and tone appropriate to purpose and audience.

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

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

EXPECTATION / INDICATOR	JW.3.2.	Write news that —
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INDICATOR Develops the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, attributions, or other information and examples relevant to the audience's knowledge of the topic.

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

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 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.
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EXPECTATION / INDICATOR	JSL.2.4.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
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STANDARD / STRAND **Journalism: Grades 9-12**

PROFICIENCY STATEMENT / SUBSTRAND		Speaking and Listening
INDICATOR / STANDARD		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)
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STANDARD / STRAND **Journalism: Grades 9-12**

PROFICIENCY STATEMENT / SUBSTRAND		Media Literacy
INDICATOR / STANDARD		Media Literacy

EXPECTATION / INDICATOR	JML.2.6.	Analyze and evaluate the essential features of journalistic writing in a variety of news sources for: brevity and clarity content, topics or themes appropriate for the audience
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INDICATOR		structural elements and organization
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STANDARD / STRAND **Digital Media: Grades 9-12**

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

EXPECTATION / INDICATOR	MN.1.	Read a variety of nonfiction media from journalistic outlets and read other texts related to media within a range of complexity appropriate for grades 9-12 that include possibilities for analysis of literary techniques, structure and style. By the end of this course, students interact with media products and texts proficiently and independently at the low end of the range and with scaffolding as needed at the high end of the range.
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STANDARD / STRAND **Digital Media: Grades 9-12**

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

EXPECTATION / INDICATOR	MN2.1.	Analyze what a nonfiction media product says explicitly as well as inferences and interpretations drawn from the piece, including determining where the piece leaves matters uncertain by citing strong and thorough facts from observations, quotations, and specific details.
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EXPECTATION / INDICATOR	MN.2.3.	Analyze a complex set of ideas or sequence of events and explain how specific ideas, facts, events, or individuals develop throughout the product.
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STANDARD / STRAND **Digital Media: Grades 9-12**

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

EXPECTATION / INDICATOR	MN.3.3.	Determine perspective or purpose in a piece of media in which the rhetoric is particularly effective. Analyze how style and content contribute to the power and persuasiveness of the media product (e.g.appeals to both friendly and hostile audiences and anticipates and addresses audience's concerns and counterclaims).
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STANDARD / STRAND **Digital Media: Grades 9-12**

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

EXPECTATION / INDICATOR	MV.1.	Acquire and accurately use academic and content-specific words and phrases at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression, including those standard to the media industry.
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STANDARD / STRAND **Digital Media: Grades 9-12**

PROFICIENCY STATEMENT / SUBSTRAND		Digital Media:Vocabulary
INDICATOR / STANDARD		Vocabulary Building

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

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

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

PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Writing
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INDICATOR / STANDARD		Learning Outcome
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EXPECTATION / INDICATOR MW.1. Write routinely over a variety of time frames for a range of tasks, purposes, and audiences; apply reading standards to support analysis, reflection, and research by drawing evidence from a variety of texts and media products.

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

PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Writing
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INDICATOR / STANDARD		Writing Genres: Editorial, News, Feature, and Narrative
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EXPECTATION / INDICATOR	MW.3.2.	Write or produce informative products on a variety of topics that:
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INDICATOR MW.3.2.1. Introduce a topic using a variety of lead-ins; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting(e.g., headings), graphics (e.g.,figures,tables),and multimedia when useful to aiding comprehension,

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

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

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

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

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

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

PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Writing
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INDICATOR / STANDARD		The Writing Process
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EXPECTATION / INDICATOR	MW.4.1.	Apply the writing process to all formal writing and media product development, including but not limited to argumentative, informative, and narrative.
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INDICATOR MW.4.1.1. 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.
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
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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	MSL.2.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, critiques, group discussion, interviews, etc.) on current events, sample media, newsworthy issues, creative story ideas, use of technology in projects; building on others' ideas and expressing personal viewpoints and narratives clearly.
EXPECTATION / INDICATOR	MSL.2.2.	Engage in a thoughtful, well-reasoned exchange of ideas by referring to specific evidence.
EXPECTATION / INDICATOR	MSL.2.3.	Work with peers to promote collegial discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
EXPECTATION / INDICATOR	MSL.2.4.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
EXPECTATION / INDICATOR	MSL.2.5.	Conduct debate and discussion to allow all views to be presented; allow for a dissenting view, in addition to group compromise; and determine what additional information or research is required to deepen the investigation or complete the task.

STANDARD / STRAND

Digital Media: Grades 9-12

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

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

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

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

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

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

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

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes; compositions will include correct use of standard formatting (e.g., MLA, APA) with correctly cited sources.
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 <i>The Immortal Life of Henrietta Lacks</i> , <i>The Jungle</i> , <i>Unbroken</i> , <i>The Devil in the White City</i> , <i>Into the Wild</i>).
EXPECTATION / INDICATOR	JL.2.2.	Compare and contrast the development of similar themes or central ideas across two or more works of narrative nonfiction/historical fiction and analyze how the author uses specific details to shape and reveal themes. (e.g. excerpts from Historical fiction of Alexander Thom and Native American poetry, works of Ernie Pyle and Tim O'Brien).
EXPECTATION / INDICATOR	JL.2.3.	Analyze the impact of the author's choices: How the author uses structure, imagery, and characterization of a story for dramatic effect. (e.g., <i>Mrs. Kelly's Monster</i>).
EXPECTATION / INDICATOR	JL.2.4.	Students are expected to build upon and continue applying concepts learned previously. (Grade of mastery: 2)

STANDARD / STRAND

Journalism: Grades 9-12

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

EXPECTATION / INDICATOR	JL.3.1.	Analyze and evaluate how an author chooses to craft specific parts of a work of narrative nonfiction/historical fiction to contribute to its overall structure and meaning as well as its aesthetic impact.
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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.
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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.
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EXPECTATION / INDICATOR	JN.2.3.	Analyze a complex set of ideas or sequence of events and explain how specific sources, facts, or events interact and develop over the course of a text. (e.g. article, infographic, editorial cartoon, photo or illustration).
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STANDARD / STRAND**Journalism: Grades 9-12**

PROFICIENCY STATEMENT / SUBSTRAND		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.
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STANDARD / STRAND **Journalism: Grades 9-12**

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

INDICATOR 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.
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INDICATOR	Avoid plagiarism and overreliance on any one source and follow a standard format (e.g., AP Style) for citation.
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STANDARD / STRAND **Journalism: Grades 9-12**

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

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

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

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.

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**

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

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.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 / 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.
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STANDARD / STRAND

Grades 9-10 English/Language Arts

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes; compositions will include correct use of standard formatting (e.g., MLA, APA) with correctly cited sources.
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.
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EXPECTATION / INDICATOR	9-10.W.4.b.	Use technology to generate, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically (e.g., use of publishing programs, integration of multimedia).
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EXPECTATION / INDICATOR	9-10.W.4.c.	Utilize a standard style guide framework for in-text documentation, formatting, and works cited in order to properly credit sources in all writing types, utilizing multiple sources when appropriate.
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STANDARD / STRAND

Grades 9-10 English/Language Arts

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar 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.
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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 <i>The Immortal Life of Henrietta Lacks</i> , <i>The Jungle</i> , <i>Unbroken</i> , <i>The Devil in the White City</i> , <i>Into the Wild</i>).
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EXPECTATION / INDICATOR	JL.2.2.	Compare and contrast the development of similar themes or central ideas across two or more works of narrative nonfiction/historical fiction and analyze how the author uses specific details to shape and reveal themes. (e.g. excerpts from Historical fiction of Alexander Thom and Native American poetry, works of Ernie Pyle and Tim O'Brien).
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EXPECTATION / INDICATOR	JL.2.4.	Students are expected to build upon and continue applying concepts learned previously. (Grade of mastery: 2)
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STANDARD / STRAND**Journalism: Grades 9-12**

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
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**

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

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

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

EXPECTATION / INDICATOR MN.1. Read a variety of nonfiction media from journalistic outlets and read other texts related to media within a range of complexity appropriate for grades 9-12 that include possibilities for analysis of literary techniques, structure and style. By the end of this course, students interact with media products and texts proficiently and independently at the low end of the range and with scaffolding as needed at the high end of the range.

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

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

EXPECTATION / INDICATOR MN2.1. Analyze what a nonfiction media product says explicitly as well as inferences and interpretations drawn from the piece, including determining where the piece leaves matters uncertain by citing strong and thorough facts from observations, quotations, and specific details.

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

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

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

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

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

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

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

PROFICIENCY STATEMENT / SUBSTRAND		Digital Media:Vocabulary
INDICATOR / STANDARD		Vocabulary Building

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

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

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

EXPECTATION / INDICATOR MV.3.2. Determine the meaning of words and phrases as they are used in a nonfiction text, including figurative, connotative, and technical meanings; evaluate the cumulative impact of how an author or producer uses and refines the meaning of a key term or terms over the course of a text or media product.

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

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

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

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

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

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

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

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

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

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

INDICATOR	MW.3.2.5. Establish and maintain an informative style appropriate to the purpose and audience, and
INDICATOR	MW.3.2.6. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

STANDARD / STRAND

Digital Media: Grades 9-12

PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Writing
INDICATOR / STANDARD		The Writing Process
EXPECTATION / INDICATOR	MW.4.1.	Apply the writing process to all formal writing and media product development, including but not limited to argumentative, informative, and narrative.
INDICATOR	MW.4.1.1.	Plan and develop, draft, revise using appropriate reference materials, rewrite, try a new approach, focusing on addressing what is most significant for a specific purpose and audience, and edit to produce and strengthen. writing that is clear and coherent,
INDICATOR	MW.4.1.2.	Use technology to generate, produce, publish, and update individual or shared products in response to ongoing feedback, including new arguments or information,
INDICATOR	MW.4.1.3.	Utilize a standard style guide framework for properly crediting sources in all media product types, utilizing multiple sources when appropriate.

STANDARD / STRAND

Digital Media: Grades 9-12

PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Writing
INDICATOR / STANDARD		The Writing Process
EXPECTATION / INDICATOR	MW.4.3.	Revise and edit to improve sentence variety and style and to enhance subtlety of meaning and tone in ways that are consistent with purpose, audience, and media format.
EXPECTATION / INDICATOR	MW.4.4.	Revise and edit to ensure effective, grammatically correct communication.

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

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

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.
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INDICATOR / STANDARD	9-10.RC.1.	Analyze what a text says both explicitly and implicitly (e.g., inferences and interpretations) by citing strong and thorough textual evidence. (E)
INDICATOR / STANDARD	9-10.RC.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 / 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.

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

PROFICIENCY STATEMENT / SUBSTRAND		Writing
INDICATOR / STANDARD		Handwriting

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

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

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

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

EXPECTATION / INDICATOR	JW.3.3.	Write features that --
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INDICATOR	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
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INDICATOR	Establish and maintain a feature style appropriate to the purpose and audience. (e.g. AP Style)
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STANDARD / STRAND **Journalism: Grades 9-12**

PROFICIENCY STATEMENT / SUBSTRAND		Writing
INDICATOR / STANDARD		The Writing Process

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

PROFICIENCY STATEMENT / SUBSTRAND		Writing
INDICATOR / STANDARD		The Writing Process

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

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

EXPECTATION / INDICATOR	JW.5.3.	Conduct short as well as more sustained research assignments and tasks to build knowledge about the research process and the topic under study.
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INDICATOR		Avoid plagiarism and overreliance on any one source and follow a standard format (e.g., AP Style) for citation.
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STANDARD / STRAND **Journalism: Grades 9-12**

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

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

PROFICIENCY STATEMENT / SUBSTRAND		Writing
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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,
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.
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INDICATOR	MW.6.1.C	Adjectives and Adverbs – Students are expected to build upon and continue applying conventions learned previously. Grade of Mastery: 4 Writing sentences using relative adverbs (e.g., where, when) and explaining their functions in a sentence.
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STANDARD / STRAND **Digital Media: Grades 9-12**

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

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

EXPECTATION / INDICATOR	ML.1.	Critically analyze content found in media used to inform, persuade, entertain, and transmit culture.
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STANDARD / STRAND**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.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, 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.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.
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STANDARD / STRAND **Grades 9-10 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes; compositions will include correct use of standard formatting (e.g., MLA, APA) with correctly cited sources.
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.
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EXPECTATION / INDICATOR	9-10.W.4.b.	Use technology to generate, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically (e.g., use of publishing programs, integration of multimedia).
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EXPECTATION / INDICATOR	9-10.W.4.c.	Utilize a standard style guide framework for in-text documentation, formatting, and works cited in order to properly credit sources in all writing types, utilizing multiple sources when appropriate.
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STANDARD / STRAND **Grades 9-10 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar 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.
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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).
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EXPECTATION / INDICATOR	JL.2.2.	Compare and contrast the development of similar themes or central ideas across two or more works of narrative nonfiction/historical fiction and analyze how the author uses specific details to shape and reveal themes. (e.g. excerpts from Historical fiction of Alexander Thom and Native American poetry, works of Ernie Pyle and Tim O'Brien).
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EXPECTATION / INDICATOR	JL.2.4.	Students are expected to build upon and continue applying concepts learned previously. (Grade of mastery: 2)
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STANDARD / STRAND**Journalism: Grades 9-12**

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
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**

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)

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

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.

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

PROFICIENCY STATEMENT / SUBSTRAND		Digital Media:Vocabulary
INDICATOR / STANDARD		Vocabulary Building

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

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

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

EXPECTATION / INDICATOR MV.3.2. Determine the meaning of words and phrases as they are used in a nonfiction text, including figurative, connotative, and technical meanings; evaluate the cumulative impact of how an author or producer uses and refines the meaning of a key term or terms over the course of a text or media product.

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

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

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

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

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

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

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

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

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

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

STANDARD / STRAND

Digital Media: Grades 9-12

PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Writing
INDICATOR / STANDARD		The Writing Process
EXPECTATION / INDICATOR	MW.4.1.	Apply the writing process to all formal writing and media product development, including but not limited to argumentative, informative, and narrative.
INDICATOR	MW.4.1.1.	Plan and develop, draft, revise using appropriate reference materials, rewrite, try a new approach, focusing on addressing what is most significant for a specific purpose and audience, and edit to produce and strengthen. writing that is clear and coherent,
INDICATOR	MW.4.1.2.	Use technology to generate, produce, publish, and update individual or shared products in response to ongoing feedback, including new arguments or information,
INDICATOR	MW.4.1.3.	Utilize a standard style guide framework for properly crediting sources in all media product types, utilizing multiple sources when appropriate.

STANDARD / STRAND

Digital Media: Grades 9-12

PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Writing
INDICATOR / STANDARD		The Writing Process
EXPECTATION / INDICATOR	MW.4.3.	Revise and edit to improve sentence variety and style and to enhance subtlety of meaning and tone in ways that are consistent with purpose, audience, and media format.
EXPECTATION / INDICATOR	MW.4.4.	Revise and edit to ensure effective, grammatically correct communication.

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

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

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.	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.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.
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INDICATOR / STANDARD 9-10.CC.1. Initiate and participate effectively in a range of collaborative discussions on grade-appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly and persuasively. (E)

INDICATOR / STANDARD 9-10.CC.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
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INDICATOR / STANDARD		Key Ideas and Textual Support
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EXPECTATION / INDICATOR	JL.2.1.	Cite strong and thorough facts from observation, quotations, and specific details that support analysis of what a piece of narrative nonfiction/historical fiction says explicitly as well as inferences and interpretations drawn from the text, including determining where the text leaves matters uncertain. (e.g. excerpts from <i>The Immortal Life of Henrietta Lacks</i> , <i>The Jungle</i> , <i>Unbroken</i> , <i>The Devil in the White City</i> , <i>Into the Wild</i>).
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EXPECTATION / INDICATOR	JL.2.2.	Compare and contrast the development of similar themes or central ideas across two or more works of narrative nonfiction/historical fiction and analyze how the author uses specific details to shape and reveal themes. (e.g. excerpts from Historical fiction of Alexander Thom and Native American poetry, works of Ernie Pyle and Tim O'Brien).
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EXPECTATION / INDICATOR	JL.2.3.	Analyze the impact of the author's choices: How the author uses structure, imagery, and characterization of a story for dramatic effect. (e.g., <i>Mrs. Kelly's Monster</i>).
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EXPECTATION / INDICATOR	JL.2.4.	Students are expected to build upon and continue applying concepts learned previously. (Grade of mastery: 2)
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STANDARD / STRAND **Journalism: Grades 9-12**

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

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

PROFICIENCY STATEMENT / SUBSTRAND		Journalism: Nonfiction
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INDICATOR / STANDARD		Learning Outcome
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EXPECTATION / INDICATOR	JN.1.1.	Read a variety of nonfiction within a range of complexity appropriate for grades 11-CCR. By the end of grade 11, students interact with texts proficiently and independently at the low end of the range and with scaffolding as needed for texts at the high end of the range. By the end of grade 12, students interact with texts proficiently and independently.
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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.
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STANDARD / STRAND **Journalism: Grades 9-12**

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

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

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.
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EXPECTATION / INDICATOR	JW.4.5.	Follow ethical standards related to information gathering that include the appropriate citing of sources and the importance of avoiding plagiarism.
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STANDARD / STRAND **Journalism: Grades 9-12**

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

EXPECTATION / INDICATOR	JW.5.3.	Conduct short as well as more sustained research assignments and tasks to build knowledge about the research process and the topic under study.
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INDICATOR		Gather relevant information from multiple types of authoritative sources, using advanced searches effectively, and annotate sources.
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INDICATOR		Synthesize and integrate information into the text selectively to maintain the flow of ideas.
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INDICATOR		Avoid plagiarism and overreliance on any one source and follow a standard format (e.g., AP Style) for citation.
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STANDARD / STRAND **Journalism: Grades 9-12**

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

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

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

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

PROFICIENCY STATEMENT / SUBSTRAND		Media Literacy
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INDICATOR / STANDARD		Media Literacy
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EXPECTATION / INDICATOR	JML.2.6.	Analyze and evaluate the essential features of journalistic writing in a variety of news sources for: brevity and clarity content, topics or themes appropriate for the audience
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INDICATOR		structural elements and organization
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STANDARD / STRAND**Digital Media: Grades 9-12**

PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: 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.3.2. **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,
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INDICATOR	MW.5.3.5.	Avoid plagiarism and overreliance on any one source and follow a standard format (e.g., AP Style) for citation.
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STANDARD / STRAND **Digital Media: Grades 9-12**

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.
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INDICATOR	MW.6.1.C	Adjectives and Adverbs – Students are expected to build upon and continue applying conventions learned previously. Grade of Mastery: 4 Writing sentences using relative adverbs (e.g., where, when) and explaining their functions in a sentence.
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STANDARD / STRAND **Digital Media: Grades 9-12**

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

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

EXPECTATION / INDICATOR	MSL2.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, critiques, group discussion, interviews, etc.) on current events, sample media, newsworthy issues, creative story ideas, use of technology in projects; building on others’ ideas and expressing personal viewpoints and narratives clearly.
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EXPECTATION / INDICATOR	MSL.2.2.	Engage in a thoughtful, well-reasoned exchange of ideas by referring to specific evidence.
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.3.6. Follow ethical standards related to information gathering that include the appropriate citing of sources to avoid charges of plagiarism or copyright violation.

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

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

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

INDICATOR SMED.4.1.1. Writing (Inverted pyramid, narrative, in-depth, personality profile, opinion, etc.) • uses effective display text (headline, title, summary deck, combination, • uses a variety of creative leads, • contains adequate information from credible sources and cites sources of information correctly,• narrates events accurately including their significance to the audience, • includes appropriate quotations and proper attribution,• describes specific incidents, and actions, with sufficient detail,• follows standard journalistic language and format conventions, and• uses vocabulary and language that is appropriate for the subject, journalistic style, different purposes, and a variety of audiences.

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

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes; compositions will include correct use of standard formatting (e.g., MLA, APA) with correctly cited sources.
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.
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EXPECTATION / INDICATOR	9-10.W.4.b.	Use technology to generate, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically (e.g., use of publishing programs, integration of multimedia).
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EXPECTATION / INDICATOR	9-10.W.4.c.	Utilize a standard style guide framework for in-text documentation, formatting, and works cited in order to properly credit sources in all writing types, utilizing multiple sources when appropriate.
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STANDARD / STRAND **Grades 9-10 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar 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.
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EXPECTATION / INDICATOR	9-10.W.5.d.	Synthesize and integrate information into the text selectively to maintain the flow of ideas.
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EXPECTATION / INDICATOR	9-10.W.5.e.	Avoid plagiarism and over reliance on any one source and follow a standard format (e.g., MLA, APA) for citation.
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Grade 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 <i>The Immortal Life of Henrietta Lacks</i> , <i>The Jungle</i> , <i>Unbroken</i> , <i>The Devil in the White City</i> , <i>Into the Wild</i>).
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EXPECTATION / INDICATOR	JL.2.2.	Compare and contrast the development of similar themes or central ideas across two or more works of narrative nonfiction/historical fiction and analyze how the author uses specific details to shape and reveal themes. (e.g. excerpts from Historical fiction of Alexander Thom and Native American poetry, works of Ernie Pyle and Tim O'Brien).
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
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INDICATOR / STANDARD		Key Ideas and Textual Support
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EXPECTATION / INDICATOR	JN.2.1.	Cite strong and thorough facts from observation, quotations, and specific details that support analysis of what a piece of nonfiction says explicitly as well as inferences and interpretations drawn from the text, including determining where the text leaves matters uncertain.
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EXPECTATION / INDICATOR	JN.2.2.	Compare and contrast the development of similar themes or central ideas across two or more works of nonfiction and analyze how the author uses specific details to shape and reveal themes.
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EXPECTATION / INDICATOR	JN.2.3.	Analyze a complex set of ideas or sequence of events and explain how specific sources, facts, or events interact and develop over the course of a text. (e.g. article, infographic, editorial cartoon, photo or illustration).
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STANDARD / STRAND **Journalism: Grades 9-12**

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

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

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

PROFICIENCY STATEMENT / SUBSTRAND		Journalism: Vocabulary
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INDICATOR / STANDARD		Vocabulary Building
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EXPECTATION / INDICATOR JV.2.1. Use context to determine or clarify the meaning of words and phrases.

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

STANDARD / STRAND Journalism: Grades 9-12

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

STANDARD / STRAND Journalism: Grades 9-12

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

STANDARD / STRAND Journalism: Grades 9-12

PROFICIENCY STATEMENT / SUBSTRAND		Writing
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INDICATOR / STANDARD		Handwriting
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EXPECTATION / INDICATOR JW.2. Students are expected to build upon and continue applying concepts learned previously. (Grade of Mastery: 4)

STANDARD / STRAND Journalism: Grades 9-12

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

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.

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 of Mastery: 10)
INDICATOR	JW.6.2.C.	Spelling —Students are expected to build upon and continue applying conventions learned previously. (Grade of Mastery: 5)

STANDARD / STRAND

Journalism: Grades 9-12

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

INDICATOR structural elements and organization

STANDARD / STRAND

Digital Media: Grades 9-12

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

EXPECTATION / INDICATOR MN.1. Read a variety of nonfiction media from journalistic outlets and read other texts related to media within a range of complexity appropriate for grades 9-12 that include possibilities for analysis of literary techniques, structure and style. By the end of this course, students interact with media products and texts proficiently and independently at the low end of the range and with scaffolding as needed at the high end of the range.

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

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

EXPECTATION / INDICATOR	MN2.1.	Analyze what a nonfiction media product says explicitly as well as inferences and interpretations drawn from the piece, including determining where the piece leaves matters uncertain by citing strong and thorough facts from observations, quotations, and specific details.
EXPECTATION / INDICATOR	MN.2.2.	Analyze the development of similar central ideas across two or more media products and determine how specific details shape and refine the central idea.
EXPECTATION / INDICATOR	MN.2.3.	Analyze a complex set of ideas or sequence of events and explain how specific ideas, facts, events, or individuals develop throughout the product.

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

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

EXPECTATION / INDICATOR	MN.3.3.	Determine perspective or purpose in a piece of media in which the rhetoric is particularly effective. Analyze how style and content contribute to the power and persuasiveness of the media product (e.g.appeals to both friendly and hostile audiences and anticipates and addresses audience's concerns and counterclaims).
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STANDARD / STRAND**Digital Media: Grades 9-12**

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

EXPECTATION / INDICATOR	MV.1.	Acquire and accurately use academic and content-specific words and phrases at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression, including those standard to the media industry.
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STANDARD / STRAND**Digital Media: Grades 9-12**

PROFICIENCY STATEMENT / SUBSTRAND		Digital Media:Vocabulary
INDICATOR / STANDARD		Vocabulary Building

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

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

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

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

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

INDICATOR SMED.4.1.1. Writing (Inverted pyramid, narrative, in-depth, personality profile, opinion, etc.) • uses effective display text (headline, title, summary deck, combination, • uses a variety of creative leads, • contains adequate information from credible sources and cites sources of information correctly,• narrates events accurately including their significance to the audience, • includes appropriate quotations and proper attribution,• describes specific incidents, and actions, with sufficient detail,• follows standard journalistic language and format conventions, and• uses vocabulary and language that is appropriate for the subject, journalistic style, different purposes, and a variety of audiences.

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.),

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.	Write informative compositions on a variety of topics that:

EXPECTATION / INDICATOR 9-10.W.2.a. Introduce a topic and organize complex ideas, concepts, and information to make important connections and distinctions.

EXPECTATION / INDICATOR 9-10.W.2.b. Develop the topic utilizing credible sources with relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

EXPECTATION / INDICATOR 9-10.W.2.e. Establish and maintain a style appropriate for the purpose and audience.

STANDARD / STRAND

Grades 9-10 English/Language Arts

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

EXPECTATION / INDICATOR 9-10.W.4.a. Plan and develop, draft, and revise writing using appropriate reference materials. Rewrite, try a new approach, focusing on addressing what is most significant for a specific purpose and audience, and edit to produce and strengthen writing that is clear and coherent.

EXPECTATION / INDICATOR 9-10.W.4.b. Use technology to generate, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically (e.g., use of publishing programs, integration of multimedia).

EXPECTATION / INDICATOR 9-10.W.4.c. Utilize a standard style guide framework for in-text documentation, formatting, and works cited in order to properly credit sources in all writing types, utilizing multiple sources when appropriate.

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

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

EXPECTATION / INDICATOR 9-10.W.5.b. Gather relevant information from multiple authoritative sources, using advanced searches effectively, and annotate sources.

EXPECTATION / INDICATOR 9-10.W.5.c. Assess the usefulness of each source in answering the research question.

EXPECTATION / INDICATOR 9-10.W.5.d. Synthesize and integrate information into the text selectively to maintain the flow of ideas.

EXPECTATION / INDICATOR 9-10.W.5.e. Avoid plagiarism and over reliance on any one source and follow a standard format (e.g., MLA, APA) for citation.

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).
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EXPECTATION / INDICATOR	JL.2.4.	Students are expected to build upon and continue applying concepts learned previously. (Grade of mastery: 2)
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STANDARD / STRAND **Journalism: Grades 9-12**

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

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

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

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

PROFICIENCY STATEMENT / SUBSTRAND		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.
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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.
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STANDARD / STRAND **Journalism: Grades 9-12**

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

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

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

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

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

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

PROFICIENCY STATEMENT / SUBSTRAND		Writing
INDICATOR / STANDARD		Learning Outcome

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

PROFICIENCY STATEMENT / SUBSTRAND		Writing
INDICATOR / STANDARD		Handwriting

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

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

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

PROFICIENCY STATEMENT / SUBSTRAND		Writing
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INDICATOR / STANDARD		Writing Genres: Editorial, News, and Feature
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EXPECTATION / INDICATOR	JW.3.1.	Write editorials/commentaries that —
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INDICATOR		Use effective transitions as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. Establish and maintain a consistent style and tone appropriate to purpose and audience.
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STANDARD / STRAND **Journalism: Grades 9-12**

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

PROFICIENCY STATEMENT / SUBSTRAND		Writing
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INDICATOR / STANDARD		Writing Genres: Editorial, News, and Feature
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EXPECTATION / INDICATOR	JW.3.3.	Write features that --
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INDICATOR		Use a variety of creative leads. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing sources.
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INDICATOR		Contain adequate information from a variety of credible sources.
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INDICATOR		Establish and maintain a feature style appropriate to the purpose and audience. (e.g. AP Style)
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STANDARD / STRAND **Journalism: Grades 9-12**

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

PROFICIENCY STATEMENT / SUBSTRAND		Writing
INDICATOR / STANDARD		The Writing Process

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

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

EXPECTATION / INDICATOR	JW.5.3.	Conduct short as well as more sustained research assignments and tasks to build knowledge about the research process and the topic under study.
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INDICATOR		Gather relevant information from multiple types of authoritative sources, using advanced searches effectively, and annotate sources.
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INDICATOR		Assess the strengths and limitations of each source in terms of the task, purpose, and audience.
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INDICATOR		Synthesize and integrate information into the text selectively to maintain the flow of ideas.
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INDICATOR		Avoid plagiarism and overreliance on any one source and follow a standard format (e.g., AP Style) for citation.
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STANDARD / STRAND **Journalism: Grades 9-12**

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

EXPECTATION / INDICATOR	JW.5.4.	Ask clear interview questions to guide a balanced and unbiased information-gathering process that include
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INDICATOR		Double-checking information before writing the story
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STANDARD / STRAND **Journalism: Grades 9-12**

PROFICIENCY STATEMENT / SUBSTRAND		Writing
INDICATOR / STANDARD		Conventions of Standard English: Grammar and Usage/Capitalization, Punctuation, and Spelling
EXPECTATION / INDICATOR	JW.6.1.	Demonstrate command of English grammar and usage, focusing on:
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.3.2. 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.
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STANDARD / STRAND **Digital Media: Grades 9-12**

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

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

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

EXPECTATION / INDICATOR	MW.5.3.	Conduct short as well as more sustained research assignments and tasks to build knowledge about the research process and the topic under study:
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INDICATOR	MW.5.3.2.	Gather relevant information from multiple types of authoritative sources, using advanced searches effectively, and annotate sources,
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INDICATOR	MW.5.3.3.	Assess the strengths and limitations of each source in terms of the task, purpose, and audience,
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INDICATOR	MW.5.3.5.	Avoid plagiarism and overreliance on any one source and follow a standard format (e.g., AP Style) for citation.
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STANDARD / STRAND **Digital Media: Grades 9-12**

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.
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INDICATOR	MW.5.4.1.	Researching background information,
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INDICATOR	MW.5.4.5	Double-checking information before writing the story, and
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STANDARD / STRAND **Digital Media: Grades 9-12**

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

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

EXPECTATION / INDICATOR	MW.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling focusing on:
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INDICATOR	MW.6.2.A	Capitalization—Students are expected to build upon and continue applying conventions learned previously. Grade of Mastery: 5 Applying correct usage of capitalization in writing.
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INDICATOR	MW.6.2.B	Punctuation –Students are expected to build upon and continue applying conventions learned previously. Grade of Mastery: 10 Using a semicolon and a conjunctive adverb to link two or more closely related independent clauses.
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INDICATOR	MW.6.2.C	Spelling –Students are expected to build upon and continue applying conventions learned previously. Grade of Mastery: 5 Applying correct spelling patterns and generalizations in writing.
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STANDARD / STRAND **Digital Media: Grades 9-12**

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

EXPECTATION / INDICATOR	MSL.3.1.	Integrate multiple sources of information presented in multiple formats (e.g., graphics, photos, illustrations, public records, audio, video) in order to make informed decisions, solve problems, or create evaluating the credibility, accuracy, and feasibility noting any discrepancies among the information.
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STANDARD / STRAND **Digital Media: Grades 9-12**

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

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

PROFICIENCY STATEMENT / SUBSTRAND		Standard 3: Media Content Development Process - Students discuss ideas for coverage with others. They develop coherent and focused content ideas that demonstrate well-researched information that is appropriate for their audience.
INDICATOR / STANDARD		Gather Information
EXPECTATION / INDICATOR	SMED.3. 4.	Identify and evaluate credible, relevant print and non-print information sources that include the following:
INDICATOR	SMED.3. 4.2.	observations and on-the-scene reports,
INDICATOR	SMED.3. 4.4.	records,
INDICATOR	SMED.3. 4.6.	reference works,
INDICATOR	SMED.3. 4.7.	database information, and

STANDARD / STRAND

Student Media: 9-12

PROFICIENCY STATEMENT / SUBSTRAND		Standard 3: Media Content Development Process - Students discuss ideas for coverage with others. They develop coherent and focused content ideas that demonstrate well-researched information that is appropriate for their audience.
INDICATOR / STANDARD		Internet sources.
EXPECTATION / INDICATOR	SMED.3. 6.	Follow ethical standards related to information gathering that include the appropriate citing of sources to avoid charges of plagiarism or copyright violation.

STANDARD / STRAND

Student Media: 9-12

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

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 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.
INDICATOR 10.W.1.e.

STANDARD / STRAND Grades 9-10 English/Language Arts

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

EXPECTATION / 9- Introduce a topic and organize complex ideas, concepts, and information to make important connections and
INDICATOR 10.W.2.a. distinctions.

EXPECTATION / 9- Develop the topic utilizing credible sources with relevant, and sufficient facts, extended definitions, concrete details,
INDICATOR 10.W.2.b. 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.

EXPECTATION / 9- Provide a concluding statement or section that follows and supports the information or explanation presented (e.g.,
INDICATOR 10.W.2.f. 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 / 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 / INDICATOR	9-10.W.4.b.	Use technology to generate, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically (e.g., use of publishing programs, integration of multimedia).
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EXPECTATION / INDICATOR	9-10.W.4.c.	Utilize a standard style guide framework for in-text documentation, formatting, and works cited in order to properly credit sources in all writing types, utilizing multiple sources when appropriate.
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STANDARD / STRAND **Grades 9-10 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar 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.
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EXPECTATION / INDICATOR	9-10.W.5.e.	Avoid plagiarism and over reliance on any one source and follow a standard format (e.g., MLA, APA) for citation.
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Grade 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.
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STANDARD / STRAND **Journalism: Grades 9-12**

PROFICIENCY STATEMENT / SUBSTRAND		Writing
INDICATOR / STANDARD		Handwriting

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

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

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

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

INDICATOR

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

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

PROFICIENCY STATEMENT / SUBSTRAND		Writing
INDICATOR / STANDARD		The Writing Process

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

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

EXPECTATION / INDICATOR	JW.5.3.	Conduct short as well as more sustained research assignments and tasks to build knowledge about the research process and the topic under study.
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INDICATOR		Gather relevant information from multiple types of authoritative sources, using advanced searches effectively, and annotate sources.
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INDICATOR		Avoid plagiarism and overreliance on any one source and follow a standard format (e.g., AP Style) for citation.
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STANDARD / STRAND **Journalism: Grades 9-12**

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

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

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

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

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

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

PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Writing
INDICATOR / STANDARD		Learning Outcome
EXPECTATION / INDICATOR	MW.1.	Write routinely over a variety of time frames for a range of tasks, purposes, and audiences; apply reading standards to support analysis, reflection, and research by drawing evidence from a variety of texts and media products.

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

PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Writing
INDICATOR / STANDARD		Writing Genres: Editorial, News, Feature, and Narrative
EXPECTATION / INDICATOR	MW.3.2.	Write or produce informative products on a variety of topics that:
INDICATOR	MW.3.2.1.	Introduce a topic using a variety of lead-ins; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting(e.g., headings), graphics (e.g.,figures,tables),and multimedia when useful to aiding comprehension,

INDICATOR	MW.3.2.2.	Utilize credible sources, develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic,
INDICATOR	MW.3.2.3.	Use appropriate and varied transitions and syntax to link the major sections of the piece, create cohesion, and clarify the relationships among complex ideas and concepts,
INDICATOR	MW.3.2.4.	Choose language, content-specific vocabulary, and techniques to manage the complexity of the topic, recognizing and eliminating wordiness and redundancy,
INDICATOR	MW.3.2.5.	Establish and maintain an informative style appropriate to the purpose and audience, and
INDICATOR	MW.3.2.6.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

STANDARD / STRAND

Digital Media: Grades 9-12

PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Writing
INDICATOR / STANDARD		The Writing Process
EXPECTATION / INDICATOR	MW.4.1.	Apply the writing process to all formal writing and media product development, including but not limited to argumentative, informative, and narrative.
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
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INDICATOR / STANDARD		The Research Process: Finding, Assessing, Synthesizing, and Reporting Information
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EXPECTATION / INDICATOR	MW.5.3.	Conduct short as well as more sustained research assignments and tasks to build knowledge about the research process and the topic under study:
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INDICATOR	MW.5.3.2.	Gather relevant information from multiple types of authoritative sources, using advanced searches effectively, and annotate sources,
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INDICATOR	MW.5.3.5.	Avoid plagiarism and overreliance on any one source and follow a standard format (e.g., AP Style) for citation.
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STANDARD / STRAND **Digital Media: Grades 9-12**

PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Writing
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INDICATOR / STANDARD		Conventions of Standard English: Grammar and Usage / Capitalization, Punctuation, and Spelling
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EXPECTATION / INDICATOR	MW.6.1.	Demonstrate command of English grammar and usage, focusing on:
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INDICATOR	MW.6.1.B	Verbs - Students are expected to build upon and continue applying conventions learned previously. Grade of Mastery: 10 Forming and using verbs in the indicative, imperative, interrogative, conditional and subjunctive moods.
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INDICATOR	MW.6.1.C	Adjectives and Adverbs – Students are expected to build upon and continue applying conventions learned previously. Grade of Mastery: 4 Writing sentences using relative adverbs (e.g., where, when) and explaining their functions in a sentence.
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STANDARD / STRAND **Digital Media: Grades 9-12**

PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Writing
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INDICATOR / STANDARD		Conventions of Standard English: Grammar and Usage / Capitalization, Punctuation, and Spelling
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EXPECTATION / INDICATOR	MW.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling focusing on:
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INDICATOR	MW.6.2.A	Capitalization–Students are expected to build upon and continue applying conventions learned previously. Grade of Mastery: 5 Applying correct usage of capitalization in writing.
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INDICATOR	MW.6.2.B	Punctuation –Students are expected to build upon and continue applying conventions learned previously. Grade of Mastery: 10 Using a semicolon and a conjunctive adverb to link two or more closely related independent clauses.
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INDICATOR	MW.6.2.C	Spelling –Students are expected to build upon and continue applying conventions learned previously. Grade of Mastery: 5 Applying correct spelling patterns and generalizations in writing.
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STANDARD / STRAND **Digital Media: Grades 9-12**

PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Media Literacy
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INDICATOR / STANDARD		Learning Outcome
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EXPECTATION / INDICATOR	ML.1.	Critically analyze content found in media used to inform, persuade, entertain, and transmit culture.
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UNIT 7: INVENTIVE WRITING Week 14 Page 151-156

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

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

EXPECTATION / INDICATOR	9-10.W.2.e.	Establish and maintain a style appropriate for the purpose and audience.
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STANDARD / STRAND**Grades 9-10 English/Language Arts**

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

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

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes; compositions will include correct use of standard formatting (e.g., MLA, APA) with correctly cited sources.
INDICATOR / STANDARD	9-10.W.4.	Apply the writing process to all formal writing including but not limited to argumentative, informative, and narrative:
EXPECTATION / INDICATOR	9-10.W.4.a.	Plan and develop, draft, and revise writing using appropriate reference materials. Rewrite, try a new approach, focusing on addressing what is most significant for a specific purpose and audience, and edit to produce and strengthen writing that is clear and coherent.
EXPECTATION / INDICATOR	9-10.W.4.b.	Use technology to generate, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically (e.g., use of publishing programs, integration of multimedia).

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

STANDARD / STRAND Journalism: Grades 9-12

PROFICIENCY STATEMENT / SUBSTRAND		Journalism: Vocabulary
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INDICATOR / STANDARD		Vocabulary Building
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EXPECTATION / INDICATOR JV.2.2. Students are expected to build upon and continue applying concepts learned previously. (Grade of Mastery: 7)

STANDARD / STRAND Journalism: Grades 9-12

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

STANDARD / STRAND Journalism: Grades 9-12

PROFICIENCY STATEMENT / SUBSTRAND		Writing
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INDICATOR / STANDARD		Handwriting
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EXPECTATION / INDICATOR JW.2. Students are expected to build upon and continue applying concepts learned previously. (Grade of Mastery: 4)

STANDARD / STRAND Journalism: Grades 9-12

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

STANDARD / STRAND Journalism: Grades 9-12

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

INDICATOR JW.6.1.E. Usage— Students are expected to build upon and continue applying conventions learned previously. (Grade of Mastery: 10)

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

PROFICIENCY STATEMENT / SUBSTRAND		Writing
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INDICATOR / STANDARD		Conventions of Standard English: Grammar and Usage/Capitalization, Punctuation, and Spelling
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EXPECTATION / INDICATOR	JW.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling focusing on:
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INDICATOR JW.6.2.A. Capitalization—Students are expected to build upon and continue applying conventions learned previously. (Grade of Mastery: 5)

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
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INDICATOR / STANDARD		Key Ideas and Textual Support
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EXPECTATION / INDICATOR MS.2.1. Analyze what a product says explicitly and implicitly as well as inferences and interpretations drawn from the media product through citing evidence determining where the product leaves matters uncertain.

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

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

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

PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Writing
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INDICATOR / STANDARD		Learning Outcome
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EXPECTATION / INDICATOR MW.1. Write routinely over a variety of time frames for a range of tasks, purposes, and audiences; apply reading standards to support analysis, reflection, and research by drawing evidence from a variety of texts and media products.

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

PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Writing
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INDICATOR / STANDARD		Writing Genres: Editorial, News, Feature, and Narrative
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EXPECTATION / INDICATOR	MW.3.3.	Write or produce narrative and feature-style media products in a variety of forms that:
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INDICATOR MW.3.3.1. Engage and orient the audience by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and including narration and/or sources or characters,

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
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INDICATOR / STANDARD		The Writing Process
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EXPECTATION / INDICATOR	MW.4.1.	Apply the writing process to all formal writing and media product development, including but not limited to argumentative, informative, and narrative.
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INDICATOR MW.4.1.1. 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
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INDICATOR / STANDARD		The Writing Process
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EXPECTATION / INDICATOR MW.4.3. Revise and edit to improve sentence variety and style and to enhance subtlety of meaning and tone in ways that are consistent with purpose, audience, and media format.

EXPECTATION / INDICATOR MW.4.4. Revise and edit to ensure effective, grammatically correct communication.

STANDARD / STRAND

Digital Media: Grades 9-12

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

STANDARD / STRAND

Digital Media: Grades 9-12

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

**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.
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INDICATOR / STANDARD	9-10.W.4.	Apply the writing process to all formal writing including but not limited to argumentative, informative, and narrative:
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EXPECTATION / INDICATOR	9-10.W.4.a.	Plan and develop, draft, and revise writing using appropriate reference materials. Rewrite, try a new approach, focusing on addressing what is most significant for a specific purpose and audience, and edit to produce and strengthen writing that is clear and coherent.
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EXPECTATION / INDICATOR	9-10.W.4.c.	Utilize a standard style guide framework for in-text documentation, formatting, and works cited in order to properly credit sources in all writing types, utilizing multiple sources when appropriate.
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STANDARD / STRAND **Grades 9-10 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes; compositions will include correct use of standard formatting (e.g., MLA, APA) with correctly cited sources.
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INDICATOR / STANDARD	9-10.W.5.	Conduct more sustained research assignments and tasks to build knowledge about the research process and the topic under study.
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EXPECTATION / INDICATOR	9-10.W.5.b.	Gather relevant information from multiple authoritative sources, using advanced searches effectively, and annotate sources.
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EXPECTATION / INDICATOR	9-10.W.5.d.	Synthesize and integrate information into the text selectively to maintain the flow of ideas.
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EXPECTATION / INDICATOR	9-10.W.5.e.	Avoid plagiarism and over reliance on any one source and follow a standard format (e.g., MLA, APA) for citation.
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Grade 10 - Adopted: 2020

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

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

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

EXPECTATION / INDICATOR	JL.3.1.	Analyze and evaluate how an author chooses to craft specific parts of a work of narrative nonfiction/historical fiction to contribute to its overall structure and meaning as well as its aesthetic impact.
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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 <i>Cold Blood</i> and actual accounts of The Clutter murders).
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STANDARD / STRAND **Journalism: Grades 9-12**

PROFICIENCY STATEMENT / SUBSTRAND		Journalism: Nonfiction
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.
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STANDARD / STRAND **Journalism: Grades 9-12**

PROFICIENCY STATEMENT / SUBSTRAND		Journalism: Nonfiction
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INDICATOR / STANDARD		Key Ideas and Textual Support
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EXPECTATION / INDICATOR	JN.2.1.	Cite strong and thorough facts from observation, quotations, and specific details that support analysis of what a piece of nonfiction says explicitly as well as inferences and interpretations drawn from the text, including determining where the text leaves matters uncertain.
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EXPECTATION / INDICATOR	JN.2.3.	Analyze a complex set of ideas or sequence of events and explain how specific sources, facts, or events interact and develop over the course of a text. (e.g. article, infographic, editorial cartoon, photo or illustration).
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STANDARD / STRAND **Journalism: Grades 9-12**

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

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

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

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

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

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

PROFICIENCY STATEMENT / SUBSTRAND		Writing
INDICATOR / STANDARD		Learning Outcome

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

PROFICIENCY STATEMENT / SUBSTRAND		Writing
INDICATOR / STANDARD		Handwriting

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

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

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

PROFICIENCY STATEMENT / SUBSTRAND		Writing
INDICATOR / STANDARD		Writing Genres: Editorial, News, and Feature
EXPECTATION / INDICATOR	JW.3.2.	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 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)
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INDICATOR	JW.6.1.C.	Adjectives and Adverbs — Students are expected to build upon and continue applying conventions learned previously. (Grade of Mastery: 4)
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INDICATOR	JW.6.1.D.	Phrases and Clauses — Students are expected to build upon and continue applying conventions learned previously. (Grade of Mastery: 7)
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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
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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.
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STANDARD / STRAND **Digital Media: Grades 9-12**

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

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

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

EXPECTATION / INDICATOR	MS.3.1.	Analyze and evaluate how a producer's choices concerning how to structure specific parts of a media product contribute to its overall meaning and effect.
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STANDARD / STRAND **Digital Media: Grades 9-12**

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

EXPECTATION / INDICATOR	MN.1.	Read a variety of nonfiction media from journalistic outlets and read other texts related to media within a range of complexity appropriate for grades 9-12 that include possibilities for analysis of literary techniques, structure and style. By the end of this course, students interact with media products and texts proficiently and independently at the low end of the range and with scaffolding as needed at the high end of the range.
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STANDARD / STRAND **Digital Media: Grades 9-12**

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

EXPECTATION / INDICATOR	MN2.1.	Analyze what a nonfiction media product says explicitly as well as inferences and interpretations drawn from the piece, including determining where the piece leaves matters uncertain by citing strong and thorough facts from observations, quotations, and specific details.
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EXPECTATION / INDICATOR	MN.2.3.	Analyze a complex set of ideas or sequence of events and explain how specific ideas, facts, events, or individuals develop throughout the product.
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	

EXPECTATION / INDICATOR	MW.6.1.	Demonstrate command of English grammar and usage, focusing on:
INDICATOR	MW.6.1.B	Verbs - Students are expected to build upon and continue applying conventions learned previously. Grade of Mastery: 10 Forming and using verbs in the indicative, imperative, interrogative, conditional and subjunctive moods.

INDICATOR	MW.6.1.C	Adjectives and Adverbs – Students are expected to build upon and continue applying conventions learned previously. Grade of Mastery: 4 Writing sentences using relative adverbs (e.g., where, when) and explaining their functions in a sentence.
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STANDARD / STRAND **Digital Media: Grades 9-12**

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

EXPECTATION / INDICATOR	MSL.3.1.	Integrate multiple sources of information presented in multiple formats (e.g., graphics, photos, illustrations, public records, audio, video) in order to make informed decisions, solve problems, or create evaluating the credibility, accuracy, and feasibility noting any discrepancies among the information.
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STANDARD / STRAND **Digital Media: Grades 9-12**

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

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

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

EXPECTATION / INDICATOR	SMED.5.1.2.	gathering information (interviewing, researching, observing, etc.),
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STANDARD / STRAND **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.
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INDICATOR / STANDARD	9-10.RC.1.	Analyze what a text says both explicitly and implicitly (e.g., inferences and interpretations) by citing strong and thorough textual evidence. (E)
INDICATOR / STANDARD	9-10.RC.4.	Analyze in detail the development of two or more central ideas over the course of a text, including how they build on one another to provide a complex analysis.
INDICATOR / STANDARD	9-10.RC.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.	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)
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STANDARD / STRAND

Grades 9-10 English/Language Arts

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes; compositions will include correct use of standard formatting (e.g., MLA, APA) with correctly cited sources.
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.
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EXPECTATION / INDICATOR	9-10.W.4.b.	Use technology to generate, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically (e.g., use of publishing programs, integration of multimedia).
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EXPECTATION / INDICATOR	9-10.W.4.c.	Utilize a standard style guide framework for in-text documentation, formatting, and works cited in order to properly credit sources in all writing types, utilizing multiple sources when appropriate.
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STANDARD / STRAND

Grades 9-10 English/Language Arts

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar 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.
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EXPECTATION / INDICATOR	9-10.W.5.b.	Gather relevant information from multiple authoritative sources, using advanced searches effectively, and annotate sources.
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EXPECTATION / INDICATOR	9-10.W.5.d.	Synthesize and integrate information into the text selectively to maintain the flow of ideas.
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EXPECTATION / INDICATOR	9-10.W.5.e.	Avoid plagiarism and over reliance on any one source and follow a standard format (e.g., MLA, APA) for citation.
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EXPECTATION / INDICATOR	9-10.W.5.f.	Present information, choosing from a variety of formats. (E)
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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 <i>The Immortal Life of Henrietta Lacks</i> , <i>The Jungle</i> , <i>Unbroken</i> , <i>The Devil in the White City</i> , <i>Into the Wild</i>).
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EXPECTATION / INDICATOR	JL.2.2.	Compare and contrast the development of similar themes or central ideas across two or more works of narrative nonfiction/historical fiction and analyze how the author uses specific details to shape and reveal themes. (e.g. excerpts from Historical fiction of Alexander Thom and Native American poetry, works of Ernie Pyle and Tim O'Brien).
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EXPECTATION / INDICATOR	JL.2.3.	Analyze the impact of the author's choices: How the author uses structure, imagery, and characterization of a story for dramatic effect. (e.g., <i>Mrs. Kelly's Monster</i>).
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EXPECTATION / INDICATOR	JL.2.4.	Students are expected to build upon and continue applying concepts learned previously. (Grade of mastery: 2)
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STANDARD / STRAND

Journalism: Grades 9-12

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

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

Journalism: Grades 9-12

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

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

Journalism: Grades 9-12

PROFICIENCY STATEMENT / SUBSTRAND		Journalism: Nonfiction
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.
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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.
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STANDARD / STRAND **Journalism: Grades 9-12**

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

EXPECTATION / INDICATOR	JW.3.1.	Write editorials/commentaries that —
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INDICATOR Use effective transitions as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. Establish and maintain a consistent style and tone appropriate to purpose and audience.

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

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

EXPECTATION / INDICATOR	JW.3.2.	Write news that —
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INDICATOR Develops the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, attributions, or other information and examples relevant to the audience’s knowledge of the topic.

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 --
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INDICATOR Provide an ending that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

INDICATOR Establish and maintain a feature style appropriate to the purpose and audience. (e.g. AP Style)

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

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

PROFICIENCY STATEMENT / SUBSTRAND		Writing
INDICATOR / STANDARD		The Writing Process

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

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

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

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

EXPECTATION / INDICATOR	JW.5.3.	Conduct short as well as more sustained research assignments and tasks to build knowledge about the research process and the topic under study.
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INDICATOR		Formulate an inquiry question, and refine and narrow the focus as research evolves.
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INDICATOR		Gather relevant information from multiple types of authoritative sources, using advanced searches effectively, and annotate sources.
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INDICATOR		Synthesize and integrate information into the text selectively to maintain the flow of ideas.
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INDICATOR		Avoid plagiarism and overreliance on any one source and follow a standard format (e.g., AP Style) for citation.
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**STANDARD /
STRAND**

Journalism: Grades 9-12

PROFICIENCY STATEMENT / SUBSTRAND		Writing
INDICATOR / STANDARD		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		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.3.2. 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.
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STANDARD / STRAND **Digital Media: Grades 9-12**

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

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

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

EXPECTATION / INDICATOR	MW.5.3.	Conduct short as well as more sustained research assignments and tasks to build knowledge about the research process and the topic under study:
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INDICATOR	MW.5.3.1.	Formulate an inquiry question, and refine and narrow the focus as research evolves,
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INDICATOR	MW.5.3.2.	Gather relevant information from multiple types of authoritative sources, using advanced searches effectively, and annotate sources,
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INDICATOR	MW.5.3.4.	Synthesize and integrate information into the text selectively to maintain the flow of ideas.
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INDICATOR	MW.5.3.5.	Avoid plagiarism and overreliance on any one source and follow a standard format (e.g., AP Style) for citation.
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INDICATOR	MW.5.3.6.	Present information, choosing from a variety of formats.
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STANDARD / STRAND **Digital Media: Grades 9-12**

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

EXPECTATION / INDICATOR	MW.5.4.	Ask clear interview questions to guide a balanced and unbiased information-gathering process that include: Researching background information, Formulating questions that elicit valuable information, Observing and recording details during the interview, Effectively concluding the interview, Double-checking information before writing the story, and Keeping dated notes or interview records on file.
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INDICATOR	MW.5.4.1.	Researching background information,
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INDICATOR	MW.5.4.2.	Formulating questions that elicit valuable information,
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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.

STANDARD / STRAND

Student Media: 9-12

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

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

STANDARD / STRAND

Student Media: 9-12

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

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

INDICATOR SMED.4.1.1. Writing (Inverted pyramid, narrative, in-depth, personality profile, opinion, etc.) • uses effective display text (headline, title, summary deck, combination, • uses a variety of creative leads, • contains adequate information from credible sources and cites sources of information correctly, • narrates events accurately including their significance to the audience, • includes appropriate quotations and proper attribution, • describes specific incidents, and actions, with sufficient detail, • follows standard journalistic language and format conventions, and • uses vocabulary and language that is appropriate for the subject, journalistic style, different purposes, and a variety of audiences.

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.),

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.
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INDICATOR / STANDARD 9-10.RC.1. Analyze what a text says both explicitly and implicitly (e.g., inferences and interpretations) by citing strong and thorough textual evidence. (E)

INDICATOR / STANDARD 9-10.RC.4. Analyze in detail the development of two or more central ideas over the course of a text, including how they build on one another to provide a complex analysis.

INDICATOR / STANDARD	9-10.RC.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 / 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.
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STANDARD / STRAND

Grades 9-10 English/Language Arts

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes; compositions will include correct use of standard formatting (e.g., MLA, APA) with correctly cited sources.
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.
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EXPECTATION / INDICATOR	9-10.W.4.b.	Use technology to generate, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically (e.g., use of publishing programs, integration of multimedia).
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EXPECTATION / INDICATOR	9-10.W.4.c.	Utilize a standard style guide framework for in-text documentation, formatting, and works cited in order to properly credit sources in all writing types, utilizing multiple sources when appropriate.
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STANDARD / STRAND

Grades 9-10 English/Language Arts

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar 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.
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EXPECTATION / INDICATOR	9-10.W.5.b.	Gather relevant information from multiple authoritative sources, using advanced searches effectively, and annotate sources.
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EXPECTATION / INDICATOR	9-10.W.5.c.	Assess the usefulness of each source in answering the research question.
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EXPECTATION / INDICATOR	9-10.W.5.d.	Synthesize and integrate information into the text selectively to maintain the flow of ideas.
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EXPECTATION / INDICATOR	9-10.W.5.e.	Avoid plagiarism and over reliance on any one source and follow a standard format (e.g., MLA, APA) for citation.
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EXPECTATION / INDICATOR	9-10.W.5.f.	Present information, choosing from a variety of formats. (E)
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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.
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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.
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EXPECTATION / INDICATOR	JN.2.2.	Compare and contrast the development of similar themes or central ideas across two or more works of nonfiction and analyze how the author uses specific details to shape and reveal themes.
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EXPECTATION / INDICATOR	JN.2.3.	Analyze a complex set of ideas or sequence of events and explain how specific sources, facts, or events interact and develop over the course of a text. (e.g. article, infographic, editorial cartoon, photo or illustration).
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STANDARD / STRAND **Journalism: Grades 9-12**

PROFICIENCY STATEMENT / SUBSTRAND		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)
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EXPECTATION / INDICATOR	JN.3.2.	Analyze and evaluate the effectiveness of the structure an author uses in his or her lead or claim including whether the structure makes points clear, convincing, and engaging.
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STANDARD / STRAND **Journalism: Grades 9-12**

PROFICIENCY STATEMENT / SUBSTRAND		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.
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STANDARD / STRAND **Journalism: Grades 9-12**

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

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

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

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

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

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

PROFICIENCY STATEMENT / SUBSTRAND		Writing
INDICATOR / STANDARD		Learning Outcome

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

PROFICIENCY STATEMENT / SUBSTRAND		Writing
INDICATOR / STANDARD		Handwriting

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

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

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

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

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

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

PROFICIENCY STATEMENT / SUBSTRAND		Writing
INDICATOR / STANDARD		The Writing Process

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

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

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

PROFICIENCY STATEMENT / SUBSTRAND		Writing
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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 / 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.
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EXPECTATION / INDICATOR	MN.2.2.	Analyze the development of similar central ideas across two or more media products and determine how specific details shape and refine the central idea.
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EXPECTATION / INDICATOR	MN.2.3.	Analyze a complex set of ideas or sequence of events and explain how specific ideas, facts, events, or individuals develop throughout the product.
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STANDARD / STRAND **Digital Media: Grades 9-12**

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

EXPECTATION / INDICATOR	MN.3.2.	Determine perspective or purpose in a piece of media in which the rhetoric is particularly effective. Analyze how style and content contribute to the power and persuasiveness of the media product (e.g. appeals to both friendly and hostile audiences and anticipates and addresses audience's concerns and counterclaims).
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STANDARD / STRAND **Digital Media: Grades 9-12**

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

EXPECTATION / INDICATOR	MV.1.	Acquire and accurately use academic and content-specific words and phrases at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression, including those standard to the media industry.
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STANDARD / STRAND **Digital Media: Grades 9-12**

PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Vocabulary
INDICATOR / STANDARD		Vocabulary Building

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

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

PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Writing
INDICATOR / STANDARD		The Writing Process
EXPECTATION / INDICATOR	MW.4.1.	Apply the writing process to all formal writing and media product development, including but not limited to argumentative, informative, and narrative.
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
INDICATOR / STANDARD		Conventions of Standard English: Grammar and Usage / Capitalization, Punctuation, and Spelling
EXPECTATION / INDICATOR	MW.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling focusing on:

INDICATOR	MW.6.2.A	Capitalization—Students are expected to build upon and continue applying conventions learned previously. Grade of Mastery: 5 Applying correct usage of capitalization in writing.
INDICATOR	MW.6.2.B	Punctuation—Students are expected to build upon and continue applying conventions learned previously. Grade of Mastery: 10 Using a semicolon and a conjunctive adverb to link two or more closely related independent clauses.
INDICATOR	MW.6.2.C	Spelling—Students are expected to build upon and continue applying conventions learned previously. Grade of Mastery: 5 Applying correct spelling patterns and generalizations in writing.

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

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

EXPECTATION / INDICATOR MSL.3.1. Integrate multiple sources of information presented in multiple formats (e.g., graphics, photos, illustrations, public records, audio, video) in order to make informed decisions, solve problems, or create evaluating the credibility, accuracy, and feasibility noting any discrepancies among the information.

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

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

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

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

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

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

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

PROFICIENCY STATEMENT / SUBSTRAND		Standard 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.
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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.
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STANDARD / STRAND **Student Media: 9-12**

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

EXPECTATION / INDICATOR	SMED.4. 1.	Choose the appropriate method and medium to deliver information (verbal, visual, multimedia). Various types of media include the following:
INDICATOR	SMED.4. 1.1.	Writing (Inverted pyramid, narrative, in-depth, personality profile, opinion, etc.) • uses effective display text (headline, title, summary deck, combination, • uses a variety of creative leads, • contains adequate information from credible sources and cites sources of information correctly,• narrates events accurately including their significance to the audience, • includes appropriate quotations and proper attribution,• describes specific incidents, and actions, with sufficient detail,• follows standard journalistic language and format conventions, and• uses vocabulary and language that is appropriate for the subject, journalistic style, different purposes, and a variety of audiences.

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

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

EXPECTATION / INDICATOR	SMED.5. 1.2.	gathering information (interviewing, researching, observing, etc.),
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Indiana Academic Standards
Language Arts
 Grade 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 / 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 / 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 / STANDARD		Synthesis and Connection of Ideas

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

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

PROFICIENCY STATEMENT / SUBSTRAND		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)
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EXPECTATION / INDICATOR	JN.3.2.	Analyze and evaluate the effectiveness of the structure an author uses in his or her lead or claim including whether the structure makes points clear, convincing, and engaging.
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STANDARD / STRAND **Journalism: Grades 9-12**

PROFICIENCY STATEMENT / SUBSTRAND		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.
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STANDARD / STRAND

Journalism: Grades 9-12

PROFICIENCY STATEMENT / SUBSTRAND		Writing
INDICATOR / STANDARD		Handwriting

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

Journalism: Grades 9-12

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

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

Journalism: Grades 9-12

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

EXPECTATION / INDICATOR	JW.3.1.	Write editorials/commentaries that —
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INDICATOR Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.

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

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

INDICATOR Provide a concluding statement or section that follows from and supports the argument presented.

STANDARD / STRAND

Journalism: Grades 9-12

PROFICIENCY STATEMENT / SUBSTRAND		Writing
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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.
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EXPECTATION / INDICATOR	JW.4.5.	Follow ethical standards related to information gathering that include the appropriate citing of sources and the importance of avoiding plagiarism.
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STANDARD / STRAND **Journalism: Grades 9-12**

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

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

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

EXPECTATION / INDICATOR	JW.5.3.	Conduct short as well as more sustained research assignments and tasks to build knowledge about the research process and the topic under study.
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INDICATOR		Formulate an inquiry question, and refine and narrow the focus as research evolves.
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INDICATOR		Gather relevant information from multiple types of authoritative sources, using advanced searches effectively, and annotate sources.
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INDICATOR		Assess the strengths and limitations of each source in terms of the task, purpose, and audience.
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INDICATOR		Synthesize and integrate information into the text selectively to maintain the flow of ideas.
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INDICATOR		Avoid plagiarism and overreliance on any one source and follow a standard format (e.g., AP Style) for citation.
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STANDARD / STRAND **Journalism: Grades 9-12**

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

EXPECTATION / INDICATOR	JW.5.4.	Ask clear interview questions to guide a balanced and unbiased information-gathering process that include
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INDICATOR		Double-checking information before writing the story
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STANDARD / STRAND **Journalism: Grades 9-12**

PROFICIENCY STATEMENT / SUBSTRAND		Writing
INDICATOR / STANDARD		Conventions of Standard English: Grammar and Usage/Capitalization, Punctuation, and Spelling
EXPECTATION / INDICATOR	JW.6.1.	Demonstrate command of English grammar and usage, focusing on:
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
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INDICATOR / STANDARD		Media Literacy
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EXPECTATION / INDICATOR	JML.2.6.	Analyze and evaluate the essential features of journalistic writing in a variety of news sources for: brevity and clarity content, topics or themes appropriate for the audience
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INDICATOR structural elements and organization

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

PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Nonfiction
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INDICATOR / STANDARD		Learning Outcome
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EXPECTATION / INDICATOR MN.1. Read a variety of nonfiction media from journalistic outlets and read other texts related to media within a range of complexity appropriate for grades 9-12 that include possibilities for analysis of literary techniques, structure and style. By the end of this course, students interact with media products and texts proficiently and independently at the low end of the range and with scaffolding as needed at the high end of the range.

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

PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Nonfiction
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INDICATOR / STANDARD		Key Ideas and Textual Support
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EXPECTATION / INDICATOR MN2.1. Analyze what a nonfiction media product says explicitly as well as inferences and interpretations drawn from the piece, including determining where the piece leaves matters uncertain by citing strong and thorough facts from observations, quotations, and specific details.

EXPECTATION / INDICATOR MN2.2. Analyze the development of similar central ideas across two or more media products and determine how specific details shape and refine the central idea.

EXPECTATION / INDICATOR MN2.3. Analyze a complex set of ideas or sequence of events and explain how specific ideas, facts, events, or individuals develop throughout the product.

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

PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Nonfiction
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INDICATOR / STANDARD		Structural Elements and Organization
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EXPECTATION / INDICATOR MN3.3. Determine perspective or purpose in a piece of media in which the rhetoric is particularly effective. Analyze how style and content contribute to the power and persuasiveness of the media product (e.g. appeals to both friendly and hostile audiences and anticipates and addresses audience's concerns and counterclaims).

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

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

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

STANDARD / STRAND

Digital Media: Grades 9-12

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

EXPECTATION / INDICATOR MSL.3.1. Integrate multiple sources of information presented in multiple formats (e.g., graphics, photos, illustrations, public records, audio, video) in order to make informed decisions, solve problems, or create evaluating the credibility, accuracy, and feasibility noting any discrepancies among the information.

STANDARD / STRAND

Digital Media: Grades 9-12

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

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

STANDARD / STRAND

Student Media: 9-12

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

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

STANDARD / STRAND

Student Media: 9-12

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

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

STANDARD / STRAND

Student Media: 9-12

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

EXPECTATION / INDICATOR	SMED.3. 6.	Follow ethical standards related to information gathering that include the appropriate citing of sources to avoid charges of plagiarism or copyright violation.
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STANDARD / STRAND

Student Media: 9-12

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

EXPECTATION / INDICATOR	SMED.4. 1.	Choose the appropriate method and medium to deliver information (verbal, visual, multimedia). Various types of media include the following:
INDICATOR	SMED.4. 1.1.	Writing (Inverted pyramid, narrative, in-depth, personality profile, opinion, etc.) • uses effective display text (headline, title, summary deck, combination, • uses a variety of creative leads, • contains adequate information from credible sources and cites sources of information correctly,• narrates events accurately including their significance to the audience, • includes appropriate quotations and proper attribution,• describes specific incidents, and actions, with sufficient detail,• follows standard journalistic language and format conventions, and• uses vocabulary and language that is appropriate for the subject, journalistic style, different purposes, and a variety of audiences.

STANDARD / STRAND

Student Media: 9-12

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

EXPECTATION / INDICATOR	SMED.5. 1.2.	gathering information (interviewing, researching, observing, etc.),
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Indiana Academic Standards
Language Arts
 Grade 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 / 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 / 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 <i>The Immortal Life of Henrietta Lacks</i> , <i>The Jungle</i> , <i>Unbroken</i> , <i>The Devil in the White City</i> , <i>Into the Wild</i>).
EXPECTATION / INDICATOR	JL.2.2.	Compare and contrast the development of similar themes or central ideas across two or more works of narrative nonfiction/historical fiction and analyze how the author uses specific details to shape and reveal themes. (e.g. excerpts from Historical fiction of Alexander Thom and Native American poetry, works of Ernie Pyle and Tim O'Brien).
EXPECTATION / INDICATOR	JL.2.3.	Analyze the impact of the author's choices: How the author uses structure, imagery, and characterization of a story for dramatic effect. (e.g., <i>Mrs. Kelly's Monster</i>).
EXPECTATION / INDICATOR	JL.2.4.	Students are expected to build upon and continue applying concepts learned previously. (Grade of mastery: 2)

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

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

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

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

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

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

PROFICIENCY STATEMENT / SUBSTRAND		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)
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EXPECTATION / INDICATOR	JN.3.2.	Analyze and evaluate the effectiveness of the structure an author uses in his or her lead or claim including whether the structure makes points clear, convincing, and engaging.
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STANDARD / STRAND **Journalism: Grades 9-12**

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

STANDARD / STRAND Journalism: Grades 9-12

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

STANDARD / STRAND Journalism: Grades 9-12

PROFICIENCY STATEMENT / SUBSTRAND		Journalism: Vocabulary
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INDICATOR / STANDARD		Vocabulary Building
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EXPECTATION / INDICATOR JV.2.1. Use context to determine or clarify the meaning of words and phrases.

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

STANDARD / STRAND Journalism: Grades 9-12

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

STANDARD / STRAND Journalism: Grades 9-12

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

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

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

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

INDICATOR	Use a variety of creative leads. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing sources.
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INDICATOR	Contain adequate information from a variety of credible sources.
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INDICATOR	Provide an ending that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
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INDICATOR	Establish and maintain a feature style appropriate to the purpose and audience. (e.g. AP Style)
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STANDARD / STRAND **Journalism: Grades 9-12**

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

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

PROFICIENCY STATEMENT / SUBSTRAND		Writing
INDICATOR / STANDARD		The Writing Process

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

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

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

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

EXPECTATION / INDICATOR	JW.5.3.	Conduct short as well as more sustained research assignments and tasks to build knowledge about the research process and the topic under study.
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INDICATOR	Formulate an inquiry question, and refine and narrow the focus as research evolves.
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INDICATOR	Gather relevant information from multiple types of authoritative sources, using advanced searches effectively, and annotate sources.
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INDICATOR	Assess the strengths and limitations of each source in terms of the task, purpose, and audience.
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INDICATOR	Synthesize and integrate information into the text selectively to maintain the flow of ideas.
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INDICATOR	Avoid plagiarism and overreliance on any one source and follow a standard format (e.g., AP Style) for citation.
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STANDARD / STRAND **Journalism: Grades 9-12**

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

EXPECTATION / INDICATOR	JW.5.4.	Ask clear interview questions to guide a balanced and unbiased information-gathering process that include
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INDICATOR	Double-checking information before writing the story
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STANDARD / STRAND **Journalism: Grades 9-12**

PROFICIENCY STATEMENT / SUBSTRAND		Writing
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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
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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 MN2.2. Analyze the development of similar central ideas across two or more media products and determine how specific details shape and refine the central idea.

EXPECTATION / INDICATOR MN2.3. Analyze a complex set of ideas or sequence of events and explain how specific ideas, facts, events, or individuals develop throughout the product.

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

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

EXPECTATION / INDICATOR MN3.3. Determine perspective or purpose in a piece of media in which the rhetoric is particularly effective. Analyze how style and content contribute to the power and persuasiveness of the media product (e.g.appeals to both friendly and hostile audiences and anticipates and addresses audience's concerns and counterclaims).

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

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

EXPECTATION / INDICATOR	MV.1.	Acquire and accurately use academic and content-specific words and phrases at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression, including those standard to the media industry.
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STANDARD / STRAND **Digital Media: Grades 9-12**

PROFICIENCY STATEMENT / SUBSTRAND		Digital Media:Vocabulary
INDICATOR / STANDARD		Vocabulary Building

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

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

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

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

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

PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Writing
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:
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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,
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INDICATOR	MW.3.1.2.	Use rhetorical strategies to enhance the effectiveness of the claim,
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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:
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
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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
INDICATOR / STANDARD		Conventions of Standard English: Grammar and Usage / Capitalization, Punctuation, and Spelling

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

STANDARD / STRAND

Digital Media: Grades 9-12

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

EXPECTATION / INDICATOR MSL.3.1. Integrate multiple sources of information presented in multiple formats (e.g., graphics, photos, illustrations, public records, audio, video) in order to make informed decisions, solve problems, or create evaluating the credibility, accuracy, and feasibility noting any discrepancies among the information.

STANDARD / STRAND

Digital Media: Grades 9-12

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

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

STANDARD / STRAND

Student Media: 9-12

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

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

STANDARD / STRAND

Student Media: 9-12

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

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

STANDARD / STRAND

Student Media: 9-12

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

EXPECTATION / INDICATOR	SMED.3. 6.	Follow ethical standards related to information gathering that include the appropriate citing of sources to avoid charges of plagiarism or copyright violation.
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STANDARD / STRAND

Student Media: 9-12

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

EXPECTATION / INDICATOR	SMED.4. 1.	Choose the appropriate method and medium to deliver information (verbal, visual, multimedia). Various types of media include the following:
INDICATOR	SMED.4. 1.1.	Writing (Inverted pyramid, narrative, in-depth, personality profile, opinion, etc.) • uses effective display text (headline, title, summary deck, combination, • uses a variety of creative leads, • contains adequate information from credible sources and cites sources of information correctly,• narrates events accurately including their significance to the audience, • includes appropriate quotations and proper attribution,• describes specific incidents, and actions, with sufficient detail,• follows standard journalistic language and format conventions, and• uses vocabulary and language that is appropriate for the subject, journalistic style, different purposes, and a variety of audiences.

STANDARD / STRAND

Student Media: 9-12

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

EXPECTATION / INDICATOR	SMED.5. 1.2.	gathering information (interviewing, researching, observing, etc.),
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Indiana Academic Standards
Language Arts
Grade 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.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 / 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.
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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).
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STANDARD / STRAND **Journalism: Grades 9-12**

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

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

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

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

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

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

PROFICIENCY STATEMENT / SUBSTRAND		Journalism: Vocabulary
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INDICATOR / STANDARD		Vocabulary in Historical Fiction and Nonfiction
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EXPECTATION / INDICATOR JW.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
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INDICATOR / STANDARD		Learning Outcome
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EXPECTATION / INDICATOR JW.1. Write routinely over a variety of time frames for a range of tasks, purposes, and audiences; apply reading standards to support analysis, reflection, and research by drawing evidence from a variety of texts.

STANDARD / STRAND Journalism: Grades 9-12

PROFICIENCY STATEMENT / SUBSTRAND		Writing
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INDICATOR / STANDARD		Handwriting
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EXPECTATION / INDICATOR JW.2. Students are expected to build upon and continue applying concepts learned previously. (Grade of Mastery: 4)

STANDARD / STRAND Journalism: Grades 9-12

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

STANDARD / STRAND Journalism: Grades 9-12

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

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

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

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

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

EXPECTATION / INDICATOR	MS.2.1.	Analyze what a product says explicitly and implicitly as well as inferences and interpretations drawn from the media product through citing evidence determining where the product leaves matters uncertain.
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EXPECTATION / INDICATOR	MS.2.2.	Compare and contrast the development of similar themes across two or more media products and analyze how they emerge and are shaped and refined by specific details.
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EXPECTATION / INDICATOR	MS.2.3.	Analyze how the producer's choices impact subject development over the course of a media product.
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STANDARD / STRAND **Digital Media: Grades 9-12**

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

EXPECTATION / INDICATOR	MS.3.1.	Analyze and evaluate how a producer's choices concerning how to structure specific parts of a media product contribute to its overall meaning and effect.
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STANDARD / STRAND **Digital Media: Grades 9-12**

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

EXPECTATION / INDICATOR	MN.3.3.	Determine perspective or purpose in a piece of media in which the rhetoric is particularly effective. Analyze how style and content contribute to the power and persuasiveness of the media product (e.g. appeals to both friendly and hostile audiences and anticipates and addresses audience's concerns and counterclaims).
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STANDARD / STRAND **Digital Media: Grades 9-12**

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

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

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

STANDARD / STRAND

Digital Media: Grades 9-12

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 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.
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INDICATOR / STANDARD	9-10.RC.12.	Analyze the meaning of words and phrases as they are used in works of literature, including figurative, connotative, and denotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings. (E)
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STANDARD / STRAND **Grades 9-10 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar 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.
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EXPECTATION / INDICATOR	9-10.W.2.b.	Develop the topic utilizing credible sources with relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.
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EXPECTATION / INDICATOR	9-10.W.2.f.	Provide a concluding statement or section that follows and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). (E)
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STANDARD / STRAND **Grades 9-10 English/Language Arts**

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.
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EXPECTATION / INDICATOR	9-10.W.3.b.	Create a smooth progression of experiences or events.
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EXPECTATION / INDICATOR	9-10.W.3.c.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plotlines to develop experiences, events, and/or characters.
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EXPECTATION / INDICATOR	9-10.W.3.d.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
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EXPECTATION / INDICATOR	9-10.W.3.e.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
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EXPECTATION / INDICATOR	9-10.W.3.f.	Provide an ending that follows and reflects on what is experienced, observed, or resolved over the course of the narrative. (E)
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STANDARD / STRAND **Grades 9-10 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar 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.
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INDICATOR / STANDARD 9-10.CC.1. Initiate and participate effectively in a range of collaborative discussions on grade-appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly and persuasively. (E)

INDICATOR / STANDARD 9-10.CC.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).
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STANDARD / STRAND **Journalism: Grades 9-12**

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

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

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

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

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

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

PROFICIENCY STATEMENT / SUBSTRAND		Writing
INDICATOR / STANDARD		Learning Outcome

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

PROFICIENCY STATEMENT / SUBSTRAND		Writing
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INDICATOR / STANDARD		Handwriting
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EXPECTATION / INDICATOR JW.2. Students are expected to build upon and continue applying concepts learned previously. (Grade of Mastery: 4)

STANDARD / STRAND Journalism: Grades 9-12

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

STANDARD / STRAND Journalism: Grades 9-12

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

INDICATOR Develops the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, attributions, or other information and examples relevant to the audience's knowledge of the topic.

STANDARD / STRAND Journalism: Grades 9-12

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

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

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
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INDICATOR / STANDARD		The Writing Process
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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.
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STANDARD / STRAND **Journalism: Grades 9-12**

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

PROFICIENCY STATEMENT / SUBSTRAND		Writing
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INDICATOR / STANDARD		The Research Process: Finding, Assessing, Synthesizing, and Reporting Information
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EXPECTATION / INDICATOR	JW.5.3.	Conduct short as well as more sustained research assignments and tasks to build knowledge about the research process and the topic under study.
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INDICATOR		Avoid plagiarism and overreliance on any one source and follow a standard format (e.g., AP Style) for citation.
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STANDARD / STRAND **Journalism: Grades 9-12**

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

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

STANDARD / STRAND

Digital Media: Grades 9-12

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

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

PROFICIENCY STATEMENT / SUBSTRAND		Writing
INDICATOR / STANDARD		Learning Outcome

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

PROFICIENCY STATEMENT / SUBSTRAND		Writing
INDICATOR / STANDARD		Handwriting

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

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

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

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

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

PROFICIENCY STATEMENT / SUBSTRAND		Writing
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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)

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

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

EXPECTATION / INDICATOR	MS.2.1.	Analyze what a product says explicitly and implicitly as well as inferences and interpretations drawn from the media product through citing evidence determining where the product leaves matters uncertain.
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EXPECTATION / INDICATOR	MS.2.2.	Compare and contrast the development of similar themes across two or more media products and analyze how they emerge and are shaped and refined by specific details.
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EXPECTATION / INDICATOR	MS.2.3.	Analyze how the producer's choices impact subject development over the course of a media product.
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STANDARD / STRAND **Digital Media: Grades 9-12**

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

EXPECTATION / INDICATOR	MS.3.1.	Analyze and evaluate how a producer's choices concerning how to structure specific parts of a media product contribute to its overall meaning and effect.
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STANDARD / STRAND **Digital Media: Grades 9-12**

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

EXPECTATION / INDICATOR	MN.3.3.	Determine perspective or purpose in a piece of media in which the rhetoric is particularly effective. Analyze how style and content contribute to the power and persuasiveness of the media product (e.g.appeals to both friendly and hostile audiences and anticipates and addresses audience's concerns and counterclaims).
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STANDARD / STRAND **Digital Media: Grades 9-12**

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

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

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:
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INDICATOR	MW.3.2.1.	Introduce a topic using a variety of lead-ins; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting(e.g., headings), graphics (e.g.,figures,tables),and multimedia when useful to aiding comprehension,
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INDICATOR	MW.3.2.2.	Utilize credible sources, develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic,
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INDICATOR	MW.3.2.3.	Use appropriate and varied transitions and syntax to link the major sections of the piece,create cohesion, and clarify the relationships among complex ideas and concepts,
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INDICATOR	MW.3.2.4.	Choose language, content- specific vocabulary, and techniques to manage the complexity of the topic, recognizing and eliminating wordiness and redundancy,
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INDICATOR	MW.3.2.5.	Establish and maintain an informative style appropriate to the purpose and audience, and
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INDICATOR	MW.3.2.6.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
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STANDARD / STRAND **Digital Media: Grades 9-12**

PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Writing
INDICATOR / STANDARD		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:
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INDICATOR	MW.3.3.1.	Engage and orient the audience by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and including narration and/or sources or characters,
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	MSL2.2.	Engage in a thoughtful, well-reasoned exchange of ideas by referring to specific evidence.
EXPECTATION / INDICATOR	MSL2.3.	Work with peers to promote collegial discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

EXPECTATION / INDICATOR	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.
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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.
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INDICATOR / STANDARD	9-10.RC.1.	Analyze what a text says both explicitly and implicitly (e.g., inferences and interpretations) by citing strong and thorough textual evidence. (E)
INDICATOR / STANDARD	9-10.RC.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).
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EXPECTATION / INDICATOR	9-10.W.4.c.	Utilize a standard style guide framework for in-text documentation, formatting, and works cited in order to properly credit sources in all writing types, utilizing multiple sources when appropriate.
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STANDARD / STRAND **Grades 9-10 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar 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.
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EXPECTATION / INDICATOR	9-10.W.5.e.	Avoid plagiarism and over reliance on any one source and follow a standard format (e.g., MLA, APA) for citation.
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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.
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INDICATOR / STANDARD	9-10.CC.1.	Initiate and participate effectively in a range of collaborative discussions on grade-appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly and persuasively. (E)
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INDICATOR / STANDARD	9-10.CC.2.	Examine, analyze, and reflect on ideas under discussion by providing textual evidence to support or refute those ideas. (E)
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INDICATOR / STANDARD	9-10.CC.3.	Expand conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
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Grade 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).
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EXPECTATION / INDICATOR	JL.2.2.	Compare and contrast the development of similar themes or central ideas across two or more works of narrative nonfiction/historical fiction and analyze how the author uses specific details to shape and reveal themes. (e.g. excerpts from Historical fiction of Alexander Thom and Native American poetry, works of Ernie Pyle and Tim O'Brien).
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**STANDARD /
STRAND****Journalism: Grades 9-12**

PROFICIENCY STATEMENT / SUBSTRAND		Journalism: Narrative Nonfiction/Historical Fiction
INDICATOR / STANDARD		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.
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INDICATOR		Use technology to generate, produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
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STANDARD / STRAND **Journalism: Grades 9-12**

PROFICIENCY STATEMENT / SUBSTRAND		Writing
INDICATOR / STANDARD		The Writing Process

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

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

EXPECTATION / INDICATOR	JW.5.3.	Conduct short as well as more sustained research assignments and tasks to build knowledge about the research process and the topic under study.
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INDICATOR		Avoid plagiarism and overreliance on any one source and follow a standard format (e.g., AP Style) for citation.
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STANDARD / STRAND **Journalism: Grades 9-12**

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

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

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.
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STANDARD / STRAND

Digital Media: Grades 9-12

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

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

Digital Media: Grades 9-12

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

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

Digital Media: Grades 9-12

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

STANDARD / STRAND

Digital Media: Grades 9-12

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

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

EXPECTATION / INDICATOR	MW.4.3.	Revise and edit to improve sentence variety and style and to enhance subtlety of meaning and tone in ways that are consistent with purpose, audience, and media format.
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EXPECTATION / INDICATOR	MW.4.4.	Revise and edit to ensure effective, grammatically correct communication.
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STANDARD / STRAND **Digital Media: Grades 9-12**

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

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:
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INDICATOR	MW.6.1.B	Verbs - Students are expected to build upon and continue applying conventions learned previously. Grade of Mastery: 10 Forming and using verbs in the indicative, imperative, interrogative, conditional and subjunctive moods.
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INDICATOR	MW.6.1.C	Adjectives and Adverbs – Students are expected to build upon and continue applying conventions learned previously. Grade of Mastery: 4 Writing sentences using relative adverbs (e.g., where, when) and explaining their functions in a sentence.
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STANDARD / STRAND **Digital Media: Grades 9-12**

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

EXPECTATION / INDICATOR	MW.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling focusing on:
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INDICATOR	MW.6.2.A	Capitalization—Students are expected to build upon and continue applying conventions learned previously. Grade of Mastery: 5 Applying correct usage of capitalization in writing.
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	MSL.2.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, critiques, group discussion, interviews, etc.) on current events, sample media, newsworthy issues, creative story ideas, use of technology in projects; building on others' ideas and expressing personal viewpoints and narratives clearly.
EXPECTATION / INDICATOR	MSL.2.2.	Engage in a thoughtful, well-reasoned exchange of ideas by referring to specific evidence.
EXPECTATION / INDICATOR	MSL.2.3.	Work with peers to promote collegial discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
EXPECTATION / INDICATOR	MSL.2.4.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
EXPECTATION / INDICATOR	MSL.2.5.	Conduct debate and discussion to allow all views to be presented; allow for a dissenting view, in addition to group compromise; and determine what additional information or research is required to deepen the investigation or complete the task.

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

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

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

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

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

STANDARD / STRAND Journalism: Grades 9-12

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

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

STANDARD / STRAND Journalism: Grades 9-12

PROFICIENCY STATEMENT / SUBSTRAND		Writing
INDICATOR / STANDARD		Learning Outcome

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

STANDARD / STRAND Journalism: Grades 9-12

PROFICIENCY STATEMENT / SUBSTRAND		Writing
INDICATOR / STANDARD		Handwriting

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

STANDARD / STRAND Journalism: Grades 9-12

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

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

STANDARD / STRAND Journalism: Grades 9-12

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

INDICATOR Develops the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, attributions, or other information and examples relevant to the audience's knowledge of the topic.

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

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

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

STANDARD / STRAND **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.
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STANDARD / STRAND

Digital Media: Grades 9-12

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

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

Digital Media: Grades 9-12

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

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

Digital Media: Grades 9-12

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

EXPECTATION / INDICATOR	MW.4.1.	Apply the writing process to all formal writing and media product development, including but not limited to argumentative, informative, and narrative.
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INDICATOR	MW.4.1.1.	Plan and develop, draft, revise using appropriate reference materials, rewrite, try a new approach, focusing on addressing what is most significant for a specific purpose and audience, and edit to produce and strengthen. writing that is clear and coherent,
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STANDARD / STRAND **Digital Media: Grades 9-12**

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