

# Main Criteria: University-Ready Writing

## Secondary Criteria: Indiana Academic Standards

Subject: Language Arts

Grade: 12

### University-Ready Writing

Week 01: Introduction to Essays; KWO Method, p. 9-16

## Indiana Academic Standards

### Language Arts

Grade 12 - Adopted: 2023

#### STANDARD / STRAND

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

#### PROFICIENCY STATEMENT / SUBSTRAND

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

INDICATOR /  
STANDARD

11-  
12.RC.1.

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

INDICATOR /  
STANDARD

11-  
12.RC.11.

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

INDICATOR /  
STANDARD

11-  
12.RC.14.

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

#### STANDARD / STRAND

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

#### PROFICIENCY STATEMENT / SUBSTRAND

**Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes; compositions will include correct use of standard formatting (e.g., MLA, APA) with sources correctly cited.**

#### INDICATOR / STANDARD

11-  
12.W.1.

**Write arguments in a variety of forms that:**

EXPECTATION /  
INDICATOR

11-  
12.W.1.a.

Introduce precise claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.

EXPECTATION /  
INDICATOR

11-  
12.W.1.c.

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

EXPECTATION /  
INDICATOR

11-  
12.W.1.d.

Use effective and varied transitions as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

EXPECTATION /  
INDICATOR

11-  
12.W.1.f.

Provide a concluding statement or section that follows and supports the argument presented. (E)

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

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

EXPECTATION / INDICATOR	11- 12.W.4.a.	Plan and develop, draft, and revise writing using appropriate reference materials. Rewrite, try a new approach, focusing on addressing what is most significant for a specific purpose and audience, and edit to produce and strengthen writing that is clear and coherent.
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**STANDARD /  
STRAND****Grades 11-12 English/Language Arts**

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

EXPECTATION / INDICATOR	11- 12.W.5.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 11-12 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		Communication and Collaboration – Learning Outcome: Students discuss and debate ideas based on research and specific evidence, allowing for all perspectives to be heard, and assessing and analyzing a speaker's stylistic choices.
INDICATOR / STANDARD	11- 12.CC.1.	Initiate and engage in a range of collaborative discussions on grade-appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly and persuasively.
INDICATOR / STANDARD	11- 12.CC.2.	Engage in a thoughtful, well-reasoned exchange of ideas by referring to specific evidence. (E)
INDICATOR / STANDARD	11- 12.CC.3.	Expand conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
INDICATOR / STANDARD	11- 12.CC.4.	Conduct, debate, and discuss to allow all views to be presented; allow for a dissenting view, in addition to group compromise; and determine what additional information or research is required to deepen the investigation or complete the task. (E)

**Grade 12 - 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.2.4.	Students are expected to build upon and continue applying concepts learned previously. (Grade of mastery: 2)

**STANDARD / STRAND**

**Journalism: Grades 9-12**

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

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

**Journalism: Grades 9-12**

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

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

**Journalism: Grades 9-12**

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

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

**Journalism: Grades 9-12**

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

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

INDICATOR		Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
INDICATOR		Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
INDICATOR		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		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		Avoid plagiarism and overreliance on any one source and follow a standard format (e.g., AP Style) for citation.
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Writing
INDICATOR / STANDARD		The Research Process: Finding, Assessing, Synthesizing, and Reporting Information
EXPECTATION / INDICATOR	JW.5.4.	Ask clear interview questions to guide a balanced and unbiased information-gathering process that include
INDICATOR		Observing and recording details during the interview
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		Law and Ethics
INDICATOR / STANDARD		Ethics
EXPECTATION / INDICATOR	JLE.3.1.	Identify essential ethical principles supporting the integrity of journalists in their work or signaling misuse of ethics in their work, which include recognizing:
INDICATOR		Plagiarism: using another person's work as one's own
INDICATOR		Anonymous sources: using an unnamed source
STANDARD / STRAND		Journalism: Grades 9-12

PROFICIENCY STATEMENT / SUBSTRAND		Law and Ethics
INDICATOR / STANDARD		Ethics
EXPECTATION / INDICATOR	JLE.3.2.	Analyze ethical guidelines or codes of ethics and explain how or why they are an integral part of standards from professional organizations, such as:

INDICATOR		American Society of Newspaper Editors,
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INDICATOR		The Poynter Institute for Media Studies, or
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INDICATOR		Society of Professional Journalists
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#### STANDARD / STRAND

#### Journalism: Grades 9-12

PROFICIENCY STATEMENT / SUBSTRAND		Law and Ethics
INDICATOR / STANDARD		Ethics

EXPECTATION / INDICATOR	JLE.3.3.	Analyze case studies or examples and evaluate how ethical responsibilities and principles affect reporting and the credibility (the belief that what someone says is true) of what is reported.
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#### STANDARD / STRAND

#### Journalism: Grades 9-12

PROFICIENCY STATEMENT / SUBSTRAND		Law and Ethics
INDICATOR / STANDARD		Ethics
EXPECTATION / INDICATOR	JLE.3.4.	Compare and contrast ethical guidelines in the standards or mission statements followed by professional organizations with those from student organizations, such as:

INDICATOR		Indiana High School Press Association (IHSPA)
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INDICATOR		Journalism Education Association (JEA)
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INDICATOR		National School Press Association (NSPA).
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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.

**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.
<b>STANDARD / STRAND</b>	<b>Digital Media: Grades 9-12</b>	
PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Writing
INDICATOR / STANDARD		Writing Genres: Editorial, News, Feature, and Narrative
EXPECTATION / INDICATOR	MW.3.1.	Write or produce arguments or commentaries in a variety of forms that:
INDICATOR	MW.3.1.1.	Introduce precise claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence,
INDICATOR	MW.3.1.2.	Use rhetorical strategies to enhance the effectiveness of the claim,
INDICATOR	MW.3.1.3.	Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases,
INDICATOR	MW.3.1.4	Use effective and varied transitions as well as varied syntax to link the major sections of the media piece, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims,
INDICATOR	MW.3.1.5	Establish and maintain a consistent style and tone appropriate to purpose and audience,
INDICATOR	MW.3.1.6	Provide a concluding statement or section that follows from and supports the argument presented,
INDICATOR	MW.3.1.7.	Explore the personal significance of an experience,
INDICATOR	MW.3.1.8	Draw comparisons between specific incidents and broader themes related to important beliefs or generalizations about life,
INDICATOR	MW.3.1.9	Maintain a balance between individual events and more general and abstract ideas,
<b>STANDARD / STRAND</b>	<b>Digital Media: Grades 9-12</b>	
PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Writing
INDICATOR / STANDARD		The Writing Process
EXPECTATION / INDICATOR	MW.4.1.	Apply the writing process to all formal writing and media product development, including but not limited to argumentative, informative, and narrative.

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

EXPECTATION / INDICATOR	MW.4.4.	Revise and edit to ensure effective, grammatically correct communication.
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EXPECTATION / INDICATOR	MW.4.5.	Follow ethical standards related to information gathering that include the appropriate citing of sources and the importance of avoiding plagiarism.
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<b>STANDARD / STRAND</b>		<b>Digital Media: Grades 9-12</b>
<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Digital Media: Writing</b>
<b>INDICATOR / STANDARD</b>		<b>The Research Process: Finding, Assessing, Synthesizing, and Reporting Information</b>
<b>EXPECTATION / INDICATOR</b>	<b>MW.5.3.</b>	<b>Conduct short as well as more sustained research assignments and tasks to build knowledge about the research process and the topic under study:</b>

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

EXPECTATION / INDICATOR	MSL2.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, critiques, group discussion, interviews, etc.) on current events, sample media, newsworthy issues, creative story ideas, use of technology in projects; building on others' ideas and expressing personal viewpoints and narratives clearly.
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EXPECTATION / INDICATOR	MSL2.2.	Engage in a thoughtful, well-reasoned exchange of ideas by referring to specific evidence.
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EXPECTATION / INDICATOR	MSL2.3.	Work with peers to promote collegial discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
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EXPECTATION / INDICATOR	MSL2.4.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
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EXPECTATION / INDICATOR	MSL.2.5.	Conduct debate and discussion to allow all views to be presented; allow for a dissenting view, in addition to group compromise; and determine what additional information or research is required to deepen the investigation or complete the task.
<b>STANDARD / STRAND</b>	<b>Student Media: 9-12</b>	
PROFICIENCY STATEMENT / SUBSTRAND		Standard 2: Legal and Ethical Principles of Journalism - Students understand and apply knowledge of legal and ethical principles related to the functioning of journalism.
INDICATOR / STANDARD		Ethics
EXPECTATION / INDICATOR	SMED.2.4 .	Identify essential ethical principles guiding journalists to maintain integrity in their work, which include recognizing:

INDICATOR SMED.2.4.5. plagiarism, 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.

Week 02: Stick and Branch Note Taking; Introduction to Precis, p. 17-22

## Indiana Academic Standards

### Language Arts

Grade 12 - Adopted: 2023

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

PROFICIENCY STATEMENT / SUBSTRAND		Reading Comprehension – Learning Outcome: Students analyze the author's technique, purpose, and perspective in grade-level fiction and nonfiction text, using textual evidence to support analysis.
INDICATOR / STANDARD	11-12.RC.1.	Analyze what a text says explicitly and implicitly (e.g., inferences and interpretations) by citing strong and thorough textual evidence to support and explain how the evidence develops the analysis, including where the text leaves matters uncertain. (E)
INDICATOR / STANDARD	11-12.RC.2.	Compare and contrast the development of similar themes across two or more works of literature, and analyze how they emerge and are shaped and refined by specific details.
INDICATOR / STANDARD	11-12.RC.7.	Determine an author's perspective or purpose in a text in which the rhetoric is particularly effective (e.g., appeals to both friendly and hostile audiences, anticipates and addresses reader concerns and counterclaims), and analyze how style and content contribute to the power and persuasiveness of the text. (E)
INDICATOR / STANDARD	11-12.RC.11.	Use context to determine or clarify the meaning of words and phrases.

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

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

EXPECTATION / INDICATOR	11-12.W.2.a.	Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aid comprehension.
EXPECTATION / INDICATOR	11-12.W.2.b.	Utilizing credible sources, develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
EXPECTATION / INDICATOR	11-12.W.2.c.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
EXPECTATION / INDICATOR	11-12.W.2.f.	Provide a concluding statement or section that follows and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). (E)

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

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

EXPECTATION / INDICATOR	11-12.W.4.a.	Plan and develop, draft, and revise writing using appropriate reference materials. Rewrite, try a new approach, focusing on addressing what is most significant for a specific purpose and audience, and edit to produce and strengthen writing that is clear and coherent.
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**STANDARD /  
STRAND****Grades 11-12 English/Language Arts**

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

EXPECTATION / INDICATOR	11-12.W.5.b.	Gather relevant information from multiple types of authoritative sources, using advanced searches effectively, and annotate sources.
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EXPECTATION / INDICATOR	11-12.W.5.d.	Synthesize and integrate information into the text selectively to maintain the flow of ideas.
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EXPECTATION / INDICATOR	11-12.W.5.f.	Present information, choosing from a variety of formats. (E)
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**STANDARD /  
STRAND****Grades 11-12 English/Language Arts**

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Communication and Collaboration – Learning Outcome: Students discuss and debate ideas based on research and specific evidence, allowing for all perspectives to be heard, and assessing and analyzing a speaker's stylistic choices.</b>
INDICATOR / STANDARD	11-12.CC.1.	Initiate and engage in a range of collaborative discussions on grade-appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly and persuasively.
INDICATOR / STANDARD	11-12.CC.2.	Engage in a thoughtful, well-reasoned exchange of ideas by referring to specific evidence. (E)
INDICATOR / STANDARD	11-12.CC.3.	Expand conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
INDICATOR / STANDARD	11-12.CC.4.	Conduct, debate, and discuss to allow all views to be presented; allow for a dissenting view, in addition to group compromise; and determine what additional information or research is required to deepen the investigation or complete the task. (E)
INDICATOR / STANDARD	11-12.CC.5.	Evaluate a speaker's perspective, reasoning, and use of evidence and rhetoric, as well as assessing stylistic choices such as word choice, points of emphasis, and tone. (E)
INDICATOR / STANDARD	11-12.CC.6.	Using a range of informal and formal tasks, present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning. Address opposing perspectives, ensuring the organization, development, substance, and style are appropriate to purpose and audience.

## Grade 12 - Adopted: 2020

### STANDARD / STRAND

#### Journalism: Grades 9-12

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

EXPECTATION / INDICATOR	JN.3.3.	Determine an author's perspective or purpose in a column, editorial, or editorial cartoon in which the rhetoric is particularly effective (e.g., appeals to both friendly and hostile audiences, anticipates and addresses reader concerns and counterclaims), analyzing how style and content contribute to the power, persuasiveness or beauty of the text.
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### STANDARD / STRAND

#### Journalism: Grades 9-12

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

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

#### Journalism: Grades 9-12

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Journalism: Vocabulary</b>
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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		<b>Journalism: Grades 9-12</b>
PROFICIENCY STATEMENT / SUBSTRAND		<b>Journalism: Vocabulary</b>
INDICATOR / STANDARD		<b>Vocabulary Building</b>
EXPECTATION / INDICATOR	JV.2.2.	Students are expected to build upon and continue applying concepts learned previously. (Grade of Mastery: 7)
STANDARD / STRAND		<b>Journalism: Grades 9-12</b>
PROFICIENCY STATEMENT / SUBSTRAND		<b>Writing</b>
INDICATOR / STANDARD		<b>Learning Outcome</b>
EXPECTATION / INDICATOR	JW.1.	Write routinely over a variety of time frames for a range of tasks, purposes, and audiences; apply reading standards to support analysis, reflection, and research by drawing evidence from a variety of texts.
STANDARD / STRAND		<b>Journalism: Grades 9-12</b>
PROFICIENCY STATEMENT / SUBSTRAND		<b>Writing</b>
INDICATOR / STANDARD		<b>Handwriting</b>
EXPECTATION / INDICATOR	JW.2.	Students are expected to build upon and continue applying concepts learned previously. (Grade of Mastery: 4)
STANDARD / STRAND		<b>Journalism: Grades 9-12</b>
PROFICIENCY STATEMENT / SUBSTRAND		<b>Writing</b>
INDICATOR / STANDARD		<b>Writing Genres: Editorial, News, and Feature</b>
EXPECTATION / INDICATOR	JW.3.	Students are expected to build upon and continue concepts learned previously.
STANDARD / STRAND		<b>Journalism: Grades 9-12</b>

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

INDICATOR

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

**STANDARD / STRAND**

**Journalism: Grades 9-12**

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

INDICATOR

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

INDICATOR

Uses appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

**STANDARD / STRAND**

**Journalism: Grades 9-12**

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

INDICATOR

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

**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.
<b>STANDARD / STRAND</b>		<b>Journalism: Grades 9-12</b>
PROFICIENCY STATEMENT / SUBSTRAND		Writing
INDICATOR / STANDARD		The Writing Process
EXPECTATION / INDICATOR	JW.4.4.	Revise and edit copy to ensure effective, grammatically correct communication using appropriate proofreading or copy editing symbols.
<b>STANDARD / STRAND</b>		<b>Journalism: Grades 9-12</b>
PROFICIENCY STATEMENT / SUBSTRAND		Writing
INDICATOR / STANDARD		The Research Process: Finding, Assessing, Synthesizing, and Reporting Information
EXPECTATION / INDICATOR	JW.5.3.	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.
<b>STANDARD / STRAND</b>		<b>Journalism: Grades 9-12</b>
PROFICIENCY STATEMENT / SUBSTRAND		Writing
INDICATOR / STANDARD		The Research Process: Finding, Assessing, Synthesizing, and Reporting Information
EXPECTATION / INDICATOR	JW.5.4.	Ask clear interview questions to guide a balanced and unbiased information-gathering process that include
INDICATOR		Observing and recording details during the interview
INDICATOR		Double-checking information before writing the story
<b>STANDARD / STRAND</b>		<b>Journalism: Grades 9-12</b>
PROFICIENCY STATEMENT / SUBSTRAND		Speaking and Listening
INDICATOR / STANDARD		Discussion and Collaboration
EXPECTATION / INDICATOR	JSL.2.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one critiques, group discussion of news coverage, story ideas, and interviews) on current events, sample media, and newsworthy issues; building on others' ideas and expressing personal viewpoints clearly and persuasively.



EXPECTATION / INDICATOR	JSL.2.3.	Work with peers to promote collegial discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
EXPECTATION / INDICATOR	JSL.2.4.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
<b>STANDARD / STRAND</b>	<b>Journalism: Grades 9-12</b>	
PROFICIENCY STATEMENT / SUBSTRAND		Speaking and Listening
INDICATOR / STANDARD		Comprehension
EXPECTATION / INDICATOR	JSL.3.2.	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
<b>STANDARD / STRAND</b>	<b>Journalism: Grades 9-12</b>	
PROFICIENCY STATEMENT / SUBSTRAND		Speaking and Listening
INDICATOR / STANDARD		Presentation of Knowledge and Ideas
EXPECTATION / INDICATOR	JSL.4.1.	Present information, findings, and supporting evidence so that listeners can follow a clear line of reasoning. Address alternate or opposing perspectives. The organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
EXPECTATION / INDICATOR	JSL.4.3.	Students are expected to build upon and continue applying concepts learned previously. (Grade of Mastery: 2)
<b>STANDARD / STRAND</b>	<b>Digital Media: Grades 9-12</b>	
PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: 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.
<b>STANDARD / STRAND</b>	<b>Digital Media: Grades 9-12</b>	
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:

INDICATOR	MW.3.2.2.	Utilize credible sources, develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic,
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INDICATOR	MW.3.2.3.	Use appropriate and varied transitions and syntax to link the major sections of the piece,create cohesion, and clarify the relationships among complex ideas and concepts,
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INDICATOR	MW.3.2.4 .	Choose language, content- specific vocabulary, and techniques to manage the complexity of the topic, recognizing and eliminating wordiness and redundancy,
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INDICATOR	MW.3.2.6 .	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
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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,
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**STANDARD /  
STRAND****Digital Media: Grades 9-12**

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

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

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

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

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

INDICATOR	MW.5.3.2	Gather relevant information from multiple types of authoritative sources, using advanced searches effectively, and annotate sources,
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INDICATOR	MW.5.3.6	Present information, choosing from a variety of formats.
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**STANDARD /  
STRAND****Digital Media: Grades 9-12**

PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Writing
INDICATOR / STANDARD		The Research Process: Finding, Assessing, Synthesizing, and Reporting Information
EXPECTATION / INDICATOR	MW.5.4.	Ask clear interview questions to guide a balanced and unbiased information-gathering process that include: Researching background information, Formulating questions that elicit valuable information, Observing and recording details during the interview, Effectively concluding the interview, Double-checking information before writing the story, and Keeping dated notes or interview records on file.

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

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

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

#### STANDARD / STRAND

#### Digital Media: Grades 9-12

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

EXPECTATION / INDICATOR	MSL.3.2.	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
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#### STANDARD / STRAND

#### Digital Media: Grades 9-12

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

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

#### Student Media: 9-12

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

EXPECTATION / INDICATOR	SMED.5. 1.2.	gathering information (interviewing, researching, observing, etc.),
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Week 03: Summarize Primary Source, Practice Note Taking, p. 23-30

## Indiana Academic Standards

### Language Arts

Grade 12 - Adopted: 2023

#### STANDARD / STRAND

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

PROFICIENCY STATEMENT / SUBSTRAND		Reading Comprehension – Learning Outcome: Students analyze the author's technique, purpose, and perspective in grade-level fiction and nonfiction text, using textual evidence to support analysis.
INDICATOR / STANDARD	11- 12.RC.1.	Analyze what a text says explicitly and implicitly (e.g., inferences and interpretations) by citing strong and thorough textual evidence to support and explain how the evidence develops the analysis, including where the text leaves matters uncertain. (E)
INDICATOR / STANDARD	11- 12.RC.11.	Use context to determine or clarify the meaning of words and phrases.
INDICATOR / STANDARD	11- 12.RC.14.	Determine the meaning of words and phrases as they are used in a nonfiction text, including figurative, connotative, denotative, and technical meanings; evaluate the cumulative impact of how an author uses and refines the meaning of a key term or terms over the course of a text. (E)

#### STANDARD / STRAND

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

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

#### STANDARD / STRAND

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

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

EXPECTATION / INDICATOR	11- 12.W.4.a.	Plan and develop, draft, and revise writing using appropriate reference materials. Rewrite, try a new approach, focusing on addressing what is most significant for a specific purpose and audience, and edit to produce and strengthen writing that is clear and coherent.
<b>STANDARD / STRAND</b>	<b>Grades 11-12 English/Language Arts</b>	
<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Communication and Collaboration – Learning Outcome: Students discuss and debate ideas based on research and specific evidence, allowing for all perspectives to be heard, and assessing and analyzing a speaker's stylistic choices.</b>
INDICATOR / STANDARD	11- 12.CC.1.	Initiate and engage in a range of collaborative discussions on grade-appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly and persuasively.
INDICATOR / STANDARD	11- 12.CC.2.	Engage in a thoughtful, well-reasoned exchange of ideas by referring to specific evidence. (E)
INDICATOR / STANDARD	11- 12.CC.3.	Expand conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
INDICATOR / STANDARD	11- 12.CC.4.	Conduct, debate, and discuss to allow all views to be presented; allow for a dissenting view, in addition to group compromise; and determine what additional information or research is required to deepen the investigation or complete the task. (E)
INDICATOR / STANDARD	11- 12.CC.5.	Evaluate a speaker's perspective, reasoning, and use of evidence and rhetoric, as well as assessing stylistic choices such as word choice, points of emphasis, and tone. (E)

#### Grade 12 - Adopted: 2020

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

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.
<b>STANDARD / STRAND</b>		<b>Journalism: Grades 9-12</b>
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.
<b>STANDARD / STRAND</b>		<b>Journalism: Grades 9-12</b>
PROFICIENCY STATEMENT / SUBSTRAND		Journalism: Vocabulary
INDICATOR / STANDARD		Learning Outcome
EXPECTATION / INDICATOR	JV.1.1.	Acquire and use accurately general academic and content-specific words and phrases at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression, including those standard to the journalism industry.
<b>STANDARD / STRAND</b>		<b>Journalism: Grades 9-12</b>
PROFICIENCY STATEMENT / SUBSTRAND		Journalism: Vocabulary
INDICATOR / STANDARD		Vocabulary Building
EXPECTATION / INDICATOR	JV.2.1.	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)
<b>STANDARD / STRAND</b>		<b>Journalism: Grades 9-12</b>
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.
<b>STANDARD / STRAND</b>	<b>Journalism: Grades 9-12</b>	
PROFICIENCY STATEMENT / SUBSTRAND		Writing
INDICATOR / STANDARD		Learning Outcome
EXPECTATION / INDICATOR	JW.1.	Write routinely over a variety of time frames for a range of tasks, purposes, and audiences; apply reading standards to support analysis, reflection, and research by drawing evidence from a variety of texts.
<b>STANDARD / STRAND</b>	<b>Journalism: Grades 9-12</b>	
PROFICIENCY STATEMENT / SUBSTRAND		Writing
INDICATOR / STANDARD		Handwriting
EXPECTATION / INDICATOR	JW.2.	Students are expected to build upon and continue applying concepts learned previously. (Grade of Mastery: 4)
<b>STANDARD / STRAND</b>	<b>Journalism: Grades 9-12</b>	
PROFICIENCY STATEMENT / SUBSTRAND		Writing
INDICATOR / STANDARD		Writing Genres: Editorial, News, and Feature
EXPECTATION / INDICATOR	JW.3.	Students are expected to build upon and continue concepts learned previously.
<b>STANDARD / STRAND</b>	<b>Journalism: Grades 9-12</b>	
PROFICIENCY STATEMENT / SUBSTRAND		Writing
INDICATOR / STANDARD		Writing Genres: Editorial, News, and Feature
EXPECTATION / INDICATOR	JW.3.1.	Write editorials/commentaries that —
INDICATOR		Use effective transitions as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. Establish and maintain a consistent style and tone appropriate to purpose and audience.
<b>STANDARD / STRAND</b>	<b>Journalism: Grades 9-12</b>	



PROFICIENCY STATEMENT / SUBSTRAND		Writing
INDICATOR / STANDARD		Writing Genres: Editorial, News, and Feature
EXPECTATION / INDICATOR	JW.3.2.	Write news that —
INDICATOR		Develops the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, attributions, or other information and examples relevant to the audience's knowledge of the topic.

INDICATOR		Uses appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
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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		Provide an ending that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

**STANDARD / STRAND**

**Journalism: Grades 9-12**

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

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

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

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

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

PROFICIENCY STATEMENT / SUBSTRAND		Writing
INDICATOR / STANDARD		The Research Process: Finding, Assessing, Synthesizing, and Reporting Information
EXPECTATION / INDICATOR	JW.5.4.	Ask clear interview questions to guide a balanced and unbiased information-gathering process that include
INDICATOR		Observing and recording details during the interview
INDICATOR		Effectively concluding the interview
INDICATOR		Keeping dated notes or interview records on file

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

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

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

PROFICIENCY STATEMENT / SUBSTRAND		Speaking and Listening
INDICATOR / STANDARD		Comprehension

EXPECTATION / INDICATOR	JSL.3.2.	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
<b>STANDARD / STRAND</b>	<b>Digital Media: Grades 9-12</b>	
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.
<b>STANDARD / STRAND</b>	<b>Digital Media: Grades 9-12</b>	
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.
<b>STANDARD / STRAND</b>	<b>Digital Media: Grades 9-12</b>	
PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Vocabulary
INDICATOR / STANDARD		Learning Outcome
EXPECTATION / INDICATOR	MV.1.	Acquire and accurately use academic and content-specific words and phrases at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression, including those standard to the media industry.
<b>STANDARD / STRAND</b>	<b>Digital Media: Grades 9-12</b>	
PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Vocabulary
INDICATOR / STANDARD		Vocabulary Building
EXPECTATION / INDICATOR	MV.2.1.	Use context to determine or clarify the meaning of words and phrases.
<b>STANDARD / STRAND</b>	<b>Digital Media: Grades 9-12</b>	

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

EXPECTATION / INDICATOR	MV.3.2.	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:

INDICATOR	MW.3.2.2.	Utilize credible sources, develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic,
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INDICATOR	MW.3.2.3.	Use appropriate and varied transitions and syntax to link the major sections of the piece,create cohesion, and clarify the relationships among complex ideas and concepts,
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INDICATOR	MW.3.2.4 .	Choose language, content- specific vocabulary, and techniques to manage the complexity of the topic, recognizing and eliminating wordiness and redundancy,
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INDICATOR	MW.3.2.6 .	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
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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,
<b>STANDARD / STRAND</b>		<b>Digital Media: Grades 9-12</b>
PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Writing
INDICATOR / STANDARD		The Writing Process
EXPECTATION / INDICATOR	MW.4.4.	Revise and edit to ensure effective, grammatically correct communication.
<b>STANDARD / STRAND</b>		<b>Digital Media: Grades 9-12</b>
PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Writing
INDICATOR / STANDARD		The Research Process: Finding, Assessing, Synthesizing, and Reporting Information
EXPECTATION / INDICATOR	MW.5.4.	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.5.4.3	Observing and recording details during the interview
INDICATOR	MW.5.4.4	Effectively concluding the interview,
<b>STANDARD / STRAND</b>		<b>Digital Media: Grades 9-12</b>
PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Speaking and Listening
INDICATOR / STANDARD		Discussion and Collaboration
EXPECTATION / INDICATOR	MSL2.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, critiques, group discussion, interviews, etc.) on current events, sample media, newsworthy issues, creative story ideas, use of technology in projects; building on others' ideas and expressing personal viewpoints and narratives clearly.
EXPECTATION / INDICATOR	MSL2.2.	Engage in a thoughtful, well-reasoned exchange of ideas by referring to specific evidence.
EXPECTATION / INDICATOR	MSL2.3.	Work with peers to promote collegial discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
EXPECTATION / INDICATOR	MSL2.4.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

EXPECTATION / INDICATOR	MSL.2.5.	Conduct debate and discussion to allow all views to be presented; allow for a dissenting view, in addition to group compromise; and determine what additional information or research is required to deepen the investigation or complete the task.
<b>STANDARD / STRAND</b>	<b>Digital Media: Grades 9-12</b>	
PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Speaking and Listening
INDICATOR / STANDARD		Comprehension
EXPECTATION / INDICATOR	MSL.3.2.	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
<b>STANDARD / STRAND</b>	<b>Student Media: 9-12</b>	
PROFICIENCY STATEMENT / SUBSTRAND		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.
<b>STANDARD / STRAND</b>	<b>Student Media: 9-12</b>	
PROFICIENCY STATEMENT / SUBSTRAND		Standard 3: Media Content Development Process - Students discuss ideas for coverage with others. They develop coherent and focused content ideas that demonstrate well-researched information that is appropriate for their audience.
INDICATOR / STANDARD		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. 4.1.	interviews,
INDICATOR	SMED.3. 4.3.	primary and secondary sources,
<b>STANDARD / STRAND</b>	<b>Student Media: 9-12</b>	
PROFICIENCY STATEMENT / SUBSTRAND		Standard 3: Media Content Development Process - Students discuss ideas for coverage with others. They develop coherent and focused content ideas that demonstrate well-researched information that is appropriate for their audience.
INDICATOR / STANDARD		Internet sources.
EXPECTATION / INDICATOR	SMED.3.5 .	Ask clear interview questions to guide a balanced and unbiased information gathering process that includes the following:
INDICATOR	SMED.3. 5.1.	researching background information,

INDICATOR	SMED.3.5.2.	formulating questions that elicit valuable information,
INDICATOR	SMED.3.5.3.	observing and recording details during the interview,
INDICATOR	SMED.3.5.4.	effectively concluding the interview,
INDICATOR	SMED.3.5.5.	double-checking information before writing the story, and
INDICATOR	SMED.3.5.6.	keeping dated notes or interview records on file.

**STANDARD / STRAND**

**Student Media: 9-12**

PROFICIENCY STATEMENT / SUBSTRAND		<b>Standard 5: Student Media Production Cycles - Students produce media within an established production cycle, meeting deadlines and following style manual guidelines for consistency. Students analyze, evaluate, and critique their own work and that of others as they improve future media based on feedback.</b>
INDICATOR / STANDARD	SMED.5.1.	<b>Work within a production cycle for media that includes:</b>
EXPECTATION / INDICATOR	SMED.5.1.2.	gathering information (interviewing, researching, observing, etc.),

Week 04: Basic and Expanded Essay Models; TRIAC, p. 31-34

**Indiana Academic Standards**

**Language Arts**

**Grade 12 - Adopted: 2023**

**STANDARD / STRAND**

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

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

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

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes; compositions will include correct use of standard formatting (e.g., MLA, APA) with sources correctly cited.
INDICATOR / STANDARD	11-12.W.4.	Apply the writing process to all formal writing including but not limited to argumentative, informative, and narrative:
EXPECTATION / INDICATOR	11-12.W.4.a.	Plan and develop, draft, and revise writing using appropriate reference materials. Rewrite, try a new approach, focusing on addressing what is most significant for a specific purpose and audience, and edit to produce and strengthen writing that is clear and coherent.

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

PROFICIENCY STATEMENT / SUBSTRAND		Communication and Collaboration – Learning Outcome: Students discuss and debate ideas based on research and specific evidence, allowing for all perspectives to be heard, and assessing and analyzing a speaker's stylistic choices.
INDICATOR / STANDARD	11-12.CC.1.	Initiate and engage in a range of collaborative discussions on grade-appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly and persuasively.
INDICATOR / STANDARD	11-12.CC.2.	Engage in a thoughtful, well-reasoned exchange of ideas by referring to specific evidence. (E)
INDICATOR / STANDARD	11-12.CC.3.	Expand conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
INDICATOR / STANDARD	11-12.CC.4.	Conduct, debate, and discuss to allow all views to be presented; allow for a dissenting view, in addition to group compromise; and determine what additional information or research is required to deepen the investigation or complete the task. (E)
INDICATOR / STANDARD	11-12.CC.5.	Evaluate a speaker's perspective, reasoning, and use of evidence and rhetoric, as well as assessing stylistic choices such as word choice, points of emphasis, and tone. (E)

**Grade 12 - Adopted: 2020****STANDARD /  
STRAND****Journalism: Grades 9-12**

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

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

PROFICIENCY STATEMENT / SUBSTRAND		Writing
INDICATOR / STANDARD		Handwriting



EXPECTATION / INDICATOR	JW.2.	Students are expected to build upon and continue applying concepts learned previously. (Grade of Mastery: 4)
<b>STANDARD / STRAND</b>		<b>Journalism: Grades 9-12</b>
PROFICIENCY STATEMENT / SUBSTRAND		Writing
INDICATOR / STANDARD		Writing Genres: Editorial, News, and Feature
EXPECTATION / INDICATOR	JW.3.	Students are expected to build upon and continue concepts learned previously.
<b>STANDARD / STRAND</b>		<b>Journalism: Grades 9-12</b>
PROFICIENCY STATEMENT / SUBSTRAND		Writing
INDICATOR / STANDARD		Writing Genres: Editorial, News, and Feature
EXPECTATION / INDICATOR	JW.3.1.	Write editorials/commentaries that —
INDICATOR		Use effective transitions as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. Establish and maintain a consistent style and tone appropriate to purpose and audience.
<b>STANDARD / STRAND</b>		<b>Journalism: Grades 9-12</b>
PROFICIENCY STATEMENT / SUBSTRAND		Writing
INDICATOR / STANDARD		Writing Genres: Editorial, News, and Feature
EXPECTATION / INDICATOR	JW.3.2.	Write news that —
INDICATOR		Develops the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, attributions, or other information and examples relevant to the audience's knowledge of the topic.
INDICATOR		Uses appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
<b>STANDARD / STRAND</b>		<b>Journalism: Grades 9-12</b>
PROFICIENCY STATEMENT / SUBSTRAND		Writing
INDICATOR / STANDARD		Writing Genres: Editorial, News, and Feature
EXPECTATION / INDICATOR	JW.3.3.	Write features that --

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

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

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

INDICATOR		Observing and recording details during the interview
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<b>STANDARD / STRAND</b>		<b>Journalism: Grades 9-12</b>
PROFICIENCY STATEMENT / SUBSTRAND		Speaking and Listening
INDICATOR / STANDARD		Discussion and Collaboration

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

**STANDARD /  
STRAND**

**Journalism: Grades 9-12**

PROFICIENCY STATEMENT / SUBSTRAND		Speaking and Listening
INDICATOR / STANDARD		Comprehension

EXPECTATION / INDICATOR	JSL.3.2.	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
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**STANDARD /  
STRAND**

**Digital Media: Grades 9-12**

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

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

**Digital Media: Grades 9-12**

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

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

**Digital Media: Grades 9-12**

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

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

**Digital Media: Grades 9-12**

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

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

**Digital Media: Grades 9-12**

PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Speaking and Listening
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INDICATOR / STANDARD		Comprehension
EXPECTATION / INDICATOR	MSL.3.2.	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

Week 05: Practice Note Taking; Tools of Invention, p. 35-40

## Indiana Academic Standards

### Language Arts

Grade 12 - Adopted: 2023

#### STANDARD / STRAND

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

#### PROFICIENCY STATEMENT / SUBSTRAND

**Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes; compositions will include correct use of standard formatting (e.g., MLA, APA) with sources correctly cited.**

#### INDICATOR / STANDARD

11-12.W.1.

**Write arguments in a variety of forms that:**

#### EXPECTATION / INDICATOR

11-12.W.1.a.

Introduce precise claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.

#### EXPECTATION / INDICATOR

11-12.W.1.b.

Use rhetorical strategies to enhance the effectiveness of the claim.

#### EXPECTATION / INDICATOR

11-12.W.1.c.

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

#### EXPECTATION / INDICATOR

11-12.W.1.d.

Use effective and varied transitions as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

#### EXPECTATION / INDICATOR

11-12.W.1.f.

Provide a concluding statement or section that follows and supports the argument presented. (E)

#### STANDARD / STRAND

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

#### PROFICIENCY STATEMENT / SUBSTRAND

**Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes; compositions will include correct use of standard formatting (e.g., MLA, APA) with sources correctly cited.**

#### INDICATOR / STANDARD

11-12.W.4.

**Apply the writing process to all formal writing including but not limited to argumentative, informative, and narrative:**

#### EXPECTATION / INDICATOR

11-12.W.4.a.

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

#### STANDARD / STRAND

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

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

EXPECTATION / INDICATOR	11-12.W.5.f.	Present information, choosing from a variety of formats. (E)
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**STANDARD / STRAND** **Grades 11-12 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		Communication and Collaboration – Learning Outcome: Students discuss and debate ideas based on research and specific evidence, allowing for all perspectives to be heard, and assessing and analyzing a speaker's stylistic choices.
INDICATOR / STANDARD	11-12.CC.1.	Initiate and engage in a range of collaborative discussions on grade-appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly and persuasively.
INDICATOR / STANDARD	11-12.CC.2.	Engage in a thoughtful, well-reasoned exchange of ideas by referring to specific evidence. (E)
INDICATOR / STANDARD	11-12.CC.3.	Expand conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
INDICATOR / STANDARD	11-12.CC.4.	Conduct, debate, and discuss to allow all views to be presented; allow for a dissenting view, in addition to group compromise; and determine what additional information or research is required to deepen the investigation or complete the task. (E)
INDICATOR / STANDARD	11-12.CC.5.	Evaluate a speaker's perspective, reasoning, and use of evidence and rhetoric, as well as assessing stylistic choices such as word choice, points of emphasis, and tone. (E)
INDICATOR / STANDARD	11-12.CC.6.	Using a range of informal and formal tasks, present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning. Address opposing perspectives, ensuring the organization, development, substance, and style are appropriate to purpose and audience.

**Grade 12 - 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
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INDICATOR / STANDARD		Handwriting
EXPECTATION / INDICATOR	JW.2.	Students are expected to build upon and continue applying concepts learned previously. (Grade of Mastery: 4)
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Writing
INDICATOR / STANDARD		Writing Genres: Editorial, News, and Feature
EXPECTATION / INDICATOR	JW.3.	Students are expected to build upon and continue concepts learned previously.
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Writing
INDICATOR / STANDARD		Writing Genres: Editorial, News, and Feature
EXPECTATION / INDICATOR	JW.3.1.	Write editorials/commentaries that —
INDICATOR		Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
INDICATOR		Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
INDICATOR		Provide a concluding statement or section that follows from and supports the argument presented.
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Writing
INDICATOR / STANDARD		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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**STANDARD / STRAND**

**Journalism: Grades 9-12**

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

INDICATOR		Observing and recording details during the interview
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**STANDARD / STRAND**

**Journalism: Grades 9-12**

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

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

**Journalism: Grades 9-12**

PROFICIENCY STATEMENT / SUBSTRAND		Speaking and Listening
INDICATOR / STANDARD		Comprehension

EXPECTATION / INDICATOR	JSL.3.2.	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
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**STANDARD / STRAND**

**Journalism: Grades 9-12**

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

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

#### Digital Media: Grades 9-12

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

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

#### Digital Media: Grades 9-12

PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Writing
INDICATOR / STANDARD		Writing Genres: Editorial, News, Feature, and Narrative
EXPECTATION / INDICATOR	MW.3.1.	Write or produce arguments or commentaries in a variety of forms that:

INDICATOR	MW.3.1.1.	Introduce precise claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence,
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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,
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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,
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INDICATOR	MW.3.1.5	Establish and maintain a consistent style and tone appropriate to purpose and audience,
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INDICATOR	MW.3.1.6	Provide a concluding statement or section that follows from and supports the argument presented,
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INDICATOR	MW.3.1.7.	Explore the personal significance of an experience,
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INDICATOR	MW.3.1.8	Draw comparisons between specific incidents and broader themes related to important beliefs or generalizations about life,
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INDICATOR	MW.3.1.9	Maintain a balance between individual events and more general and abstract ideas,
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**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,
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**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.4.4.	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
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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.5.3.6	Present information, choosing from a variety of formats.
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**STANDARD /  
STRAND**

**Digital Media: Grades 9-12**

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

EXPECTATION / INDICATOR	MSL.3.2.	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
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**STANDARD /  
STRAND**

**Digital Media: Grades 9-12**

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

EXPECTATION / INDICATOR	MSL.4.1.	Using a range of informal and formal tasks, present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, opposing perspectives are addressed, ensuring the organization, development, substance, and style are appropriate to purpose, audience.
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Week 06: Vocabulary, Sentence Variety, Literary Devices, p. 41-52

**Indiana Academic Standards**

**Language Arts**

Grade 12 - Adopted: 2023

**STANDARD /  
STRAND**

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

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes; compositions will include correct use of standard formatting (e.g., MLA, APA) with sources correctly cited.
INDICATOR / STANDARD	11- 12.W.1.	Write arguments in a variety of forms that:



EXPECTATION / INDICATOR	11- 12.W.5.e.	Avoid plagiarism and over reliance on any one source and follow a standard format (e.g., MLA, APA) for citation.
<b>STANDARD / STRAND</b>	<b>Grades 11-12 English/Language Arts</b>	
<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Communication and Collaboration – Learning Outcome: Students discuss and debate ideas based on research and specific evidence, allowing for all perspectives to be heard, and assessing and analyzing a speaker's stylistic choices.</b>
INDICATOR / STANDARD	11- 12.CC.1.	Initiate and engage in a range of collaborative discussions on grade-appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly and persuasively.
INDICATOR / STANDARD	11- 12.CC.2.	Engage in a thoughtful, well-reasoned exchange of ideas by referring to specific evidence. (E)
INDICATOR / STANDARD	11- 12.CC.3.	Expand conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
INDICATOR / STANDARD	11- 12.CC.4.	Conduct, debate, and discuss to allow all views to be presented; allow for a dissenting view, in addition to group compromise; and determine what additional information or research is required to deepen the investigation or complete the task. (E)

#### Grade 12 - Adopted: 2020

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

<b>STANDARD / STRAND</b>	<b>Journalism: Grades 9-12</b>	
<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Writing</b>
<b>INDICATOR / STANDARD</b>		<b>Writing Genres: Editorial, News, and Feature</b>
<b>EXPECTATION / INDICATOR</b>	<b>JW.3.2.</b>	<b>Write news that —</b>
INDICATOR		Uses a variety of creative leads; organizes complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; includes formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
INDICATOR		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		Use narrative techniques, such as dialogue, pacing, description, source reflection, and multiple anecdotes to develop experiences, events, and/or 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 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.
INDICATOR		Present information, choosing from a variety of formats.

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

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

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

PROFICIENCY STATEMENT / SUBSTRAND		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)
<b>STANDARD / STRAND</b>	<b>Journalism: Grades 9-12</b>	
<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Speaking and Listening</b>
<b>INDICATOR / STANDARD</b>		<b>Discussion and Collaboration</b>
EXPECTATION / INDICATOR	JSL.2.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one critiques, group discussion of news coverage, story ideas, and interviews) on current events, sample media, and newsworthy issues; building on others' ideas and expressing personal viewpoints clearly and persuasively.
EXPECTATION / INDICATOR	JSL.2.3.	Work with peers to promote collegial discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
EXPECTATION / INDICATOR	JSL.2.4.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
<b>STANDARD / STRAND</b>	<b>Digital Media: Grades 9-12</b>	
<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Digital Media: Writing</b>
<b>INDICATOR / STANDARD</b>		<b>Writing Genres: Editorial, News, Feature, and Narrative</b>
EXPECTATION / INDICATOR	MW.3.2.	<b>Write or produce informative products on a variety of topics that:</b>
INDICATOR	MW.3.2.1.	Introduce a topic using a variety of lead-ins; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting(e.g., headings), graphics (e.g.,figures,tables),and multimedia when useful to aiding comprehension,
INDICATOR	MW.3.2.2.	Utilize credible sources, develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic,
INDICATOR	MW.3.2.3.	Use appropriate and varied transitions and syntax to link the major sections of the piece,create cohesion, and clarify the relationships among complex ideas and concepts,
INDICATOR	MW.3.2.4.	Choose language, content- specific vocabulary, and techniques to manage the complexity of the topic, recognizing and eliminating wordiness and redundancy,
INDICATOR	MW.3.2.5.	Establish and maintain an informative style appropriate to the purpose and audience, and
INDICATOR	MW.3.2.6.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

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

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

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

PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Writing
INDICATOR / STANDARD		The Writing Process
EXPECTATION / INDICATOR	MW.4.3.	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.

**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.
INDICATOR	MW.6.1.E.	Usage- Students are expected to build upon and continue applying conventions learned previously. Grade of Mastery: 10 Identifying and using parallelism in all writing to present items in a series and items juxtaposed for emphasis.

#### 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.

Week 07: Practice Note Taking; Inventive Writing, p. 53-60

## Indiana Academic Standards

### Language Arts

Grade 12 - Adopted: 2023

#### STANDARD / STRAND

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

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes; compositions will include correct use of standard formatting (e.g., MLA, APA) with sources correctly cited.
INDICATOR / STANDARD	11-12.W.1.	Write arguments in a variety of forms that:
EXPECTATION / INDICATOR	11-12.W.1.e.	Establish and maintain a consistent style and tone appropriate for the purpose and audience.

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

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

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

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes; compositions will include correct use of standard formatting (e.g., MLA, APA) with sources correctly cited.
INDICATOR / STANDARD	11-12.W.4.	Apply the writing process to all formal writing including but not limited to argumentative, informative, and narrative:
EXPECTATION / INDICATOR	11-12.W.4.a.	Plan and develop, draft, and revise writing using appropriate reference materials. Rewrite, try a new approach, focusing on addressing what is most significant for a specific purpose and audience, and edit to produce and strengthen writing that is clear and coherent.
EXPECTATION / INDICATOR	11-12.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 11-12 English/Language Arts**

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

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

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Communication and Collaboration – Learning Outcome: Students discuss and debate ideas based on research and specific evidence, allowing for all perspectives to be heard, and assessing and analyzing a speaker's stylistic choices.</b>
INDICATOR / STANDARD	11-12.CC.1.	Initiate and engage in a range of collaborative discussions on grade-appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly and persuasively.
INDICATOR / STANDARD	11-12.CC.2.	Engage in a thoughtful, well-reasoned exchange of ideas by referring to specific evidence. (E)
INDICATOR / STANDARD	11-12.CC.3.	Expand conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
INDICATOR / STANDARD	11-12.CC.4.	Conduct, debate, and discuss to allow all views to be presented; allow for a dissenting view, in addition to group compromise; and determine what additional information or research is required to deepen the investigation or complete the task. (E)
INDICATOR / STANDARD	11-12.CC.5.	Evaluate a speaker's perspective, reasoning, and use of evidence and rhetoric, as well as assessing stylistic choices such as word choice, points of emphasis, and tone. (E)
INDICATOR / STANDARD	11-12.CC.6.	Using a range of informal and formal tasks, present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning. Address opposing perspectives, ensuring the organization, development, substance, and style are appropriate to purpose and audience.

#### Grade 12 - Adopted: 2020

#### STANDARD / STRAND

#### Journalism: Grades 9-12

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

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

#### Journalism: Grades 9-12

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

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

#### Journalism: Grades 9-12

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Writing</b>
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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 Uses a variety of creative leads; organizes complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; includes formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

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

INDICATOR Uses appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

**STANDARD / STRAND**

**Journalism: Grades 9-12**

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

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

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

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

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

INDICATOR	Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach, focusing on addressing what is most significant for a specific purpose and audience; and edit to produce and strengthen writing that is clear and coherent.
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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	Avoid plagiarism and overreliance on any one source and follow a standard format (e.g., AP Style) for citation.
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INDICATOR	Present information, choosing from a variety of formats.
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**STANDARD /  
STRAND****Journalism: Grades 9-12**

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

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

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

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

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

PROFICIENCY STATEMENT / SUBSTRAND		Speaking and Listening
INDICATOR / STANDARD		Comprehension
EXPECTATION / INDICATOR	JSL.3.2.	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

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

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

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

**Digital Media: Grades 9-12**

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

EXPECTATION / INDICATOR	MV.2.2.	Students are expected to build upon and continue applying concepts learned previously. Grade of Mastery: 7 Use the relationship between particular words to better understand each of the words (e.g. synonym/antonym, analogy).
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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.3.2.2.	Utilize credible sources, develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic,
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INDICATOR	MW.3.2.3.	Use appropriate and varied transitions and syntax to link the major sections of the piece,create cohesion, and clarify the relationships among complex ideas and concepts,
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INDICATOR	MW.3.2.4 .	Choose language, content- specific vocabulary, and techniques to manage the complexity of the topic, recognizing and eliminating wordiness and redundancy,
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INDICATOR	MW.3.2.6 .	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
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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,
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INDICATOR	MW.4.1.3	Utilize a standard style guide framework for properly crediting sources in all media product types, utilizing multiple sources when appropriate.
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**STANDARD /  
STRAND****Digital Media: Grades 9-12**

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

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

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

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

PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: 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.
INDICATOR	MW.6.1.E	Usage- Students are expected to build upon and continue applying conventions learned previously. Grade of Mastery: 10 Identifying and using parallelism in all writing to present items in a series and items juxtaposed for emphasis.

**STANDARD / STRAND**

**Digital Media: Grades 9-12**

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

**STANDARD / STRAND**

**Digital Media: Grades 9-12**

PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Speaking and Listening
INDICATOR / STANDARD		Comprehension
EXPECTATION / INDICATOR	MSL3.2.	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

**STANDARD / STRAND**

**Digital Media: Grades 9-12**

PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Speaking and Listening
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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.

Week 08: Write from Multiple Sources, Citations Using MLA Style, p. 61-78

## Indiana Academic Standards

### Language Arts

#### Grade 12 - Adopted: 2023

#### STANDARD / STRAND

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

**PROFICIENCY STATEMENT / SUBSTRAND**

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

**INDICATOR / STANDARD**

11-12.RC.1.

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

**INDICATOR / STANDARD**

11-12.RC.6.

Analyze a complex set of ideas or sequence of events and explain how specific ideas, events, and individuals develop throughout the text.

**INDICATOR / STANDARD**

11-12.RC.11.

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

**INDICATOR / STANDARD**

11-12.RC.14.

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

#### STANDARD / STRAND

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

**PROFICIENCY STATEMENT / SUBSTRAND**

**Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes; compositions will include correct use of standard formatting (e.g., MLA, APA) with sources correctly cited.**

**INDICATOR / STANDARD**

11-12.W.1.

Write arguments in a variety of forms that:

**EXPECTATION / INDICATOR**

11-12.W.1.e.

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

#### STANDARD / STRAND

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

**PROFICIENCY STATEMENT / SUBSTRAND**

**Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes; compositions will include correct use of standard formatting (e.g., MLA, APA) with sources correctly cited.**

**INDICATOR / STANDARD**

11-12.W.2.

Write informative compositions on a variety of topics that:

EXPECTATION / INDICATOR	11- 12.W.2.a.	Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aid comprehension.
EXPECTATION / INDICATOR	11- 12.W.2.b.	Utilizing credible sources, develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
EXPECTATION / INDICATOR	11- 12.W.2.c.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
EXPECTATION / INDICATOR	11- 12.W.2.e.	Establish and maintain a style appropriate for the purpose and audience.
EXPECTATION / INDICATOR	11- 12.W.2.f.	Provide a concluding statement or section that follows and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). (E)

#### STANDARD / STRAND

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

PROFICIENCY STATEMENT / SUBSTRAND		<b>Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes; compositions will include correct use of standard formatting (e.g., MLA, APA) with sources correctly cited.</b>
INDICATOR / STANDARD	11- 12.W.4.	<b>Apply the writing process to all formal writing including but not limited to argumentative, informative, and narrative:</b>
EXPECTATION / INDICATOR	11- 12.W.4.a.	Plan and develop, draft, and revise writing using appropriate reference materials. Rewrite, try a new approach, focusing on addressing what is most significant for a specific purpose and audience, and edit to produce and strengthen writing that is clear and coherent.
EXPECTATION / INDICATOR	11- 12.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 11-12 English/Language Arts

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

#### STANDARD / STRAND

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

PROFICIENCY STATEMENT / SUBSTRAND		<b>Communication and Collaboration – Learning Outcome: Students discuss and debate ideas based on research and specific evidence, allowing for all perspectives to be heard, and assessing and analyzing a speaker's stylistic choices.</b>
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INDICATOR / STANDARD	11-12.CC.1.	Initiate and engage in a range of collaborative discussions on grade-appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly and persuasively.
INDICATOR / STANDARD	11-12.CC.2.	Engage in a thoughtful, well-reasoned exchange of ideas by referring to specific evidence. (E)
INDICATOR / STANDARD	11-12.CC.3.	Expand conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
INDICATOR / STANDARD	11-12.CC.4.	Conduct, debate, and discuss to allow all views to be presented; allow for a dissenting view, in addition to group compromise; and determine what additional information or research is required to deepen the investigation or complete the task. (E)
INDICATOR / STANDARD	11-12.CC.5.	Evaluate a speaker's perspective, reasoning, and use of evidence and rhetoric, as well as assessing stylistic choices such as word choice, points of emphasis, and tone. (E)

### Grade 12 - 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: 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.
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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
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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	Uses a variety of creative leads; organizes complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; includes formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
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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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INDICATOR	Uses appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
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**STANDARD /  
STRAND****Journalism: Grades 9-12**

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

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



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)

**STANDARD / STRAND**

**Journalism: Grades 9-12**

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

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

**STANDARD / STRAND**

**Journalism: Grades 9-12**

PROFICIENCY STATEMENT / SUBSTRAND		Speaking and Listening
INDICATOR / STANDARD		Comprehension

EXPECTATION / INDICATOR	JSL.3.2.	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
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**STANDARD / STRAND**

**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.
<b>STANDARD / STRAND</b>		<b>Digital Media: Grades 9-12</b>
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.
<b>STANDARD / STRAND</b>		<b>Digital Media: Grades 9-12</b>
PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Vocabulary
INDICATOR / STANDARD		Learning Outcome
EXPECTATION / INDICATOR	MV.1.	Acquire and accurately use academic and content-specific words and phrases at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression, including those standard to the media industry.
<b>STANDARD / STRAND</b>		<b>Digital Media: Grades 9-12</b>
PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Vocabulary
INDICATOR / STANDARD		Vocabulary Building
EXPECTATION / INDICATOR	MV.2.1.	Use context to determine or clarify the meaning of words and phrases.
<b>STANDARD / STRAND</b>		<b>Digital Media: Grades 9-12</b>
PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Vocabulary
INDICATOR / STANDARD		Vocabulary in Media Writing and Production
EXPECTATION / INDICATOR	MV.3.2.	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.
<b>STANDARD / STRAND</b>		<b>Digital Media: Grades 9-12</b>

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

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

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

INDICATOR	MW.3.2.2.	Utilize credible sources, develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic,
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INDICATOR	MW.3.2.3.	Use appropriate and varied transitions and syntax to link the major sections of the piece, create cohesion, and clarify the relationships among complex ideas and concepts,
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INDICATOR	MW.3.2.4.	Choose language, content-specific vocabulary, and techniques to manage the complexity of the topic, recognizing and eliminating wordiness and redundancy,
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INDICATOR	MW.3.2.6.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
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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,
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INDICATOR	MW.4.1.3.	Utilize a standard style guide framework for properly crediting sources in all media product types, utilizing multiple sources when appropriate.
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**STANDARD / STRAND** **Digital Media: Grades 9-12**

PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Writing
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INDICATOR / STANDARD		The Writing Process
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.5.3.	Conduct short as well as more sustained research assignments and tasks to build knowledge about the research process and the topic under study:

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

**Digital Media: Grades 9-12**

PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: 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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INDICATOR	MW.6.1.E	Usage- Students are expected to build upon and continue applying conventions learned previously. Grade of Mastery: 10 Identifying and using parallelism in all writing to present items in a series and items juxtaposed for emphasis.
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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: 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.
EXPECTATION / INDICATOR	MSL.3.2.	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

#### STANDARD / STRAND

#### Student Media: 9-12

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

#### STANDARD / STRAND

#### Student Media: 9-12

PROFICIENCY STATEMENT / SUBSTRAND		Standard 4: Media Content Creation - Students develop newsworthy, journalistic content while adhering to legal and ethical standards for scholastic journalism. Students demonstrate an understanding of the research, organizational, and drafting strategies in the journalistic content creation process.
INDICATOR / STANDARD		Organize and Focus
EXPECTATION / INDICATOR	SMED.4.1 .	Choose the appropriate method and medium to deliver information (verbal, visual, multimedia). Various types of media include the following:

INDICATOR	SMED.4.1.1.	Writing (Inverted pyramid, narrative, in-depth, personality profile, opinion, etc.) • uses effective display text (headline, title, summary deck, combination, • uses a variety of creative leads, • contains adequate information from credible sources and cites sources of information correctly,• narrates events accurately including their significance to the audience, • includes appropriate quotations and proper attribution,• describes specific incidents, and actions, with sufficient detail,• follows standard journalistic language and format conventions, and• uses vocabulary and language that is appropriate for the subject, journalistic style, different purposes, and a variety of audiences.
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Week 09: Academic Research Bases, Citations Using APA Style, p. 79-84

## Indiana Academic Standards

### Language Arts

#### Grade 12 - Adopted: 2023

#### STANDARD / STRAND

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

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

EXPECTATION / INDICATOR	11-12.W.2.b.	Utilizing credible sources, develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
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#### STANDARD / STRAND

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

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes; compositions will include correct use of standard formatting (e.g., MLA, APA) with sources correctly cited.
INDICATOR / STANDARD	11-12.W.3.	Write narrative compositions in a variety of forms that:

EXPECTATION / INDICATOR	11-12.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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#### STANDARD / STRAND

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

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

EXPECTATION / INDICATOR	11-12.W.4.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 11-12 English/Language Arts

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

EXPECTATION / INDICATOR	11-12.W.5.a.	Formulate an inquiry question and refine and narrow the focus as research evolves.
EXPECTATION / INDICATOR	11-12.W.5.b.	Gather relevant information from multiple types of authoritative sources, using advanced searches effectively, and annotate sources.
EXPECTATION / INDICATOR	11-12.W.5.d.	Synthesize and integrate information into the text selectively to maintain the flow of ideas.
EXPECTATION / INDICATOR	11-12.W.5.e.	Avoid plagiarism and over reliance on any one source and follow a standard format (e.g., MLA, APA) for citation.

**STANDARD / STRAND**

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

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Communication and Collaboration – Learning Outcome: Students discuss and debate ideas based on research and specific evidence, allowing for all perspectives to be heard, and assessing and analyzing a speaker's stylistic choices.</b>
INDICATOR / STANDARD	11-12.CC.1.	Initiate and engage in a range of collaborative discussions on grade-appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly and persuasively.
INDICATOR / STANDARD	11-12.CC.2.	Engage in a thoughtful, well-reasoned exchange of ideas by referring to specific evidence. (E)
INDICATOR / STANDARD	11-12.CC.3.	Expand conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
INDICATOR / STANDARD	11-12.CC.4.	Conduct, debate, and discuss to allow all views to be presented; allow for a dissenting view, in addition to group compromise; and determine what additional information or research is required to deepen the investigation or complete the task. (E)
INDICATOR / STANDARD	11-12.CC.5.	Evaluate a speaker's perspective, reasoning, and use of evidence and rhetoric, as well as assessing stylistic choices such as word choice, points of emphasis, and tone. (E)

**Grade 12 - Adopted: 2020**

**STANDARD / STRAND**

**Journalism: Grades 9-12**

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

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



INDICATOR		Contains adequate information from a variety of credible sources.
<b>STANDARD / STRAND</b>		<b>Journalism: Grades 9-12</b>
<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Writing</b>
<b>INDICATOR / STANDARD</b>		<b>Writing Genres: Editorial, News, and Feature</b>
<b>EXPECTATION / INDICATOR</b>	<b>JW.3.3.</b>	<b>Write features that --</b>

INDICATOR		Use a variety of creative leads. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing sources.
INDICATOR		Use narrative techniques, such as dialogue, pacing, description, source reflection, and multiple anecdotes to develop experiences, events, and/or sources.
INDICATOR		Contain adequate information from a variety of credible sources.
INDICATOR		Establish and maintain a feature style appropriate to the purpose and audience. (e.g. AP Style)

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

<b>STANDARD / STRAND</b>		<b>Journalism: Grades 9-12</b>
<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Writing</b>
<b>INDICATOR / STANDARD</b>		<b>The Research Process: Finding, Assessing, Synthesizing, and Reporting Information</b>
<b>EXPECTATION / INDICATOR</b>	<b>JW.5.3.</b>	<b>Conduct short as well as more sustained research assignments and tasks to build knowledge about the research process and the topic under study.</b>
INDICATOR		Formulate an inquiry question, and refine and narrow the focus as research evolves.
INDICATOR		Gather relevant information from multiple types of authoritative sources, using advanced searches effectively, and annotate sources.
INDICATOR		Synthesize and integrate information into the text selectively to maintain the flow of ideas.
INDICATOR		Avoid plagiarism and overreliance on any one source and follow a standard format (e.g., AP Style) for citation.

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

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

INDICATOR		Double-checking information before writing the story
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**STANDARD /  
STRAND****Journalism: Grades 9-12**

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

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

PROFICIENCY STATEMENT / SUBSTRAND		Speaking and Listening
INDICATOR / STANDARD		Comprehension

EXPECTATION / INDICATOR	JSL.3.2.	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
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**STANDARD /  
STRAND****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.4.1.3	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.4.5.	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
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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.5.3.5	Avoid plagiarism and overreliance on any one source and follow a standard format (e.g., AP Style) for citation.
STANDARD / STRAND		Digital Media: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Writing
INDICATOR / STANDARD		The Research Process: Finding, Assessing, Synthesizing, and Reporting Information
EXPECTATION / INDICATOR	MW.5.4.	Ask clear interview questions to guide a balanced and unbiased information-gathering process that include: Researching background information, Formulating questions that elicit valuable information, Observing and recording details during the interview, Effectively concluding the interview, Double-checking information before writing the story, and Keeping dated notes or interview records on file.
INDICATOR	MW.5.4.1	Researching background information,
INDICATOR	MW.5.4.2	Formulating questions that elicit valuable information,
STANDARD / STRAND		Digital Media: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Speaking and Listening
INDICATOR / STANDARD		Discussion and Collaboration
EXPECTATION / INDICATOR	MSL2.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, critiques, group discussion, interviews, etc.) on current events, sample media, newsworthy issues, creative story ideas, use of technology in projects; building on others' ideas and expressing personal viewpoints and narratives clearly.

EXPECTATION / INDICATOR	MSL.2.2.	Engage in a thoughtful, well-reasoned exchange of ideas by referring to specific evidence.
EXPECTATION / INDICATOR	MSL.2.3.	Work with peers to promote collegial discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
EXPECTATION / INDICATOR	MSL.2.4.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
EXPECTATION / INDICATOR	MSL.2.5.	Conduct debate and discussion to allow all views to be presented; allow for a dissenting view, in addition to group compromise; and determine what additional information or research is required to deepen the investigation or complete the task.

#### STANDARD / STRAND

#### Digital Media: Grades 9-12

PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Speaking and Listening
INDICATOR / STANDARD		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.
EXPECTATION / INDICATOR	MSL.3.2.	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

#### 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.
<b>STANDARD / STRAND</b>		<b>Student Media: 9-12</b>
<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Standard 5: Student Media Production Cycles - Students produce media within an established production cycle, meeting deadlines and following style manual guidelines for consistency. Students analyze, evaluate, and critique their own work and that of others as they improve future media based on feedback.</b>
<b>INDICATOR / STANDARD</b>	<b>SMED.5.1</b>	<b>Work within a production cycle for media that includes:</b>
EXPECTATION / INDICATOR	SMED.5.1.2.	gathering information (interviewing, researching, observing, etc.),

Week 10: Thesis Statement; Abstract, p. 84-98

## Indiana Academic Standards

### Language Arts

Grade 12 - Adopted: 2023

#### STANDARD / STRAND

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

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes; compositions will include correct use of standard formatting (e.g., MLA, APA) with sources correctly cited.</b>
<b>INDICATOR / STANDARD</b>	<b>11-12.W.1.</b>	<b>Write arguments in a variety of forms that:</b>

EXPECTATION / INDICATOR      11-12.W.1.e.      Establish and maintain a consistent style and tone appropriate for the purpose and audience.

#### STANDARD / STRAND

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

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

EXPECTATION / INDICATOR      11-12.W.2.a.      Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aid comprehension.

EXPECTATION / INDICATOR      11-12.W.2.b.      Utilizing credible sources, develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

EXPECTATION / INDICATOR	11- 12.W.2.c.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
EXPECTATION / INDICATOR	11- 12.W.2.e.	Establish and maintain a style appropriate for the purpose and audience.
EXPECTATION / INDICATOR	11- 12.W.2.f.	Provide a concluding statement or section that follows and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). (E)

**STANDARD /  
STRAND**

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

PROFICIENCY STATEMENT / SUBSTRAND		<b>Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes; compositions will include correct use of standard formatting (e.g., MLA, APA) with sources correctly cited.</b>
INDICATOR / STANDARD	11- 12.W.3.	<b>Write narrative compositions in a variety of forms that:</b>

EXPECTATION / INDICATOR	11- 12.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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**STANDARD /  
STRAND**

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

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

EXPECTATION / INDICATOR	11- 12.W.4.a.	Plan and develop, draft, and revise writing using appropriate reference materials. Rewrite, try a new approach, focusing on addressing what is most significant for a specific purpose and audience, and edit to produce and strengthen writing that is clear and coherent.
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EXPECTATION / INDICATOR	11- 12.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 11-12 English/Language Arts**

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

EXPECTATION / INDICATOR	11- 12.W.5.a.	Formulate an inquiry question and refine and narrow the focus as research evolves.
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EXPECTATION / INDICATOR	11- 12.W.5.b.	Gather relevant information from multiple types of authoritative sources, using advanced searches effectively, and annotate sources.
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EXPECTATION / INDICATOR	11- 12.W.5.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 11-12 English/Language Arts**

PROFICIENCY STATEMENT / SUBSTRAND		Communication and Collaboration – Learning Outcome: Students discuss and debate ideas based on research and specific evidence, allowing for all perspectives to be heard, and assessing and analyzing a speaker's stylistic choices.
INDICATOR / STANDARD	11-12.CC.1.	Initiate and engage in a range of collaborative discussions on grade-appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly and persuasively.
INDICATOR / STANDARD	11-12.CC.2.	Engage in a thoughtful, well-reasoned exchange of ideas by referring to specific evidence. (E)
INDICATOR / STANDARD	11-12.CC.3.	Expand conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
INDICATOR / STANDARD	11-12.CC.4.	Conduct, debate, and discuss to allow all views to be presented; allow for a dissenting view, in addition to group compromise; and determine what additional information or research is required to deepen the investigation or complete the task. (E)
INDICATOR / STANDARD	11-12.CC.5.	Evaluate a speaker's perspective, reasoning, and use of evidence and rhetoric, as well as assessing stylistic choices such as word choice, points of emphasis, and tone. (E)

**Grade 12 - Adopted: 2020****STANDARD /  
STRAND****Journalism: Grades 9-12**

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

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

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



EXPECTATION / INDICATOR	JL.3.2.	Analyze the point of view of narrative nonfiction/historical fiction in which the reader must distinguish between what the author directly states and what the author may intend.
<b>STANDARD / STRAND</b>	<b>Journalism: Grades 9-12</b>	
PROFICIENCY STATEMENT / SUBSTRAND		<b>Journalism: Narrative Nonfiction/Historical Fiction</b>
INDICATOR / STANDARD		<b>Synthesis and Connection of Ideas</b>
EXPECTATION / INDICATOR	JL.4.1.	Compare and contrast multiple interpretations of narrative nonfiction/historical fiction, evaluating how each version interprets the source text and the potential impact of the interpretations on the reader.
EXPECTATION / INDICATOR	JL.4.2.	Analyze and evaluate significant works of narrative nonfiction/historical fiction (American, English, or world) and how two or more of the works treat similar themes, conflicts, issues, or topics. (e.g. In Cold Blood and actual accounts of The Clutter murders).
<b>STANDARD / STRAND</b>	<b>Journalism: Grades 9-12</b>	
PROFICIENCY STATEMENT / SUBSTRAND		<b>Journalism: Nonfiction</b>
INDICATOR / STANDARD		<b>Synthesis and Connection of Ideas</b>
EXPECTATION / INDICATOR	JN.4.2.	Synthesize and evaluate sources of information presented in multimedia platforms in order to address a question or to solve a problem.
<b>STANDARD / STRAND</b>	<b>Journalism: Grades 9-12</b>	
PROFICIENCY STATEMENT / SUBSTRAND		<b>Writing</b>
INDICATOR / STANDARD		<b>Learning Outcome</b>
EXPECTATION / INDICATOR	JW.1.	Write routinely over a variety of time frames for a range of tasks, purposes, and audiences; apply reading standards to support analysis, reflection, and research by drawing evidence from a variety of texts.
<b>STANDARD / STRAND</b>	<b>Journalism: Grades 9-12</b>	
PROFICIENCY STATEMENT / SUBSTRAND		<b>Writing</b>
INDICATOR / STANDARD		<b>Handwriting</b>
EXPECTATION / INDICATOR	JW.2.	Students are expected to build upon and continue applying concepts learned previously. (Grade of Mastery: 4)
<b>STANDARD / STRAND</b>	<b>Journalism: Grades 9-12</b>	

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

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

**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 Uses a variety of creative leads; organizes complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; includes formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

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

INDICATOR Contains adequate information from a variety of credible sources.

INDICATOR Uses appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

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

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

<b>EXPECTATION / INDICATOR</b>	<b>JW.3.3.</b>	<b>Write features that --</b>
INDICATOR		Use 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		Use narrative techniques, such as dialogue, pacing, description, source reflection, and multiple anecdotes to develop experiences, events, and/or sources.
INDICATOR		Contain adequate information from a variety of credible sources.
INDICATOR		Provide an ending that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
INDICATOR		Establish and maintain a feature style appropriate to the purpose and audience. (e.g. AP Style)

**STANDARD / STRAND**

**Journalism: Grades 9-12**

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

**STANDARD / STRAND**

**Journalism: Grades 9-12**

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

**STANDARD / STRAND**

**Journalism: Grades 9-12**

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

<b>EXPECTATION / INDICATOR</b>	<b>JW.5.3.</b>	<b>Conduct short as well as more sustained research assignments and tasks to build knowledge about the research process and the topic under study.</b>
INDICATOR		Formulate an inquiry question, and refine and narrow the focus as research evolves.
INDICATOR		Gather relevant information from multiple types of authoritative sources, using advanced searches effectively, and annotate sources.
INDICATOR		Avoid plagiarism and overreliance on any one source and follow a standard format (e.g., AP Style) for citation.
INDICATOR		Present information, choosing from a variety of formats.

**STANDARD / STRAND**

**Journalism: Grades 9-12**

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

**STANDARD / STRAND**

**Journalism: Grades 9-12**

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

**STANDARD / STRAND**

**Journalism: Grades 9-12**

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

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

**STANDARD /  
STRAND**

**Journalism: Grades 9-12**

PROFICIENCY STATEMENT / SUBSTRAND		Speaking and Listening
INDICATOR / STANDARD		Comprehension

EXPECTATION / INDICATOR	JSL.3.2.	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
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**STANDARD /  
STRAND**

**Digital Media: Grades 9-12**

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

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

**Digital Media: Grades 9-12**

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

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

INDICATOR	MW.3.2.5	Establish and maintain an informative style appropriate to the purpose and audience, and .
INDICATOR	MW.3.2.6	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
<b>STANDARD / STRAND</b>	<b>Digital Media: Grades 9-12</b>	
<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Digital Media: Writing</b>
<b>INDICATOR / STANDARD</b>		<b>The Writing Process</b>
<b>EXPECTATION / INDICATOR</b>	<b>MW.4.1.</b>	<b>Apply the writing process to all formal writing and media product development, including but not limited to argumentative, informative, and narrative.</b>
INDICATOR	MW.4.1.1	Plan and develop, draft, revise using appropriate reference materials, rewrite, try a new approach, focusing on addressing what is most significant for a specific purpose and audience, and edit to produce and strengthen. writing that is clear and coherent,
INDICATOR	MW.4.1.3	Utilize a standard style guide framework for properly crediting sources in all media product types, utilizing multiple sources when appropriate.
<b>STANDARD / STRAND</b>	<b>Digital Media: Grades 9-12</b>	
<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Digital Media: Writing</b>
<b>INDICATOR / STANDARD</b>		<b>The Writing Process</b>
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.
<b>STANDARD / STRAND</b>	<b>Digital Media: Grades 9-12</b>	
<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Digital Media: Writing</b>
<b>INDICATOR / STANDARD</b>		<b>The Research Process: Finding, Assessing, Synthesizing, and Reporting Information</b>
<b>EXPECTATION / INDICATOR</b>	<b>MW.5.3.</b>	<b>Conduct short as well as more sustained research assignments and tasks to build knowledge about the research process and the topic under study:</b>
INDICATOR	MW.5.3.1	Formulate an inquiry question, and refine and narrow the focus as research evolves,
INDICATOR	MW.5.3.5	Avoid plagiarism and overreliance on any one source and follow a standard format (e.g., AP Style) for citation.
<b>STANDARD / STRAND</b>	<b>Digital Media: Grades 9-12</b>	

PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: 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.5.4.2	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.
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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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INDICATOR	MW.6.1.E	Usage- Students are expected to build upon and continue applying conventions learned previously. Grade of Mastery: 10 Identifying and using parallelism in all writing to present items in a series and items juxtaposed for emphasis.
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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.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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#### 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		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.
EXPECTATION / INDICATOR	MSL.3.2.	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

**STANDARD /  
STRAND**

**Student Media: 9-12**

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

**STANDARD /  
STRAND**

**Student Media: 9-12**

PROFICIENCY STATEMENT / SUBSTRAND		Standard 4: Media Content Creation - Students develop newsworthy, journalistic content while adhering to legal and ethical standards for scholastic journalism. Students demonstrate an understanding of the research, organizational, and drafting strategies in the journalistic content creation process.
INDICATOR / STANDARD		Organize and Focus
EXPECTATION / INDICATOR	SMED.4.1 .	Choose the appropriate method and medium to deliver information (verbal, visual, multimedia). Various types of media include the following:



INDICATOR	SMED.4.1.1.	Writing (Inverted pyramid, narrative, in-depth, personality profile, opinion, etc.) • uses effective display text (headline, title, summary deck, combination, • uses a variety of creative leads, • contains adequate information from credible sources and cites sources of information correctly,• narrates events accurately including their significance to the audience, • includes appropriate quotations and proper attribution,• describes specific incidents, and actions, with sufficient detail,• follows standard journalistic language and format conventions, and• uses vocabulary and language that is appropriate for the subject, journalistic style, different purposes, and a variety of audiences.
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Week 11: Story Types; Response to Literature Vocabulary, p. 99-110

## Indiana Academic Standards

### Language Arts

#### Grade 12 - Adopted: 2023

#### STANDARD / STRAND

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

PROFICIENCY STATEMENT / SUBSTRAND		Reading Comprehension – Learning Outcome: Students analyze the author's technique, purpose, and perspective in grade-level fiction and nonfiction text, using textual evidence to support analysis.
INDICATOR / STANDARD	11-12.RC.1.	Analyze what a text says explicitly and implicitly (e.g., inferences and interpretations) by citing strong and thorough textual evidence to support and explain how the evidence develops the analysis, including where the text leaves matters uncertain. (E)
INDICATOR / STANDARD	11-12.RC.2.	Compare and contrast the development of similar themes across two or more works of literature, and analyze how they emerge and are shaped and refined by specific details.
INDICATOR / STANDARD	11-12.RC.4.	Analyze and evaluate works of literary or cultural significance in history for the way in which these works have used archetypes drawn from myths, traditional stories, or religious works, as well as how two or more of the works treat similar themes, conflicts, issues, or topics, and maintain relevance for current audiences.
INDICATOR / STANDARD	11-12.RC.6.	Analyze a complex set of ideas or sequence of events and explain how specific ideas, events, and individuals develop throughout the text.
INDICATOR / STANDARD	11-12.RC.7.	Determine an author's perspective or purpose in a text in which the rhetoric is particularly effective (e.g., appeals to both friendly and hostile audiences, anticipates and addresses reader concerns and counterclaims), and analyze how style and content contribute to the power and persuasiveness of the text. (E)
INDICATOR / STANDARD	11-12.RC.11.	Use context to determine or clarify the meaning of words and phrases.
INDICATOR / STANDARD	11-12.RC.13.	Analyze the meaning of words and phrases as they are used in works of literature, including figurative, connotative, and denotative 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 or informal tone).

#### STANDARD / STRAND

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

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes; compositions will include correct use of standard formatting (e.g., MLA, APA) with sources correctly cited.
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INDICATOR / STANDARD	11-12.W.1.	Write arguments in a variety of forms that:
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EXPECTATION / INDICATOR	11-12.W.1.e.	Establish and maintain a consistent style and tone appropriate for the purpose and audience.
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**STANDARD / STRAND** **Grades 11-12 English/Language Arts**

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

EXPECTATION / INDICATOR	11-12.W.2.a.	Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aid comprehension.
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EXPECTATION / INDICATOR	11-12.W.2.b.	Utilizing credible sources, develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
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EXPECTATION / INDICATOR	11-12.W.2.c.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
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EXPECTATION / INDICATOR	11-12.W.2.e.	Establish and maintain a style appropriate for the purpose and audience.
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EXPECTATION / INDICATOR	11-12.W.2.f.	Provide a concluding statement or section that follows and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). (E)
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**STANDARD / STRAND** **Grades 11-12 English/Language Arts**

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

EXPECTATION / INDICATOR	11-12.W.4.a.	Plan and develop, draft, and revise writing using appropriate reference materials. Rewrite, try a new approach, focusing on addressing what is most significant for a specific purpose and audience, and edit to produce and strengthen writing that is clear and coherent.
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EXPECTATION / INDICATOR	11-12.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 11-12 English/Language Arts**

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

EXPECTATION / INDICATOR	11- 12.W.5.e.	Avoid plagiarism and over reliance on any one source and follow a standard format (e.g., MLA, APA) for citation.
<b>STANDARD / STRAND</b>	<b>Grades 11-12 English/Language Arts</b>	
<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Communication and Collaboration – Learning Outcome: Students discuss and debate ideas based on research and specific evidence, allowing for all perspectives to be heard, and assessing and analyzing a speaker's stylistic choices.</b>
INDICATOR / STANDARD	11- 12.CC.1.	Initiate and engage in a range of collaborative discussions on grade-appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly and persuasively.
INDICATOR / STANDARD	11- 12.CC.2.	Engage in a thoughtful, well-reasoned exchange of ideas by referring to specific evidence. (E)
INDICATOR / STANDARD	11- 12.CC.3.	Expand conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
INDICATOR / STANDARD	11- 12.CC.4.	Conduct, debate, and discuss to allow all views to be presented; allow for a dissenting view, in addition to group compromise; and determine what additional information or research is required to deepen the investigation or complete the task. (E)
INDICATOR / STANDARD	11- 12.CC.5.	Evaluate a speaker's perspective, reasoning, and use of evidence and rhetoric, as well as assessing stylistic choices such as word choice, points of emphasis, and tone. (E)

#### Grade 12 - Adopted: 2020

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

EXPECTATION / INDICATOR	JL.4.2.	Analyze and evaluate significant works of narrative nonfiction/historical fiction (American, English, or world) and how two or more of the works treat similar themes, conflicts, issues, or topics. (e.g. In Cold Blood and actual accounts of The Clutter murders).
<b>STANDARD / STRAND</b>		<b>Journalism: Grades 9-12</b>
PROFICIENCY STATEMENT / SUBSTRAND		Journalism: Vocabulary
INDICATOR / STANDARD		Learning Outcome
EXPECTATION / INDICATOR	JV.1.1.	Acquire and use accurately general academic and content-specific words and phrases at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression, including those standard to the journalism industry.
<b>STANDARD / STRAND</b>		<b>Journalism: Grades 9-12</b>
PROFICIENCY STATEMENT / SUBSTRAND		Journalism: Vocabulary
INDICATOR / STANDARD		Vocabulary Building
EXPECTATION / INDICATOR	JV.2.2.	Students are expected to build upon and continue applying concepts learned previously. (Grade of Mastery: 7)
<b>STANDARD / STRAND</b>		<b>Journalism: Grades 9-12</b>
PROFICIENCY STATEMENT / SUBSTRAND		Writing
INDICATOR / STANDARD		Learning Outcome
EXPECTATION / INDICATOR	JW.1.	Write routinely over a variety of time frames for a range of tasks, purposes, and audiences; apply reading standards to support analysis, reflection, and research by drawing evidence from a variety of texts.
<b>STANDARD / STRAND</b>		<b>Journalism: Grades 9-12</b>
PROFICIENCY STATEMENT / SUBSTRAND		Writing
INDICATOR / STANDARD		Handwriting
EXPECTATION / INDICATOR	JW.2.	Students are expected to build upon and continue applying concepts learned previously. (Grade of Mastery: 4)
<b>STANDARD / STRAND</b>		<b>Journalism: Grades 9-12</b>
PROFICIENCY STATEMENT / SUBSTRAND		Writing

INDICATOR / STANDARD		Writing Genres: Editorial, News, and Feature
EXPECTATION / INDICATOR	JW.3.	Students are expected to build upon and continue concepts learned previously.
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		Uses a variety of creative leads; organizes complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; includes formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
INDICATOR		Develops the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, attributions, or other information and examples relevant to the audience's knowledge of the topic.
INDICATOR		Uses appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
STANDARD / STRAND		Journalism: Grades 9-12
PROFICIENCY STATEMENT / SUBSTRAND		Writing
INDICATOR / STANDARD		Writing Genres: Editorial, News, and Feature
EXPECTATION / INDICATOR	JW.3.3.	Write features that --
INDICATOR		Provide an ending that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
INDICATOR		Establish and maintain a feature style appropriate to the purpose and audience. (e.g. AP Style)

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

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

INDICATOR	Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach, focusing on addressing what is most significant for a specific purpose and audience; and edit to produce and strengthen writing that is clear and coherent.
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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	Avoid plagiarism and overreliance on any one source and follow a standard format (e.g., AP Style) for citation.
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INDICATOR	Present information, choosing from a variety of formats.
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**STANDARD /  
STRAND****Journalism: Grades 9-12**

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

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

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

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

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

PROFICIENCY STATEMENT / SUBSTRAND		Speaking and Listening
INDICATOR / STANDARD		Comprehension
EXPECTATION / INDICATOR	JSL.3.2.	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

**STANDARD /  
STRAND****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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**STANDARD /  
STRAND**

**Digital Media: Grades 9-12**

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

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

**Digital Media: Grades 9-12**

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

INDICATOR	MW.3.2.2.	Utilize credible sources, develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic,
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INDICATOR	MW.3.2.3.	Use appropriate and varied transitions and syntax to link the major sections of the piece, create cohesion, and clarify the relationships among complex ideas and concepts,
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INDICATOR	MW.3.2.4.	Choose language, content-specific vocabulary, and techniques to manage the complexity of the topic, recognizing and eliminating wordiness and redundancy,
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INDICATOR	MW.3.2.6.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
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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,
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INDICATOR	MW.4.1.3	Utilize a standard style guide framework for properly crediting sources in all media product types, utilizing multiple sources when appropriate.
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#### STANDARD / STRAND

#### Digital Media: Grades 9-12

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

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

#### Digital Media: Grades 9-12

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

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

#### Digital Media: Grades 9-12

PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: 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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INDICATOR	MW.6.1.E	Usage- Students are expected to build upon and continue applying conventions learned previously. Grade of Mastery: 10 Identifying and using parallelism in all writing to present items in a series and items juxtaposed for emphasis.
<b>STANDARD / STRAND</b>	<b>Digital Media: Grades 9-12</b>	
<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Digital Media: Speaking and Listening</b>
<b>INDICATOR / STANDARD</b>		<b>Discussion and Collaboration</b>
EXPECTATION / INDICATOR	MSL.2.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, critiques, group discussion, interviews, etc.) on current events, sample media, newsworthy issues, creative story ideas, use of technology in projects; building on others' ideas and expressing personal viewpoints and narratives clearly.
EXPECTATION / INDICATOR	MSL.2.2.	Engage in a thoughtful, well-reasoned exchange of ideas by referring to specific evidence.
EXPECTATION / INDICATOR	MSL.2.3.	Work with peers to promote collegial discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
EXPECTATION / INDICATOR	MSL.2.4.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
EXPECTATION / INDICATOR	MSL.2.5.	Conduct debate and discussion to allow all views to be presented; allow for a dissenting view, in addition to group compromise; and determine what additional information or research is required to deepen the investigation or complete the task.
<b>STANDARD / STRAND</b>	<b>Digital Media: Grades 9-12</b>	
<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Digital Media: Speaking and Listening</b>
<b>INDICATOR / STANDARD</b>		<b>Comprehension</b>
EXPECTATION / INDICATOR	MSL.3.2.	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
Week 12: Analyze Writing Style; On-Demand Essays, p. 111-122		
<b>Indiana Academic Standards</b>		
<b>Language Arts</b>		
<b>Grade 12 - Adopted: 2023</b>		
<b>STANDARD / STRAND</b>	<b>Grades 11-12 English/Language Arts</b>	
<b>PROFICIENCY STATEMENT / SUBSTRAND</b>		<b>Reading Comprehension – Learning Outcome: Students analyze the author's technique, purpose, and perspective in grade-level fiction and nonfiction text, using textual evidence to support analysis.</b>

INDICATOR / STANDARD	11-12.RC.1.	Analyze what a text says explicitly and implicitly (e.g., inferences and interpretations) by citing strong and thorough textual evidence to support and explain how the evidence develops the analysis, including where the text leaves matters uncertain. (E)
INDICATOR / STANDARD	11-12.RC.2.	Compare and contrast the development of similar themes across two or more works of literature, and analyze how they emerge and are shaped and refined by specific details.
INDICATOR / STANDARD	11-12.RC.5.	Analyze the development of similar central ideas across two or more texts and determine how specific details shape and refine the central idea. (E)
INDICATOR / STANDARD	11-12.RC.11.	Use context to determine or clarify the meaning of words and phrases.
INDICATOR / STANDARD	11-12.RC.13.	Analyze the meaning of words and phrases as they are used in works of literature, including figurative, connotative, and denotative 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 or informal tone).
INDICATOR / STANDARD	11-12.RC.14.	Determine the meaning of words and phrases as they are used in a nonfiction text, including figurative, connotative, denotative, and technical meanings; evaluate the cumulative impact of how an author uses and refines the meaning of a key term or terms over the course of a text. (E)

#### STANDARD / STRAND

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

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes; compositions will include correct use of standard formatting (e.g., MLA, APA) with sources correctly cited.
INDICATOR / STANDARD	11-12.W.1.	Write arguments in a variety of forms that:

EXPECTATION / INDICATOR	11-12.W.1.e.	Establish and maintain a consistent style and tone appropriate for the purpose and audience.
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#### STANDARD / STRAND

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

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

EXPECTATION / INDICATOR	11-12.W.2.e.	Establish and maintain a style appropriate for the purpose and audience.
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#### STANDARD / STRAND

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

PROFICIENCY STATEMENT / SUBSTRAND		Writing – Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes; compositions will include correct use of standard formatting (e.g., MLA, APA) with sources correctly cited.
INDICATOR / STANDARD	11-12.W.3.	Write narrative compositions in a variety of forms that:

EXPECTATION / INDICATOR	11- 12.W.3.d.	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 (e.g., a sense of mystery, suspense, growth, or resolution).
EXPECTATION / INDICATOR	11- 12.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	11- 12.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 11-12 English/Language Arts**

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

EXPECTATION / INDICATOR	11- 12.W.4.a.	Plan and develop, draft, and revise writing using appropriate reference materials. Rewrite, try a new approach, focusing on addressing what is most significant for a specific purpose and audience, and edit to produce and strengthen writing that is clear and coherent.
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**STANDARD /  
STRAND**

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

PROFICIENCY STATEMENT / SUBSTRAND		<b>Communication and Collaboration – Learning Outcome: Students discuss and debate ideas based on research and specific evidence, allowing for all perspectives to be heard, and assessing and analyzing a speaker's stylistic choices.</b>
INDICATOR / STANDARD	11- 12.CC.1.	Initiate and engage in a range of collaborative discussions on grade-appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly and persuasively.
INDICATOR / STANDARD	11- 12.CC.2.	Engage in a thoughtful, well-reasoned exchange of ideas by referring to specific evidence. (E)
INDICATOR / STANDARD	11- 12.CC.3.	Expand conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
INDICATOR / STANDARD	11- 12.CC.4.	Conduct, debate, and discuss to allow all views to be presented; allow for a dissenting view, in addition to group compromise; and determine what additional information or research is required to deepen the investigation or complete the task. (E)
INDICATOR / STANDARD	11- 12.CC.5.	Evaluate a speaker's perspective, reasoning, and use of evidence and rhetoric, as well as assessing stylistic choices such as word choice, points of emphasis, and tone. (E)

**Grade 12 - Adopted: 2020**

**STANDARD /  
STRAND**

**Journalism: Grades 9-12**

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

EXPECTATION / INDICATOR	JL.2.1.	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		<b>Journalism: Nonfiction</b>
INDICATOR / STANDARD		<b>Learning Outcome</b>

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

**Journalism: Grades 9-12**

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

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

**Journalism: Grades 9-12**

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

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

**Journalism: Grades 9-12**

PROFICIENCY STATEMENT / SUBSTRAND		<b>Journalism: Vocabulary</b>
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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.3.3.	Write features that --

INDICATOR

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

**STANDARD / STRAND**

**Journalism: Grades 9-12**

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

INDICATOR

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

INDICATOR

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

**STANDARD / STRAND**

**Journalism: Grades 9-12**

PROFICIENCY STATEMENT / SUBSTRAND		Writing
INDICATOR / STANDARD		The Writing Process

EXPECTATION / INDICATOR

JW.4.4.

Revise and edit copy to ensure effective, grammatically correct communication using appropriate proofreading or copy editing symbols.

**STANDARD / STRAND**

**Journalism: Grades 9-12**

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

INDICATOR Observing and recording details during the interview

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

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

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

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

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

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

PROFICIENCY STATEMENT / SUBSTRAND		Speaking and Listening
INDICATOR / STANDARD		Comprehension

EXPECTATION / INDICATOR JSL.3.2. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

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

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

EXPECTATION / INDICATOR MS.2.2. Compare and contrast the development of similar themes across two or more media products and analyze how they emerge and are shaped and refined by specific details.

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



PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Narrative Storytelling
INDICATOR / STANDARD		Synthesis and Connection of Ideas

EXPECTATION / INDICATOR	MS.4.1.	Analyze multiple interpretations or adaptations of a story and evaluate how each version interprets the original source and the impact of the interpretations on the audience.
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EXPECTATION / INDICATOR	MS.4.2.	Analyze and evaluate media of historical or cultural significance and how two or more media products treat similar themes, conflicts, issues, or topics, and maintain relevance for current audiences.
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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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#### 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.
<b>STANDARD / STRAND</b>	<b>Digital Media: Grades 9-12</b>	
PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Writing
INDICATOR / STANDARD		Learning Outcome
EXPECTATION / INDICATOR	MW.1.	Write routinely over a variety of time frames for a range of tasks, purposes, and audiences; apply reading standards to support analysis, reflection, and research by drawing evidence from a variety of texts and media products.
<b>STANDARD / STRAND</b>	<b>Digital Media: Grades 9-12</b>	
PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Writing
INDICATOR / STANDARD		Writing Genres: Editorial, News, Feature, and Narrative
EXPECTATION / INDICATOR	MW.3.3.	Write or produce narrative and feature-style media products in a variety of forms that:
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.
<b>STANDARD / STRAND</b>	<b>Digital Media: Grades 9-12</b>	
PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Writing
INDICATOR / STANDARD		The Writing Process
EXPECTATION / INDICATOR	MW.4.1.	Apply the writing process to all formal writing and media product development, including but not limited to argumentative, informative, and narrative.
INDICATOR	MW.4.1.1	Plan and develop, draft, revise using appropriate reference materials, rewrite, try a new approach, focusing on addressing what is most significant for a specific purpose and audience, and edit to produce and strengthen writing that is clear and coherent,
<b>STANDARD / STRAND</b>	<b>Digital Media: Grades 9-12</b>	
PROFICIENCY STATEMENT / SUBSTRAND		Digital Media: Writing
INDICATOR / STANDARD		The Writing Process
EXPECTATION / INDICATOR	MW.4.4.	Revise and edit to ensure effective, grammatically correct communication.

**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		Comprehension
EXPECTATION / INDICATOR	MSL.3.2.	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.