Indiana English/Language Arts

Digital Media: Grades 9-12

Narrative Storytelling

1 Learning Outcome

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. MS.1

2 Key Ideas and Textual Support

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. MS.2.1

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. MS.2.2

3 Analyze how the producer's choices impact subject development over the course of a media product. MS.2.3

4 Make predictions about the context of text using prior knowledge of text features, explaining whether they were confirmed or not confirmed and why and be able to utilize and continue the skills. MS.2.4

3 Structural Elements and Organization

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

2 Analyze a media product in which the audience must distinguish between what is directly stated and what is intended in order to understand the perspectives. MS.3.2

4 Synthesis and Connection of Ideas

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. MS.4.1

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. MS.4.2

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Nonfiction

1 Learning Outcome

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. MN.1

2 Key Ideas and Textual Support

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. MN2.1
2. Analyze the development of similar central ideas across two or more media products and determine how specific details shape and refine the central idea. MN2.2
3. Analyze a complex set of ideas or sequence of events and explain how specific ideas, facts, events, or individuals develop throughout the product. MN2.3

3 Structural Elements and Organization

1. Apply knowledge of text features in multiple print and digital sources to locate information, gain meaning from a text, or solve a problem. MN.3.1
2. Analyze and evaluate the effectiveness of the structure used in a persuasive argument including whether the structure makes points that are clear, convincing, and engaging. MN.3.2
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). MN.3.3

4 Synthesis and Connection of Ideas

1. Delineate and evaluate the arguments and specific claims in U.S.and world media, assessing whether the reasoning is valid and the evidence is relevant and sufficient; analyze the impact of false statements and fallacious reasoning (e.g. misinformation/disinformation, copyright, libel/slander, plagiarism, privacy, First Amendment). MN.4.1
2. Synthesize and evaluate multiple sources of information presented in different mediums in order to address a question or solve a problem. MN.4.2
3. Analyze and synthesize foundational U.S. and world documents, such as the First Amendment and relevant case law, for their themes, purposes and rhetorical features. MN.4.3

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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. MV.1

2 Vocabulary Building

1 Use context to determine or clarify the meaning of words and phrases. MV.2.1

2 Use the relationship between particular words to better understand each of the words (e.g. synonym/antonym, analogy). MV.2.2

3 Analyze nuances in the meaning of words with similar denotations. MV.2.3

4 Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable). MV.2.4

5 Select appropriate general and specialized reference materials to find the pronunciation of a word or determine or clarify its precise meaning, part of speech, etymology, or standard usage (e.g. Associated Press Stylebook). MV.2.5

6 Identify and apply knowledge of media-related terms in the following areas: media production process (pre-production, production, post-production), news reporting, writing, law, ethics, and technology. MV.2.6

3 Vocabulary in Media Writing and Production

1 Analyze the meaning of words and phrases as they are used in media products including figurative and connotative meanings; analyze the cumulative impact of specific word choices (e.g., imagery, allegory, and symbolism) on meaning and tone (e.g. how the language evokes a sense of time and place; how it sets a formal and informal tone). MV.3.1

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. MV.3.2

3 Interpret figures of speech and the use of colloquial terms (e.g. paradox and idiom) in context and analyze their role in a text or media product. MV.3.3

Writing

1 Learning Outcome

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. MW.1

2 Handwriting

1 Write legibly in print or cursive, forming letters and words that can be read by others. MW.2

3 Writing Genres: Editorial, News, Feature, and Narrative

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1. Write or produce arguments or commentaries in a variety of forms that: MW.3.1
   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, MW.3.1.A
   b. Use rhetorical strategies to enhance the effectiveness of the claim, MW.3.1.B
   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, MW.3.1.C
   d. 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, MW.3.1.D
   e. Establish and maintain a consistent style and tone appropriate to purpose and audience, MW.3.1.E
   f. Provide a concluding statement or section that follows from and supports the argument presented, MW.3.1.F
   g. Explore the personal significance of an experience, MW.3.1.G
   h. Draw comparisons between specific incidents and broader themes related to important beliefs or generalizations about life, MW.3.1.H
   i. Maintain a balance between individual events and more general and abstract ideas, MW.3.1.I

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2 Write or produce informative products on a variety of topics that: MW.3.2

a 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, MW.3.2.A

b 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, MW.3.2.B

c 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, MW.3.2.C

d Choose language, content- specific vocabulary, and techniques to manage the complexity of the topic, recognizing and eliminating wordiness and redundancy, MW.3.2.D

e Establish and maintain an informative style appropriate to the purpose and audience, and MW.3.2.E

f 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). MW.3.2.F

3 Write or produce narrative and feature-style media products in a variety of forms that: MW.3.3

a Engage and orient the audience by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and including narration and/or sources or characters, MW.3.3.A

b Create a smooth progression of experiences or events, MW.3.3.B

c Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple anecdotes to develop experiences, events, and/or sources, MW.3.3.C

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, MW.3.3.D

e Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. MW.3.3.E

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4 The Writing Process

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1. Apply the writing process to all formal writing and media product development, including but not limited to argumentative, informative, and narrative. MW.4.1
    a. Plan and develop, draft, revise using appropriate reference materials, rewrite, try a new approach, focusing on addressing what is most significant for a specific purpose and audience, and edit to produce and strengthen. writing that is clear and coherent, MW.4.1.A
    b. Use technology to generate, produce, publish, and update individual or shared products in response to ongoing feedback, including new arguments or information, MW.4.1.B
    c. Utilize a standard style guide framework for properly crediting sources in all media product types, utilizing multiple sources when appropriate. MW.4.1.C
2. Evaluate and revise the content for meaning, clarity, and purpose. MW.4.2
3. Revise and edit to improve sentence variety and style and to enhance subtlety of meaning and tone in ways that are consistent with purpose, audience, and media format. MW.4.3
4. Revise and edit to ensure effective, grammatically correct communication. MW.4.4
5. Follow ethical standards related to information gathering that include the appropriate citing of sources and the importance of avoiding plagiarism. MW.4.5

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

1. Discuss ideas for writing with classmates, teachers, other writers, or community members. MW.5.1
2. Identify relevant issues and events of interest to readers through current news analysis, surveys, research reports, statistical data, and interviews with the audience. MW.5.2
3. Conduct short as well as more sustained research assignments and tasks to build knowledge about the research process and the topic under study: MW.5.3
    a. Formulate an inquiry question, and refine and narrow the focus as research evolves, MW.5.3.A
    b. Gather relevant information from multiple types of authoritative sources, using advanced searches effectively, and annotate sources, MW.5.3.B
    c. Assess the strengths and limitations of each source in terms of the task, purpose, and audience, MW.5.3.C
    d. Synthesize and integrate information into the text selectively to maintain the flow of ideas. MW.5.3.D
    e. Avoid plagiarism and overreliance on any one source and follow a standard format (e.g., AP Style) for citation. MW.5.3.E
    f. Present information, choosing from a variety of formats. MW.5.3.F

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4 Ask clear interview questions to guide a balanced and unbiased information-gathering process that include: MW.5.4

a Researching background information, MW.5.4.A

b Formulating questions that elicit valuable information, MW.5.4.B

c Observing and recording details during the interview, MW.5.4.C

d Effectively concluding the interview, MW.5.4.D

e Double-checking information before writing the story, and MW.5.4.E

f Keeping dated notes or interview records on file. MW.5.4.F

6 Conventions of Standard English: Grammar and Usage / Capitalization, Punctuation, and Spelling

1 Demonstrate command of English grammar and usage, focusing on: MW.6.1

a Pronouns– Students are expected to build upon and continue applying conventions learned previously. MW.6.1.A

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

c Adjectives and Adverbs – Students are expected to build upon and continue applying conventions learned previously. MW.6.1.C

d Phrases and Clauses – Students are expected to build upon and continue applying conventions learned previously. MW.6.1.D

e Usage- Students are expected to build upon and continue applying conventions learned previously. MW.6.1.E

2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling focusing on: MW.6.2

a Capitalization–Students are expected to build upon and continue applying conventions learned previously. MW.6.2.A

b Punctuation –Students are expected to buildupon and continue applying conventions learned previously. MW.6.2.B

c Spelling –Students are expected to build upon and continue applying conventions learned previously. MW.6.2.C

Speaking and Listening

1 Learning Outcome

1 Listen actively and adjust the use of spoken language (e.g., conventions, style, vocabulary, probing questions) to communicate effectively with a variety of sources and audiences and for different purposes and media platforms. MSL.1

2 Discussion and Collaboration

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. MSL2.1

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2 Engage in a thoughtful, well-reasoned exchange of ideas by referring to specific evidence. MSL2.2

3 Work with peers to promote collegial discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. MSL2.3

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. MSL2.4

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. MSL2.5

3 Comprehension

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. MSL.3.1

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. MSL.3.2

4 Presentation of Knowledge of Ideas

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. MSL.4.1

2 Create engaging content that strategically and creatively uses digital media (e.g., textual, graphical, audio, visual, and interactive elements) to add interest and enhance understanding of findings, reasoning, and evidence. MSL.4.2

3 Give and follow multi-step directions. MSL.4.3

Media Literacy

1 Learning Outcome

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

2 Media Literacy

1 Evaluate the intersections and conflicts between visual and verbal messages, and recognize how visual techniques or design elements carry or influence messages in various media. ML.2.1

2 Analyze the impact of the media on the public, including identifying rhetorical appeals and logical fallacies. ML.2.2

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3 Identify choices producers make while constructing media. Evaluate how choices contribute to the impact on the audience. ML.2.3

4 Analyze and evaluate the role of media in transmitting cultural and shaping public opinion, including: ML.2.4

a Increasing awareness of cultural similarities and differences as well as recognize their interdependence, ML.2.4.A

b Analyze media industry content choices in relation to their specific audience and identify which possible points of bias and prejudice exist, and ML.2.4.B

c Compare media content choices over a variety of outlets and platforms. ML.2.4.C

5 Identify and describe how frequent access and critical analysis of media can enhance the ability of citizens to make informed choices when exercising democratic freedoms. ML.2.5

6 Analyze and evaluate how the consumerism of the media industry influences how content is produced, distributed, and directed toward specific users. ML.2.6

3 Critique of Media

1 Compare and contrast coverage of the same stories in a variety of print and digital media. ML.3.1

2 Evaluate the credibility of sources in a variety of print and digital media. ML.3.2

Law and Ethics

1 Learning Outcome

1 Students understand and apply knowledge of legal and ethical principles related to the functioning of a free and independent press and various media platforms in the United States. MLE.1

2 Law and Ethics

1 Evaluate the rights, the responsibilities, and the role of a free, independent press in a democratic society to maintain accuracy, balance, fairness, objectivity, and truthfulness. MLE.2.1

2 Analyze how media law influences the purpose and function of the media industry, including student media. MLE.2.2

3 Identify essential ethical principles and legal limitations within various platforms of media, including student media. MLE.2.3

4 Analyze ethical guidelines or codes of ethics and explain how or why they are an integral part of the media industry. MLE.2.4

5 Analyze case studies or examples and evaluate how ethical responsibilities and principles affect media credibility. MLE.2.5