Indiana English/Language Arts

Journalism: Grades 9, 10, 11, 12

Adopted 2020

Journalism: Narrative Nonfiction/Historical Fiction

Learning Outcome

1. Read a variety of articles from journalistic publications and other texts related to journalism within a range of complexity appropriate for grades 11-12 that include possibilities for analysis of literary techniques, structure and writing style. 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. JL.1

Key Ideas and Textual Support

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). JL.2.1
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). JL.2.2
3. Analyze the impact of the author's choices: How the author uses structure, imagery, and characterization of a story for dramatic effect. (e.g., Mrs. Kelly's Monster). JL.2.3
4. Students are expected to build upon and continue applying concepts learned previously. JL.2.4

Structural Elements and Organization

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. JL.3.1
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. JL.3.2

Skip to main content

Synthesis and Connection of Ideas

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. JL.4.1
2. Analyze and evaluate significant works of narrative nonfiction/historical fiction (American, English, or world) and how two or more of the works treat similar themes, conflicts, issues, or topics. (e.g. In Cold Blood and actual accounts of The Clutter murders). JL.4.2

Journalism: Nonfiction

Learning Outcome

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. JN.1.1

Key Ideas and Textual Support

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. JN.2.1
2. Compare and contrast the development of similar themes or central ideas across two or more works of nonfiction and analyze how the author uses specific details to shape and reveal themes. JN.2.2
3. Analyze a complex set of ideas or sequence of events and explain how specific sources, facts, or events interact and develop over the course of a text. (e.g. article, infographic, editorial cartoon, photo or illustration). JN.2.3

Structural Elements and Organization

1. Students are expected to build upon and continue applying concepts learned previously. JN.3.1
2. Analyze and evaluate the effectiveness of the structure an author uses in his or her lead or claim including whether the structure makes points clear, convincing, and engaging. JN.3.2
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. JN.3.3

Synthesis and Connection of Ideas

Skip to main content

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

Journalism: Vocabulary

Learning Outcome

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. JV.1.1

Vocabulary Building

1. Use context to determine or clarify the meaning of words and phrases. JV.2.1
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) JV.2.2
3. Analyze nuances in the meaning of words with similar denotations. JV.2.3
4. Identify and correctly use related forms of the word. (e.g., conceive, conception, conceivable). JV.2.4
5. Select appropriate general and specialized reference materials, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, part of speech, etymology, or standard usage. (e.g. Associated Press Stylebook). JV.2.5
6. Identify and apply knowledge of journalism-related terms in the following areas: reporting, writing, editing, photography, design, law, ethics, and technology. JV.2.6

Vocabulary in Historical Fiction and Nonfiction

1. Analyze the meaning of words and phrases as they are used in works of narrative nonfiction/historical fiction including figurative and connotative meanings; analyze the cumulative impact of specific word choices (e.g., imagery, allegory, and symbolism) on meaning and tone (e.g. how the language evokes a sense of time and place; how it sets a formal and informal tone). JV.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 uses and refines the meaning of a key term or terms over the course of a text. JV.3.2

Interpret figures of speech (e.g. paradox) in context and analyze their role in a text. JV.3.3

Skip to main content

Writing

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. JW.1

Handwriting

2. Students are expected to build upon and continue applying concepts learned previously. JW.2

Writing Genres: Editorial, News, and Feature

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

1. Write editorials/commentaries that – Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases. Use effective transitions as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. Establish and maintain a consistent style and tone appropriate to purpose and audience. Provide a concluding statement or section that follows from and supports the argument presented.
Explore the personal significance of an experience. Draw comparisons between specific incidents and broader themes related to important beliefs or generalizations about life.
Maintain a balance between individual events and more general and abstract ideas. JW.3.1

2. Write news that – 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. 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.
Contains adequate information from a variety of credible sources.
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. Chooses language, content-specific vocabulary, and techniques to manage the complexity of the topic, recognizing and eliminating wordiness and redundancy. Establishes and maintains a news style appropriate to the purpose and audience. (e.g. AP Style). JW.3.2

Skip to main content

3. Write features that - 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.
Create a smooth progression of experiences or events.
Use narrative techniques, such as dialogue, pacing, description, source reflection, and multiple anecdotes to develop experiences, events, and/or sources.
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.
Contain adequate information from a variety of credible sources.
Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
Provide an ending that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
Establish and maintain a feature style appropriate to the purpose and audience. (e.g. AP Style). JW.3.3

The Writing Process

1. Apply the writing process to – Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach, focusing on addressing what is most significant for a specific purpose and audience; and edit to produce and strengthen writing that is clear and coherent.
Use technology to generate, produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. JW.4.1
2. Evaluate and revise the content of copy for meaning, clarity, and purpose. JW.4.2
3. Revise and edit copy to improve sentence variety and style and to enhance subtlety of meaning and tone in ways that are consistent with purpose, audience, and journalistic form. JW.4.3
4. Revise and edit copy to ensure effective, grammatically correct communication using appropriate proofreading or copy editing symbols. JW.4.4
5. Follow ethical standards related to information gathering that include the appropriate citing of sources and the importance of avoiding plagiarism. JW.4.5

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

1. Discuss ideas for writing with classmates, teachers, other writers, or community members. JW.5.1
2. Identify relevant issues and events of interest to readers through current news analysis, surveys, research reports, statistical data, and interviews with readers. JW.5.2

Skip to main content

3. Conduct short as well as more sustained research assignments and tasks to build knowledge about the research process and the topic under study.
Formulate an inquiry question, and refine and narrow the focus as research evolves.
Gather relevant information from multiple types of authoritative sources, using advanced searches effectively, and annotate sources.
Assess the strengths and limitations of each source in terms of the task, purpose, and audience.
Synthesize and integrate information into the text selectively to maintain the flow of ideas.
Avoid plagiarism and overreliance on any one source and follow a standard format (e.g., AP Style) for citation.
Present information, choosing from a variety of formats. JW.5.3
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
Keeping dated notes or interview records on file. JW.5.4

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

1. Demonstrate command of English grammar and usage, focusing on: JW.6.1
    a. Pronouns – Students are expected to build upon and continue applying conventions learned previously.
Writing sentences that include relative pronouns (e.g., who, which) and reflexive pronouns (e.g., myself, ourselves) and explaining their functions in a sentence. JW.6.1.A
    b. Verbs - Students are expected to build upon and continue applying conventions learned previously.
Forming and using verbs in the indicative, imperative, interrogative, conditional and subjunctive moods. JW.6.1.B
    c. Adjectives and Adverbs – Students are expected to build upon and continue applying conventions learned previously.
Writing sentences using relative adverbs (e.g., where, when) and explaining their functions in a sentence. JW.6.1.C
    d. Phrases and Clauses – Students are expected to build upon and continue applying conventions learned previously.
Recognizing and correcting misplaced and dangling modifiers. JW.6.1.D
    e. Usage - Students are expected to build upon and continue applying conventions learned previously.
Identifying and using parallelism in all writing to present items in a series and items juxtaposed for emphasis. JW.6.1.E

Skip to main content

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

    a. Capitalization–Students are expected to build upon and continue applying conventions learned previously.
Applying correct usage of capitalization in writing. JW.6.2.A

    b. Punctuation – Students are expected to build upon and continue applying conventions learned previously.
Using a semicolon and a conjunctive adverb to link two or more closely related independent clauses. JW.6.2.B

    c. Spelling –Students are expected to build upon and continue applying conventions learned previously.
Applying correct spelling patterns and generalizations in writing. JW.6.2.C

Speaking and Listening

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. JSL.1

Discussion and Collaboration

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. JSL2.1
2. Stimulate a thoughtful, well-reasoned debate and exchange of ideas about news and current events supported by information from credible sources. JSL.2.2
3. Work with peers to promote collegial discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. JSL.2.3
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. JSL.2.4
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. JSL.2.5

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 and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the information. JSL.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. JSL.3.2

Skip to main content

Presentation of Knowledge of Ideas

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. JSL.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. JSL.4.2
3. Students are expected to build upon and continue applying concepts learned previously. JSL.4.3

Media Literacy

Learning Outcome

1. Critically analyze content found in print and digital media used to inform, persuade, entertain, and transmit social information. JML.1

Media Literacy

1. Evaluate how visual techniques or design elements carry or influence messages in various media. JML.2.1
2. Analyze the impact of social media on trends and public opinion. Identify emotional appeals and logic fallacies. JML.2.2
3. Identify choices content producers make while constructing media. Evaluate how choices contribute to the impact on the audience. JML.2.3
4. Analyze news stories and reports that focus on specific issues, people, and events for the following qualities: importance or amount of space or time, proximity or nearness,
timeliness or immediacy,
prominence or names,
conflict, consequence, or impact,
variety,
human interest
humor JML.2.4
5. Analyze and evaluate news stories, feature stories and columns (human interest, profile/personality, sports, in-depth, special occasion, humor, sidebars), op-ed pages, commentaries, and editorials in local, national, international newspapers and magazines as well as online news sources (electronic copy, blogs, convergence) for: accuracy,
balance,
fairness,
proper attribution, and
truthfulness or credibility. JML.2.5
6. Analyze and evaluate the essential features of journalistic writing in a variety of news sources for: brevity and clarity content, topics or themes appropriate for the audience credible and multiple information sources
effective use of language
rhetorical strategies (language that focuses a message, such as persuasive words, logical consistency, humor, satire, or other intent signals) structural elements and organization JML.2.6

Skip to main content

7. Analyze and evaluate news stories and features found in student-generated publications and media by using criteria that includes: appropriateness
audience and purpose
information provided oratorily
quality of work or presentation
rhetorical strategies (language that focuses a message, such as persuasive words, logical consistency, humor, satire, or other intent signals)
type of impact JML.2.7

Critique of Mass Media

1. Compare and contrast coverage of the same news stories in a variety of print and digital media. JML.3.1
2. Evaluate the credibility of sources in a variety of print and digital media stories. JML.3.2

Law and Ethics

Learning Outcome

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

Law

1. Compare and contrast the rights, the responsibilities, and the role played by a free, independent press in a democratic society to maintain accuracy, balance, fairness, objectivity, and truthfulness. JLE.2.1
2. Analyze how the First Amendment, the Bill of Rights, and the Indiana State Constitution, along with federal and state case law, affect the rights and responsibilities of the press. JLE.2.2
3. Describe the impact of key Supreme Court decisions affecting student expression and the student press that includes: Tinker v. Des Moines Independent Community School District (1969), Bethel v. Fraser (1986),
Hazelwood School District v. Kuhlmeier (1988),
Morse v. Frederick (2007), and
other significant or recent decisions. JLE.2.3
4. Apply the legal boundaries and concepts affecting journalism to scholastic journalism. Censorship: removing of material by an authority
Copyright: giving exclusive rights to material a person has written or created
Libel and slander: printing or presenting a falsehood that damages another's reputation
Obscenity and vulgar language: using material that
Offends community standards and lacks serious artistic purpose
Prior review: reviewing prior to publication for purposes of approval or rejection
Retraction: correcting something printed or said in the most timely fashion
Student expression: voicing ideas and opinions in school environments JLE.2.4

Ethics

Skip to main content

1. Identify essential ethical principles supporting the integrity of journalists in their work or signaling misuse of ethics in their work, which include recognizing: <ul> Confidentiality: assuring secrecy for information
Fabrication: inventing stories or accounts
Photo-manipulation: portraying false visual information
Off-the-record remarks: agreeing comments are not for publication
Plagiarism: using another person's work as one's own Anonymous sources: using an unnamed source JLE.3.1
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: American Society of Newspaper Editors,
The Poynter Institute for Media Studies, or Society of Professional Journalists JLE.3.2
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. JLE.3.3
4. Compare and contrast ethical guidelines in the standards or mission statements followed by professional organizations with those from student organizations, such as: Indiana High School Press Association (IHSPA)
Journalism Education Association (JEA)
National School Press Association (NSPA). JLE.3.4