

Indiana Academic Standards 2014	Indiana Academic Standards 2006	Indiana Common Core State Standards 2010	Differences from Previous Standards
READING: <i>Literature</i>			
<p>11-12.RL.1: Read a variety of literature 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.</p>		<p>RL.10: By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11-CCR text complexity band independently and proficiently.</p>	<p><i>This IAS 2014 Learning Outcome is an umbrella standard that clarifies the expectation that students are able to interact with texts proficiently and independently at the low end of the range of complexity by the end of grade 11 and at the high end of the range by grade 12.</i></p>
<p>11-12.RL.2.1: Cite strong and thorough textual evidence to support analysis of what a text says explicitly as well as inferences and interpretations drawn from the text, including determining where the text leaves matters uncertain.</p>		<p>RL.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p>	<p><i>IAS 2014 builds upon the expectation of INCC 2010 by requiring students to be able to draw interpretations from the text.</i></p>
<p>11-12.RL.2.2: Compare and contrast the development of similar themes or central ideas across two or more works of literature and analyze how they emerge and are shaped and refined by specific details.</p>	<p>11.3.2: Analyze the way in which the theme or meaning of a selection represents a view or comment on life, using textual evidence to support the claim.</p> <p>12.3.2: Evaluate the way in which the theme or meaning of a selection represents a view or comment on life, using textual evidence to support the claim.</p>	<p>RL.2: Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.</p>	<p><i>IAS 2014 shifts the focus from identifying themes or central ideas to comparing and contrasting similar themes across two or more works as well as analyzing the development of the themes.</i></p>

<p>11-12.RL.2.3: Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., <i>where a story is set, how the action is ordered, how the characters are introduced and developed</i>).</p>		<p>RL.3: Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., <i>where a story is set, how the action is ordered, how the characters are introduced and developed</i>).</p>	
<p>11-12.RL.2.4: <i>Students are expected to build upon and continue applying concepts learned previously.</i></p>			
<p>11-12.RL.3.1: Analyze and evaluate how an author's choices concerning how to structure specific parts of a work of literature (e.g., <i>the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution</i>) contribute to its overall structure and meaning as well as its aesthetic impact.</p>	<p>11.3.3: Analyze the ways in which irony, tone, mood, the author's style, and the "sound" of language achieve specific rhetorical (persuasive) or aesthetic (artistic) purposes or both.</p> <p>12.3.3: Analyze the ways in which irony, tone, mood, the author's style, and the "sound" of language achieve specific rhetorical (persuasive) or aesthetic (artistic) purposes or both.</p>	<p>RL.5: Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.</p>	<p><i>IAS 2014 builds upon the expectation of INCC 2010 by requiring evaluation of the author's choices.</i></p>
<p>11-12.RL.3.2: Analyze a work of literature in which the reader must distinguish between what is directly stated and what is intended (e.g., <i>satire, sarcasm, irony, or understatement</i>) in order to understand the point of view.</p>	<p>11.3.1: Analyze characteristics of subgenres, types of writings such as satire, parody, allegory, and pastoral that are used in poetry, prose, plays, novels, short stories, essays, and other basic genres.</p> <p>12.3.1: Evaluate characteristics of subgenres, types of writing such as satire, parody, allegory, and pastoral that are used in poetry, prose, plays, novels, short stories, essays, and other basic genres.</p>	<p>RL.6: Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., <i>satire, sarcasm, irony, or understatement</i>).</p>	
<p>11-12.RL.4.1: Analyze multiple interpretations of a story, play, or poem, evaluating how each version interprets the source text and the impact of the interpretations on the audience.</p>		<p>RL.7: Analyze multiple interpretations of a story, drama, or poem (e.g., <i>recorded or live production of a play or recorded novel or poetry</i>), evaluating how each version interprets the source text.</p>	<p><i>IAS 2014 builds upon the expectation of INCC 2010 by adding analysis of the impact of the interpretations on the audience.</i></p>

<p>11-12.RL.4.2: Analyze and evaluate works of literary or cultural significance in history (American, English, or world) and 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.</p>	<p>11.3.5: Analyze or evaluate works of literary or cultural significance in history (American, English, or world) that:</p> <ul style="list-style-type: none"> • reflect a variety of genres in each of the respective historical periods. • were written by important authors in the respective major historical periods. • reveal contrasts in major themes, styles, and trends. • reflect or shed light on the seminal philosophical, religious, social, political, or ethical ideas of their time. <p>12.3.5: Analyze and evaluate works of literary or cultural significance in American, English, or world history that:</p> <ul style="list-style-type: none"> • reflect a variety of genres in the major periods in literature. • were written by important authors in each historical period. • reveal contrasts in major themes, styles, and trends in these historical periods. • reflect or shed light on the seminal philosophical, religious, social, political, or ethical ideas of their time. <p>11.3.6: Analyze the way in which authors have used archetypes (original models or patterns, such as best friend, champion, crusader, free spirit, nurturer, outcast, tyrant, and others)</p>	<p>RL.9: Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.</p>	
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	<p>drawn from myth and tradition in literature, film, political speeches, and religious writings.</p> <p>12.3.6: Evaluate the way in which authors have used archetypes (original models or patterns, such as best friend, champion, crusader, free spirit, nurturer, outcast, tyrant, and others) drawn from myth and tradition in literature, film, political speeches, and religious writings.</p> <p>12.3.7: Analyze recognized works of world literature from a variety of authors that:</p> <ul style="list-style-type: none">• contrast the major literary forms, techniques, and characteristics from different major literary periods, such as Homeric Greece, Medieval, Romantic, Neoclassic, or the Modern Period.• relate literary works and authors to the major themes and issues of their literary period.• evaluate the influences (philosophical, political, religious, ethical, and social) of the historical period for a given novel that shaped the characters, plot, and setting. <p>12.3.10: Demonstrate knowledge of important writers (American, English, world) of the eighteenth and nineteenth centuries, such as Jane Austen, Emily Bronte, Albert Camus, Miguel Cervantes, James Fenimore Cooper, Joseph Conrad, Stephen Crane, Charles Dickens, Fyodor Dostoyevsky,</p>		
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	George Eliot, Thomas Hardy, Nathaniel Hawthorne, Victor Hugo, Herman Melville, Edgar Allan Poe, Mary Shelley, Mark Twain, Leo Tolstoy, and others.		
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Indiana Academic Standards 2014	Indiana Academic Standards 2006	Indiana Common Core State Standards 2010	Differences from Previous Standards
READING: <i>Nonfiction</i>			
<p>11-12.RN.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.</p>		<p>RI.10: By the end of grade 11, read and comprehend literary nonfiction in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11-CCR text complexity band independently and proficiently.</p>	<p><i>This IAS 2014 Learning Outcome is an umbrella standard that clarifies the expectation that students are able to interact with texts proficiently and independently at the low end of the range of complexity by the end of grade 11 and at the high end of the range by grade 12.</i></p>
<p>11-12.RN.2.1: Cite strong and thorough textual evidence to support analysis of what a text says explicitly as well as inferences and interpretations drawn from the text, including determining where the text leaves matters uncertain.</p>	<p>11.2.4: Make reasonable assertions about an author’s arguments by using elements of the text to defend and clarify interpretations.</p> <p>12.2.4: Make reasonable assertions about an author’s arguments by using hypothetical situations or elements of the text to defend and clarify interpretations.</p>	<p>RI.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p>	<p><i>IAS 2014 builds upon the expectation of the INCC 2010 by requiring students to be able to draw interpretations from the text in addition to inferences.</i></p>
<p>11-12.RN.2.2: Compare and contrast the development of similar central ideas across two or more texts and analyze how they emerge and are shaped and refined by specific details.</p>		<p>RI.2: Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.</p>	<p><i>IAS 2014 shifts the focus from identifying themes or central ideas to comparing and contrasting similar themes across two or more works.</i></p>
<p>11-12.RN.2.3: Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of a text.</p>		<p>RI.3: Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.</p>	
<p>11-12.RN.3.1: <i>Students are expected to build upon and continue applying concepts learned previously.</i></p>			

<p>11-12.RN.3.2: Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.</p>	<p>11.2.2: Analyze the way in which clarity of meaning is affected by the patterns of organization, repetition of the main ideas, organization of language, and word choice in the text.</p> <p>12.2.2: Analyze the way in which clarity of meaning is affected by the patterns of organization, repetition of the main ideas, organization of language, and word choice in the text.</p>	<p>RI.5: Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.</p>	
<p>11-12.RN.3.3: Determine an author's perspective or purpose in a text in which the rhetoric is particularly effective (e.g., <i>appeals to both friendly and hostile audiences, anticipates and addresses reader concerns and counterclaims</i>), analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.</p>	<p>11.2.1: Analyze both the features and the rhetorical (persuasive) devices of different types of public documents, such as policy statements, speeches, or debates, and the way in which authors use those features and devices.</p> <p>12.2.1: Analyze both the features and the rhetorical (persuasive) devices of different types of public documents, such as policy statements, speeches, or debates, and the way in which authors use those features and devices.</p>	<p>RI.6: Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.</p>	
<p>11-12.RN.4.1: 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.</p>	<p>11.2.6: Critique the power, validity, and truthfulness of arguments set forth in public documents, speeches, or essays; their appeal to both friendly and hostile audiences; and the extent to which the arguments anticipate and address reader concerns and counterclaims.</p> <p>12.2.6: Critique the power, validity, and truthfulness of arguments set forth in public documents; their appeal to both friendly and hostile audiences; and the extent to which the arguments</p>	<p>RI.8: Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., <i>The Federalist</i>, presidential addresses).</p>	<p><i>IAS 2014 focuses on argument and claims in seminal and U.S. and world texts and the assessment of reasoning and evidence.</i></p>

	anticipate and address reader concerns and counterclaims.		
11-12.RN.4.2: Synthesize and evaluate multiple sources of information presented in different media or formats as well as in words in order to address a question or solve a problem.		RI.7: Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.	<i>IAS 2014 builds upon the expectation of INCC 2010 by requiring synthesis of multiple sources of information.</i>
11-12.RN.4.3: Analyze and synthesize foundational U.S. and world documents of historical and literary significance for their themes, purposes, and rhetorical features.		RI.9: Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.	<i>IAS 2014 builds upon the expectation of INCC 2010 by requiring the analysis and synthesis of foundational U.S. and world documents.</i>

Indiana Academic Standards 2014	Indiana Academic Standards 2006	Indiana Common Core State Standards 2010	Differences from Previous Standards
READING: Vocabulary			
<p>11-12.RV.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.</p>		<p>L.6: Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p><i>This IAS 2014 Learning Outcome is an umbrella standard that refers to content-specific rather than domain-specific language.</i></p>
<p>11-12.RV.2.1: Use context to determine or clarify the meaning of words and phrases.</p>	<p>11.1.1: Understand unfamiliar words that refer to characters or themes in literature or history.</p> <p>12.1.1: Understand unfamiliar words that refer to characters or themes in literature or history.</p>	<p>L.4a: Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p>	
<p>11-12.RV.2.2: <i>Students are expected to build upon and continue applying concepts learned previously.</i></p>			
<p>11-12.RV.2.3: Analyze nuances in the meaning of words with similar denotations.</p>		<p>L.5b: Analyze nuances in the meaning of words with similar denotations.</p>	
<p>11-12.RV.2.4: Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>conceive, conception, conceivable</i>).</p>		<p>L.4b: Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>conceive, conception, conceivable</i>).</p>	
<p>11-12.RV.2.5: Select appropriate general and specialized reference materials, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, part of speech, etymology, or standard usage.</p>		<p>L.4c: Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.</p>	<p><i>IAS 2014 builds upon the expectation of INCC 2010 by requiring students to select appropriate reference materials.</i></p>

<p>11-12.RV.3.1: Analyze the meaning of words and phrases as they are used in works of literature, including figurative and connotative meanings; analyze the cumulative impact of specific word choices (e.g., <i>imagery, allegory, and symbolism</i>) on meaning and tone (e.g., <i>how the language evokes a sense of time and place; how it sets a formal or informal tone</i>).</p>		<p>RL.4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.</p>	<p><i>IAS 2014 builds upon the expectation of INCC 2010 by requiring students to go beyond determining the meaning and begin analyzing meaning and the cumulative impact of word choices.</i></p>
<p>11-12.RV.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.</p>		<p>RI.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).</p>	<p><i>IAS 2014 builds upon the expectation of INCC 2010 by requiring students to evaluate the cumulative impact of an author's use key terms over the course of a text.</i></p>
<p>11-12.RV.3.3: Interpret figures of speech (e.g., <i>paradox</i>) in context and analyze their role in the text.</p>	<p>11.1.3: Analyze the meaning of analogies encountered, analyzing specific comparisons as well as relationships and inferences.</p> <p>12.1.3: Analyze the meaning of analogies encountered, analyzing specific comparisons as well as relationships and inferences.</p>	<p>L.5a: Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.</p>	

Indiana Academic Standards 2014	Indiana Academic Standards 2006	Indiana Common Core State Standards 2010	Differences from Previous Standards
WRITING			
<p>11-12.W.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 literature and nonfiction texts.</p>	<p>11.5.2: Write responses to literature that:</p> <ul style="list-style-type: none"> • demonstrate a comprehensive understanding of the significant ideas in works or passages. • analyze the use of imagery, language, universal themes, and unique aspects 	<p>W.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>W.9a: Apply grades 11-12 Reading standards to literature (e.g., "Demonstrate knowledge of eighteenth-, nineteenth- and early-</p>	<p><i>This IAS 2014 Learning Outcome is an umbrella standard for the range of writing student should be able to do, including drawing evidence from literature and nonfiction texts.</i></p>

	<p>of the text.</p> <ul style="list-style-type: none"> • support statements with evidence from the text. • demonstrate an understanding of the author’s style and an appreciation of the effects created. • identify and assess the impact of perceived ambiguities, nuances, and complexities within the text. <p>12.5.2: Write responses to literature that:</p> <ul style="list-style-type: none"> • demonstrate a comprehensive understanding of the significant ideas in works or passages. • analyze the use of imagery, language, universal themes, and unique aspects of the text. • support statements with evidence from the text. • demonstrate an understanding of the author’s style and an appreciation of the effects created. • identify and assess the impact of perceived ambiguities, nuances, and complexities within the text. 	<p>twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.").</p> <p>W.9b: Apply grades 11-12 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses].").</p> <p>W.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>	
<p>11-12.W.2: <i>Students are expected to build upon and continue applying concepts learned previously.</i></p>			
<p>11-12.W.3.1: Write arguments in a variety of forms that –</p> <ul style="list-style-type: none"> • Introduce precise, knowledgeable claim(s), establish the significance 	<p>11.4.4: Structure ideas and arguments in a sustained and persuasive way and support them with precise and relevant examples.</p>	<p>W.1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning</p>	<p><i>IAS 2014 requires students to maintain style and tone as appropriate for purpose and audience rather than maintain a “formal” style.</i></p>

<p>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.</p> <ul style="list-style-type: none"> • 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. 	<p>12.4.4: Structure ideas and arguments in a sustained and persuasive way and support them with precise and relevant examples.</p> <p>11.5.4: Write historical investigation reports that:</p> <ul style="list-style-type: none"> • use exposition, narration, description, argumentation, or some combination of rhetorical strategies to support the main argument. • analyze several historical records of a single event, examining critical relationships between elements of the topic. • explain the perceived reason or reasons for the similarities and differences in historical records with information derived from primary and secondary sources to support or enhance the presentation. • include information from all relevant perspectives and take into consideration the validity and reliability of sources. • include a formal bibliography. <p>12.5.4: Write historical investigation reports that:</p> <ul style="list-style-type: none"> • use exposition, narration, description, argumentation, or some combination of rhetorical strategies to support the main argument. • analyze several historical records of a single event, examining critical 	<p>and relevant and sufficient evidence.</p> <p>W.1a: 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.</p> <p>W.1b: 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.</p> <p>W.1c: Use words, phrases, and clauses 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.</p> <p>W.1d: Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>W.1e: Provide a concluding statement or section that follows from and supports the argument presented.</p> <p>W.4: Produce clear and coherent writing in which the development,</p>	
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	<p>relationships between elements of the topic.</p> <ul style="list-style-type: none"> • explain the perceived reason or reasons for the similarities and differences in historical records with information derived from primary and secondary sources to support or enhance the presentation. • include information from all relevant perspectives and take into consideration the validity and reliability of sources. • include a formal bibliography. <p>11.5.6: Use varied and extended vocabulary, appropriate for specific forms and topics.</p> <p>12.5.6: Use varied and extended vocabulary, appropriate for specific forms and topics.</p> <p>11.5.9: Write academic essays, such as an analytical essay, a persuasive essay, a research report, a summary, an explanation, a description, or a literary analysis that:</p> <ul style="list-style-type: none"> • develops a thesis. • creates an organizing structure appropriate to purpose, audience, and context. • includes accurate information from primary and secondary sources and excludes extraneous information. • makes valid inferences. 	<p>organization, and style are appropriate to task, purpose, and audience.</p>	
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	<ul style="list-style-type: none"> • supports judgments with relevant and substantial evidence and well-chosen details. • uses technical terms and notations correctly. • provides a coherent conclusion. <p>12.5.9: Write academic essays, such as an analytical essay, a persuasive essay, a research report, a summary, an explanation, a description, or a literary analysis that:</p> <ul style="list-style-type: none"> • develops a thesis. • creates an organizing structure appropriate to purpose, audience, and context. • includes accurate information from primary and secondary sources and excludes extraneous information. • makes valid inferences. • supports judgments with relevant and substantial evidence and well-chosen details. • uses technical terms and notations correctly. • provides a coherent conclusion. 		
<p>11-12.W.3.2: Write informative compositions on a variety of topics that –</p> <ul style="list-style-type: none"> • Introduce a topic; organize complex ideas, concepts, and 	<p>11.5.6: Use varied and extended vocabulary, appropriate for specific forms and topics.</p>	<p>W.2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the</p>	<p><i>IAS 2014 requires students to maintain style and tone as appropriate for purpose and audience rather than maintain a “formal” style.</i></p>

<p>information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., <i>headings</i>), graphics (e.g., <i>figures, tables</i>), and multimedia when useful to aiding comprehension.</p> <ul style="list-style-type: none"> • Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. • Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. • Choose language, content-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic, recognizing and eliminating wordiness and redundancy. • Establish and maintain a style appropriate to the purpose and audience. • Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., <i>articulating implications or the significance of the topic</i>). 	<p>12.5.6: Use varied and extended vocabulary, appropriate for specific forms and topics.</p> <p>11.5.9: Write academic essays, such as an analytical essay, a persuasive essay, a research report, a summary, an explanation, a description, or a literary analysis that:</p> <ul style="list-style-type: none"> • develops a thesis. • creates an organizing structure appropriate to purpose, audience, and context. • includes accurate information from primary and secondary sources and excludes extraneous information. • makes valid inferences. • supports judgments with relevant and substantial evidence and well-chosen details. • uses technical terms and notations correctly. • provides a coherent conclusion. <p>12.5.9: Write academic essays, such as an analytical essay, a persuasive essay, a research report, a summary, an explanation, a description, or a literary analysis that:</p> <ul style="list-style-type: none"> • develops a thesis. • creates an organizing structure appropriate to purpose, audience, and context. 	<p>effective selection, organization, and analysis of content.</p> <p>W.2a: Introduce a topic; 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.</p> <p>W.2b: 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 English Language Arts Academic Standards: Grades 11-12 audience's knowledge of the topic.</p> <p>W.2c: 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.</p> <p>W.2d: Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</p> <p>W.2e: Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>W.2f: Provide a concluding statement or section that follows from and supports the information or</p>	
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	<ul style="list-style-type: none"> • includes accurate information from primary and secondary sources and excludes extraneous information. • makes valid inferences. • supports judgments with relevant and substantial evidence and well-chosen details. • uses technical terms and notations correctly. • provides a coherent conclusion. <p>11.7.18: Deliver oral responses to literature that:</p> <ul style="list-style-type: none"> • demonstrate a comprehensive understanding of the significant ideas of literary works and make assertions about the text that are reasonable and supportable. • present an analysis of the imagery, language, universal themes, and unique aspects of the text through the use of speech strategies, including narration, description, persuasion, exposition, or a combination of those strategies. • support important ideas and viewpoints through specific references to the text and to other works. • demonstrate an awareness of the author's style and an appreciation of the effects created. 	<p>explanation presented (e.g., articulating implications or the significance of the topic).</p> <p>W.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	
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	<ul style="list-style-type: none"> • identify and assess the impact of ambiguities, nuances, and complexities within the text. <p>12.7.18: Deliver oral responses to literature that:</p> <ul style="list-style-type: none"> • demonstrate a comprehensive understanding of the significant ideas of literary works and make assertions about the text that are reasonable and supportable. • present an analysis of the imagery, language, universal themes, and unique aspects of the text through the use of speech strategies, including narration, description, persuasion, exposition, or a combination of those strategies. • support important ideas and viewpoints through specific references to the text and to other works. • demonstrate an awareness of the author’s style and an appreciation of the effects created. • identify and assess the impact of ambiguities, nuances, and complexities within the text. 		
<p>11-12.W.3.3: Write narrative compositions in a variety of forms that –</p> <ul style="list-style-type: none"> • 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 a narrator 	<p>11.4.3: Use point of view, characterization, style, and related elements for specific narrative and aesthetic (artistic) purposes.</p> <p>12.4.3: Use point of view, characterization, style, and related</p>	<p>W.3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>W.3a: Engage and orient the reader by setting out a problem, situation, or</p>	

<p>and/or characters.</p> <ul style="list-style-type: none"> • Create a smooth progression of experiences or events. • Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. • Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., <i>a sense of mystery, suspense, growth, or resolution</i>). • 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. 	<p>elements for specific narrative and aesthetic (artistic) purposes.</p> <p>11.4.6: Use language in creative and vivid ways to establish a specific tone.</p> <p>12.4.6: Use language in creative and vivid ways to establish a specific tone.</p> <p>11.5.1: Write fictional, autobiographical, or biographical narratives that:</p> <ul style="list-style-type: none"> • narrate a sequence of events and communicate their significance to the audience. • locate scenes and incidents in specific places. • describe with specific details the sights, sounds, and smells of a scene and the specific actions, movements, gestures, and feelings of the characters; in the case of autobiography or fiction, use interior monologue (what the character says silently to self) to show the character’s feelings. • pace the presentation of actions to accommodate changes in time and mood. <p>12.5.1: Write fictional, autobiographical, or biographical narratives that:</p> <ul style="list-style-type: none"> • narrate a sequence of events and communicate their significance to the audience. • locate scenes and incidents in specific 	<p>observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</p> <p>W.3b: Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p> <p>W.3c: 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).</p> <p>W.3d: Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p> <p>W.3e: Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p> <p>W.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	
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	<p>places.</p> <ul style="list-style-type: none"> • describe with specific details the sights, sounds, and smells of a scene and the specific actions, movements, gestures, and feelings of the characters; in the case of autobiography or fiction, use interior monologue (what the character says silently to self) to show the character’s feelings. • pace the presentation of actions to accommodate changes in time and mood. <p>11.5.6: Use varied and extended vocabulary, appropriate for specific forms and topics.</p> <p>12.5.6: Use varied and extended vocabulary, appropriate for specific forms and topics.</p>		
<p>11-12.W.4: Apply the writing process to –</p> <ul style="list-style-type: none"> • 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 	<p>11.4.1: Discuss ideas for writing with classmates, teachers, and other writers.</p> <p>12.4.1: Engage in conversations with peers and the teacher to plan writing, to evaluate how well writing achieves its purposes, and to explain personal reaction to the task.</p> <p>11.4.2: Demonstrate an understanding of the elements of discourse, such as purpose, speaker, audience, and form, when completing narrative, expository, persuasive, or descriptive writing assignments.</p>	<p>W.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>W.6: Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p>	<p><i>IAS 2014 adds the expectation that students use appropriate reference materials when revising.</i></p>

<p>or information.</p>	<p>12.4.2: Demonstrate an understanding of the elements of discourse, such as purpose, speaker, audience, and form, when completing narrative, expository, persuasive, or descriptive writing assignments.</p> <p>11.4.10: Review, evaluate, and revise writing for meaning, clarity, achievement of purpose, and mechanics.</p> <p>12.4.10: Accumulate, review, and evaluate written work to determine its strengths and weaknesses and to set goals as a writer.</p> <p>11.4.11: Edit and proofread one’s own writing, as well as that of others, using an editing checklist.</p> <p>12.4.11: Revise, edit, and proofread one’s own writing, as well as that of others, using an editing checklist.</p> <p>11.4.12: Revise text to highlight the individual voice, improve sentence variety and style, and enhance subtlety of meaning and tone in ways that are consistent with the purpose, audience, and form of writing.</p> <p>12.4.12: Further develop unique writing style and voice, improve sentence variety, and enhance subtlety of meaning and tone in ways that are consistent with the purpose, audience, and form of writing.</p>		
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	<p>11.4.7: Develop presentations using clear research questions and creative and critical research strategies, such as conducting field studies, interviews, and experiments; researching oral histories; and using Internet sources.</p> <p>12.4.7: Develop presentations using clear research questions and creative and critical research strategies, such as conducting field studies, interviews, and experiments; researching oral histories; and using Internet sources.</p> <p>11.4.9: Use a computer to integrate databases, pictures and graphics, and spreadsheets into word-processed documents.</p> <p>12.4.9: Use technology for all aspects of creating, revising, editing, and publishing.</p>		
<p>11-12.W.5: Conduct short as well as more sustained research assignments and tasks to build knowledge about the research process and the topic under study.</p> <ul style="list-style-type: none"> • 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. 	<p>11.5.10: Write or deliver a research report that has been developed using a systematic research process (defines the topic, gathers information, determines credibility, reports findings) and that:</p> <ul style="list-style-type: none"> • uses information from a variety of sources (books, technology, multimedia), distinguishes between primary and secondary documents, and documents sources independently by using a consistent format for citations. • synthesizes information gathered from a variety of sources, including technology and one’s own research, and evaluates information for its 	<p>W.7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>W.8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of</p>	<p><i>IAS 2014 requires students to formulate an inquiry question and adds the expectation that students will present information, choosing from a variety of formats.</i></p>

<ul style="list-style-type: none"> • 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., <i>MLA</i>, <i>APA</i>) for citation. • Present information, choosing from a variety of formats. 	<p>relevance to the research questions.</p> <ul style="list-style-type: none"> • demonstrates that information that has been gathered has been summarized, that the topic has been refined through this process, and that conclusions have been drawn from synthesizing information. • demonstrates that sources have been evaluated for accuracy, bias, and credibility. • incorporates numeric data, charts, tables, and graphs. • organizes information by classifying, categorizing, and sequencing, and demonstrates the distinction between one's own ideas from the ideas of others, and includes a bibliography (Works Cited). <p>12.5.10: Write or deliver a research report that has been developed using a systematic research process (defines the topic, gathers information, determines credibility, reports findings) and that:</p> <ul style="list-style-type: none"> • uses information from a variety of sources (books, technology, multimedia), distinguishes between primary and secondary documents, and documents sources independently by using a consistent format for citations. • synthesizes information gathered from a variety of sources, including technology and one's own research, and evaluates information for its 	<p>ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p>	
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	<p>relevance to the research questions.</p> <ul style="list-style-type: none"> • demonstrates that information that has been gathered has been summarized, that the topic has been refined through this process, and that conclusions have been drawn from synthesizing information. • demonstrates that sources have been evaluated for accuracy, bias, and credibility. • incorporates numeric data, charts, tables, and graphs. • organizes information by classifying, categorizing, and sequencing, and demonstrates the distinction between one's own ideas from the ideas of others, and includes a bibliography (Works Cited). <p>11.4.7: Develop presentations using clear research questions and creative and critical research strategies, such as conducting field studies, interviews, and experiments; researching oral histories; and using Internet sources.</p> <p>12.4.7: Develop presentations using clear research questions and creative and critical research strategies, such as conducting field studies, interviews, and experiments; researching oral histories; and using Internet sources.</p> <p>11.4.13: Integrate quotations and citations into a written text while maintaining the flow of ideas.</p>		
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	<p>12.4.13: Integrate quotations and citations into a written text while maintaining the flow of ideas.</p> <p>11.6.3: Apply appropriate manuscript conventions in writing — including title page presentation, pagination, spacing, and margins — and integration of source and support material by citing sources within the text, using direct quotations, and paraphrasing.</p> <p>12.6.3: Apply appropriate manuscript conventions in writing — including title page presentation, pagination, spacing, and margins — and integration of source and support material by citing sources within the text, using direct quotations, and paraphrasing.</p>		
<p>11-12.W.6.1: Demonstrate command of English grammar and usage, focusing on:</p>	<p>11.6.1: Demonstrate control of grammar, diction, paragraph and sentence structure, and an understanding of English usage.</p> <p>12.6.1: Demonstrate control of grammar, diction, and paragraph and sentence structure, as well as an understanding of English usage.</p>	<p>L.1: Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</p>	<p><i>This IAS 2014 learning objective is a summary statement; focus skills are listed individually.</i></p>
<p>11-12.W.6.1a: Pronouns – <i>Students are expected to build upon and continue applying conventions learned previously.</i></p>			
<p>11-12.W.6.1b: Verbs – <i>Students are expected to build upon and continue applying conventions learned previously.</i></p>			
<p>11-12.W.6.1c: Adjectives and Adverbs –</p>			

<i>Students are expected to build upon and continue applying conventions learned previously.</i>			
11-12.W.6.1d: Phrases and Clauses – <i>Students are expected to build upon and continue applying conventions learned previously.</i>			
11-12.W.6.1e: Usage – <i>Students are expected to build upon and continue applying conventions learned previously.</i>			
11-12.W.6.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling focusing on:	11.6.2: Produce writing that shows accurate spelling and correct punctuation and capitalization. 12.6.2: Produce writing that shows accurate spelling and correct punctuation and capitalization.	L.2: Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.	<i>This IAS 2014 learning objective is a summary statement; focus skills are listed individually.</i>
11-12.W.6.2a: Capitalization – <i>Students are expected to build upon and continue applying conventions learned previously.</i>			
11-12.W.6.2b: Punctuation – <i>Students are expected to build upon and continue applying conventions learned previously.</i>			
11-12.W.6.2c: Spelling – <i>Students are expected to build upon and continue applying conventions learned previously.</i>			

Indiana Academic Standards 2014	Indiana Academic Standards 2006	Indiana Common Core State Standards 2010	Differences from Previous Standards
SPEAKING & LISTENING			
<p>11-12.SL.1: Listen actively and adjust the use of spoken language (e.g., <i>conventions, style, vocabulary</i>) to communicate effectively with a variety of audiences and for different purposes.</p>	<p>11.7.6: Use effective and interesting language, including informal expressions for effect, Standard English for clarity, and technical language for specificity.</p> <p>12.7.6: Use effective and interesting language, including informal expressions for effect, Standard English for clarity, and technical language for specificity.</p>	<p>SL.6: Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.</p>	<p><i>This IAS 2014 Learning Outcome is an umbrella standard that requires students to adjust register to communicate effectively with a variety of audiences and for different purpose rather than demonstrate command of “formal” English.</i></p>
<p>11-12.SL.2.1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade-appropriate topics, texts, and issues, building on others’ ideas and expressing personal ideas clearly and persuasively.</p>		<p>SL.1: Initiate and participate effectively in a range of collaborative discussions (one-on- one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p>	
<p>11-12.SL.2.2: Stimulate a thoughtful, well-reasoned debate and exchange of ideas by referring to specific evidence from materials under study and additional research and resources.</p>		<p>SL.1a: Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p>	
<p>11-12.SL.2.3: Work with peers to promote collegial discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</p>		<p>SL.1b: Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed</p>	<p><i>IAS 2014 refers to collegial discussions rather than democratic discussions.</i></p>
<p>11-12.SL.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,</p>	<p>11.7.1: Summarize a speaker’s purpose and point of view and ask questions to draw interpretations of the speaker’s content and attitude toward the subject.</p>	<p>SL.1c: 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</p>	

verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.	12.7.1: Summarize a speaker's purpose and point of view, discuss, and ask questions to draw interpretations of the speaker's content and attitude toward the subject.	challenge ideas and conclusions; and promote divergent and creative perspectives.	
11-12.SL.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.		SL.1d: Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.	<i>IAS 2014 builds upon the expectation of INCC 2010 by requiring students to conduct debate and discussion.</i>
11-12.SL.3.1: Integrate multiple sources of information presented in diverse media and formats (e.g., <i>visually, quantitatively, orally</i>) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.		SL.2: Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.	
11-12.SL.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.	11.7.12: Critique a speaker's use of words and language in relation to the purpose of an oral communication and the impact the words may have on the audience. 12.7.12: Critique a speaker's use of words and language in relation to the purpose of an oral communication and the impact the words may have on the audience.	SL.3: 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.	
11-12.SL.4.1: Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization,		SL.4: Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance,	

development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.		and style are appropriate to purpose, audience, and a range of formal and informal tasks.	
<p>11-12.SL.4.2: Create engaging presentations that make strategic and creative use of digital media (e.g., <i>textual, graphical, audio, visual, and interactive elements</i>) to add interest and enhance understanding of findings, reasoning, and evidence.</p>	<p>11.5.8: Deliver multimedia presentations that:</p> <ul style="list-style-type: none"> • combine text, images, and sound and draw information from many sources, including television broadcasts, videos, films, newspapers, magazines, CD-ROMs, the Internet, and electronic media-generated images. • select an appropriate medium for each element of the presentation. • use the selected media skillfully, editing appropriately, and monitoring for quality. • test the audience’s response and revise the presentation accordingly. <p>12.5.8: Deliver multimedia presentations that:</p> <ul style="list-style-type: none"> • combine text, images, and sound and draw information from many sources, including television broadcasts, videos, films, newspapers, magazines, CD-ROMs, the Internet, and electronic media-generated images. • select an appropriate medium for each element of the presentation. • use the selected media skillfully, editing appropriately and monitoring for quality. • test the audience’s response and revise the presentation accordingly. 	<p>SL.5: Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p>	

11-12.SL.4.3: <i>Students are expected to build upon and continue applying concepts learned previously.</i>			
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Indiana Academic Standards 2014	Indiana Academic Standards 2006	Indiana Common Core State Standards 2010	Differences from Previous Standards
MEDIA LITERACY			
<p>11-12.M.1: Critically analyze information found in electronic, print, and mass media used to inform, persuade, entertain, and transmit culture.</p>	<p>11.7.9: Analyze strategies used by the media to inform, persuade, entertain, and transmit culture (including advertising; perpetuating stereotypes; and using visual representations, special effects, and language).</p> <p>12.7.9: Analyze strategies used by the media to inform, persuade, entertain, and transmit culture (including advertising; perpetuating stereotypes; and using visual representations, special effects, and language).</p>		<p><i>This IAS 2014 Learning Outcome is an umbrella standard that broadens the expectation by requiring students to analyze information from a variety of sources for a variety of purposes.</i></p>
<p>11-12.M.2.1: 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.</p>	<p>11.7.11: Interpret and evaluate the various ways in which events are presented and information is communicated by visual image-makers (such as graphic artists, documentary filmmakers, illustrators, and news photographers).</p> <p>12.7.11: Interpret and evaluate the various ways in which events are presented and information is communicated by visual image-makers (such as graphic artists, documentary filmmakers, illustrators, and news photographers).</p>		
<p>11-12.M.2.2: Analyze the impact of the media on the public, including identifying and analyzing rhetorical and logical fallacies.</p>	<p>11.7.10: Analyze the impact of the media on the democratic process (including exerting influence on elections, creating images of leaders, and shaping attitudes) at the local, state, and national levels.</p>		<p><i>IAS 2014 builds upon the expectations of IAS 2006 by requiring analysis of the impact of the media on the public.</i></p>

	<p>12.7.10: Analyze the impact of the media on the democratic process (including exerting influence on elections, creating images of leaders, and shaping attitudes) at the local, state, and national levels.</p> <p>11.7.13: Identify rhetorical and logical fallacies used in oral addresses including ad hominem (appealing to the audience’s feelings or prejudices), false causality (falsely identifying the causes of some effect), red herring (distracting attention from the real issue), overgeneralization, and the bandwagon effect (attracting the audience based on the show rather than the substance of the presentation).</p> <p>12.7.13: Identify rhetorical and logical fallacies used in oral addresses including ad hominem (appealing to the audience’s feelings or prejudices), false causality (falsely identifying the causes of some effect), red herring (distracting attention from the real issue), overgeneralization, and the bandwagon effect (attracting the audience based on the show rather than the substance of the presentation).</p> <p>11.7.3: Distinguish between and use various forms of logical arguments, including:</p> <ul style="list-style-type: none"> • inductive arguments (arguments that demonstrate something that is highly likely, such as <i>All of these pears are from that basket and all of these pears are ripe, so all of the pears in</i> 		
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	<p><i>the basket are ripe.</i>) and deductive arguments (arguments that draw necessary conclusions based on the evidence, such as <i>If all men are mortal and he is a man, then he is mortal.</i>).</p> <ul style="list-style-type: none">• syllogisms and analogies (assumptions that if two things are similar in some ways then they are probably similar in others). <p>12.7.3: Distinguish between and use various forms of logical arguments, including:</p> <ul style="list-style-type: none">• inductive arguments (All of these pears are from that basket and all of these pears are ripe, so all of the pears in the basket are ripe.) and deductive arguments (If all men are mortal and he is a man, then he is mortal.). <ul style="list-style-type: none">• syllogisms and analogies (assumptions that if two things are similar in some ways then they are probably similar in others).		
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