

**Main Criteria:** National Theatre for Children  
**Secondary Criteria:** Indiana Academic Standards, Common Core State Standards  
**Subject:** Language Arts  
**Grades:** 9, 10, 11, 12

## National Theatre for Children

How energy is used unwisely

### Common Core State Standards

#### Language Arts

Grade 9 - Adopted: 2010

<b>STRAND / DOMAIN</b>	<b>CCSS.EL A-Literacy.R L.9-10</b>	<b>Reading Standards for Informational Text</b>
<b>CATEGORY / CLUSTER</b>		<b>Craft and Structure</b>
<b>STANDARD</b>	<b>CCSS.EL A-Literacy.R L.9-10.4</b>	<b>Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).</b>
<b>STRAND / DOMAIN</b>	<b>CCSS.EL A-Literacy.S L.9-10</b>	<b>Speaking and Listening Standards</b>
<b>CATEGORY / CLUSTER</b>		<b>Comprehension and Collaboration</b>
<b>STANDARD</b>	<b>CCSS.EL A-Literacy.S L.9-10.1</b>	<b>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</b>
<b>EXPECTATION</b>	<b>CCSS.EL A-Literacy.S L.9-10.1a</b>	<b>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.</b>
<b>EXPECTATION</b>	<b>CCSS.EL A-Literacy.S L.9-10.1c</b>	<b>Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</b>
<b>EXPECTATION</b>	<b>CCSS.EL A-Literacy.S L.9-10.1d</b>	<b>Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</b>
<b>STRAND / DOMAIN</b>	<b>CCSS.EL A-Literacy.L .9-10</b>	<b>Language Standards</b>
<b>CATEGORY / CLUSTER</b>		<b>Vocabulary Acquisition and Use</b>
<b>STANDARD</b>	<b>CCSS.EL A-Literacy.L .9-10.6</b>	<b>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.</b>

### Common Core State Standards

#### Language Arts

Grade 10 - Adopted: 2010

<b>STRAND / DOMAIN</b>	<b>CCSS.EL A-Literacy.R L.9-10</b>	<b>Reading Standards for Informational Text</b>
<b>CATEGORY / CLUSTER</b>		<b>Craft and Structure</b>

<b>CLUSTER</b>		
<b>STANDARD</b>	CCSS.EL A- Literacy.R L.9-10.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
<b>STRAND / DOMAIN</b>	CCSS.EL A- Literacy.S L.9-10	<b>Speaking and Listening Standards</b>
<b>CATEGORY / CLUSTER</b>		<b>Comprehension and Collaboration</b>
<b>STANDARD</b>	CCSS.EL A- Literacy.S L.9-10.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
<b>EXPECTATION</b>	CCSS.EL A- Literacy.S L.9-10.1a	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.
<b>EXPECTATION</b>	CCSS.EL A- Literacy.S L.9-10.1c	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
<b>EXPECTATION</b>	CCSS.EL A- Literacy.S L.9-10.1d	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
<b>STRAND / DOMAIN</b>	CCSS.EL A- Literacy.L .9-10	<b>Language Standards</b>
<b>CATEGORY / CLUSTER</b>		<b>Vocabulary Acquisition and Use</b>
<b>STANDARD</b>	CCSS.EL A- Literacy.L .9-10.6	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.

## Common Core State Standards

### Language Arts

Grade 11 - Adopted: 2010

<b>STRAND / DOMAIN</b>	CCSS.EL A- Literacy.R L.11-12	<b>Reading Standards for Informational Text</b>
<b>CATEGORY / CLUSTER</b>		<b>Craft and Structure</b>
<b>STANDARD</b>	CCSS.EL A- Literacy.R L.11-12.4	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).
<b>STRAND / DOMAIN</b>	CCSS.EL A- Literacy.S L.11-12	<b>Speaking and Listening Standards</b>
<b>CATEGORY / CLUSTER</b>		<b>Comprehension and Collaboration</b>
<b>STANDARD</b>	CCSS.EL A- Literacy.S L.11-12.1	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.
<b>EXPECTATION</b>	CCSS.EL A- Literacy.S L.11-12.1a	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.
<b>EXPECTATION</b>	CCSS.EL	Work with peers to promote civil, democratic discussions and decision-making, set

	A-Literacy.S L.11-12.1b	clear goals and deadlines, and establish individual roles as needed.
EXPECTATION	CCSS.EL A-Literacy.S L.11-12.1c	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 challenge ideas and conclusions; and promote divergent and creative perspectives.
STRAND / DOMAIN	CCSS.EL A-Literacy.L .11-12	Language Standards
CATEGORY / CLUSTER		Vocabulary Acquisition and Use
STANDARD	CCSS.EL A-Literacy.L .11-12.6	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.

### Common Core State Standards

#### Language Arts

Grade 12 - Adopted: 2010

STRAND / DOMAIN	CCSS.EL A-Literacy.R L.11-12	Reading Standards for Informational Text
CATEGORY / CLUSTER		Craft and Structure
STANDARD	CCSS.EL A-Literacy.R L.11-12.4	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).
STRAND / DOMAIN	CCSS.EL A-Literacy.S L.11-12	Speaking and Listening Standards
CATEGORY / CLUSTER		Comprehension and Collaboration
STANDARD	CCSS.EL A-Literacy.S L.11-12.1	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.
EXPECTATION	CCSS.EL A-Literacy.S L.11-12.1a	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.
EXPECTATION	CCSS.EL A-Literacy.S L.11-12.1b	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
EXPECTATION	CCSS.EL A-Literacy.S L.11-12.1c	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 challenge ideas and conclusions; and promote divergent and creative perspectives.
STRAND / DOMAIN	CCSS.EL A-Literacy.L .11-12	Language Standards
CATEGORY / CLUSTER		Vocabulary Acquisition and Use
STANDARD	CCSS.EL A-Literacy.L .11-12.6	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.

Indiana Academic Standards

Language Arts

Grade 9 - Adopted: 2014

<b>STANDARD / STRAND</b>	<b>IN.9-10.RN.</b>	<b>READING: Nonfiction</b>
<b>PROFICIENCY STATEMENT / SUBSTRAND</b>	<b>9-10.RN.1.</b>	<b>LEARNING OUTCOME FOR READING NONFICTION: Read and comprehend a variety of nonfiction independently and proficiently</b>
<b>INDICATOR / STANDARD</b>	<b>9-10.RN.1.1</b>	Read a variety of nonfiction within a range of complexity appropriate for grades 9-10. By the end of grade 9, 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 10, students interact with texts proficiently and independently.
<b>STANDARD / STRAND</b>	<b>IN.9-10.RV.</b>	<b>READING: Vocabulary</b>
<b>PROFICIENCY STATEMENT / SUBSTRAND</b>	<b>9-10.RV.1.</b>	<b>LEARNING OUTCOME FOR READING VOCABULARY: Acquire, refine, and apply vocabulary using various strategies and sources</b>
<b>INDICATOR / STANDARD</b>	<b>9-10.RV.1.1.</b>	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.
<b>STANDARD / STRAND</b>	<b>IN.9-10.RV.</b>	<b>READING: Vocabulary</b>
<b>PROFICIENCY STATEMENT / SUBSTRAND</b>	<b>9-10.RV.3.</b>	<b>VOCABULARY IN LITERATURE AND NONFICTION TEXTS: Build comprehension and appreciation of literature and nonfiction texts by determining or clarifying figurative, connotative, and technical meanings</b>
<b>INDICATOR / STANDARD</b>	<b>9-10.RV.3.2.</b>	Determine the meaning of words and phrases as they are used in a nonfiction text, including figurative, connotative, and technical meanings; evaluate the effectiveness of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
<b>STANDARD / STRAND</b>	<b>IN.9-10.SL.</b>	<b>SPEAKING AND LISTENING</b>
<b>PROFICIENCY STATEMENT / SUBSTRAND</b>	<b>9-10.SL.2.</b>	<b>DISCUSSION AND COLLABORATION: Refine and apply reciprocal communication skills by participating in a range of collaborative discussions</b>
<b>INDICATOR / STANDARD</b>	<b>9-10.SL.2.1.</b>	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.
<b>INDICATOR / STANDARD</b>	<b>9-10.SL.2.2.</b>	Examine, analyze, and reflect on ideas and support or refute points under discussion, by providing specific evidence from materials under study and other resources.
<b>INDICATOR / STANDARD</b>	<b>9-10.SL.2.4.</b>	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
<b>INDICATOR / STANDARD</b>	<b>9-10.SL.2.5.</b>	Respond thoughtfully to multiple perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify personal views and understanding and make new connections in reference to the evidence and reasoning presented.
<b>STANDARD / STRAND</b>	<b>IN.9-10.ML.</b>	<b>MEDIA LITERACY</b>
<b>PROFICIENCY STATEMENT / SUBSTRAND</b>	<b>9-10.ML.2.</b>	<b>MEDIA LITERACY Analyze the purposes of media and the ways in which media can have influences</b>
<b>INDICATOR / STANDARD</b>	<b>9-10.ML.2.1</b>	Analyze how media include or exclude information from visual and verbal messages to achieve a desired result.

Indiana Academic Standards

Language Arts

Grade 10 - Adopted: 2014

<b>STANDARD / STRAND</b>	<b>IN.9-10.RN.</b>	<b>READING: Nonfiction</b>
--------------------------	--------------------	----------------------------

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>	<b>9-10.RN.1.</b>	<b>LEARNING OUTCOME FOR READING NONFICTION: Read and comprehend a variety of nonfiction independently and proficiently</b>
<b>INDICATOR / STANDARD</b>	<b>9-10.RN.1.1.</b>	<b>Read a variety of nonfiction within a range of complexity appropriate for grades 9-10. By the end of grade 9, 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 10, students interact with texts proficiently and independently.</b>
<b>STANDARD / STRAND</b>	<b>IN.9-10.RV.</b>	<b>READING: Vocabulary</b>
<b>PROFICIENCY STATEMENT / SUBSTRAND</b>	<b>9-10.RV.1.</b>	<b>LEARNING OUTCOME FOR READING VOCABULARY: Acquire, refine, and apply vocabulary using various strategies and sources</b>
<b>INDICATOR / STANDARD</b>	<b>9-10.RV.1.1.</b>	<b>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.</b>
<b>STANDARD / STRAND</b>	<b>IN.9-10.RV.</b>	<b>READING: Vocabulary</b>
<b>PROFICIENCY STATEMENT / SUBSTRAND</b>	<b>9-10.RV.3.</b>	<b>VOCABULARY IN LITERATURE AND NONFICTION TEXTS: Build comprehension and appreciation of literature and nonfiction texts by determining or clarifying figurative, connotative, and technical meanings</b>
<b>INDICATOR / STANDARD</b>	<b>9-10.RV.3.2.</b>	<b>Determine the meaning of words and phrases as they are used in a nonfiction text, including figurative, connotative, and technical meanings; evaluate the effectiveness of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).</b>
<b>STANDARD / STRAND</b>	<b>IN.9-10.SL.</b>	<b>SPEAKING AND LISTENING</b>
<b>PROFICIENCY STATEMENT / SUBSTRAND</b>	<b>9-10.SL.2.</b>	<b>DISCUSSION AND COLLABORATION: Refine and apply reciprocal communication skills by participating in a range of collaborative discussions</b>
<b>INDICATOR / STANDARD</b>	<b>9-10.SL.2.1.</b>	<b>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.</b>
<b>INDICATOR / STANDARD</b>	<b>9-10.SL.2.2.</b>	<b>Examine, analyze, and reflect on ideas and support or refute points under discussion, by providing specific evidence from materials under study and other resources.</b>
<b>INDICATOR / STANDARD</b>	<b>9-10.SL.2.4.</b>	<b>Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</b>
<b>INDICATOR / STANDARD</b>	<b>9-10.SL.2.5.</b>	<b>Respond thoughtfully to multiple perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify personal views and understanding and make new connections in reference to the evidence and reasoning presented.</b>
<b>STANDARD / STRAND</b>	<b>IN.9-10.ML.</b>	<b>MEDIA LITERACY</b>
<b>PROFICIENCY STATEMENT / SUBSTRAND</b>	<b>9-10.ML.2.</b>	<b>MEDIA LITERACY Analyze the purposes of media and the ways in which media can have influences</b>
<b>INDICATOR / STANDARD</b>	<b>9-10.ML.2.1.</b>	<b>Analyze how media include or exclude information from visual and verbal messages to achieve a desired result.</b>

## Indiana Academic Standards

### Language Arts

Grade 11 - Adopted: 2014

<b>STANDARD / STRAND</b>	<b>IN.11-12.RN.</b>	<b>READING: Nonfiction</b>
<b>PROFICIENCY STATEMENT / SUBSTRAND</b>	<b>11-12.RN.1.</b>	<b>LEARNING OUTCOME FOR READING NONFICTION: Read and comprehend a variety of nonfiction independently and proficiently</b>
<b>INDICATOR / STANDARD</b>	<b>11-12.RN.1.1.</b>	<b>Read a variety of nonfiction within a range of complexity appropriate for grades 11-CCR. By the end of grade 11, students interact with texts proficiently and independently at the low end of the range and with scaffolding as needed for texts at the high end of the range. By the end of grade 12, students interact with texts proficiently and independently.</b>
<b>STANDARD / STRAND</b>	<b>IN.11-</b>	<b>READING: Vocabulary</b>

<b>STRAND</b>	<b>12.RV.</b>	
<b>PROFICIENCY STATEMENT / SUBSTRAND</b>	<b>11-12.RV.1.</b>	<b>LEARNING OUTCOME FOR READING VOCABULARY: Acquire, refine, and apply vocabulary using various strategies and sources</b>
<b>INDICATOR / STANDARD</b>	<b>11-12.RV.1.1.</b>	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.
<b>STANDARD / STRAND</b>	<b>IN.11-12.SL.</b>	<b>SPEAKING AND LISTENING</b>
<b>PROFICIENCY STATEMENT / SUBSTRAND</b>	<b>11-12.SL.2.</b>	<b>DISCUSSION AND COLLABORATION: Refine and apply reciprocal communication skills by participating in a range of collaborative discussions</b>
<b>INDICATOR / STANDARD</b>	<b>11-12.SL.2.1.</b>	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.
<b>INDICATOR / STANDARD</b>	<b>11-12.SL.2.3.</b>	Work with peers to promote collegial discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
<b>INDICATOR / STANDARD</b>	<b>11-12.SL.2.4.</b>	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
<b>INDICATOR / STANDARD</b>	<b>11-12.SL.2.5.</b>	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.

**Indiana Academic Standards**

**Language Arts**

Grade 12 - Adopted: 2014

<b>STANDARD / STRAND</b>	<b>IN.11-12.RN.</b>	<b>READING: Nonfiction</b>
<b>PROFICIENCY STATEMENT / SUBSTRAND</b>	<b>11-12.RN.1.</b>	<b>LEARNING OUTCOME FOR READING NONFICTION: Read and comprehend a variety of nonfiction independently and proficiently</b>
<b>INDICATOR / STANDARD</b>	<b>11-12.RN.1.1.</b>	Read a variety of nonfiction within a range of complexity appropriate for grades 11-CCR. By the end of grade 11, students interact with texts proficiently and independently at the low end of the range and with scaffolding as needed for texts at the high end of the range. By the end of grade 12, students interact with texts proficiently and independently.
<b>STANDARD / STRAND</b>	<b>IN.11-12.RV.</b>	<b>READING: Vocabulary</b>
<b>PROFICIENCY STATEMENT / SUBSTRAND</b>	<b>11-12.RV.1.</b>	<b>LEARNING OUTCOME FOR READING VOCABULARY: Acquire, refine, and apply vocabulary using various strategies and sources</b>
<b>INDICATOR / STANDARD</b>	<b>11-12.RV.1.1.</b>	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.
<b>STANDARD / STRAND</b>	<b>IN.11-12.SL.</b>	<b>SPEAKING AND LISTENING</b>
<b>PROFICIENCY STATEMENT / SUBSTRAND</b>	<b>11-12.SL.2.</b>	<b>DISCUSSION AND COLLABORATION: Refine and apply reciprocal communication skills by participating in a range of collaborative discussions</b>
<b>INDICATOR / STANDARD</b>	<b>11-12.SL.2.1.</b>	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.
<b>INDICATOR / STANDARD</b>	<b>11-12.SL.2.3.</b>	Work with peers to promote collegial discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
<b>INDICATOR / STANDARD</b>	<b>11-12.SL.2.4.</b>	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
<b>INDICATOR / STANDARD</b>	<b>11-12.SL.2.5.</b>	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.

Common Core State Standards

Language Arts

Grade 9 - Adopted: 2010

<b>STRAND / DOMAIN</b>	<b>CCSS.EL A-Literacy.R I.9-10</b>	<b>Reading Standards for Informational Text</b>
<b>CATEGORY / CLUSTER</b>		<b>Craft and Structure</b>
<b>STANDARD</b>	<b>CCSS.EL A-Literacy.R I.9-10.4</b>	<b>Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).</b>
<b>STRAND / DOMAIN</b>	<b>CCSS.EL A-Literacy.S L.9-10</b>	<b>Speaking and Listening Standards</b>
<b>CATEGORY / CLUSTER</b>		<b>Comprehension and Collaboration</b>
<b>STANDARD</b>	<b>CCSS.EL A-Literacy.S L.9-10.1</b>	<b>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</b>
<b>EXPECTATION</b>	<b>CCSS.EL A-Literacy.S L.9-10.1a</b>	<b>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.</b>
<b>EXPECTATION</b>	<b>CCSS.EL A-Literacy.S L.9-10.1c</b>	<b>Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</b>
<b>EXPECTATION</b>	<b>CCSS.EL A-Literacy.S L.9-10.1d</b>	<b>Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</b>
<b>STRAND / DOMAIN</b>	<b>CCSS.EL A-Literacy.L .9-10</b>	<b>Language Standards</b>
<b>CATEGORY / CLUSTER</b>		<b>Vocabulary Acquisition and Use</b>
<b>STANDARD</b>	<b>CCSS.EL A-Literacy.L .9-10.6</b>	<b>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.</b>

Common Core State Standards

Language Arts

Grade 10 - Adopted: 2010

<b>STRAND / DOMAIN</b>	<b>CCSS.EL A-Literacy.R I.9-10</b>	<b>Reading Standards for Informational Text</b>
<b>CATEGORY / CLUSTER</b>		<b>Craft and Structure</b>
<b>STANDARD</b>	<b>CCSS.EL A-Literacy.R I.9-10.4</b>	<b>Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).</b>
<b>STRAND / DOMAIN</b>	<b>CCSS.EL A-Literacy.S L.9-10</b>	<b>Speaking and Listening Standards</b>

<b>CATEGORY / CLUSTER</b>		<b>Comprehension and Collaboration</b>
<b>STANDARD</b>	CCSS.EL A- Literacy.S L.9-10.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
<b>EXPECTATION</b>	CCSS.EL A- Literacy.S L.9-10.1a	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.
<b>EXPECTATION</b>	CCSS.EL A- Literacy.S L.9-10.1c	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
<b>EXPECTATION</b>	CCSS.EL A- Literacy.S L.9-10.1d	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
<b>STRAND / DOMAIN</b>	CCSS.EL A- Literacy.L .9-10	<b>Language Standards</b>
<b>CATEGORY / CLUSTER</b>		<b>Vocabulary Acquisition and Use</b>
<b>STANDARD</b>	CCSS.EL A- Literacy.L .9-10.6	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.

## Common Core State Standards

### Language Arts

Grade 11 - Adopted: 2010

<b>STRAND / DOMAIN</b>	CCSS.EL A- Literacy.R L.11-12	<b>Reading Standards for Informational Text</b>
<b>CATEGORY / CLUSTER</b>		<b>Craft and Structure</b>
<b>STANDARD</b>	CCSS.EL A- Literacy.R L.11-12.4	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).
<b>STRAND / DOMAIN</b>	CCSS.EL A- Literacy.S L.11-12	<b>Speaking and Listening Standards</b>
<b>CATEGORY / CLUSTER</b>		<b>Comprehension and Collaboration</b>
<b>STANDARD</b>	CCSS.EL A- Literacy.S L.11-12.1	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.
<b>EXPECTATION</b>	CCSS.EL A- Literacy.S L.11-12.1a	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.
<b>EXPECTATION</b>	CCSS.EL A- Literacy.S L.11-12.1b	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
<b>EXPECTATION</b>	CCSS.EL A- Literacy.S L.11-12.1c	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 challenge ideas and conclusions; and promote divergent and creative perspectives.



<b>STRAND / DOMAIN</b>	<b>CCSS.EL A-Literacy.L.11-12</b>	<b>Language Standards</b>
<b>CATEGORY / CLUSTER</b>		<b>Vocabulary Acquisition and Use</b>
<b>STANDARD</b>	<b>CCSS.EL A-Literacy.L.11-12.6</b>	<b>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.</b>

**Common Core State Standards**

**Language Arts**

Grade 12 - Adopted: 2010

<b>STRAND / DOMAIN</b>	<b>CCSS.EL A-Literacy.R.I.11-12</b>	<b>Reading Standards for Informational Text</b>
<b>CATEGORY / CLUSTER</b>		<b>Craft and Structure</b>
<b>STANDARD</b>	<b>CCSS.EL A-Literacy.R.I.11-12.4</b>	<b>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).</b>

<b>STRAND / DOMAIN</b>	<b>CCSS.EL A-Literacy.S.L.11-12</b>	<b>Speaking and Listening Standards</b>
<b>CATEGORY / CLUSTER</b>		<b>Comprehension and Collaboration</b>
<b>STANDARD</b>	<b>CCSS.EL A-Literacy.S.L.11-12.1</b>	<b>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.</b>
<b>EXPECTATION</b>	<b>CCSS.EL A-Literacy.S.L.11-12.1a</b>	<b>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.</b>
<b>EXPECTATION</b>	<b>CCSS.EL A-Literacy.S.L.11-12.1b</b>	<b>Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</b>
<b>EXPECTATION</b>	<b>CCSS.EL A-Literacy.S.L.11-12.1c</b>	<b>Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</b>

<b>STRAND / DOMAIN</b>	<b>CCSS.EL A-Literacy.L.11-12</b>	<b>Language Standards</b>
<b>CATEGORY / CLUSTER</b>		<b>Vocabulary Acquisition and Use</b>
<b>STANDARD</b>	<b>CCSS.EL A-Literacy.L.11-12.6</b>	<b>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.</b>

**Indiana Academic Standards**

**Language Arts**

Grade 9 - Adopted: 2014

<b>STANDARD / STRAND</b>	<b>IN.9-10.RN.</b>	<b>READING: Nonfiction</b>
--------------------------	--------------------	----------------------------

<b>PROFICIENCY STATEMENT / SUBSTRAND</b>	<b>9-10.RN.1.</b>	<b>LEARNING OUTCOME FOR READING NONFICTION: Read and comprehend a variety of nonfiction independently and proficiently</b>
<b>INDICATOR / STANDARD</b>	<b>9-10.RN.1.1.</b>	<b>Read a variety of nonfiction within a range of complexity appropriate for grades 9-10. By the end of grade 9, 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 10, students interact with texts proficiently and independently.</b>
<b>STANDARD / STRAND</b>	<b>IN.9-10.RV.</b>	<b>READING: Vocabulary</b>
<b>PROFICIENCY STATEMENT / SUBSTRAND</b>	<b>9-10.RV.1.</b>	<b>LEARNING OUTCOME FOR READING VOCABULARY: Acquire, refine, and apply vocabulary using various strategies and sources</b>
<b>INDICATOR / STANDARD</b>	<b>9-10.RV.1.1.</b>	<b>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.</b>
<b>STANDARD / STRAND</b>	<b>IN.9-10.RV.</b>	<b>READING: Vocabulary</b>
<b>PROFICIENCY STATEMENT / SUBSTRAND</b>	<b>9-10.RV.3.</b>	<b>VOCABULARY IN LITERATURE AND NONFICTION TEXTS: Build comprehension and appreciation of literature and nonfiction texts by determining or clarifying figurative, connotative, and technical meanings</b>
<b>INDICATOR / STANDARD</b>	<b>9-10.RV.3.2.</b>	<b>Determine the meaning of words and phrases as they are used in a nonfiction text, including figurative, connotative, and technical meanings; evaluate the effectiveness of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).</b>
<b>STANDARD / STRAND</b>	<b>IN.9-10.SL.</b>	<b>SPEAKING AND LISTENING</b>
<b>PROFICIENCY STATEMENT / SUBSTRAND</b>	<b>9-10.SL.2.</b>	<b>DISCUSSION AND COLLABORATION: Refine and apply reciprocal communication skills by participating in a range of collaborative discussions</b>
<b>INDICATOR / STANDARD</b>	<b>9-10.SL.2.1.</b>	<b>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.</b>
<b>INDICATOR / STANDARD</b>	<b>9-10.SL.2.2.</b>	<b>Examine, analyze, and reflect on ideas and support or refute points under discussion, by providing specific evidence from materials under study and other resources.</b>
<b>INDICATOR / STANDARD</b>	<b>9-10.SL.2.4.</b>	<b>Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</b>
<b>INDICATOR / STANDARD</b>	<b>9-10.SL.2.5.</b>	<b>Respond thoughtfully to multiple perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify personal views and understanding and make new connections in reference to the evidence and reasoning presented.</b>
<b>STANDARD / STRAND</b>	<b>IN.9-10.ML.</b>	<b>MEDIA LITERACY</b>
<b>PROFICIENCY STATEMENT / SUBSTRAND</b>	<b>9-10.ML.2.</b>	<b>MEDIA LITERACY Analyze the purposes of media and the ways in which media can have influences</b>
<b>INDICATOR / STANDARD</b>	<b>9-10.ML.2.1.</b>	<b>Analyze how media include or exclude information from visual and verbal messages to achieve a desired result.</b>

**Indiana Academic Standards**

**Language Arts**

Grade 10 - Adopted: 2014

<b>STANDARD / STRAND</b>	<b>IN.9-10.RN.</b>	<b>READING: Nonfiction</b>
<b>PROFICIENCY STATEMENT / SUBSTRAND</b>	<b>9-10.RN.1.</b>	<b>LEARNING OUTCOME FOR READING NONFICTION: Read and comprehend a variety of nonfiction independently and proficiently</b>
<b>INDICATOR / STANDARD</b>	<b>9-10.RN.1.1.</b>	<b>Read a variety of nonfiction within a range of complexity appropriate for grades 9-10. By the end of grade 9, 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 10, students interact with texts proficiently and independently.</b>
<b>STANDARD / STRAND</b>	<b>IN.9-</b>	<b>READING: Vocabulary</b>

<b>STRAND</b>	<b>10.RV.</b>	
<b>PROFICIENCY STATEMENT / SUBSTRAND</b>	9-10.RV.1.	<b>LEARNING OUTCOME FOR READING VOCABULARY:</b> Acquire, refine, and apply vocabulary using various strategies and sources
<b>INDICATOR / STANDARD</b>	9-10.RV.1.1.	Acquire and use accurately general academic and content-specific words and phrases at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
<b>STANDARD / STRAND</b>	<b>IN.9-10.RV.</b>	<b>READING: Vocabulary</b>
<b>PROFICIENCY STATEMENT / SUBSTRAND</b>	9-10.RV.3.	<b>VOCABULARY IN LITERATURE AND NONFICTION TEXTS:</b> Build comprehension and appreciation of literature and nonfiction texts by determining or clarifying figurative, connotative, and technical meanings
<b>INDICATOR / STANDARD</b>	9-10.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 effectiveness of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
<b>STANDARD / STRAND</b>	<b>IN.9-10.SL.</b>	<b>SPEAKING AND LISTENING</b>
<b>PROFICIENCY STATEMENT / SUBSTRAND</b>	9-10.SL.2.	<b>DISCUSSION AND COLLABORATION:</b> Refine and apply reciprocal communication skills by participating in a range of collaborative discussions
<b>INDICATOR / STANDARD</b>	9-10.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.
<b>INDICATOR / STANDARD</b>	9-10.SL.2.2.	Examine, analyze, and reflect on ideas and support or refute points under discussion, by providing specific evidence from materials under study and other resources.
<b>INDICATOR / STANDARD</b>	9-10.SL.2.4.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
<b>INDICATOR / STANDARD</b>	9-10.SL.2.5.	Respond thoughtfully to multiple perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify personal views and understanding and make new connections in reference to the evidence and reasoning presented.
<b>STANDARD / STRAND</b>	<b>IN.9-10.ML.</b>	<b>MEDIA LITERACY</b>
<b>PROFICIENCY STATEMENT / SUBSTRAND</b>	9-10.ML.2.	<b>MEDIA LITERACY</b> Analyze the purposes of media and the ways in which media can have influences
<b>INDICATOR / STANDARD</b>	9-10.ML.2.1.	Analyze how media include or exclude information from visual and verbal messages to achieve a desired result.

## Indiana Academic Standards

### Language Arts

Grade 11 - Adopted: 2014

<b>STANDARD / STRAND</b>	<b>IN.11-12.RN.</b>	<b>READING: Nonfiction</b>
<b>PROFICIENCY STATEMENT / SUBSTRAND</b>	11-12.RN.1.	<b>LEARNING OUTCOME FOR READING NONFICTION:</b> Read and comprehend a variety of nonfiction independently and proficiently
<b>INDICATOR / STANDARD</b>	11-12.RN.1.1.	Read a variety of nonfiction within a range of complexity appropriate for grades 11-CCR. By the end of grade 11, students interact with texts proficiently and independently at the low end of the range and with scaffolding as needed for texts at the high end of the range. By the end of grade 12, students interact with texts proficiently and independently.
<b>STANDARD / STRAND</b>	<b>IN.11-12.RV.</b>	<b>READING: Vocabulary</b>
<b>PROFICIENCY STATEMENT / SUBSTRAND</b>	11-12.RV.1.	<b>LEARNING OUTCOME FOR READING VOCABULARY:</b> Acquire, refine, and apply vocabulary using various strategies and sources
<b>INDICATOR / STANDARD</b>	11-12.RV.1.1.	Acquire and use accurately general academic and content-specific words and phrases at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

<b>STANDARD / STRAND</b>	<b>IN.11-12.SL.</b>	<b>SPEAKING AND LISTENING</b>
<b>PROFICIENCY STATEMENT / SUBSTRAND</b>	<b>11-12.SL.2.</b>	<b>DISCUSSION AND COLLABORATION: Refine and apply reciprocal communication skills by participating in a range of collaborative discussions</b>
<b>INDICATOR / STANDARD</b>	<b>11-12.SL.2.1.</b>	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.
<b>INDICATOR / STANDARD</b>	<b>11-12.SL.2.3.</b>	Work with peers to promote collegial discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
<b>INDICATOR / STANDARD</b>	<b>11-12.SL.2.4.</b>	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
<b>INDICATOR / STANDARD</b>	<b>11-12.SL.2.5.</b>	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.

**Indiana Academic Standards**

**Language Arts**

Grade 12 - Adopted: 2014

<b>STANDARD / STRAND</b>	<b>IN.11-12.RN.</b>	<b>READING: Nonfiction</b>
<b>PROFICIENCY STATEMENT / SUBSTRAND</b>	<b>11-12.RN.1.</b>	<b>LEARNING OUTCOME FOR READING NONFICTION: Read and comprehend a variety of nonfiction independently and proficiently</b>
<b>INDICATOR / STANDARD</b>	<b>11-12.RN.1.1</b>	Read a variety of nonfiction within a range of complexity appropriate for grades 11-CCR. By the end of grade 11, students interact with texts proficiently and independently at the low end of the range and with scaffolding as needed for texts at the high end of the range. By the end of grade 12, students interact with texts proficiently and independently.

<b>STANDARD / STRAND</b>	<b>IN.11-12.RV.</b>	<b>READING: Vocabulary</b>
<b>PROFICIENCY STATEMENT / SUBSTRAND</b>	<b>11-12.RV.1.</b>	<b>LEARNING OUTCOME FOR READING VOCABULARY: Acquire, refine, and apply vocabulary using various strategies and sources</b>
<b>INDICATOR / STANDARD</b>	<b>11-12.RV.1.1.</b>	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.

<b>STANDARD / STRAND</b>	<b>IN.11-12.SL.</b>	<b>SPEAKING AND LISTENING</b>
<b>PROFICIENCY STATEMENT / SUBSTRAND</b>	<b>11-12.SL.2.</b>	<b>DISCUSSION AND COLLABORATION: Refine and apply reciprocal communication skills by participating in a range of collaborative discussions</b>
<b>INDICATOR / STANDARD</b>	<b>11-12.SL.2.1.</b>	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.
<b>INDICATOR / STANDARD</b>	<b>11-12.SL.2.3.</b>	Work with peers to promote collegial discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
<b>INDICATOR / STANDARD</b>	<b>11-12.SL.2.4.</b>	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
<b>INDICATOR / STANDARD</b>	<b>11-12.SL.2.5.</b>	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.

How we can use energy efficiently

**Common Core State Standards**

**Language Arts**

Grade 9 - Adopted: 2010

<b>STRAND / DOMAIN</b>	<b>CCSS.EL.A-</b>	<b>Reading Standards for Informational Text</b>
------------------------	-------------------	---

	Literacy.R L.9-10	
CATEGORY / CLUSTER		Craft and Structure
STANDARD	CCSS.EL A- Literacy.R L.9-10.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
STRAND / DOMAIN	CCSS.EL A- Literacy.S L.9-10	Speaking and Listening Standards
CATEGORY / CLUSTER		Comprehension and Collaboration
STANDARD	CCSS.EL A- Literacy.S L.9-10.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
EXPECTATION	CCSS.EL A- Literacy.S L.9-10.1a	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.
EXPECTATION	CCSS.EL A- Literacy.S L.9-10.1c	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
EXPECTATION	CCSS.EL A- Literacy.S L.9-10.1d	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
STRAND / DOMAIN	CCSS.EL A- Literacy.L .9-10	Language Standards
CATEGORY / CLUSTER		Vocabulary Acquisition and Use
STANDARD	CCSS.EL A- Literacy.L .9-10.6	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.

### Common Core State Standards

#### Language Arts

Grade 10 - Adopted: 2010

STRAND / DOMAIN	CCSS.EL A- Literacy.R L.9-10	Reading Standards for Informational Text
CATEGORY / CLUSTER		Craft and Structure
STANDARD	CCSS.EL A- Literacy.R L.9-10.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
STRAND / DOMAIN	CCSS.EL A- Literacy.S L.9-10	Speaking and Listening Standards
CATEGORY / CLUSTER		Comprehension and Collaboration
STANDARD	CCSS.EL A- Literacy.S L.9-10.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
EXPECTATION	CCSS.EL A- Literacy.S	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

	L.9-10.1a	ideas.
EXPECTATION	CCSS.EL A- Literacy.S L.9-10.1c	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
EXPECTATION	CCSS.EL A- Literacy.S L.9-10.1d	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
STRAND / DOMAIN	CCSS.EL A- Literacy.L .9-10	Language Standards
CATEGORY / CLUSTER		Vocabulary Acquisition and Use
STANDARD	CCSS.EL A- Literacy.L .9-10.6	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.

### Common Core State Standards

#### Language Arts

Grade 11 - Adopted: 2010

STRAND / DOMAIN	CCSS.EL A- Literacy.R L.11-12	Reading Standards for Informational Text
CATEGORY / CLUSTER		Craft and Structure
STANDARD	CCSS.EL A- Literacy.R L.11-12.4	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).
STRAND / DOMAIN	CCSS.EL A- Literacy.S L.11-12	Speaking and Listening Standards
CATEGORY / CLUSTER		Comprehension and Collaboration
STANDARD	CCSS.EL A- Literacy.S L.11-12.1	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.
EXPECTATION	CCSS.EL A- Literacy.S L.11- 12.1a	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.
EXPECTATION	CCSS.EL A- Literacy.S L.11- 12.1b	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
EXPECTATION	CCSS.EL A- Literacy.S L.11- 12.1c	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 challenge ideas and conclusions; and promote divergent and creative perspectives.
STRAND / DOMAIN	CCSS.EL A- Literacy.L .11-12	Language Standards
CATEGORY / CLUSTER		Vocabulary Acquisition and Use
STANDARD	CCSS.EL A- Literacy.L	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

	.11-12.6	knowledge when considering a word or phrase important to comprehension or expression.
--	----------	---

**Common Core State Standards**

**Language Arts**

Grade 12 - Adopted: 2010

<b>STRAND / DOMAIN</b>	<b>CCSS.EL A-Literacy.R L.11-12</b>	<b>Reading Standards for Informational Text</b>
<b>CATEGORY / CLUSTER</b>		<b>Craft and Structure</b>
<b>STANDARD</b>	<b>CCSS.EL A-Literacy.R L.11-12.4</b>	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).
<b>STRAND / DOMAIN</b>	<b>CCSS.EL A-Literacy.S L.11-12</b>	<b>Speaking and Listening Standards</b>
<b>CATEGORY / CLUSTER</b>		<b>Comprehension and Collaboration</b>
<b>STANDARD</b>	<b>CCSS.EL A-Literacy.S L.11-12.1</b>	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.
<b>EXPECTATION</b>	<b>CCSS.EL A-Literacy.S L.11-12.1a</b>	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.
<b>EXPECTATION</b>	<b>CCSS.EL A-Literacy.S L.11-12.1b</b>	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
<b>EXPECTATION</b>	<b>CCSS.EL A-Literacy.S L.11-12.1c</b>	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
<b>STRAND / DOMAIN</b>	<b>CCSS.EL A-Literacy.L .11-12</b>	<b>Language Standards</b>
<b>CATEGORY / CLUSTER</b>		<b>Vocabulary Acquisition and Use</b>
<b>STANDARD</b>	<b>CCSS.EL A-Literacy.L .11-12.6</b>	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.

**Indiana Academic Standards**

**Language Arts**

Grade 9 - Adopted: 2014

<b>STANDARD / STRAND</b>	<b>IN.9-10.RN.</b>	<b>READING: Nonfiction</b>
<b>PROFICIENCY STATEMENT / SUBSTRAND</b>	<b>9-10.RN.1.</b>	<b>LEARNING OUTCOME FOR READING NONFICTION: Read and comprehend a variety of nonfiction independently and proficiently</b>
<b>INDICATOR / STANDARD</b>	<b>9-10.RN.1.1</b>	Read a variety of nonfiction within a range of complexity appropriate for grades 9-10. By the end of grade 9, 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 10, students interact with texts proficiently and independently.
<b>STANDARD /</b>	<b>IN.9-</b>	<b>READING: Vocabulary</b>

<b>STRAND</b>	<b>10.RV.</b>	
<b>PROFICIENCY STATEMENT / SUBSTRAND</b>	<b>9-10.RV.1.</b>	<b>LEARNING OUTCOME FOR READING VOCABULARY: Acquire, refine, and apply vocabulary using various strategies and sources</b>
<b>INDICATOR / STANDARD</b>	<b>9-10.RV.1.1.</b>	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.
<b>STANDARD / STRAND</b>	<b>IN.9-10.RV.</b>	<b>READING: Vocabulary</b>
<b>PROFICIENCY STATEMENT / SUBSTRAND</b>	<b>9-10.RV.3.</b>	<b>VOCABULARY IN LITERATURE AND NONFICTION TEXTS: Build comprehension and appreciation of literature and nonfiction texts by determining or clarifying figurative, connotative, and technical meanings</b>
<b>INDICATOR / STANDARD</b>	<b>9-10.RV.3.2.</b>	Determine the meaning of words and phrases as they are used in a nonfiction text, including figurative, connotative, and technical meanings; evaluate the effectiveness of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
<b>STANDARD / STRAND</b>	<b>IN.9-10.SL.</b>	<b>SPEAKING AND LISTENING</b>
<b>PROFICIENCY STATEMENT / SUBSTRAND</b>	<b>9-10.SL.2.</b>	<b>DISCUSSION AND COLLABORATION: Refine and apply reciprocal communication skills by participating in a range of collaborative discussions</b>
<b>INDICATOR / STANDARD</b>	<b>9-10.SL.2.1.</b>	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.
<b>INDICATOR / STANDARD</b>	<b>9-10.SL.2.2.</b>	Examine, analyze, and reflect on ideas and support or refute points under discussion, by providing specific evidence from materials under study and other resources.
<b>INDICATOR / STANDARD</b>	<b>9-10.SL.2.4.</b>	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
<b>INDICATOR / STANDARD</b>	<b>9-10.SL.2.5.</b>	Respond thoughtfully to multiple perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify personal views and understanding and make new connections in reference to the evidence and reasoning presented.
<b>STANDARD / STRAND</b>	<b>IN.9-10.ML.</b>	<b>MEDIA LITERACY</b>
<b>PROFICIENCY STATEMENT / SUBSTRAND</b>	<b>9-10.ML.2.</b>	<b>MEDIA LITERACY Analyze the purposes of media and the ways in which media can have influences</b>
<b>INDICATOR / STANDARD</b>	<b>9-10.ML.2.1</b>	Analyze how media include or exclude information from visual and verbal messages to achieve a desired result.

**Indiana Academic Standards**

**Language Arts**

Grade 10 - Adopted: 2014

<b>STANDARD / STRAND</b>	<b>IN.9-10.RN.</b>	<b>READING: Nonfiction</b>
<b>PROFICIENCY STATEMENT / SUBSTRAND</b>	<b>9-10.RN.1.</b>	<b>LEARNING OUTCOME FOR READING NONFICTION: Read and comprehend a variety of nonfiction independently and proficiently</b>
<b>INDICATOR / STANDARD</b>	<b>9-10.RN.1.1</b>	Read a variety of nonfiction within a range of complexity appropriate for grades 9-10. By the end of grade 9, 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 10, students interact with texts proficiently and independently.
<b>STANDARD / STRAND</b>	<b>IN.9-10.RV.</b>	<b>READING: Vocabulary</b>
<b>PROFICIENCY STATEMENT / SUBSTRAND</b>	<b>9-10.RV.1.</b>	<b>LEARNING OUTCOME FOR READING VOCABULARY: Acquire, refine, and apply vocabulary using various strategies and sources</b>
<b>INDICATOR / STANDARD</b>	<b>9-10.RV.1.1.</b>	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.



<b>STANDARD / STRAND</b>	<b>IN.9-10.RV.</b>	<b>READING: Vocabulary</b>
<b>PROFICIENCY STATEMENT / SUBSTRAND</b>	<b>9-10.RV.3.</b>	<b>VOCABULARY IN LITERATURE AND NONFICTION TEXTS: Build comprehension and appreciation of literature and nonfiction texts by determining or clarifying figurative, connotative, and technical meanings</b>
<b>INDICATOR / STANDARD</b>	<b>9-10.RV.3.2.</b>	Determine the meaning of words and phrases as they are used in a nonfiction text, including figurative, connotative, and technical meanings; evaluate the effectiveness of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
<b>STANDARD / STRAND</b>	<b>IN.9-10.SL.</b>	<b>SPEAKING AND LISTENING</b>
<b>PROFICIENCY STATEMENT / SUBSTRAND</b>	<b>9-10.SL.2.</b>	<b>DISCUSSION AND COLLABORATION: Refine and apply reciprocal communication skills by participating in a range of collaborative discussions</b>
<b>INDICATOR / STANDARD</b>	<b>9-10.SL.2.1.</b>	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.
<b>INDICATOR / STANDARD</b>	<b>9-10.SL.2.2.</b>	Examine, analyze, and reflect on ideas and support or refute points under discussion, by providing specific evidence from materials under study and other resources.
<b>INDICATOR / STANDARD</b>	<b>9-10.SL.2.4.</b>	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
<b>INDICATOR / STANDARD</b>	<b>9-10.SL.2.5.</b>	Respond thoughtfully to multiple perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify personal views and understanding and make new connections in reference to the evidence and reasoning presented.
<b>STANDARD / STRAND</b>	<b>IN.9-10.ML.</b>	<b>MEDIA LITERACY</b>
<b>PROFICIENCY STATEMENT / SUBSTRAND</b>	<b>9-10.ML.2.</b>	<b>MEDIA LITERACY Analyze the purposes of media and the ways in which media can have influences</b>
<b>INDICATOR / STANDARD</b>	<b>9-10.ML.2.1</b>	Analyze how media include or exclude information from visual and verbal messages to achieve a desired result.

## Indiana Academic Standards

### Language Arts

Grade 11 - Adopted: 2014

<b>STANDARD / STRAND</b>	<b>IN.11-12.RN.</b>	<b>READING: Nonfiction</b>
<b>PROFICIENCY STATEMENT / SUBSTRAND</b>	<b>11-12.RN.1.</b>	<b>LEARNING OUTCOME FOR READING NONFICTION: Read and comprehend a variety of nonfiction independently and proficiently</b>
<b>INDICATOR / STANDARD</b>	<b>11-12.RN.1.1</b>	Read a variety of nonfiction within a range of complexity appropriate for grades 11-CCR. By the end of grade 11, students interact with texts proficiently and independently at the low end of the range and with scaffolding as needed for texts at the high end of the range. By the end of grade 12, students interact with texts proficiently and independently.
<b>STANDARD / STRAND</b>	<b>IN.11-12.RV.</b>	<b>READING: Vocabulary</b>
<b>PROFICIENCY STATEMENT / SUBSTRAND</b>	<b>11-12.RV.1.</b>	<b>LEARNING OUTCOME FOR READING VOCABULARY: Acquire, refine, and apply vocabulary using various strategies and sources</b>
<b>INDICATOR / STANDARD</b>	<b>11-12.RV.1.1.</b>	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.
<b>STANDARD / STRAND</b>	<b>IN.11-12.SL.</b>	<b>SPEAKING AND LISTENING</b>
<b>PROFICIENCY STATEMENT / SUBSTRAND</b>	<b>11-12.SL.2.</b>	<b>DISCUSSION AND COLLABORATION: Refine and apply reciprocal communication skills by participating in a range of collaborative discussions</b>
<b>INDICATOR / STANDARD</b>	<b>11-12.SL.2.1.</b>	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.

INDICATOR / STANDARD	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.
INDICATOR / STANDARD	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, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
INDICATOR / STANDARD	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.

### Indiana Academic Standards

#### Language Arts

Grade 12 - Adopted: 2014

STANDARD / STRAND	IN.11-12.RN.	<b>READING: Nonfiction</b>
PROFICIENCY STATEMENT / SUBSTRAND	11-12.RN.1.	<b>LEARNING OUTCOME FOR READING NONFICTION:</b> Read and comprehend a variety of nonfiction independently and proficiently
INDICATOR / STANDARD	11-12.RN.1.1	Read a variety of nonfiction within a range of complexity appropriate for grades 11-CCR. By the end of grade 11, students interact with texts proficiently and independently at the low end of the range and with scaffolding as needed for texts at the high end of the range. By the end of grade 12, students interact with texts proficiently and independently.
STANDARD / STRAND	IN.11-12.RV.	<b>READING: Vocabulary</b>
PROFICIENCY STATEMENT / SUBSTRAND	11-12.RV.1.	<b>LEARNING OUTCOME FOR READING VOCABULARY:</b> Acquire, refine, and apply vocabulary using various strategies and sources
INDICATOR / STANDARD	11-12.RV.1.1.	Acquire and use accurately general academic and content-specific words and phrases at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STANDARD / STRAND	IN.11-12.SL.	<b>SPEAKING AND LISTENING</b>
PROFICIENCY STATEMENT / SUBSTRAND	11-12.SL.2.	<b>DISCUSSION AND COLLABORATION:</b> Refine and apply reciprocal communication skills by participating in a range of collaborative discussions
INDICATOR / STANDARD	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.
INDICATOR / STANDARD	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.
INDICATOR / STANDARD	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, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
INDICATOR / STANDARD	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.

### What a carbon footprint is

### Common Core State Standards

#### Language Arts

Grade 9 - Adopted: 2010

STRAND / DOMAIN	CCSS.EL A-Literacy.R I.9-10	<b>Reading Standards for Informational Text</b>
CATEGORY / CLUSTER		<b>Craft and Structure</b>
STANDARD	CCSS.EL A-Literacy.R I.9-10.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

<b>STRAND / DOMAIN</b>	<b>CCSS.EL A-Literacy.S L.9-10</b>	<b>Speaking and Listening Standards</b>
<b>CATEGORY / CLUSTER</b>		<b>Comprehension and Collaboration</b>
<b>STANDARD</b>	<b>CCSS.EL A-Literacy.S L.9-10.1</b>	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
<b>EXPECTATION</b>	<b>CCSS.EL A-Literacy.S L.9-10.1a</b>	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.
<b>EXPECTATION</b>	<b>CCSS.EL A-Literacy.S L.9-10.1c</b>	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
<b>EXPECTATION</b>	<b>CCSS.EL A-Literacy.S L.9-10.1d</b>	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
<b>STRAND / DOMAIN</b>	<b>CCSS.EL A-Literacy.L .9-10</b>	<b>Language Standards</b>
<b>CATEGORY / CLUSTER</b>		<b>Vocabulary Acquisition and Use</b>
<b>STANDARD</b>	<b>CCSS.EL A-Literacy.L .9-10.6</b>	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.

### Common Core State Standards

#### Language Arts

Grade 10 - Adopted: 2010

<b>STRAND / DOMAIN</b>	<b>CCSS.EL A-Literacy.R I.9-10</b>	<b>Reading Standards for Informational Text</b>
<b>CATEGORY / CLUSTER</b>		<b>Craft and Structure</b>
<b>STANDARD</b>	<b>CCSS.EL A-Literacy.R I.9-10.4</b>	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
<b>STRAND / DOMAIN</b>	<b>CCSS.EL A-Literacy.S L.9-10</b>	<b>Speaking and Listening Standards</b>
<b>CATEGORY / CLUSTER</b>		<b>Comprehension and Collaboration</b>
<b>STANDARD</b>	<b>CCSS.EL A-Literacy.S L.9-10.1</b>	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
<b>EXPECTATION</b>	<b>CCSS.EL A-Literacy.S L.9-10.1a</b>	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.
<b>EXPECTATION</b>	<b>CCSS.EL A-Literacy.S L.9-10.1c</b>	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
<b>EXPECTATION</b>	<b>CCSS.EL A-Literacy.S</b>	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning

	L.9-10.1d	presented.
<b>STRAND / DOMAIN</b>	<b>CCSS.EL A-Literacy.L.9-10</b>	<b>Language Standards</b>
<b>CATEGORY / CLUSTER</b>		<b>Vocabulary Acquisition and Use</b>
<b>STANDARD</b>	<b>CCSS.EL A-Literacy.L.9-10.6</b>	<b>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.</b>

**Common Core State Standards**

**Language Arts**

Grade **11** - Adopted: **2010**

<b>STRAND / DOMAIN</b>	<b>CCSS.EL A-Literacy.R.L.11-12</b>	<b>Reading Standards for Informational Text</b>
<b>CATEGORY / CLUSTER</b>		<b>Craft and Structure</b>
<b>STANDARD</b>	<b>CCSS.EL A-Literacy.R.L.11-12.4</b>	<b>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).</b>
<b>STRAND / DOMAIN</b>	<b>CCSS.EL A-Literacy.S.L.11-12</b>	<b>Speaking and Listening Standards</b>
<b>CATEGORY / CLUSTER</b>		<b>Comprehension and Collaboration</b>
<b>STANDARD</b>	<b>CCSS.EL A-Literacy.S.L.11-12.1</b>	<b>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.</b>
<b>EXPECTATION</b>	<b>CCSS.EL A-Literacy.S.L.11-12.1a</b>	<b>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.</b>
<b>EXPECTATION</b>	<b>CCSS.EL A-Literacy.S.L.11-12.1b</b>	<b>Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</b>
<b>EXPECTATION</b>	<b>CCSS.EL A-Literacy.S.L.11-12.1c</b>	<b>Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</b>
<b>STRAND / DOMAIN</b>	<b>CCSS.EL A-Literacy.L.11-12</b>	<b>Language Standards</b>
<b>CATEGORY / CLUSTER</b>		<b>Vocabulary Acquisition and Use</b>
<b>STANDARD</b>	<b>CCSS.EL A-Literacy.L.11-12.6</b>	<b>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.</b>

**Common Core State Standards**

**Language Arts**

Grade **12** - Adopted: **2010**

<b>STRAND /</b>	<b>CCSS.EL</b>	<b>Reading Standards for Informational Text</b>
-----------------	----------------	---

<b>DOMAIN</b>	A-Literacy.R L.11-12	
<b>CATEGORY / CLUSTER</b>		<b>Craft and Structure</b>
<b>STANDARD</b>	CCSS.EL A-Literacy.R L.11-12.4	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).
<b>STRAND / DOMAIN</b>	CCSS.EL A-Literacy.S L.11-12	<b>Speaking and Listening Standards</b>
<b>CATEGORY / CLUSTER</b>		<b>Comprehension and Collaboration</b>
<b>STANDARD</b>	CCSS.EL A-Literacy.S L.11-12.1	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.
<b>EXPECTATION</b>	CCSS.EL A-Literacy.S L.11-12.1a	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.
<b>EXPECTATION</b>	CCSS.EL A-Literacy.S L.11-12.1b	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
<b>EXPECTATION</b>	CCSS.EL A-Literacy.S L.11-12.1c	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 challenge ideas and conclusions; and promote divergent and creative perspectives.
<b>STRAND / DOMAIN</b>	CCSS.EL A-Literacy.L .11-12	<b>Language Standards</b>
<b>CATEGORY / CLUSTER</b>		<b>Vocabulary Acquisition and Use</b>
<b>STANDARD</b>	CCSS.EL A-Literacy.L .11-12.6	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.

## Indiana Academic Standards

### Language Arts

Grade 9 - Adopted: 2014

<b>STANDARD / STRAND</b>	IN.9-10.RN.	<b>READING: Nonfiction</b>
<b>PROFICIENCY STATEMENT / SUBSTRAND</b>	9-10.RN.1.	<b>LEARNING OUTCOME FOR READING NONFICTION:</b> Read and comprehend a variety of nonfiction independently and proficiently
<b>INDICATOR / STANDARD</b>	9-10.RN.1.1	Read a variety of nonfiction within a range of complexity appropriate for grades 9-10. By the end of grade 9, 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 10, students interact with texts proficiently and independently.
<b>STANDARD / STRAND</b>	IN.9-10.RV.	<b>READING: Vocabulary</b>
<b>PROFICIENCY STATEMENT / SUBSTRAND</b>	9-10.RV.1.	<b>LEARNING OUTCOME FOR READING VOCABULARY:</b> Acquire, refine, and apply vocabulary using various strategies and sources
<b>INDICATOR / STANDARD</b>	9-10.RV.1.1.	Acquire and use accurately general academic and content-specific words and phrases at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

<b>STANDARD / STRAND</b>	<b>IN.9-10.RV.</b>	<b>READING: Vocabulary</b>
<b>PROFICIENCY STATEMENT / SUBSTRAND</b>	<b>9-10.RV.3.</b>	<b>VOCABULARY IN LITERATURE AND NONFICTION TEXTS: Build comprehension and appreciation of literature and nonfiction texts by determining or clarifying figurative, connotative, and technical meanings</b>
<b>INDICATOR / STANDARD</b>	<b>9-10.RV.3.2.</b>	<b>Determine the meaning of words and phrases as they are used in a nonfiction text, including figurative, connotative, and technical meanings; evaluate the effectiveness of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).</b>
<b>STANDARD / STRAND</b>	<b>IN.9-10.SL.</b>	<b>SPEAKING AND LISTENING</b>
<b>PROFICIENCY STATEMENT / SUBSTRAND</b>	<b>9-10.SL.2.</b>	<b>DISCUSSION AND COLLABORATION: Refine and apply reciprocal communication skills by participating in a range of collaborative discussions</b>
<b>INDICATOR / STANDARD</b>	<b>9-10.SL.2.1.</b>	<b>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.</b>
<b>INDICATOR / STANDARD</b>	<b>9-10.SL.2.2.</b>	<b>Examine, analyze, and reflect on ideas and support or refute points under discussion, by providing specific evidence from materials under study and other resources.</b>
<b>INDICATOR / STANDARD</b>	<b>9-10.SL.2.4.</b>	<b>Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</b>
<b>INDICATOR / STANDARD</b>	<b>9-10.SL.2.5.</b>	<b>Respond thoughtfully to multiple perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify personal views and understanding and make new connections in reference to the evidence and reasoning presented.</b>
<b>STANDARD / STRAND</b>	<b>IN.9-10.ML.</b>	<b>MEDIA LITERACY</b>
<b>PROFICIENCY STATEMENT / SUBSTRAND</b>	<b>9-10.ML.2.</b>	<b>MEDIA LITERACY Analyze the purposes of media and the ways in which media can have influences</b>
<b>INDICATOR / STANDARD</b>	<b>9-10.ML.2.1</b>	<b>Analyze how media include or exclude information from visual and verbal messages to achieve a desired result.</b>

## Indiana Academic Standards

### Language Arts

Grade 10 - Adopted: 2014

<b>STANDARD / STRAND</b>	<b>IN.9-10.RN.</b>	<b>READING: Nonfiction</b>
<b>PROFICIENCY STATEMENT / SUBSTRAND</b>	<b>9-10.RN.1.</b>	<b>LEARNING OUTCOME FOR READING NONFICTION: Read and comprehend a variety of nonfiction independently and proficiently</b>
<b>INDICATOR / STANDARD</b>	<b>9-10.RN.1.1</b>	<b>Read a variety of nonfiction within a range of complexity appropriate for grades 9-10. By the end of grade 9, 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 10, students interact with texts proficiently and independently.</b>
<b>STANDARD / STRAND</b>	<b>IN.9-10.RV.</b>	<b>READING: Vocabulary</b>
<b>PROFICIENCY STATEMENT / SUBSTRAND</b>	<b>9-10.RV.1.</b>	<b>LEARNING OUTCOME FOR READING VOCABULARY: Acquire, refine, and apply vocabulary using various strategies and sources</b>
<b>INDICATOR / STANDARD</b>	<b>9-10.RV.1.1.</b>	<b>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.</b>
<b>STANDARD / STRAND</b>	<b>IN.9-10.RV.</b>	<b>READING: Vocabulary</b>
<b>PROFICIENCY STATEMENT / SUBSTRAND</b>	<b>9-10.RV.3.</b>	<b>VOCABULARY IN LITERATURE AND NONFICTION TEXTS: Build comprehension and appreciation of literature and nonfiction texts by determining or clarifying figurative, connotative, and technical meanings</b>
<b>INDICATOR / STANDARD</b>	<b>9-10.RV.3.2.</b>	<b>Determine the meaning of words and phrases as they are used in a nonfiction text, including figurative, connotative, and technical meanings; evaluate the effectiveness of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).</b>

<b>STANDARD / STRAND</b>	<b>IN.9-10.SL.</b>	<b>SPEAKING AND LISTENING</b>
<b>PROFICIENCY STATEMENT / SUBSTRAND</b>	<b>9-10.SL.2.</b>	<b>DISCUSSION AND COLLABORATION: Refine and apply reciprocal communication skills by participating in a range of collaborative discussions</b>
<b>INDICATOR / STANDARD</b>	<b>9-10.SL.2.1.</b>	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.
<b>INDICATOR / STANDARD</b>	<b>9-10.SL.2.2.</b>	Examine, analyze, and reflect on ideas and support or refute points under discussion, by providing specific evidence from materials under study and other resources.
<b>INDICATOR / STANDARD</b>	<b>9-10.SL.2.4.</b>	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
<b>INDICATOR / STANDARD</b>	<b>9-10.SL.2.5.</b>	Respond thoughtfully to multiple perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify personal views and understanding and make new connections in reference to the evidence and reasoning presented.
<b>STANDARD / STRAND</b>	<b>IN.9-10.ML.</b>	<b>MEDIA LITERACY</b>
<b>PROFICIENCY STATEMENT / SUBSTRAND</b>	<b>9-10.ML.2.</b>	<b>MEDIA LITERACY Analyze the purposes of media and the ways in which media can have influences</b>
<b>INDICATOR / STANDARD</b>	<b>9-10.ML.2.1</b>	Analyze how media include or exclude information from visual and verbal messages to achieve a desired result.

## Indiana Academic Standards

### Language Arts

Grade 11 - Adopted: 2014

<b>STANDARD / STRAND</b>	<b>IN.11-12.RN.</b>	<b>READING: Nonfiction</b>
<b>PROFICIENCY STATEMENT / SUBSTRAND</b>	<b>11-12.RN.1.</b>	<b>LEARNING OUTCOME FOR READING NONFICTION: Read and comprehend a variety of nonfiction independently and proficiently</b>
<b>INDICATOR / STANDARD</b>	<b>11-12.RN.1.1</b>	Read a variety of nonfiction within a range of complexity appropriate for grades 11-CCR. By the end of grade 11, students interact with texts proficiently and independently at the low end of the range and with scaffolding as needed for texts at the high end of the range. By the end of grade 12, students interact with texts proficiently and independently.
<b>STANDARD / STRAND</b>	<b>IN.11-12.RV.</b>	<b>READING: Vocabulary</b>
<b>PROFICIENCY STATEMENT / SUBSTRAND</b>	<b>11-12.RV.1.</b>	<b>LEARNING OUTCOME FOR READING VOCABULARY: Acquire, refine, and apply vocabulary using various strategies and sources</b>
<b>INDICATOR / STANDARD</b>	<b>11-12.RV.1.1.</b>	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.
<b>STANDARD / STRAND</b>	<b>IN.11-12.SL.</b>	<b>SPEAKING AND LISTENING</b>
<b>PROFICIENCY STATEMENT / SUBSTRAND</b>	<b>11-12.SL.2.</b>	<b>DISCUSSION AND COLLABORATION: Refine and apply reciprocal communication skills by participating in a range of collaborative discussions</b>
<b>INDICATOR / STANDARD</b>	<b>11-12.SL.2.1.</b>	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.
<b>INDICATOR / STANDARD</b>	<b>11-12.SL.2.3.</b>	Work with peers to promote collegial discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
<b>INDICATOR / STANDARD</b>	<b>11-12.SL.2.4.</b>	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
<b>INDICATOR / STANDARD</b>	<b>11-12.SL.2.5.</b>	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.

**Indiana Academic Standards**

**Language Arts**

Grade 12 - Adopted: 2014

<b>STANDARD / STRAND</b>	<b>IN.11-12.RN.</b>	<b>READING: Nonfiction</b>
<b>PROFICIENCY STATEMENT / SUBSTRAND</b>	<b>11-12.RN.1.</b>	<b>LEARNING OUTCOME FOR READING NONFICTION: Read and comprehend a variety of nonfiction independently and proficiently</b>
<b>INDICATOR / STANDARD</b>	<b>11-12.RN.1.1</b>	Read a variety of nonfiction within a range of complexity appropriate for grades 11-CCR. By the end of grade 11, students interact with texts proficiently and independently at the low end of the range and with scaffolding as needed for texts at the high end of the range. By the end of grade 12, students interact with texts proficiently and independently.
<b>STANDARD / STRAND</b>	<b>IN.11-12.RV.</b>	<b>READING: Vocabulary</b>
<b>PROFICIENCY STATEMENT / SUBSTRAND</b>	<b>11-12.RV.1.</b>	<b>LEARNING OUTCOME FOR READING VOCABULARY: Acquire, refine, and apply vocabulary using various strategies and sources</b>
<b>INDICATOR / STANDARD</b>	<b>11-12.RV.1.1.</b>	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.
<b>STANDARD / STRAND</b>	<b>IN.11-12.SL.</b>	<b>SPEAKING AND LISTENING</b>
<b>PROFICIENCY STATEMENT / SUBSTRAND</b>	<b>11-12.SL.2.</b>	<b>DISCUSSION AND COLLABORATION: Refine and apply reciprocal communication skills by participating in a range of collaborative discussions</b>
<b>INDICATOR / STANDARD</b>	<b>11-12.SL.2.1.</b>	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.
<b>INDICATOR / STANDARD</b>	<b>11-12.SL.2.3.</b>	Work with peers to promote collegial discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
<b>INDICATOR / STANDARD</b>	<b>11-12.SL.2.4.</b>	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
<b>INDICATOR / STANDARD</b>	<b>11-12.SL.2.5.</b>	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.