Indiana Academic Standards Connections

National History Day in Indiana

Senior Division (Grades 9 through 12)

as of January 2010

Academic standards connections are based on the Indiana Department of Education Academic Standards as of January 2010.

Depending on teachers' requirements for students and students' topic selections, NHDI can match many Social Studies and English/Language Arts Writing standards.

The following standard connections are endemic to all NHDI projects (assuming students select topics relevant to class):

United States History 9—Students will conduct historical research that incorporates information literacy skills such as forming appropriate research questions; evaluating information by determining accuracy, relevance and comprehensiveness; interpreting a variety of primary and secondary sources; and presenting their findings with documentation.

U. S. History 9.1—Identify patterns of historical succession and duration in which historical events unfolded and apply them to explain continuity and change.

U. S. History 9.2—Locate and analyze primary sources and secondary sources related to an event or issue of the past.

U. S. History 9.3—Investigate and interpret multiple causation in historical actions and analyze cause-and-effect relationships.

U. S. History 9.4—Explain issues and problems of the past by analyzing the interests and viewpoints of those involved.

U.S. History 9.5—Use technology in the process of conducting historical research and in the presentation of the products of historical research and current events.

U. S. History 9.6—Formulate and present a position or course of action on an issue by examining the underlying factors contributing to that issue.

World History 9—Students will conduct historical research that incorporates information literacy skills such as forming appropriate research questions; evaluating information by determining accuracy, relevance and comprehensiveness; interpreting a variety of primary and secondary sources; and presenting their findings with documentation.

World History 9.1—Identify patterns of historical change and duration and construct a representation that illustrates continuity and change.

World History 9.2—Locate and analyze primary sources and secondary sources related to an event or issue of the past.

World History 9.3—Investigate and interpret multiple causation in analyzing historical actions, and analyze cause-and-effect relationships.

World History 9.4—Explain issues and problems of the past by analyzing the interests and viewpoints of those involved.

World History 9.5—Use technology in the process of conducting historical research and in the presentation of the products of historical research and current events.

World History 9.6—Formulate and present a position or course of action on an issue by examining the underlying factors contributing to that issue.

English/Language Arts 9.2.2—Prepare a bibliography of reference materials for a report using a variety of public documents, such as consumer, government, workplace and others.

English/Language Arts 9.2.4—Synthesize the content from several sources or works by a single author dealing with a single issue; paraphrase the ideas and connect them to other sources and related topics to demonstrate comprehension.

English/Language Arts 9.2.6—Critique the logic of functional documents (such as an appeal to tradition or an appeal to force) by examining the sequence of information and procedures in anticipation of possible reader misunderstandings.

English/Language Arts 9.2.7—Evaluate an author's argument or defense of a claim by examining the relationship between generalizations and evidence, the comprehensiveness of evidence, and the way in which the author's intent affects the structure and tone of the text.

English/Language Arts 9.2.8—Make reasonable statements and draw conclusions about a text, supporting them with accurate examples.

English/Language Arts 9.4.1—Discuss ideas for writing with classmates, teachers, and other writers and develop drafts alone and collaboratively.

English/Language Arts 9.4.2—Establish a coherent thesis that conveys a clear perspective on the subject and maintain a consistent tone and focus throughout the piece of writing.

English/Language Arts 9.4.4—Use writing to formulate clear research questions and to compile information from primary and secondary print or Internet sources.

English/Language Arts 9.4.5—Develop the main ideas within the body of the composition through supporting evidence, such as scenarios, commonly held beliefs, hypotheses, and definitions.

English/Language Arts 9.4.6—Synthesize information from multiple sources, including almanacs, microfiche, news sources, in-depth field studies, speeches, journals, technical documents, and Internet sources.

English/Language Arts 9.4.7—Integrate quotations and citations into a written text while maintaining the flow of ideas.

English/Language Arts 9.4.8—Use appropriate conventions for documentation in text, notes, and bibliographies, following the formats in specific style manuals.

English/Language Arts 9.4.9—Use a computer to design and publish documents by using advanced publishing software and graphic programs.

English/Language Arts 9.5.2—Write responses to literature that:

- Demonstrate a comprehensive grasp of the significant ideas of literary works.

- Support statements with evidence from the text.

- 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.

English/Language Arts 9.5.3—Write expository compositions, including analytical essays, summaries, descriptive pieces, or literary analyses that:

- Gather evidence in support of a thesis (position on the topic), including information on all relevant perspectives.

- Communicate information and ideas from primary and secondary sources accurately and coherently.

- Make distinctions between the relative value and significance of specific data, facts, and ideas.

- Use a variety of reference sources, including word, pictorial, audio, and Internet sources, to locate information in support of topic.

- Include visual aids by using technology to organize and record information on charts, data tables, maps, and graphs.

- Anticipate and address readers' potential misunderstandings, biases, and expectations.

- Use technical terms and notations accurately.

English/Language Arts 9.5.9—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:

- 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 relevance to the research questions.

- 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.

- 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).

English/Language Arts 9.6.1—Identify and correctly use clauses, both main and subordinate; phrases, including gerund, infinitive, and participial; and the mechanics of punctuation, such as semicolons, colons, ellipses, and hyphens.

English/Language Arts 9.6.2—Demonstrate an understanding of sentence construction, including parallel structure, subordination, and the proper placement of modifiers, and proper English usage, including the use of consistent verb tenses.

English/Language Arts 9.6.3—Produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization.

English/Language Arts 9.6.4—Apply appropriate manuscript conventions — 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.

English/Language Arts 10.2.1—Analyze the structure and format of various informational documents and explain how authors use the features to achieve their purposes.

English/Language Arts 10.2.2—Extend—through original analysis, evaluation, and elaboration—ideas presented in primary or secondary sources.

English/Language Arts 10.2.4—Evaluate an author's argument or defense of a claim by examining the relationship between generalizations and evidence, the comprehensiveness of evidence, and the way in which the author's intent affects the structure and tone of the text.

English/Language Arts 10.2.5—Make reasonable statements and draw conclusions about a text, supporting them with accurate examples.

English/Language Arts 10.4.1—Discuss ideas for writing with classmates, teachers, and other writers and develop drafts alone and collaboratively.

English/Language Arts 10.4.2 — Establish a coherent thesis that conveys a clear perspective on the subject and maintain a consistent tone and focus throughout the piece of writing.

English/Language Arts 10.4.4—Use clear research questions and suitable research methods, including texts, electronic resources, and personal interviews, to compile and present evidence from primary and secondary print or Internet sources.

English/Language Arts 10.4.5—Develop main ideas within the body of the composition through supporting evidence, such as scenarios, commonly held beliefs, hypotheses, and definitions.

English/Language Arts 10.4.6—Synthesize information from multiple sources. Identify complexities and inconsistencies in the information and the different perspectives found in each medium, including almanacs, microfiche, news sources, in-depth field studies, speeches, journals, technical documents, and Internet sources.

English/Language Arts 10.4.7—Integrate quotations and citations into a written text while maintaining the flow of ideas.

English/Language Arts 10.4.8—Use appropriate conventions for documentation in text, notes, and bibliographies following the formats in different style manuals.

English/Language Arts 10.5.2—Write responses to literature that:

- Demonstrate a comprehensive grasp of the significant ideas of literary works.

- Support statements with evidence from the text.

- Demonstrate 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.

- Extend writing by changing mood, plot, characterization, or voice.

English/Language Arts 10.5.3—Write expository compositions, including analytical essays, summaries, descriptive pieces, or literary analyses that:

- Gather evidence in support of a thesis (position on the topic), including information on all relevant perspectives.

- Communicate information and ideas from primary and secondary sources accurately and coherently.

- Make distinctions between the relative value and significance of specific data, facts, and ideas.

- Use a variety of reference sources, including word, pictorial, audio, and Internet sources to locate information in support of a topic.

- Include visual aids by using technology to organize and record information on charts, maps, and graphs.

- Anticipate and address readers' potential misunderstandings, biases, and expectations.

- Use technical terms and notations correctly.

English/Language Arts 10.5.9—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:

- 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 relevance to the research questions.

- 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.

- 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).

English/Language Arts 10.6.2—Demonstrate an understanding of sentence construction, including parallel structure, subordination, and the proper placement of modifiers, and proper English usage, including the use of consistent verb tenses.

English/Language Arts 10.6.3—Produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization.

English/Language Arts 10.6.4—Apply appropriate manuscript conventions—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.

English/Language Arts 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.

English/Language Arts 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.

English/Language Arts 11.2.3—Verify and clarify facts presented in several types of expository texts by using a variety of consumer, workplace, and public documents.

English/Language Arts 11.2.4—Make reasonable assertions about an author's arguments by using elements of the text to defend and clarify interpretations.

English/Language Arts 11.2.5—Analyze an author's implicit and explicit assumptions and beliefs about a subject.

English/Language Arts 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.

English/Language Arts 11.4.1—Discuss ideas for writing with classmates, teachers, and other writers.

English/Language Arts 11.4.4—Structure ideas and arguments in a sustained and persuasive way and support them with precise and relevant examples.

English/Language Arts 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.

English/Language Arts 11.4.8—Use systematic strategies to organize and record information, such as anecdotal scripting or annotated bibliographies.

English/Language Arts 11.4.13—Integrate quotations and citations into a written text while maintaining the flow of ideas.

English/Language Arts 11.5.2—Write responses to literature that:

- 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.

English/Language Arts 11.5.4—Write historical investigation reports that:

- 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.

English/Language Arts 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:

- 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.

English/Language Arts 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:

- 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 relevance to the research questions.

- 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).

English/Language Arts 11.6.1—Demonstrate control of grammar, diction, paragraph and sentence structure, and an understanding of English usage.

English/Language Arts 11.6.2—Produce writing that shows accurate spelling and correct punctuation and capitalization.

English/Language Arts 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.

English/Language Arts 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.

English/Language Arts 12.2.3—Verify and clarify facts presented in several types of expository texts by using a variety of public or historical documents, such as government, consumer, or workplace documents, and others.

English/Language Arts 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.

English/Language Arts 12.2.5—Analyze an author's implicit and explicit assumptions and beliefs about a subject.

English/Language Arts 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 anticipate and address reader concerns and counterclaims.

English/Language Arts 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.

English/Language Arts 12.4.4—Structure ideas and arguments in a sustained and persuasive way and support them with precise and relevant examples.

English/Language Arts 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.

English/Language Arts 12.4.8—Use systematic strategies to organize and record information, such as anecdotal scripting or creating annotated bibliographies.

English/Language Arts 12.4.9—Use technology for all aspects of creating, revising, editing, and publishing.

English/Language Arts 12.4.13—Integrate quotations and citations into a written text while maintaining the flow of ideas.

English/Language Arts 12.5.2—Write responses to literature that:

* 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.

English/Language Arts 12.5.4—Write historical investigation reports that:

* 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.

English/Language Arts 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:

* 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.

English/Language Arts 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:

- 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 relevance to the research questions.

- 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).

English/Language Arts 12.6.1—Demonstrate control of grammar, diction, and paragraph and sentence structure, as well as an understanding of English usage.

English/Language Arts 12.6.4—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.

Career Planning and Success Skills 1.1.1—Demonstrate effective study skills.

Career Planning and Success Skills 1.1.2—Utilize appropriate time management and organization techniques.

Career Planning and Success Skills 4.1.8—Demonstrate appropriate interviewing techniques (attire, response to questions, etc.).

Career Planning and Success Skills 5.5.3—Demonstrate appropriate interpersonal skills when dealing with others.

Career Planning and Success Skills 5.5.4—Express thoughts and ideas clearly using various forms of communication.

Computer Applications 2.1.3—Demonstrate an understanding of plagiarism and fair use; respect copyright laws of information producers such as authors and artists, including website developers.

Computer Applications 3.2.5—Apply word-processing skills and style manual usage to cite reference documentation, i.e. bibliography, works cited, footnotes and endnotes.

Computer Applications 5.1.3—Evaluate and select several resources from a variety of information sources by reviewing each author's credentials, perspective, or bias; validate accuracy of information based on multiple audiences.

Computer Applications, Advanced 2.1.3—Apply an understanding of plagiarism and fair use; respect copyright laws of information producers such as authors and artists, including website developers. Apply an understanding of the interaction and interdependence between humans and technology.

Computer Applications, Advanced 4.1.2—Use appropriate technology to plan, develop, edit and present material to different types of audiences (i.e., paper, web page, multimedia presentation, publications, speech, hypermedia, etc.).

Computer Applications, Advanced 5.1.3—Evaluate and select several resources from a variety of information sources by reviewing each author's credentials, perspective, or bias; validate the accuracy of information based on multiple audiences.

Digital Communication Tools 1.1—Students develop computer literacy.

Digital Communication Tools 1.1.1—Identify and operate equipment, including startup and exit procedures.

Digital Communication Tools 3.1.3—Avoid inappropriate and biased language.

Digital Communication Tools 3.1.5—Evaluate resources based on their origin to determine bias and integrity of information.

Digital Communication Tools 3.1.6—Address ethical issues regarding intellectual property and dissemination of electronically generated information.

Digital Communication Tools 3.1.7—Apply appropriate copyright laws involved in gathering, displaying, and interpreting data.

Digital Communication Tools 3.2.2—Review and apply grammatical rules for number usage, capitalization, punctuation, and abbreviations.

Digital Communication Tools 3.2.3—Proofread and edit documents for meaning and readability.

Digital Communication Tools 3.2.4—Evaluate documents for content appropriateness and effectiveness of communication.

Digital Communication Tools 3.2.5—Revise documents making needed corrections.

Digital Communication Tools 6.2.1—Create and write a document.

The following standards may or may not be relevant depending on teachers' requirements, design of project, and/or project category (e.g. required timelines or maps, paper, documentary, etc..):

English/Language Arts 11.5.8—Deliver multimedia presentations that:

- 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.

English/Language Arts 12.5.8—Deliver multimedia presentations that:

- 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.

Documentaries and Web Sites

Computer Applications 1.1—Students demonstrate a comprehensive understanding of interactivity and operation of technology systems.

Computer Applications 1.1.1—Select and demonstrate use of industry-standard hardware and emerging technology to compare any given task including academic work, i.e. scanners, digital cameras, digital camcorders, CD/DVDs, keyboard, touch screen, stylus, speech, and handhelds.

Computer Applications 1.1.2—Select appropriate software for the support of content area learning such as sound, graphic, video, current industry-standard applications and suites/operating systems.

Computer Applications 1.1.3—Use the operating system to save files to a hard drive, other drives, and/or a server.

Computer Applications 1.1.4—Demonstrate the ability to follow instructions (instructor, text, manuals, help/on-line help, and/or screen).

Computer Applications 1.1.5—Compare and contrast the functional relationship between basic hardware and software systems and their components.

Computer Applications 1.1.6—Apply the organizational concept behind using files and folders for storing information and organizing files into folders.

Computer Applications 1.1.7—Demonstrate saving, opening, and finding files using a variety of different formats.

Computer Applications 1.1.10—Use the operating system with application software i.e. database, spreadsheet, word processing, presentation, desktop publishing software to import images, text, and video/sound.

Computer Applications 2.1—Students understand and apply the social, legal, and ethical issues related to technology use in personal and professional endeavors.

Computer Applications 2.1.1—Practice respectful and responsible use of technology through abiding by the school technology and Internet use policy.

Computer Applications 2.1.2—Demonstrate the ability to work independently and as a team member (includes efficient use of time, organization of work, etc.)

Computer Applications 2.1.3—Demonstrate an understanding of plagiarism and fair use; respect copyright laws of information producers such as authors and artists, including website developers.

Computer Applications 3.1.1—Apply a variety of input technology tools, i.e., speech recognition, handwriting recognition and keying. (Documentaries and Web: video input, audio input, digital photography).

Computer Applications 3.1.2—Demonstrate appropriate handling and use of supplies and equipment.

Computer Applications 3.1.3—Apply appropriate use of editing tools, i.e., spell check, thesaurus, find and replace, grammar, and hyphenation. (Documentaries and Web: video editing, audio editing).

Computer Applications 3.1.5—Apply use of hyperlinking, i.e. files, sections, and the web.

Computer Applications 3.1.6—Demonstrate time-management to complete tasks in allotted time.

Computer Applications 3.2.5—Apply word-processing skills and style manual usage to cite reference documentation, i.e. bibliography, works cited, footnotes and endnotes.

Computer Applications 5.1.1—Evaluate and select appropriate sources of information (i.e., print, video, electronic, and human) for a specific research problem or question.

Computer Applications 5.1.3—Evaluate and select several resources from a variety of information sources by reviewing each author's credentials, perspective, or bias; validate accuracy of information based on multiple audiences.

Computer Applications, Advanced 1.1.1—Select and demonstrate use of industry-standard hardware and emerging technology to complete any given task including academic work, i.e., scanners, digital cameras, digital camcorders, CD/DVDs, keyboard, touch screen, stylus, speech, and handhelds.

Computer Applications, Advanced 1.1.2—Select appropriate software for support of content area learning such as sound, graphic, video, current industry-standard applications and suites/operating systems.

Computer Applications, Advanced 1.1.4—Demonstrate the ability to follow instructions (instructor, text, manuals, help/on-line help, and/or screen).

Computer Applications, Advanced 1.1.6—Apply the organizational concept behind using files and folders for storing information and organizing files into folders.

Computer Applications, Advanced 1.1.7—Demonstrate saving, opening, and finding files using a variety of different formats.

Computer Applications, Advanced 2.1—Students understand and apply the social, legal, and ethical issues related to technology use in personal and professional endeavors.

Computer Applications, Advanced 2.1.1—Practice respectful and responsible use of technology through abiding by professional practices.

Computer Applications, Advanced 2.1.2—Apply the ability to work independently and as a team member (includes efficient use of time, organization of work, etc.).

Computer Applications, Advanced 2.1.3—Apply an understanding of plagiarism and fair use; respect copyright laws of information producers such as authors and artists, including website developers. Apply an understanding of the interaction and interdependence between humans and technology.

Computer Applications, Advanced 3.1.1—Apply a variety of input technology tools, i.e., speech recognition, hand-writing recognition, and keying.

Computer Applications, Advanced 3.1.2—Apply appropriate handling and use of supplies and equipment.

Computer Applications, Advanced 3.1.3—Apply appropriate use of editing tools to meet industry standards.

Computer Applications, Advanced 3.1.4—Design hyperlinks between files, sections, programs, and web pages.

Computer Applications, Advanced 3.1.7—Integrate different file types.

Computer Applications, Advanced 3.5.2—Apply advanced presentation software skills by creating, access/retrieving, saving, and printing files.

Computer Applications, Advanced 3.5.6—Create a presentation with video, embedded objects, specialized features i.e. action buttons, links, hyperlinks, record narration, on-line broadcast, and create a design template.

Computer Applications, Advanced 3.5.9—Create a stand-alone version for a CD/DVD (package for CD/DVD).

Computer Applications, Advanced 3.6.1—Demonstrate the ability to select appropriate software for completing a variety of projects.

Computer Applications, Advanced 4.1.2—Use appropriate technology to plan, develop, edit and present material to different types of audiences (i.e., paper, web page, multimedia presentation, publications, speech, hypermedia, etc.).

Computer Applications, Advanced 5.1.1—Evaluate and select appropriate sources of information (i.e., print, video, electronic, and human) for a specific research problem or question.

Computer Applications, Advanced 5.1.3—Evaluate and select several resources from a variety of information sources by reviewing each author's credentials, perspective, or bias; validate the accuracy of information based on multiple audiences.

Digital Communication Tools 1.1—Students develop computer literacy.

Digital Communication Tools 1.1.1—Identify and operate equipment, including startup and exit procedures.

Digital Communication Tools 3.1.3—Avoid inappropriate and biased language.

Digital Communication Tools 3.1.5—Evaluate resources based on their origin to determine bias and integrity of information.

Digital Communication Tools 3.1.6—Address ethical issues regarding intellectual property and dissemination of electronically generated information.

Digital Communication Tools 3.1.7—Apply appropriate copyright laws involved in gathering, displaying, and interpreting data.

Digital Communication Tools 3.2.2—Review and apply grammatical rules for number usage, capitalization, punctuation, and abbreviations.

Digital Communication Tools 3.2.3—Proofread and edit documents for meaning and readability.

Digital Communication Tools 3.2.4—Evaluate documents for content appropriateness and effectiveness of communication.

Digital Communication Tools 3.2.5—Revise documents making needed corrections.

Digital Communication Tools 6.2.1—Create and write a document.

Digital Communication Tools 8.1.1—Import images and documents from various input devices.

Digital Communication Tools 8.1.2—Determine appropriate file format used for images (GIF, PDF, video, etc.) based on their intended use.

Engineering and Technology Education HS.3—Understand the integrated relationship of technology with other academic fields, particularly language arts, math, science, and social studies.

Engineering and Technology Education HS.3.C—Understand how technology is related to other school subjects, particularly science and math.

Engineering and Technology Education HS.3.D—Apply concepts learned in math, social studies, science and other classes.

Engineering and Technology Education HS.3.E—Be able to use both verbal and written skills to communicate ideas and solutions.

Engineering and Technology Education HS.5–Work cooperatively and productively in groups to design and use technology to solve technological problems.

Engineering and Technology Education HS.5.D—Contribute during group problem solving.

Engineering and Technology Education HS.5.F—Participate in small group design and production activities.

Performances

Fine Arts: Theatre H.11—Students identify and make connections between theatre and other disciplines such as language arts, social studies, humanities, science, and technology.

Fine Arts: Theatre H.11.1 PROFICIENT — Compare characteristics of theatre within a particular historical period or style with similar ideas, issues, or themes in other disciplines.

Fine Arts: Theatre H.11.1 ADVANCED—Associate the creative and analytical principles and techniques of theatre with other disciplines.

Fine Arts: Theatre H.11.2 PROFICIENT—Create works (scenes, debates, critiques, or journals) that demonstrate knowledge of other disciplines through theatre activities.

Fine Arts: Theatre H.11.2 ADVANCED—Integrate disciplines to create works (scenes, debates, critiques, or journals) that persuasively communicate in-depth knowledge and understanding of a concept.