

State of New Mexico

Public Education Department

**REVISED:** 09.10.2024

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| **ALTERNATIVE CREDIT** |

**Approval Request**

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| **Instructions:** Please complete this form electronically from the email of the superintendent, charter school administrator, or designee. Email to: [Waivers.PED@state.nm.us](mailto:Waivers.PED@state.nm.us) in word document format.  **Note:** The respond boxes expand automatically as you add text. | | | | |
| District or Charter School: | | | | |
| Superintendent or Charter School Administrator: | | | | |
| Mailing Address: | | | State: NM | Zip Code: |
| Phone: | Fax: | Email: | | |

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| Secondary Contact: | | | | |
| Mailing Address: | | | State: NM | Zip Code: |
| Phone: | Fax: | Email: | | |

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| Date Submitted | | |
| Does local school board policy require board approval prior to this request? | Yes | No |
| If yes, has board approval been obtained? | Yes | No |
| Date of Board Approval | | |

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| **Applicable Statute and/or State Rule** |
| **6.29.1.9 PROCEDURAL REQUIREMENTS:**  J. Graduation requirements.  (11) Alternative credit. Local districts, charter schools or state educational institutions may design elective courses, known as alternative credit courses, to satisfy any of the specified credits required for graduation.  (a) The process includes:  (i) review of the licensure and endorsements of affected staff;  **(ii) review of required course content standards with benchmarks and performance standards with the proposed elective course, and summary of alignment between the two courses;** |

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| (iii) determination of the amount of credit that will be generated;  (iv) publication of information regarding what course is available for alternative credit and identification of STARS course number;  (v) inclusion of the availability of alternative credit in all next-step plans;  (vi) note on the student transcript that the graduation requirement course was completed using the named alternative credit course;  (vii) review and preliminary approval by the local board of education or governing body of a charter school.  (b) Once the process has been completed, the district superintendent or administrator of a charter school or state educational institution shall submit a written request, with appropriate documentation, to the secretary for approval. |

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| **Please Use a Separate Request for Each Course** |

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| **Course to be replaced with its assigned STARS number.** |
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| **Proposed alternative course with STARS number, if applicable.** |
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| **Amount of credit offered for the proposed alternative course.** |
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| **Please explain if there is not a one-to-one unit ratio between the two courses.** |
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| **Assurances:** |
| **Next Step Plans.** How will the alternative credit information be included in the Next Step Plans? |
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| **Publicized**. How will alternative credit information be disseminated in advance of the course offering? |
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| **Rationale.** Explain the rationale for alternative credit request. |
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**Crosswalk Of Content Standards With The Benchmarks and Performance Standards for English Language Arts, Grades 9–12 (6.29.4.10):**

**With Course Content for ESL**

Below are the three ESL courses listed in Vol. 2 of the STARS manual.

**Note:** ESL 1061 cannot be substituted for alternative credit for English language arts.

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| **~~1061~~**  **Cannot be substituted.** | **~~English as a Second Language (ESL) - Grades K - 12~~** ~~- This course satisfies NCLB, Title III English Language Acquisition and Office of Civil Rights requirements for English Language Learner students. Not part of a Bilingual Education Program. Course is designed for the rapid mastery of the English language, focusing on reading, writing, speaking, and listening skills. ESL courses usually begin with extensive listening and speaking practice, building on auditory and oral skills, and then move to reading and writing. Basic structures of the English language are explained, and student’s progress from an elementary understanding of English words and verb tenses to a more comprehensive grasp of various formal and informal styles, enabling the student to advance to "regular" English courses. An orientation to the customs and culture of people in the United States may be included in ESL classes.~~ |
| **1062** | **English as a Second Language (ESL) as part of a Bilingual Education Program—Grades K–12.** This course is designed for the rapid mastery of the English language, focusing on reading, writing, speaking, and listening skills. ESL courses usually begin with extensive listening and speaking practice, building on auditory and oral skills and then move to reading and writing. This course must follow the New Mexico Content Standards and Benchmarks for Language Arts and the ELD Performance Instructional Strategies. (All ELL students participating in a bilingual program must be entered in this field.) This course code may be repeated. |
| **1063** | **English/Language Arts ELD—Grades K–12.** This course aligns with the New Mexico Content Standards, Benchmarks and Performance Standards for English Language Arts and with the New Mexico English Language Development Instructional Strategies as appropriate. Teachers must have received specialized training in serving the needs of English language learners. (This course is for Category C students only.) |

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| **Below is the crosswalk that districts and state charters can use to align their ESL 1062 or ESL 1063 curriculum to the** Content Standards with the Benchmarks and Performance Standards for English Language Arts, Grades 9–12.  Use **ONE FORM** per course.  **Note**: The parenthetical (examples) throughout the document are intended to provide useful examples, not to be all-encompassing, prescriptive definitions of specific elements that must be mastered.  Strands include: Strand 1: Reading, Strand 2: Language, Strand 3: Communication, Strand 4: Writing, Strand 5: Research, Strand 6: Logic, Strand 7: Informational text, Strand 8: Media, Strand 9: Literature.) |

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| **COMMON CORE** | **ESL COURSE** |
| **A. Strand 1: Reading. Content standard 1. Students read and understand a variety of materials.** | |
| **(1) Benchmark 1-A: Use comprehension strategies for unfamiliar vocabulary.** | |
| (a) Grades 9–10 performance indicators: | |
| (i) Use knowledge of roots, prefixes, suffixes (e.g., Greek/Latin) and etymology to determine the meaning of unfamiliar vocabulary. |  |
| (ii) Use knowledge of word families and word suffixes to determine meaning (e.g., *educate-educational-educationally*). |  |
| (iii) Use general and specialized dictionaries, thesauri and glossaries (print and electronic) to determine the definition and pronunciation of unfamiliar words. |  |
| (b) Grades 11–12 performance indicators: | |
| (i) Use etymology, the principles behind spelling and usage of words to determine meaning. |  |
| (ii) Analyze the context of sentences and larger sections of text to clarify the meaning of unknown or ambiguous words, detect nuances, make inferences and differentiate among possible meanings of words. |  |
| (iii) Analyze texts to identify specialized terminology or jargon needing clarification or definition. |  |
| **(2) Benchmark 1-B: Use comprehension strategies to understand the meaning of a text.** | |
| (a) Grade 9 performance indicators: | |
| (i) Identify the author’s main purpose. |  |
| (ii) Recognize and recall main ideas by selecting topic sentences, identifying thesis statements, selecting key words and phrases, and summarizing the material. |  |
| (iii) Recognize and recall specific and important details (e.g., who, what, where, when, why, how), narrational or chronological sequences and cause-effect relationships. |  |
| (b) Grade 10 performance indicators: | |
| (i) Use prior knowledge in understanding text. |  |
| (ii) Recognize primary organizing structures: narrative, descriptive, expository, persuasive. |  |
| (c) Grades 11–12 performance indicators | |
| Recognize and recall the use of literary devices and rhetorical modes in texts (e.g., illustration, classification, persuasion, comparison/contrast, cause/effect. |  |
| **(3) Benchmark 1-C: Infer, analyze and synthesize to increase comprehension.** | |
| (a) Grade 9 performance indicators: | |
| (i) Interpret information from graphs, charts, diagrams and the like. |  |
| (ii) Evaluate texts according to text-specific standards (e.g., book reports according to a book report rubric). |  |
| (b) Grade 10 performance indicators: | |
| (i) Recognize the presence and effect of a specific point of view. |  |
| (ii) Recognize the sources of information (whether primary or secondary) in a text. |  |
| (c) Grade 11 performance indicators: | |
| (i) Make reasonable inferences from implied ideas to predict outcomes, derive reasonable generalizations, differentiate fact from opinion, and differentiate literal from figurative meanings. |  |
| (ii) Recognize how history and culture influence text. |  |
| (iii) Recognize the types of claims made in a text (e.g., factual, value judgment). |  |
| (d) Grade 12 performance indicators: | |
| (i) Recognize limitations in a text (e.g., logical fallacies, rhetorical flaws and lack of support). |  |
| (ii) Recognize the types of evidence offered in a text (e.g., experiment, expert testimony, statistics, case study or common sense). |  |
| (iii) Evaluate information in a text (e.g., for specificity, relevance, importance, sufficiency of evidence, soundness of reasoning, internal consistency, persuasive techniques and credibility). |  |
| (iv) Evaluate texts using various critical lenses (e.g., multi-cultural or disciplinary perspectives). |  |
| (4) Benchmark 1-D: Use meta-cognitive strategies; Grades 9-12 performance indicators: |  |
| (a) Use multiple strategies to monitor one’s pace and comprehension. |  |
| (b) Draw conclusions from information in texts to arrive at new knowledge. |  |
| (c) Evaluate texts by determining the value to oneself. |  |
| (d) Analyze texts to determine how much prior and specialized knowledge is needed. |  |
| **B. Strand 2: Language. Content Standard 2. Students write and speak using correct grammar, syntax, usage, punctuation, capitalization and spelling.** | |
| **(1) Benchmark 2-A: Demonstrate control of standard English through the effective use of syntax.** | |
| (a) Grade 9 performance indicators: | |
| (i) Recognize that the relationships of nouns, verbs and modifiers create different syntactic structures (e.g., that a transitive verb creates a SV sentence pattern, transitive verbs create a SVDO pattern, and linking verbs create SLVPA and SLVPN patterns). |  |
| (ii) Use coordinating conjunctions to create parallel structures and balanced and compound sentences. |  |
| (iii) Use knowledge of sentence structure to eliminate run-ons, fused sentences and inappropriate fragments. |  |
| (b) Grade 10 performance indicators: | |
| (i) Use contrasting subordinate conjunctions to express contrasts or contradictions between ideas. |  |
| (ii) Use knowledge of sentence structure to eliminate comma splices and dangling or misplaced modifiers. |  |
| (c) Grade 11 performance indicators: | |
| (i) Use knowledge of sentence patterns to control the relationship of ideas within and among the clauses of compound and complex sentences. |  |
| (ii) Use subordinating elements (e.g., relative pronouns and conjunctive adverbs) to express complex relationships among various elements and ideas within sentences. |  |
| (iii) Recognize and eliminate faulty subordination from one’s writing. |  |
| (d) Grade 12 performance indicators: | |
| Use one’s knowledge of various syntactic possibilities in English in order to develop greater sentence variety and to construct grammatically sound writing that expresses complex ideas. |  |
| **(2) Benchmark 2-B: Demonstrate control of standard English through correct grammar and usage.** | |
| (a) Grade 9 performance indicators: | |
| (i) Correctly use words that sound the same but have different meanings (e.g, *their, there, they’re*). |  |
| (ii) Correctly use basic parts of speech: nouns, verbs, adjectives, adverbs and prepositional phrases that act as adjectives or adverbs. |  |
| (iii) Correctly use appositives (and appositive phrases) to rename and define nouns. |  |
| (iv) Recognize and control subject/verb and basic pronoun/antecedent agreement. |  |
| (v) Correctly use various noun and adverb clauses. |  |
| (b) Grade 10 performance indicators: | |
| (i) Correctly use gerunds (and gerund phrases). |  |
| (ii) Correctly use adjective participles (and adjective participle phrases) to modify nouns. |  |
| (iii) Correctly use infinitives (and infinitive phrases) as nouns, adjectives and adverbs. |  |
| (iv) Correctly use relative, reflexive and indefinite pronouns. |  |
| (v) Correctly use both essential and non-essential adjective and adverb clauses. |  |
| (c) Grades 11-12 performance indicators: | |
| (i) Recognize the different effects of active and passive voice in order to control their use. |  |
| (ii) Correctly use all parts of speech and sentence elements, including control of verb tense, use of person, and use of phrase and clause elements in compound and complex sentences. |  |
| **(3) Benchmark 2-C: Demonstrate control of standard English through the correct use of punctuation, capitalization, and spelling.** | |
| (a) Grade 9 performance indicators: | |
| (i) Develop legible manuscript forms (e.g., paragraphs and text structures, especially for open-ended academic responses or requirements of the work force). |  |
| (ii) Correctly capitalize proper nouns and appropriate words in sentences, titles and elsewhere. |  |
| (iii) Correctly apply basic rules of spelling in all forms of writing. |  |
| (iv) Correctly use end marks, apostrophes and quotation marks with direct quotations. |  |
| (v) Correctly use commas for the following purposes: items in a series, date/year, city/state, direct address, appositives, direct quotations, and compound sentences. |  |
| (b) Grade 10 performance indicator: | |
| Correctly use commas for the following purposes: initial adverbial phrases and clauses, non-essential adjective phrases and clauses, coordinate adjectives, contradictory elements, tag questions, and interjections. |  |
| (c) Grade 11 performance indicator: | |
| Correctly use semi-colons and colons, hyphens and dashes, italics (or underlining) and quotation marks with titles. |  |
| (d) Grade 12 performance indicators: | |
| (i) Correctly use ellipses and order of operations with brackets and parentheses. |  |
| (ii) Correctly punctuate and format quotations, citations and references, including works cited. |  |
| **C. Strand 3. Communication. Content standard 3: Students communicate effectively through listening and speaking.** | |
| **(1) Benchmark 3-A: Give spoken instructions to perform specific tasks, to answer questions or to solve problems. Grades 9–12 performance indicators:** | |
| (a) Identify purposes and audience to determine the important information to communicate and the language needed to convey it. | |
| (b) Use specific strategies to improve the effectiveness of spoken instructions (e.g., repeating the instructions to ensure recall, following a process, emphasizing key points and employing appropriate diction). | |
| **(2) Benchmark 3-B: Make oral presentations with a logical structure appropriate to the audience, context and purpose.** | |
| (a) Grade 9 performance indicators: | |
| (i) Employ proper eye contact, speaking rate, volume, enunciation, inflection and gestures to communicate ideas effectively. |  |
| (ii) Group related ideas and maintain a consistent focus, include smooth transitions, support judgments with sound evidence and well-chosen details, make skillful use of rhetorical devices, provide a coherent conclusion. |  |
| (iii) Select precise vocabulary to appeal to an intended audience. |  |
| (b) Grade 10 performance indicators: | |
| (i) Consider purpose and context (e.g., time limit and setting); analyze characteristics of the audience (e.g., prior knowledge and experiences related to the topic, needs, interests, values, beliefs, culture, age and gender); select and adapt the topic to the audience; develop a theme; guide language choices and plan the presentation. |  |
| (ii) Use an appropriate organizational pattern (e.g., topical, spatial, chronological, sequential, problem/solution, compare/contrast, cause/effect or claim/evidence). |  |
| (iii) Develop main ideas based on audience’s prior knowledge and interests; use signposts and transitions to highlight important ideas and signal clear connections among ideas; develop an introduction that engages audience attention and previews presentation content; and develop a conclusion that summarizes main ideas, restates thesis and leaves a strong impression on the audience. |  |
| (iv) Select from among a variety of presentational aids or performance props to enhance ideas for audience response. |  |
| (v) Rehearse the presentation orally to gain fluency, build confidence and develop poise. Use feedback from others to evaluate whether the presentation leaves a strong impression on the audience and whether the presentation appeals to the audience and achieves its purpose and goals. |  |
| (vi) Employ a formal or informal tone as appropriate to the occasion. |  |
| (c) Grade 11 performance indicators: | |
| (i) Evaluate and adapt strategies for developing credibility (e.g., demonstrating knowledge, appearing confident and speaking truthfully). |  |
| (ii) Create logical messages using appropriate reasoning patterns, supporting ideas with evidence, avoiding fallacies and making emotional appeals (e.g., to evoke fear or affection). |  |
| (iii) Monitor audience feedback in real time and make inferences about audience engagement, understanding and agreement; adjust for effectiveness and what changes to make in future presentations. |  |
| (d) Grade 12 performance indicators: | |
| (i) Make oral presentations that exhibit a logical structure appropriate to the audience, context and purpose. |  |
| (ii) Group related ideas and maintain a consistent focus with smooth transitions, support judgments with sound evidence and well-chosen details, strategically use rhetorical devices, provide a coherent conclusion. |  |
| (iii) Employ language and diction to establish credibility and authority, create a mood, suggest a specific attitude toward a subject, and appeal to a specific audience. |  |
| **(3) Benchmark 3-C: Follow spoken instructions to perform tasks, to answer questions or to solve problems. Grades 9-12 performance indicators:** | |
| (a) Consider the purpose and the speaker in order to understand what is being communicated and the language being used to convey the message. | |
| (b) Use strategies such as: repeating instructions to oneself to ensure recall, and identifying key points. | |
| **(4) Benchmark 3-D: Summarize and paraphrase information presented orally by others.** | |
| (a) Grades 9–10 performance indicators: | |
| (i) Use a variety of strategies to enhance comprehension of complex literal messages in order to summarize information presented orally (e.g., listening for contextual clues to infer meaning of unknown words; interpreting figurative language; interpreting non-verbal clues; listening in order to distinguish between main ideas and details; listening for transitions; noting sequence and organization of ideas; extending the speaker’s ideas based on prior knowledge and personal experience; determining the need for further information or research; visualizing using mnemonic devices; summarizing and synthesizing; and considering significance, value and possible uses of information). |  |
| (ii) Practice listening skills to enhance the ability to complete a task from oral instructions. |  |
| (b) Grades 11–12 performance indicator: | |
| Use a variety of response strategies to clarify, elaborate and synthesize the explicit and implicit meanings of messages given orally and in writing (e.g., integrating new learning with prior knowledge; asking questions to guide and clarify inferences and interpretations; asking the speaker to extend or elaborate ideas; and paraphrasing meaning back to the speaker). |  |
| **(5) Benchmark 3-E: Identify the thesis of a speech and determine the essential elements that elaborate it, including logos, ethos and pathos.** | |
| (a) Grade 9 performance indicator: | |
| Identify a speaker’s thesis, either directly stated or implied, and determine the significance of the speaker’s message to oneself. |  |
| (b) Grade 10 performance indicator: | |
| Use visual models to analyze the components of a communication event and to critique the communication’s effectiveness in achieving its intended goals. |  |
| (c) Grade 11 performance indicators: | |
| (i) Draw on one’s prior knowledge and experience to make connections with the speaker’s message and analyze the speaker’s values and beliefs to guide interpretation. |  |
| (ii) Evaluate the speaker’s argument including the use of logos, ethos, and pathos (e.g., mentally anticipating direction and significance of arguments; attending to the entirety of the message before forming conclusive judgments; taking notes when appropriate; reviewing standards of evidence and reasoning; asking oneself questions about the speakers’ implicit and explicit messages; relating the message to one’s personal beliefs, values, and experiences). |  |
| (d) Grade 12 performance indicators: | |
| (i) Analyze the speaker’s motivation and explicit and implicit purposes for speaking. |  |
| (ii) Use information from prior communications to interpret the speaker’s current perspectives on a topic. |  |
| (iii) Analyze the internal variables that affect a communication (e.g., the speaker and listener’s background knowledge, experiences, culture, beliefs, emotional states, language) in order to critique the communication. |  |
| **(6) Benchmark 3-F: Participate productively in self-directed work teams for particular purposes (e.g., to interpret literature, critique a proposal, solve a problem, or make a decision).** | |
| (a) Grade 9 performance indicator: | |
| Pose relevant questions, listen with civility to the ideas of others, extract essential information from others’ input, build on the ideas of others and contribute relevant information and ideas in group discussion, gain the floor in a respectful way, define individuals’ roles and responsibilities, and set clear goals—acknowledging the ideas and contributions of others in the group. |  |
| (b) Grade 10 performance indicator: | |
| Identify the purpose of team projects and the ground rules for decision-making, maintain independence of judgment, dissent courteously, avoiding premature consensus and tolerating ambiguity and a lack of consensus, select leaders or spokespersons when necessary. |  |
| (c) Grade 11 performance indicators: | |
| (i) Analyze internal variables (e.g., prior knowledge, experiences, interests, opinions, values, needs, feelings) in order to participate in, reflect on, and evaluate group processes. |  |
| (ii) Elicit feedback and analyze others’ internal variables to enhance group effectiveness, to frame and adapt messages, to build group cohesion, and to achieve group goals. |  |
| (iii) Analyze contextual variables (e.g., the type of group, its purposes and goals, its progress toward those goals, the roles and relationships within the group, group norms, and discussion conventions) in order to monitor and adjust discussion strategies, agenda setting, responding to questions, building consensus, checking for understanding, and encouraging participation. |  |
| (d) Grade 12 performance indicator: | |
| (i) Analyze and refine personal and group purposes and goals (e.g., clarify ideas, change group members’ opinions, build relationships, and adapt strategies for developing credibility), and critique effectiveness in refining these goals. |  |
| (ii) Use a variety of response strategies to clarify, elaborate, and synthesize explicit and implicit meanings of messages (e.g., integrate new learning with prior knowledge, ask questions to guide and clarify inferences and interpretations, integrate new learning with prior knowledge, paraphrase meaning back to the speaker, and predict ways in which speaker’s content may be used). |  |
| (iii) Evaluate one’s personal effectiveness in self-directed work teams and make corrections as necessary, depending on the purpose of the collaborative activity. |  |
| **D. Strand 4. Writing. Content standard 4. Students write effectively for a variety of purposes and audiences.** | |
| **(1) Benchmark 4-A: Demonstrate proficiency in producing a variety of compositions.** | |
| (a) Grades 9–10 performance indicators: | |
| (i) Demonstrate proficiency in the creation of narrative texts (e.g., biography, autobiography, history, personal anecdotes, or short stories) that: engage the reader by establishing a context and point of view, establish plot and setting, develop characters, employ concrete sensory details, and conclude effectively. |  |
| (ii) Practice the creation of imaginative and expressive texts (e.g., poetry, drama, screenplays, monologues, and song lyrics) that: engage the reader by establishing a context and point of view, develop characters and plot when appropriate, creatively employ figurative language, and conclude effectively. |  |
| (iii) Demonstrate proficiency in the creation of expository and process essays that: introduce the situation, provide necessary background knowledge and clearly state the thesis or purpose; follow an organizational pattern particular to type; offer evidence for the validity of the descriptions or proposed solutions (including direct quotations, indirect quotations, and paraphrases from supporting material when necessary); and make effective use of factual descriptions, concrete images, shifting perspectives and vantage points, and sensory detail. |  |
| (b) Grades 11–12 performance indicators: | |
| (i) Demonstrate proficiency in the creation of critical response essays to fiction and non-fiction that engage the reader by: establishing a context, demonstrating a strong grasp of the main idea of the text, making a meaningful personal connection to the text, making a clear critical judgment about the text, supporting key ideas and judgments through accurate and detailed references to the text and to other credible sources, and demonstrating awareness of how the author of the text uses rhetorical strategies. |  |
| (ii) Demonstrate proficiency in the creation of persuasive essays that: engage the reader by establishing a context and a point of view; structure ideas and arguments in a sustained and logical fashion; clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, illustrations, commonly accepted beliefs, and logical reasoning; use specific rhetorical devices to back up assertions; and anticipate and address the reader’s concerns and counter-claims. |  |
| (iii) Demonstrate proficiency in the creation of documented persuasive essays that: engage the reader by establishing a context and a point of view; structure ideas and arguments in a sustained and logical fashion; clarify and defend positions with precise and relevant evidence (e.g., facts, expert opinions, quotations, illustrations, commonly accepted beliefs, and logical reasoning); use specific rhetorical devices to support assertions; anticipate and address the reader’s concerns and counter-claims; and employ an accepted academic manuscript style, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA). |  |
| (iv) Demonstrate proficiency in the creation of a formal research paper. |  |
| **(2) Benchmark 4-B: Plan writing by taking notes, writing informal outlines, and researching.** | |
| (a) Grades 9–10 performance indicators: | |
| (i) Use a variety of pre-writing strategies to guide the generation of content by activating prior knowledge (e.g., brainstorming, idea-mapping, free-writing, outlining, keeping a journal, asking journalist’s questions such as *who, what, when, where, why,* and *how*). |  |
| (ii) Select major ideas and develop them with relevant reasons, supporting examples, and details. |  |
| (b) Grades 11–12 performance indicators: | |
| (i) Identify, evaluate, and analyze a variety of primary and secondary sources of information for credibility and usefulness as part of a pre-writing process. |  |
| (ii) Analyze strengths and weaknesses in one’s research findings (e.g., coherence, validity or gaps, misinformation and fallacies). |  |
| (iii) Anticipate and address an audience’s varying interpretations of one’s findings. |  |
| **(3) Benchmark 4-C: Use formal or informal literary or technical language appropriate for the purpose, audience, and context of the communication.** | |
| (a) Grades 9–10 performance indicators: | |
| (i) Use vivid language to create sensory images in the mind of the reader. |  |
| (ii) Use language to stimulate the emotions of the reader. |  |
| (iii) Use knowledge of one’s audience to select an appropriate level of language to communicate in writing. |  |
| (b) Grades 11–12 performance indicators: | |
| (i) Use language persuasively in addressing a particular issue. |  |
| (ii) Use grammatical, metaphorical, or rhetorical devices to inform or persuade the reader. |  |
| (iii) Use knowledge of one’s subject and purpose to select appropriate language to communicate in writing. |  |
| **(4) Benchmark 4-D: Organize ideas in writing, with a thesis statement in the introduction, well-constructed paragraphs, a conclusion, and transition sentences that connect paragraphs into a coherent whole.** | |
| (a) Grades 9–10 performance indicators: | |
| (i) Organize and deliver an argument by wording the claim clearly, specifying convincing reasons to support the claim, and adopting a stance and appropriate tone toward the issue. |  |
| (ii) Select and use appropriate structures and organizational pattern (e.g., problem/solution, compare/contrast, cause/effect) to represent ideas, make connections, and generate new insights. |  |
| (iii) Construct focused paragraphs with topic sentences leading toward a logical conclusion. |  |
| (iv) Provide supporting evidence from texts and other outside sources (e.g., direct quotations, paraphrasing, and examples). |  |
| (v) Draw a reasonable conclusion, connected to the topic sentence and supporting evidence. |  |
| (b) Grades 11–12 performance indicator: | |
| Organize and compose arguments and multi-paragraph compositions that use complex organizational patterns, including a well-developed thesis statement with supporting paragraphs, appropriate transitions, and a logical ending that does not merely repeat the thesis. |  |
| **(5) Benchmark 4-E: Drawing on readers’ comments on working drafts, revise documents to develop or support ideas more clearly, address potential objections, ensure effective transitions between paragraphs, and correct errors in logic.** | |
| (a) Grades 9–10 performance indicators: | |
| (i) Use a rubric, outline, or organizational map to check the development of the draft to see if paragraph focus is clear, transitions are apparent, and the organizational patterns are well-developed. |  |
| (ii) Analyze whether claims and opinions are supported by evidence in the form of reasons, examples, or facts. |  |
| (iii) Analyze whether counter-arguments are anticipated and addressed. |  |
| (iv) Delete material that disturbs the flow and development of a paragraph. |  |
| (v) Analyze and revise one’s own work and the work of others for consistency of facts and ideas and development of argument or plot. |  |
| (b) Grades 11–12 performance indicators: | |
| (i) Analyze whether opinion or use of sources displays bias. |  |
| (ii) Analyze whether the conclusion is appropriate, persuasive, and compelling. |  |
| (iii) Identify areas requiring further investigation and research. |  |
| **(6) Benchmark 4-F: Edit one’s own work for grammar, style, and tone appropriate to audience, purpose, and context.** | |
| (a) Grades 9–10 performance indicators: | |
| (i) Correct errors in spelling, grammatical conventions, format, and structure. |  |
| (ii) Evaluate for audience, purpose, and readability (e.g., word choice, vocabulary, sentence construction). |  |
| (iii) Consult editing resources (e.g., handbooks, style manuals, spell-check, dictionaries, thesauri, and style sheets) to correct errors. |  |
| (b) Grades 11–12 performance indicators: | |
| (i) Use a variety of strategies (e.g., reading aloud, seeking feedback from a reviewer, and reading a draft from the audience’s perspective) to evaluate diction, language, tone, sentence length and complexity, and voice. |  |
| (ii) Edit work for consistency of tone and voice, clarity, and consciousness. |  |
| **(7) Benchmark 4-G: Cite sources properly when paraphrasing or summarizing information, quoting, or using graphics.** | |
| Grades 9–12 performance indicator: | |
| Beginning in ninth grade, use appropriate publication manuals to cite source materials and to prepare bibliographies, lists of works cited, and quoted passages: textbook appendices, *MLA Handbook For Writers Of Research Papers*, *The Chicago Manual of Style*, The *Publication Manual of the American Psychological Association,* and *The Associated Press Stylebook*. |  |
| **(8) Benchmark 4-H: Present written material, using basic software programs (e.g., *Word, Excel,* and *PowerPoint*) so that graphics can be incorporated to present information and ideas best understood visually (e.g., charts, ratios, and tables).** | |
| Grades 9–12 performance indicators: | |
| (a) Select production elements based on an analysis of one’s purpose and the available media production resources. |  |
| (b) Incorporate, into the final draft of written reports, graphic materials appropriate for the particular communication (e.g., graphs, charts, tables, maps, and photographs). |  |
| **E. Strand 5. Research. Content standard 5. Students utilize the research process to produce a variety of products.** | |
| **(1) Benchmark 5-A: Define and narrow a problem or research topic.** | |
| (a) Grades 9–10 performance indicator: | |
| Form and refine a question for investigation using a topic of personal choice or a topic prompted by a text or texts. |  |
| (b) Grades 11–12 performance indicator: | |
| Form and refine a question for investigation based on a literary, historical, or cultural movement or a complex contemporary issue |  |
| **(2) Benchmark 5-B: Gather relevant information for a research topic from a variety of print and electronic sources as well as from direct observation, interviews, or surveys.** | |
| (a) Grades 9–10 performance indicators: | |
| (i) Preview reading selections to determine whether a text contains relevant information relevant to one’s topic. |  |
| (ii) Use multiple resources to gather information for evaluating particular problems and exploring solutions. |  |
| (iii) Use credible news sources for researching topics. |  |
| (b) Grades 11–12 performance indicators: | |
| (i) Use creative or critical research strategies (e.g., field studies, oral histories, interviews, and experiments). |  |
| (ii) Use a variety of techniques for researching topics, including cross-referencing while gathering information. |  |
| (iii) Synthesize a variety of types of visual information, including pictures and symbols. |  |
| **(3) Benchmark 5-C: Make distinctions about the credibility, reliability, consistency, strengths and limitations of various resources, including those on the internet.** | |
| (a) Grades 9–10 performance indicator: | |
| Read critically and independently from different sources in order to draw well-informed conclusions. |  |
| (b) Grades 11–12 performance indicator: | |
| Make extensive use of primary sources when researching a topic and make in-depth analyses of the validity and reliability of primary source information. |  |
| **(4) Benchmark 5-D: Report research findings in an effective manner appropriate to a designated audience.** | |
| Grades 9–12 performance indicators: | |
| (a) Identify audience for whom one’s researched findings might be meaningful. |  |
| (b) Develop written or oral presentations of appropriate length that effectively report one’s research findings. |  |
| **(5) Benchmark 5-E: Compose a researched project to be shared with an appropriate audience.** | |
| (a) Grades 9–10 performance indicators: | |
| (i) Use primary and secondary sources to develop a researched topic. |  |
| (ii) Use evidence in support of a clear thesis statement and related claims. |  |
| (iii) Present researched information and conclusion on a focused topic in an appropriate way to a specific audience (e.g., essay, speech, PowerPoint, brochure). |  |
| (iv) Paraphrase and summarize arguments and evidence supporting or refuting the thesis, as appropriate. |  |
| (v) Employ various modes as appropriate: cause and effect, comparison/contrast, process analysis. |  |
| (vi) Cite sources correctly and document quotations, paraphrases, and other information, employing an accepted academic manuscript style such as that of MLA or APA. |  |
| (b) Grades 11–12 performance indicators: | |
| (i) Synthesize information from multiple research studies to draw conclusions that go beyond those found in any individual study. |  |
| (ii) Produce a research project on a well-defined topic (e.g., formal paper, multi-genre research paper, speech). |  |
| (iii) Examine complex issues by sharing and evaluating personal response, researching and summarizing data, and developing a framework for discussion prior to writing the final draft. |  |
| (iv) Cite sources correctly and document quotations, paraphrases, and other information, employing an accepted academic manuscript style such as MLA or APA. |  |
| **F. Strand 6. Logic. Content Standard 6. Students employ critical thinking and abstract reasoning to make and assess inferences, conclusions, and predictions.** | |
| **(1) Benchmark 6-A: Distinguish among facts and opinions, evidence and inferences, true and false premises.** | |
| (a) Grade 9 performance indicators: | |
| (i) Identify relevant reasons and evidence used as a basis for argument in various texts. |  |
| (ii) Identify logical, authoritative, and emotional arguments and evaluate their effectiveness, noting logical fallacies and propaganda devices. |  |
| (iii) Distinguish between evidence that is directly stated and evidence that is implied within an argument. |  |
| (b) Grade 10 performance indicators: | |
| (i) Critically interpret and evaluate experiences, literature, language, and ideas by distinguishing fact from fiction and recognizing personal bias. |  |
| (ii) Describe the structure of a multi-faceted argument with a stated main claim and conclusion. |  |
| (iii) Evaluate the connections between claims and supporting evidence. |  |
| (c) Grade 11 performance indicators: | |
| (i) Evaluate the ideas of others by identifying clear, reasonable criteria for evaluation and applying those criteria. |  |
| (ii) Analyze similarities and differences in false statements and the role they play in specific types of persuasive arguments. |  |
| (iii) Identify and evaluate logical fallacies and propaganda devices in written and oral communication products. |  |
| (d) Grade 12 performance indicators: | |
| (i) Apply established methods used to distinguish between factual claims and opinions. |  |
| (ii) Recognize personal bias in an argument based on social, historical or cultural influences. |  |
| **(2) Benchmark 6-B: Describe the structure of a given argument; identify its claims and evidence; evaluate connections among evidence, inferences and claims.** | |
| (a) Grade 9 performance indicator: | |
| Identify the structure of an argument, citing a main claim or conclusion and explicit or implied evidence. |  |
| (b) Grade 10 performance indicator: | |
| Critique an argument by evaluating the connections between claims and supporting evidence. |  |
| (i) Analyze elements of both deductive and inductive arguments. |  |
| (ii) Explain the different ways that premises support conclusions in deductive and inductive arguments. |  |
| (iii) Identify arguments that evaluate problems and offer solutions or recommendations. |  |
| (c) Grade 11 performance indicators: | |
| (i) Identify and analyze personal, social, historical or cultural influences, contexts, or biases. |  |
| (ii) Identify and analyze rhetorical strategies that support proposals. |  |
| (iii) Evaluate evidence for timeliness, relevance, and believability. |  |
| (d) Grade 12 performance indicator: | |
| Determine the significance and predict the possible consequences of a speaker’s arguments, conclusions, and proposals. |  |
| **(3) Benchmark 6-C: Evaluate the range and quality of evidence used to support or oppose an argument (including the use of logos, ethos, pathos).** | |
| (a) Grade 9 performance indicator: | |
| Use standard criteria to evaluate the quality and effectiveness of evidence used in oral or written communication. |  |
| (b) Grade 10 performance indicators: | |
| (i) Identify, analyze, and evaluate a variety of primary and secondary sources of information in order to prepare for all sides of an argument (e.g., student-generated data, interviews with experts, observations, surveys, professional journals, periodicals, documentaries, research bibliographies, electronic databases, and books). |  |
| (ii) Demonstrate an awareness of possible questions, concerns, or counter-arguments to an informed opinion. |  |
| (c) Grade 11 performance indicators: | |
| (i) Create a rubric to evaluate the quality and effectiveness of evidence used in oral or written arguments. |  |
| (ii) Analyze multiple perspectives on issues (including logos, ethos, and pathos) and use a systematic method for tracking sources. |  |
| (iii) Use a variety of strategies (e.g., reading the draft aloud, seeking feedback from a reviewer, capturing and evaluating the organization of the draft in an outline or organization map, and reading the draft from the perspective of the intended audience) to evaluate whether: one’s progression of ideas is coherent and smooth, the thesis claim is clear and substantive, claims and opinions are supported by evidence, the sources display bias, organization patterns are clear and developed, and the conclusion is appropriate. |  |
| (d) Grade 12 performance indicator: | |
| Adapt strategies for developing credibility (e.g., using appropriate reasoning patterns, supporting ideas with evidence, and making emotional appeals through persuasive language). |  |
| **(4) Benchmark 6-D: Recognize common fallacies used in an argument.** | |
| (a) Grade 9 performance indicators: | |
| (i) Recognize propaganda as a purposeful technique. |  |
| (ii) Recognize, in written or oral communication, errors, false assumptions, and faulty reasoning. |  |
| (b) Grade 10 performance indicators: | |
| (i) Recognize how the type of information used (fact, opinion) can affect perception (e.g., acceptance of fallacies, false dilemmas, emotional responses). |  |
| (ii) Analyze written or oral communications for loaded terms, caricature, sarcasm, and leading questions. |  |
| (c) Grade 11 performance indicators: | |
| (i) Recognize how the medium of the presentation (print, visual) can affect perception. |  |
| (ii) Identify basic logical fallacies (e.g., appeal to pity, personal attack, false dilemma, bandwagon, glittering generalities, testimonial) and propaganda devices. |  |
| (iii) Evaluate ways a writer or speaker may be trying to influence an intended audience (e.g., by using false assumptions, errors, loaded terms, caricature, sarcasm, leading questions, and faulty reasoning). |  |
| (d) Grade 12 performance indicators: | |
| (i) Analyze uses of common fallacies and propaganda devices to determine why they are not effective, logical strategies (e.g., the appeal to pity—“argumentum ad misericordiam,” the personal attack—“argumentum ad hominem,” the appeal to general opinion—“argumentum ad populum,” and the false dilemma—assuming only two options when there are more available). |  |
| (ii) Create and utilize criteria for critiquing one’s own work and the work of others for unintended fallacies. |  |
| **(5) Benchmark 6-E: Understand the distinction between a deductive argument and an inductive argument in order to evaluate an argument’s effectiveness.** | |
| (a) Grade 9 performance indicators: | |
| (i) Identify deductive arguments in oral and written communication (in which, if all the premises are true and the argument’s form is valid, the conclusion is inescapably true). |  |
| (ii) Identify inductive arguments in oral and written communication (in which the conclusion provides the best or most probable explanation of the truth of the premise but is not necessarily true). |  |
| (b) Grade 10 performance indicator: | |
| Select the appropriate type of argument (deductive or inductive) to produce an informed opinion on a particular topic. |  |
| (c) Grade 11 performance indicator: | |
| Address concerns of the opposition within an argument, using logical strategies (e.g., deduction, inductive reasoning, syllogisms, or analogies). |  |
| (d) Grade 12 performance indicator: | |
| Analyze how stylistic and rhetorical devices, either inductive or deductive, support an argument by comparing the argument to the evidence. |  |
| **(6) Benchmark 6-F: Construct oral and written arguments that demonstrate clear and knowledgeable judgment.** | |
| (a) Grade 9 performance indicators: | |
| (i) Select a logical organizational pattern. |  |
| (ii) Develop main ideas based on an audience’s prior knowledge and interests. |  |
| (iii) Draft a clear and substantive thesis claim. |  |
| (iv) Develop coherent and strategic progression of ideas, including support ideas. |  |
| (v) Identify areas needing supporting evidence and support claims and opinions with evidence. |  |
| (vi) Draw a persuasive conclusion. |  |
| (vii) Demonstrate an awareness of possible questions, concerns, and counter- arguments. |  |
| (viii) Recognize strategies that employ personal experience and narrative as evidence in an argument. |  |
| (b) Grade 10 performance indicators: | |
| (i) Construct an argument that evaluates problems and offers solutions by clearly articulating a position through a thesis statement and by anticipating counter-arguments. |  |
| (ii) Develop arguments to support informed opinions (e.g., stating a progression of ideas; selecting appropriate style, tone, and use of language for a particular effect; and describing and analyzing personal, social, historical, or cultural influences). |  |
| (iii) Use a variety of strategies to generate valid content (e.g., activating prior knowledge, self-questioning, and selection and development of major ideas). |  |
| (iv) Anticipate an audience’s questions and expectations and determine the need for additional research. |  |
| (v) Use signposts and transitions to highlight important ideas and signal clear connections among ideas. |  |
| (c) Grade 11 performance indicators: | |
| (i) Address counter-arguments through a variety of methods (e.g., examples and details, commonly accepted beliefs, expert opinions, quotations and citations, cause/effect and compare/contrast reasoning). |  |
| (ii) Structure ideas in a sustained and logical fashion (e.g., using a range of strategies to elaborate and persuade, including anecdotes, case studies, analogies, and illustrations; clarifying and defending positions with relevant evidence, including facts, expressions of commonly accepted beliefs and logical reasoning). |  |
| (d) Grade 12 performance indicators: | |
| (i) Use a variety of strategies to generate notes and content through reading primary and secondary sources (e.g., defining key terms, setting up comparisons, analyzing relationships such as cause/effect, analyzing connections to past events, predicting future outcomes, analyzing multiple points of view, listing strengths and weaknesses, identifying bias, and anticipating and refuting counter-arguments). |  |
| (ii) Use a variety of strategies to evaluate whether the thesis claim and the entire argument demonstrates clear and knowledgeable judgment (e.g., reading the draft aloud, seeking feedback from a reviewer, capturing and evaluating the organization of the draft in an outline or organization map, reading the draft from the perspective of the intended audience). |  |
| **G. Strand 7. Informational text. Content standard 7. Students read and interpret a wide range of reference materials and other informational documents that may contain technical information.** | |
| **(1) Benchmark 7-A: Follow instructions in informational or technical texts to perform specific tasks, answer questions, or solve problems.** | |
| (a) Grade 9 performance indicators: | |
| (i) Identify a wide variety of resources used to acquire information, including technical information. |  |
| (ii) Evaluate the accuracy of a sequence of instructions or tasks. |  |
| (b) Grade 10 performance indicators: | |
| (i) Read a wide variety of informational and technical texts and selections to inform oneself. |  |
| (ii) Read critically and independently in order to follow instructions, perform specific tasks, answer questions, and solve problems. |  |
| (c) Grade 11 performance indicators: | |
| Use written technical information in order to complete multi-step instructions, perform complex tasks, or solve problems. |  |
| (d) Grade 12 performance indicators: | |
| (i) Make in-depth analyses of technical information. |  |
| (ii) Utilize informational and technical sources to evaluate and modify instructional tasks. |  |
| **(2) Benchmark 7-B: Summarize informational and technical texts and explain the visual components that support them.** | |
| (a) Grade 9 performance indicators: | |
| (i) Develop concise, well-organized, mental, oral, and written summaries of texts. |  |
| (ii) Examine various types of charts, graphs, and other types of visual representations in different texts. |  |
| (iii) Identify types of graphical representations in texts: photographs, captions, maps, tables, and timelines. |  |
| (b) Grade 10 performance indicators: | |
| (i) Identify the validity of supporting visual components in informational resources. |  |
| (ii) Distinguish between a summary (fact) and a critique (opinion). |  |
| (iii) Accurately interpret information presented in a technical format (e.g., a chart, diagram, table). |  |
| (c) Grade 11 performance indicators: | |
| (i) Summarize complex relationships among ideas in informational and technical texts. |  |
| (ii) Produce accurate summaries and effective critiques of informational and technical texts. |  |
| (iii) Describe the advantages and disadvantages of alternative methods of presenting information. |  |
| (iv) Evaluate the relevance of graphic information to information presented textually. |  |
| (d) Grade 12 performance indicators: | |
| (i) Utilize appropriate graphic representations to accompany technical presentations. |  |
| (ii) Reorganize technical concepts and details in informational texts in new ways and identify appropriate supporting visual components. |  |
| (iii) Interpret and use information in maps, charts, timelines, tables, and diagrams. |  |
| **(3) Benchmark 7-C: Synthesize information from a variety of informational and technical sources or texts.** | |
| (a) Grade 9 performance indicators: | |
| (i) Demonstrate proficiency in accessing and sending information electronically. |  |
| (ii) Gather and synthesize information from primary and secondary informational sources. |  |
| (b) Grade 10 performance indicator: | |
| Identify and select appropriate informational texts using advanced technologies (e.g., web resources, interactive media, software, email, and networks). |  |
| (c) Grade 11 performance indicator: | |
| Make connections across sources to develop new insights and determine the need for further research. |  |
| (d) Grade 12 performance indicator: | |
| Utilize technical sources as both primary and secondary support in a comprehensive project. |  |
| **(4) Benchmark 7-D: Analyze the ways in which an informational or technical text’s organizational structure supports or confounds its meaning or purpose.** | |
| (a) Grade 9 performance indicator: | |
| Analyze textual features (e.g., table of contents, organization, structure, and graphics) to evaluate the importance of the information presented. |  |
| (b) Grade 10 performance indicator: | |
| Identify hierarchic structures in informational texts and relationships between the concepts and details in those structures. |  |
| (c) Grade 11 performance indicator: | |
| Pose questions prompted by informational or technical text, prioritizing and organizing information to produce complete and reasonable explanations. |  |
| (d) Grade 12 performance indicator: | |
| Create an effective informational or technical text that exhibits completeness and closure, combining a variety of sources. |  |
| **(5) Benchmark 7-E: Evaluate informational and technical texts and presentations for their clarity, simplicity, and coherence and for the appropriateness of their graphic and visual appeal.** | |
| (a) Grade 9 performance indicator: | |
| Analyze a variety of graphical representations and evaluate the relevance of that information to the information presented textually. |  |
| (b) Grade 10 performance indicator: | |
| Evaluate the relevance and effectiveness of graphical representations to information presented orally. |  |
| (c) Grade 11 performance indicator: | |
| Evaluate content, format, structure, and visual appeal used in informational or technical print, non-print, and oral presentations. |  |
| (d) Grade 12 performance indicator: | |
| Demonstrate an understanding of appropriate elements in informational and technical texts (e.g., structure, organization, graphics, and format) by creating a clear, simple, and coherent oral or written presentation. |  |
| **H. Strand 8. Media. Content standard 8. Students create and evaluate a variety of media for particular purposes.** | |
| **(1) Benchmark 8-A: Evaluate aural, visual, and written images and other special effects used in television, radio, film, and the internet for their ability to inform, persuade, and entertain.** | |
| (a) Grade 9 performance indicators: | |
| (i) Express personal reactions to aural and visual media. |  |
| (ii) Identify characteristics of types of popular media (e.g., radio, film, magazine, newspaper, television, and the internet). |  |
| (iii) Identify target audiences of specific media. |  |
| (iv) Identify elements of media productions designed to appeal to particular audiences. |  |
| (b) Grade 10 performance indicators: | |
| (i) Identify target audiences and persuasive elements used in common media advertising (e.g., propaganda, hidden messages, bandwagon, testimonial, glittering generalities, and other advertising techniques). |  |
| (ii) Identify types of media biases (e.g., distorted representations of society, gender roles, stereotypes). |  |
| (iii) Recognize how visual and sound techniques convey or influence messages in various media (e.g., special effects, camera angles, and music). |  |
| (c) Grade 11 performance indicators: | |
| (i) Identify conventional uses of production elements (e.g., layout, pictures, and type face in newspapers, magazines, and print advertisements; camera shots, lighting, editing, dialogue, setting, and sound in television; sound, dialogue, and programming in radio; layout, navigation, and dynamic and interactive elements on the web). |  |
| (ii) Evaluate the effectiveness of conventional uses of production elements to achieve special effects. |  |
| (iii) Describe how production elements establish narrative in media productions (e.g., camera shots, montage, camera movements, sound, lighting, editing, casting, and acting). |  |
| (iv) Establish criteria to evaluate how well elements of media productions inform, persuade, or entertain. |  |
| (d) Grade 12 performance indicators: | |
| (i) Evaluate the effectiveness of unconventional uses of production elements to achieve special effects. |  |
| (ii) Critique the credibility of a media communication by evaluating relevance, timeliness, accuracy, fairness, and the inclusion of multiple viewpoints, in light of a media producer’s purposes and goals. |  |
| **(2) Benchmark 8-B: Evaluate the effectiveness of a particular medium (e.g., verbal, visual, photographic, television, and the internet) in achieving a particular purpose.** | |
| (a) Grade 9–10 performance indicator: | |
| Recognize how perceptions of fact and opinion are affected by the use of fallacies, propaganda, emotional appeals, and by presentation in different media (e.g., print, image, multimedia). |  |
| (b) Grade 11–12 performance indicator: | |
| Evaluate how effectively communication goals, aesthetic goals, and usability goals for a media communication have been achieved (e.g., ease of access to the communication, ease of navigation of sites, diction, layout). |  |
| **(3) Benchmark 8-C: Create coherent media productions using effective images, text, graphics, music, and sound effects to present a distinctive point of view on a topic.** | |
| (a) Grade 9 performance indicators: | |
| (i) Select appropriate media for a specific task (e.g., radio, film, video, internet, magazine, newspaper, or television). |  |
| (ii) Use effective images, text, graphics, and sound to present a distinctive point of view on a topic. |  |
| (b) Grade 10 performance indicator: | |
| Use an array of technology and media to complete production tasks (e.g., web resources, interactive media, software, storyboards, PowerPoint, videos, etc.). |  |
| c) Grade 11 performance indicator: | |
| Select credible sources and present multiple points of view (if appropriate) within a media production. |  |
| d) Grade 12 performance indicator: | |
| Use media to report research and represent data visually through graphs, charts, or statistics. |  |
| **I. Strand 9. Literature. Content standard 9. Students read and interpret a variety of literature to develop an understanding of people, societies, and the self.** | |
| **(1) Benchmark 9-A: Demonstrate knowledge of significant literary works from around the world.** | |
| (a) Grade 9 performance indicator: | |
| Recognize common characteristics of significant works of literature from various genres, Hispanic and Native American oral and written literatures, multi-cultural and cross-cultural literary works, and recognized works in contemporary young adult literature. |  |
| (b) Grade 10 performance indicator: | |
| Demonstrate basic knowledge of 18th, 19th, and 20th century works of literature, Hispanic and Native American oral and written literatures, common works from world mythologies, and recognized classics of young adult literature. |  |
| (c) Grade 11 performance indicator: | |
| Analyze literary works and movements for their historical and literary significance, including key U.S. documents and significant modern and pre-20th century works of American literature, as well as Hispanic and Native American literary works. |  |
| (d) Grade 12 performance indicator: | |
| Analyze literary works and movements for their historical and literary significance, especially significant modern and pre-20th century world literature, including British literature and indigenous world literatures. |  |
| **(2) Benchmark 9-B: Interpret significant literary elements across all forms of literature; use understanding of genre characteristics to allow deeper and subtler interpretations of texts.** | |
| (a) Grade 9 performance indicators: | |
| (i) Recognize an author’s manipulation of time and sequence (e.g., to create effects such as suspense). |  |
| (ii) Recognize common literary plot devices (e.g., foreshadowing and flashback). |  |
| (iii) Identify and distinguish between mood and tone in literary works. |  |
| (iv) Recognize an author’s use of wit and humor. |  |
| (v) Recognize ways authors use figurative language (e.g., hyperbole, personification, metaphor, and simile). |  |
| (b) Grade 10 performance indicators: | |
| (i) Recognize ambiguities, contradictions, and ironies in literary works. |  |
| (ii) Explore a range of works related to a single theme, identifying differences, and similarities among them and formulating a thesis explaining the interrelationships. |  |
| (iii) Analyze ways in which writers use sounds (including euphony and cacophony) and sensory images (aural, tactile, visual, etc.) to evoke emotion and facilitate understanding. |  |
| (iv) Analyze moral dilemmas in works of literature, as revealed by characters’ motivation and behavior. |  |
| (c) Grade 11 performance indicators: | |
| (i) Recognize culturally specific customs, traditions, and symbols in literary works. |  |
| (ii) Analyze ways in which writers use lingual patterns in dialogue and narration (e.g., repetition, dialect, slang, and formality). |  |
| (iii) Analyze ways in which writers play with language (e.g., the use of pun, euphemism, oxymoron, verbal irony, hyperbole, and understatement). |  |
| (iv) Analyze the ways in which writers utilize narrative forms and features (e.g., chronological narratives, framed narratives, episodic or picaresque plots, character or situation-driven plots, multiple narrators). |  |
| (d) Grade 12 performance indicators: | |
| (i) Develop thematic connections within and among literary works and literary periods and interpret allusions, symbols, and motifs. |  |
| (ii) Analyze specific forms and genres of humor in literary works (e.g., satire and parody). |  |
| (iii) Analyze the use of tragic elements in literary works. |  |
| (iv) Analyze ways in which writers manipulate ideas using dramatic irony, situational irony, and paradox. |  |
| (v) Compare and contrast similar themes across different genres to discover how genre affects meaning. |  |
| **(3) Benchmark 9-C: Analyze setting, plot, theme, characterization, and narration in literary prose, particularly in classic and contemporary short stories and novels.** | |
| (a) Grade 9 performance indicators: | |
| (i) Discover personal connections to prose writing. |  |
| (ii) Recognize why certain works might be considered classics by identifying common attributes of classical literature through the creation and application of personal rubrics. |  |
| (iii) Explain the various effects of common narrative points of view on the reader’s understanding of a literary work (e.g., first person, third person limited, third person omniscient, objective). |  |
| (iv) Identify the defining characteristics of common cultural narratives (e.g., myth, legend, folk tale, fairy tale/magic tale, beast tale, fable, tall tale, and epic). |  |
| (v) Identify various types of characters in prose (e.g., antagonist/protagonist, hero/heroine, tragic hero, archetype, stock character, flat character/round character, static character/dynamic character, foil). |  |
| (b) Grade 10 performance indicators: | |
| (i) Analyze various aspects of characterization (e.g., antagonist/protagonist, hero/heroine, tragic hero, archetype, stock character, flat character/round character, static character/dynamic character, foil). |  |
| (ii) Analyze essential elements of plot (e.g., setting, exposition, conflict, rising action, climax, denouement) and identify the various effects of flashback, foreshadowing, and multiple subplots. |  |
| (iii) Identify characteristics of common genre fiction (e.g., science fiction, fantasy, magical realism, mystery, suspense, western, horror, romance, Gothic literature, manga, etc.). |  |
| (c) Grade 11 performance indicators: | |
| (i) Assess the reliability of various narrators in literary works. |  |
| (ii) Identify the characteristics of common non-fiction forms (e.g., memoir, essay, biography, autobiography, documentary, and history). |  |
| (iii) Analyze the overall style of prose works, including narration, imagery, diction, dialogue, plot, and characterization. |  |
| (d) Grade 12 performance indicators: | |
| (i) Analyze symbol, allegory, analogy, and extended metaphor in literary works. |  |
| (ii) Analyze the style of prose works from different movements, eras, and cultures including cultural minorities (e.g., structural form, archaic diction, variations of syntax and sentence structure, dialogue, and figurative/literal language). |  |
| **(4) Benchmark 9-D: Demonstrate knowledge of the common elements of poetry: metrics, rhyme, rhythm, structure, diction, devices, and other conventions.** | |
| (a) Grade 9 performance indicators: | |
| (i) Discover personal connections to poetry. |  |
| (ii) Analyze basic elements of poetic structures, sound devices, and language (e.g., voice and diction; stressed and unstressed syllables as they relate to meter and rhythm; end rhyme, rhyme scheme as sound devices; haiku, narrative, and lyric poems and other poetic forms; regular and irregular stanzas as forms of poetic structure; hyperbole, simile, metaphor, personification, and other poetic devices; speaker, situation, and purpose as they relate to the author’s purpose). |  |
| (b) Grade 10 performance indicator: | |
| Analyze common elements of traditional poetic forms (e.g., end-stopped lines or enjambment; blank verse, free verse as they relate to meter and rhythm; internal rhyme, slant rhyme, alliteration, onomatopoeia and other sound devices; ballads, odes, dramatic poems, and other poetic forms; specific structures such as concrete or acrostic poems; hyperbole, understatement, and similar devices; speaker, situation, and poetic structure as they correspond to theme development). |  |
| (c) Grade 11 performance indicator: | |
| Analyze specific elements of poetry from different eras, particularly from American literary movements (e.g., humor, symbolism, and use of figurative or literal language; basic forms of meter such as iambic pentameter; assonance, consonance, euphony, cacophony, and similar sound devices; particular forms for particular purposes such as an inaugural poem; forms as they relate to historical/literary movements such as jazz and Harlem Renaissance; the use of formal section breaks or unconventional capitalization and punctuation, such as in the works of Emily Dickinson or e.e. cummings; extended metaphor, allusion, and other sound devices; and how poetic structure and style pertain to a poem’s meanings and the poet’s purpose). |  |
| (d) Grade 12 performance indicator: | |
| Analyze complex elements of poetry from various times and places in literary history (e.g., denotation and connotation in relation to diction; the use of deliberately unconventional rhythm or meter; manipulation of mood through various sound devices; complex poetic forms such as sonnets, epic poems in heroic couplets, sestinas, etc.; antithesis, motif, allegory; and how various elements of a poem reinforce its theme and reveal meaning). |  |
| **(5) Benchmark 9-E: Identify how elements of dramatic literature articulate a playwright’s vision.** | |
| (a) Grade 9 performance indicators: | |
| (i) Discover personal connections to dramatic literature. |  |
| (ii) Identify common characteristics of dramatic forms (e.g., monologue; one-act, three-act, and five-act plays). |  |
| (iii) Identify elements of tragedy and tragic form in drama. |  |
| (iv) Identify examples of colloquial language in dramatic literature. |  |
| (b) Grade 10 performance indicators: | |
| (i) Identify examples of the following acting conventions: dramatic monologue, soliloquy. and aside. |  |
| (ii) Analyze characterization and plot in drama by the use of stage directions, divisions between and length of scenes and acts, dialogue, internal and external conflicts. |  |
| (iii) Identify a play’s intended audience (given the play’s social, political, or historical context) and identify elements of the dramatic production designed to reach the intended audience. |  |
| (c) Grade 11 performance indicators: | |
| (i) Analyze the connections among set/setting, costume, lighting, and other production elements and the theme or intended meaning of a particular drama. |  |
| (ii) Identify elements of comedy and comic form (e.g., farce, situational comedy, high and low comedy, absurdism/surrealism, and slapstick). |  |
| (iii) Evaluate a live performance (or a recording) of drama for the director’s correspondence with the playwright’s vision and the production’s effectiveness at conveying a particular theme or vision. |  |
| (d) Grade 12 performance indicators: | |
| (i) Evaluate the ways in which tension is created, maintained, and resolved in a drama (e.g., catharsis, conflict, suspense, resolution) including through the text, directorial decisions, and through the actors’ performances. |  |
| (ii) Evaluate dramas that have been made into films (e.g., *Othello, The Merchant of Venice*, or *Macbeth)* by comparing elements in the play and in the film production (e.g., the way in which the theme is developed and conveyed; the way in which tension and conflict are presented; the way in which transitions are made between scenes/settings, including time progression and flashback; the way in which the director establishes a style via mood, tone, irony, humor, suspense, dialogue, stage direction/actors’ interaction or special effects; the advantages of traditional staging with a live audience versus a film). |  |
| **(6) Benchmark 9-F: Analyze works of literature for what they suggest about the time period and social or cultural context in which they were written.** | |
| (a) Grade 9 performance indicator: | |
| Identify a particular cultural perspective in a literary work from the past or present, including Native American and Hispanic oral traditions. |  |
| (b) Grade 10 performance indicator: | |
| Analyze how theme in literature is related to the historical and social/cultural issues of the time period in which it is written. |  |
| (c) Grade 11 performance indicator: | |
| Analyze how a particular piece of literature has changed societal and cultural attitudes. |  |
| (d) Grade 12 performance indicator: | |
| Analyze a recurring theme or pattern within a major literary movement or in the oral traditions of a particular culture. |  |

[6.29.4.10 NMAC - Rp, 6.30.2.13 NMAC, 9-30-2009]

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| **Rationale for Approval:** | Date: |
| Concur with staff recommendations for approval.  Mariana D. Padilla  Secretary Designate of Public Education | Date: |
| **Rationale for Non-Approval:** | Date: |
| Concur with staff recommendations for non-approval.  Mariana D. Padilla Secretary Designate of Public Education | Date: |
| Returned to Superintendent by: | Date: |

REVISED: 09.10.2024