

APS DISTRICT HIGH SCHOOL LANGUAGE ARTS CURRICULUM FRAMEWORK

Course Title: English 10 Course Numbers: (Regular: 25041) (Enriched: 25042) (Honors: 25044)

Department: Language Arts ADS Number : (Regular: 10024144) (Enriched: 10024144) (Honors: 10025145)

Prerequisites: Successful completion of English 9 (or substitute)

Length of Course: One year Credit/PRI Area: .50 sem./English 10 Grade Level(s): 10 English Credit

Important Notes:

The teacher addresses individual student needs, interests, learning styles and rates through a differentiated approach to instruction and with selections of instructional materials. English 10 Honors is a weighted course that includes advanced placement preparation for college entrance.*

**The Differentiated Classroom: Responding to the Needs of All Learners*

<http://www.ascd.org/readingroom/books/tomlin99toc.html>

COURSE DESCRIPTION:

In **English 10**, the student surveys and samples a wide variety of multi-cultural literature of the world from diverse authors, various time periods, and various *genre*. The student studies and considers a broad spectrum of themes and perspectives from around the globe and makes connections to his or her own ancestry and to the ancestry of other peoples of the world. Regardless of the approach(s) used, the student applies critical thinking skills through reading, speaking, viewing and listening strands of languages arts, through writing and research (50% of the course), and through the use of technology as a learning tool. <http://www.aps.edu/>

Students who take a Language Arts class for English credit (rather than Elective credit) are expected to *meet or exceed* the New Mexico Language Arts Standards and Benchmarks. Students in all Language Arts classes apply and develop critical thinking skills through the six APS Language Arts Strands: **Reading Process, Reading Analysis, Writing, Speaking, Listening/Viewing, and Research**. Citations such as (I D.1) in parentheses in the "Program of Studies" indicate an alignment to the New Mexico Language Arts Content and Performance Standards. Language Arts courses receiving English credit (rather than Elective credit) are also required to devote one-half of the course to writing and research to meet university entrance requirements.

STRATEGIES:

The “Illustrations” column in the *Program of Studies* provides exemplars of the performance standards, strategies, and best practices suggested by Language Arts teachers in the Albuquerque Public Schools. For more information, see the following web sites:

- APS ITTP and RESPECTT Lesson Plans http://www.aps.edu/aps.teach_resources/integration.html
- RETA (Regional Educational Technology Assistance/NM) <http://reta.nmsu.edu/>
- Web Quest Home Page <http://edweb.sdsu.edu/webquest/>

ASSESSMENTS:

The following statement from Perkins (1993) reflects a contemporary viewpoint on assessment:

In brief, this performance perspective says that understanding a topic of study is a matter of being able to perform in a variety of thoughtful ways with the topic, for instance, to: explain, muster evidence, generalize, apply concepts, analogize, represent in a new way, and so on. . . Understanding something is a matter of being able to carry out a variety of “performances” concerning the topic. . . that show one’s understanding, and at the same time, advance it by encompassing new situations. We call such performances “understanding performances” or “performances of understanding.”

Perkins, D. (1993). An apple for education: Teaching and learning for understanding. Paper presented at the Education Press Conference, June 10, 1993.

The “Illustrations” column also incorporates a variety of assessments and “check for” items suggested by APS Language Arts teachers. Assessments include authentic and performance-based assessment, cooperative learning, teacher observation, checklists, rubrics, tests and exams, formal and informal writing, individual and peer conferences, small group and full class discussions, oral and multimedia presentations, projects, demonstrations, and portfolios. For more information, see:

- Kathy Schrock’s Guide to Educators <http://school.discovery.com/schrockguide/assess.html>

SUGGESTED TEXTBOOKS AND INSTRUCTIONAL MATERIALS:

•Textbooks and ancillary materials (See State Department of Education’s Section 6 Catalog at the following website):

<http://www.sde.state.nm.us/divisions/learningservices/Instructionalmaterials/index.html>

- Supplementary materials [e.g., class sets of newspapers (purchased through direct purchase account)]
- Teacher- and student-constructed materials
- Films/videos (according to APS District Procedural Directive) <http://www.aps.edu/aps/mmlib/default.html>
- Media center, library, and/or technology lab with Internet <http://www.aps.edu/aps/LibraryServices/main.html>
- Guest speakers (according to APS District Procedural Directive)

OTHER RESOURCES/WEB SITES:

- APS Teacher Resource Page http://www.aps.edu/teach_resources/welcome.html
- APS Department of Language and Cultural Equity <http://www.aps.edu/aps/CCEU/index.html>
- APS Special Education Department <http://www.aps.edu/aps/aztec/specialed.html>
- Association for Supervision/Curriculum Development (ASCD) <http://www.ascd.org>
- International Reading Association (IRA) <http://www.ira.org>
- National Council of Teachers of English (NCTE) <http://www.ncte.org>
- “Ten C’s for Evaluating Internet Sources” <http://www.uwec.edu/library/Guides/tencs.html>

Approved by HSCA: 11/01

Strand I: READING PROCESS

Content Standard: The student employs appropriate reading strategies to read and interpret increasingly complex texts for a variety of purposes.

9-12 Benchmark: The student develops and demonstrates proficiency with a variety of reading processes to analyze, interpret, and evaluate a wide variety of texts across content areas.

GRADE 10	PERFORMANCE STANDARDS	ILLUSTRATIONS
Reading Strategies		NOTE: Illustrations include suggested activities for attaining each performance standard. A check for (✓) refers to a key feature to look for while assessing student performance.

GRADE 10	PERFORMANCE STANDARDS	ILLUSTRATIONS						
	<ol style="list-style-type: none"> 1. <i>Asks critical questions prompted by texts and researches answers for a broader understanding (I C.1, .3, I D.1).</i> 2. Identifies facts from a variety of texts to expand knowledge of various cultures (I D.1). 3. <i>Prioritizes and organizes information to construct a complete and reasonable interpretation of a given situation (I D.1).</i> 	<ol style="list-style-type: none"> 1, 2. The student uses narrow strips of sticky notes to comment (e.g., That’s interesting! What does that mean?) on a culturally relevant biographic selection. The teacher facilitates a sharing session responding to the comments to expand knowledge of the text. <ul style="list-style-type: none"> • evidence of cultural awareness and sensitivity 3. The student reads about an event that has multiple witnesses. Meeting in a group, the student helps complete a storyboard about the event. The storyboard is shared with the rest of the class. <ul style="list-style-type: none"> • organization of information that constructs a complete and • reasonable interpretation of a given situation. 						
Vocabulary Development	<ol style="list-style-type: none"> 4. Expands vocabulary using knowledge of the origins and meanings of common, learned, and foreign words used frequently in written and spoken English. 	<ol style="list-style-type: none"> 4. The student uses a chart to generate a personalized vocabulary list for a chosen selection. <div style="text-align: center; margin-top: 10px;"> <table border="1" style="border-collapse: collapse; width: 100%;"> <thead> <tr> <th style="padding: 5px;">Vocabulary Word</th> <th style="padding: 5px;">Origins</th> <th style="padding: 5px;">Meaning</th> </tr> </thead> <tbody> <tr> <td style="height: 20px;"> </td> <td> </td> <td> </td> </tr> </tbody> </table> </div> 	Vocabulary Word	Origins	Meaning			
Vocabulary Word	Origins	Meaning						
Reading Applications	<ol style="list-style-type: none"> 5. Reads assigned and self-selected materials both in class and independently to increase <i>fluency</i> and comprehension. 6. Determines a relationship in an <i>analogy</i>. 7. Determines effectiveness of <i>deductive</i> and <i>inductive</i> reasoning in a variety of texts. 	<ol style="list-style-type: none"> 5, 6. The student chooses a biographical or autobiographical piece to read, selecting a conflict or event experienced by the main character. The student prepares a point by point comparison chart on the conflict/event and his/her own experience. The student then writes or discusses an analogous connection between the character and him/herself. 7. The student presents a generalization (e.g., “All rulers are tyrannical.”) inspired by a literacy selection. The student gives an example of the author’s deductive reasoning by finding a specific example of the generalization in the selection and responds to the question, <p style="margin-left: 20px;">“How has the author used inductive reasoning to illustrate or develop a generalization?”</p> 						

Strand II: READING ANALYSIS

Content Standard: The student responds to, examines, and critiques historically and culturally significant issues and events portrayed in literature that illustrate and affect people, society, and individuals.

9-12 Benchmark: The student critiques and evaluates the literary and social merit of a variety of historically and culturally significant works.

GRADE 10	PERFORMANCE STANDARDS	ILLUSTRATIONS						
Literary Analysis	<ol style="list-style-type: none">Analyzes why certain works may be considered significant.Makes generalizations about a text that are supported by specific references in the text (I C.2).Explains ways a writer may have been influenced by life experiences or by historical, social, and cultural issues and events (III A.1).Explains how individuals and institutions influence the development of	<ol style="list-style-type: none">The student maintains an ongoing log of titles of selections read during 1 year to determine which selections can be considered significant.<ul style="list-style-type: none">justification for the determination<table border="1" data-bbox="1409 1078 1892 1143"><thead><tr><th>Title</th><th>Significant</th><th>Justification</th></tr></thead><tbody><tr><td> </td><td> </td><td> </td></tr></tbody></table>The student studies an advertisement from a magazine to formulate and evaluate generalizations.<ul style="list-style-type: none">application of the steps used to formulate and evaluate generalizations3, 4, 11. The student creates and analyzes a chart showing how the events in <i>Jane Eyre</i> relate specifically to Bronte’s life and the Victorian Era in general.	Title	Significant	Justification			
Title	Significant	Justification						

GRADE 10	PERFORMANCE STANDARDS	ILLUSTRATIONS
	<p>ideas in literature and media.</p> <p>5. Identifies complex, implicit hierarchic structures in informational texts and relationships between the concepts and details in these structures (I D.4).</p> <p>6. <i>Critically interprets and evaluates experiences, literature, language, and ideas (I C.2):</i></p> <ul style="list-style-type: none"> • reflects on observations and their relationship to a current viewpoint, and • distinguishes fact from fiction and recognizes personal bias. 	<p>5. The student chooses a nonfiction work and outlines or charts how the author develops the argument (i.e., inductively or deductively).</p> <p>6. The student reads two texts about a similar topic. After reading each the student lists opinions on how a generalization is proven by facts, identifies the writer’s main points, and lists three pieces of evidence the writer uses to support the main points. The student determines which piece is more persuasive.</p> <ul style="list-style-type: none"> • generalizations supported by specific references • observations and their relations to current viewpoints • distinctions of fact from fiction • recognition of author’s personal bias
<p>Literary Elements</p>	<p>7. <i>Analyzes a wide variety of complex literary elements and how they are used in literature, including (I C.3):</i></p> <ul style="list-style-type: none"> • <i>theme</i> of a selection and how it represents universal truths found in various cultures (III A.3), • relationship between a character’s actions, culture, society, and environmental influences (III A.2), • interactions between major and minor characters and the effect on the plot in a variety of literary texts, • selection of a <i>genre</i> and its effect on the meaning of the text, • development of setting and plot and the effect on the meaning of the text, • <i>voice, persona</i>, or narrator and the effect on other literary elements (e.g., <i>tone</i>, mood, characterization, plot), and • <i>archetypes</i> drawn from myths and traditions to express the human condition in various cultures. 	<p>7. The student reads a self-selected story, identifies some important passages and discusses what they suggest about our lives.</p> <ul style="list-style-type: none"> • identification of the selection and how it represents universal truths <p style="text-align: center;">OR</p> <p>The student reads a self-selected story and discusses how the main character has changed in the course of the story and what the character has learned.</p> <ul style="list-style-type: none"> • determination of relationship between a character’s actions and a character’s culture, society and environmental influences <p style="text-align: center;">OR</p> <p>The student reads a self-selected story and analyzes the plot by thinking about its major parts by answering the question, “At what point does the main conflict begin, and who is involved in the struggle?”</p> <ul style="list-style-type: none"> • identification of interactions between major and minor characters and the plot <p style="text-align: center;">OR</p> <p>The student reads a self-selected story, changes the setting, and discusses how the change of setting affects the mood and plot of the story.</p> <p style="text-align: center;">OR</p> <p>The student reads a self-selected story and retells the story using a different persona, voice, or narrator (e.g., rewriting <i>Julius Caesar</i> in rap style).</p> <ul style="list-style-type: none"> • response to how the different persona, voice or narrator affects the

GRADE 10	PERFORMANCE STANDARDS	ILLUSTRATIONS
	<p>8. Analyzes and traces an author’s development of time and sequence, including the use of complex literary devices (e.g., foreshadowing, flashbacks) (III B.2).</p>	<p>other literary elements OR The student brainstorms a list of topics to investigate. Next to each item the student suggests what literature or media genre best fits the topic (e.g., love – poetry; war – documentary). OR After reading a variety of culturally diverse myths, the student fills in the chart: Myth Archetype Symbolism Description</p> <p>8. The student reads strips of paper with the story’s events written on them and organizes the events in chronological order.</p> <ul style="list-style-type: none"> foreshadowing and flashbacks are included
<p>Literary Applications</p>	<p>9. Reads critically and independently to draw conclusions from research (I C.5).</p> <p>10. Demonstrates increasing comprehension and ability to respond personally to texts by selecting and exploring a wide range of works that relate to an issue, author, or theme (I D.3).</p> <p>11. Analyzes how the historical context of a literary work affects its meaning (III A.1).</p> <p>12. Analyzes the impact of ambiguities, subtleties, contradictions, ironies, and incongruities on the meaning of a literary text (III B.1).</p> <p>13. Analyzes and evaluates the <i>aesthetic</i> quality of a literary text using</p>	<p>9, 11, 14. The student reads about the Russian Revolution. During the reading of <i>Animal Farm</i>, the student connects the characters to the participants of the Russian Revolution.</p> <p>10. After selecting a theme to explore, the student reads from various texts in which the theme is represented, presenting findings on a poster.</p> <p>12. The student finds examples of various types of irony in short stories, reporting how each example leads to a surprise ending.</p>

GRADE 10	PERFORMANCE STANDARDS	ILLUSTRATIONS
	<p>critical and personal criteria.</p> <p>14. Analyzes the ideas of others by identifying the ways in which a writer (I D.2, III B.3):</p> <ul style="list-style-type: none"> • introduces and develops a main idea, • chooses and incorporates significant, supporting, relevant details, • relates the structure/organization to the ideas, • uses effective word choice as a basis for coherence, and achieves a sense of completeness and closure. 	<p>13. Divide students into four discussion groups: main idea and developer organization of ideas, word choice, and evidence of completion and closure. In these groups, each student discusses a favorite young adult book and gives reasons for its recommendation as a “must read” for other students. After each group discusses the assigned topic, students meet in another small group, each with a representative from the expert groups, analyze the selection.</p>

Strand III: EXPRESSIVE LANGUAGE: WRITING

Content Standard: The student writes effectively for different audiences and purposes (e.g., to describe, *narrate*, express, explain, persuade, and analyze) using appropriate writing strategies and *conventions*.

9-12 Benchmark: The student develops and demonstrates *fluency* and *style* in writing and a command of writing conventions across content areas to describe, narrate, express, explain, persuade, and analyze for a variety of purposes and audiences.

GRADE 10	PERFORMANCE STANDARDS	ILLUSTRATIONS
<p>Writing Strategies</p>	<p>1. Develops increased competence and fluency in using the writing process to create a final product:</p> <ul style="list-style-type: none"> • revises written work to make it clear, • demonstrates understanding of the appropriate features of writing by providing a clearly stated position and proposed solution and providing relevant and reliable supporting evidence (II A.1), • demonstrates appropriate manuscript requirements, including title page, pagination, spacing and margins, and integration of source and support material with appropriate punctuation and format (II B.1), and • uses systematic strategies (e.g., annotated bibliographies, note-taking) to organize and record information (II B.2). <p>2. <i>Develops increased competence and fluency in using elements of effective writing (i.e., idea, organization, voice, word choice, sentence fluency, and conventions).</i></p>	<p>1 - 3. The students are divided into even numbered groups (e.g., six groups). Each group selects a problem to solve. The student, as part of a group, uses the computer to conduct research using proper research techniques. The group’s research findings are presented individually to another member of the class. On the day of presentations, the members of each group are split up and pair with another person not in the group. Each pair takes notes from one another’s presentation on an outline provided by the presenter. Each student then writes a summary of the presentation topic and writes an informational pamphlet based on the outline notes taken. The summation written in the pamphlet is then returned to the presenter to edit and revise. Once the revision is complete it is returned to the writer for final revision.</p> <ul style="list-style-type: none"> • clearly written summary • understanding of the stated position, proposed solution and supporting evidence • appropriate manuscript requirements • demonstration of organization and recording strategies

GRADE 10	PERFORMANCE STANDARDS	ILLUSTRATIONS
	<p>3. Develops increased competence in using a variety of technology (e.g., word processors, overhead projectors, multimedia) to present information appropriate for the intended purpose and audience.</p>	<ul style="list-style-type: none"> • competency and fluency of effective writing • competency in technology use during presentation
Writing Conventions	<p>4. <i>Develops increased competence and fluency in using writing conventions (i.e., grammar, spelling, punctuation, capitalization) with an emphasis on the differentiation between literal, figurative, and connotative meanings of words (II C.3).</i></p>	<p>4. The student completes a creative writing assignment based on a childhood incident, circling examples of literal and figurative words.</p> <ul style="list-style-type: none"> • correct use of writing conventions • correct application of literal and figurative words
Writing Applications	<p>5. <i>Develops increased competence and fluency in applying appropriate types of writing (i.e., descriptive, narrative, expressive, expository, persuasive, and analytical) for the intended purpose and audience:</i></p> <ul style="list-style-type: none"> • writes to stimulate the emotions of the reader (II C.1), • produces <i>expository</i> text that explains, analyzes, persuades, compares/contrasts, and describes, • defends argumentative positions on literary and nonliterary issues (II A.3), • articulates a position through the use of a thesis statement, anticipates and deals with counterarguments, develops arguments using a variety of methods (e.g., examples and detail, commonly accepted beliefs, expert opinions, quotations and citations, cause and effect, comparison and contrast) (II C.2), • shares and evaluates initial personal response (II A.3), • presents research and summarized information (II A.3), • creates a context in which to discuss the issue (II A.3), and • researches, compiles, and presents data to organize the argument 	<p>5. The student writes a letter to the editor taking a stand about a teen issue (e.g. curfew, cruising).</p> <ul style="list-style-type: none"> • positions that are defended and/or argued • clear thesis statement • development of arguments using a variety of methods

GRADE 10	PERFORMANCE STANDARDS	ILLUSTRATIONS
	<p>(II A.3).</p> <p>6. Produces reminiscences that engage the audience (I A.1):</p> <ul style="list-style-type: none"> • uses specific sensory details with purpose, • explains significance from an objective perspective, • moves effectively between past and present, and • recreates the mood. <p>7. Responds reflectively to written and visual texts through journal entries, essays, letters (I A.2).</p>	<p>6, 7. The student writes an essay about a person or event.</p> <ul style="list-style-type: none"> • specific sensory details • objective perspective • effective movement between past and present

Strand IV: EXPRESSIVE LANGUAGE: SPEAKING

Content Standard: The student speaks effectively for different audiences and purposes (e.g., to describe, *narrate*, express, explain, persuade, and analyze) using appropriate speaking strategies and *conventions*.

9-12 Benchmark: The student develops and demonstrates *fluency* and *style* in speaking and a command of speaking conventions to describe, narrate, express, explain, persuade, and analyze for a variety of purposes and audiences.

GRADE 10	PERFORMANCE STANDARDS	ILLUSTRATIONS
Speaking Strategies	<p>1. Develops increased competence with speaking strategies:</p> <ul style="list-style-type: none"> • uses appropriate level of formality according to topic, audience, and purpose, and • defends argumentative positions on literary and nonliterary issues by (II A.3): <ul style="list-style-type: none"> ✓ sharing and evaluating initial personal response, ✓ presenting researched and summarized information, ✓ creating a context to discuss the issue, ✓ researching and compiling data to organize the argument, and presenting data effectively. 	<p>1. After reading a novel (e.g., <i>To Kill a Mockingbird</i>), the student orally defends, in a debate format, the actions or reactions of one character.</p> <ul style="list-style-type: none"> • evidence used to defend positions • use of debate rules • construction of formal debate • clearly stated position • logical defense of positions on nonliterary issues

GRADE 10	PERFORMANCE STANDARDS	ILLUSTRATIONS
Speaking Conventions	<p>2. <i>Develops increased competence with speaking and language conventions (e.g., grammar, standard English, diction) by using correct language conventions.</i></p>	<p>2. The student presents a prepared speech to one other student in a practice session. A grammar/vocabulary check sheet is provided to use as feedback before the speech is presented to the whole class.</p> <ul style="list-style-type: none"> • correction of errors
Speaking Applications	<p>3. <i>Develops increased competence with appropriate types of speaking (i.e., descriptive, narrative, expressive, expository, persuasive, and analytical) for a variety of purposes and audiences:</i></p> <ul style="list-style-type: none"> • produces verbal responses to editorials/literature for a neutral audience by providing a clearly-stated position or proposed solution and relevant, reliable support (I A.3, II A.1), • makes well-informed and well-organized formal presentations with a clear main point, and • adjusts the message, word choice, and delivery to a particular audience and purpose (II A.2). <p>4. Clearly articulates a position through the use of a thesis statement, anticipates and deals with counterarguments, develops arguments using a variety of methods (e.g., examples and details, commonly accepted beliefs, expert opinions, quotations and citations, cause and effect, comparison and contrast) (II C.2).</p> <p>5. Produces reminiscences that engage the audience (I A.1):</p> <ul style="list-style-type: none"> • uses specific sensory details with purpose, • explains significance from an objective perspective, • moves effectively between past and present, and 	<p>3, 4. The student develops two types of responses to an inflammatory editorial – one response is to a hostile audience and the other to a favorable audience. Each response is presented to the class or a small group.</p> <ul style="list-style-type: none"> • clearly-stated and supported position or proposed solution • well-informed and well-organized formal presentation • language appropriate for intended audience • development of argument <p>5, 6. The student presents an anecdote about a person or event to the class or small group.</p> <ul style="list-style-type: none"> • use of specific sensory details • use of objective perspective

GRADE 10	PERFORMANCE STANDARDS	ILLUSTRATIONS
	<ul style="list-style-type: none"> • recreates the mood. <p>6. Responds reflectively to written and visual texts through small group and class discussion and dialogue (I A.2).</p>	<ul style="list-style-type: none"> • effective movement between past and present

Strand V: RECEPTIVE LANGUAGE: LISTENING AND VIEWING

Content Standard: The student demonstrates, analyzes, evaluates, and reflects upon the skills and processes used to communicate by listening to and viewing variety of auditory and visual works.

9-12 Benchmark: The student critically evaluates the effectiveness of a variety of auditory and visual works, including multimedia presentations.

GRADE 10	PERFORMANCE STANDARDS	ILLUSTRATIONS
Listening/ Viewing Strategies	<p>1. Analyzes an instance of public speaking or media presentation:</p> <ul style="list-style-type: none"> • takes notes on important information, • considers the sources of information used, • identifies types of arguments (e.g., <i>analogy</i>, <i>causation</i>, <i>authority</i>) and logical fallacies (e.g., <i>ad hominem</i>, inferring causation from correlation, over-generalization), • accurately summarizes the main points of the speaker’s remarks, • formulates judgments about the issues, and • analyzes a speech, lecture, or public meeting in terms of content and delivery <i>style</i>. 	<p>1. The student views a video of Martin Luther King’s “I Have a Dream” speech and analyzes it after viewing.</p> <ul style="list-style-type: none"> • good notetaking (e.g., Cornell, modified outlines, mapping) • notation of sources of information used in speech • correct identification of types of arguments • correct identification of logical fallacies • accurate summarization of speaker’s remarks • formulation of judgment about the issues • thoughtful analysis of content and delivery style of the speech

GRADE 10	PERFORMANCE STANDARDS	ILLUSTRATIONS
Listening/ Viewing Applications	<p>2. Compares/contrasts historical accounts of events with media representations of those events.</p> <p>3. Responds reflectively through dialogue and discussion to written and visual texts (I A.2).</p> <p>4. Creates responses that evaluate problems and offer solutions (I A.3):</p> <ul style="list-style-type: none"> • clearly states the problem and relevant issues, • determines the significance of the problem, • focuses on a neutral audience, • logically organizes the solutions for a specific audience, • offers and evaluates effective solutions, and • creates a sense of resolution or closure. <p>5. <i>Evaluates the information, explanations, or ideas of others (I A.4):</i></p> <ul style="list-style-type: none"> • identifies clear, reasonable criteria for evaluation, and • applies those criteria using reasoning and substantiation. 	<p>2 - 5. The student chooses an historical event for which two or more media accounts are available and does the following in small groups:</p> <ol style="list-style-type: none"> a. prepares a debate, panel discussion, or point/counterpoint presentation b. answers questions from the audience <ul style="list-style-type: none"> • clarity • understanding of the issue • logical reasoning of responses • suggested solutions c. keeps a journal about the process as the groups work together <ul style="list-style-type: none"> • personal reflections d. compares and contrasts information that has been gathered <ul style="list-style-type: none"> • correct debate style • division of labor in groups • appropriate group decision-making techniques • insightful assessment <p>adherence to established criteria</p>

Strand VI: RESEARCH

Content Standard: The student conducts and compiles research data, synthesizes findings, and develops an original conclusion to increase personal and community depth of knowledge.

9-12 Benchmark: The student analyzes, synthesizes, and evaluates information to solve problems across content areas.

GRADE 10	PERFORMANCE STANDARDS	ILLUSTRATIONS
Research Strategies	1. Uses systematic strategies to organize and record information (e.g., annotated bibliographies, note-taking) (II B.2). 2. <i>Uses a variety of information resources to critically interpret and evaluate experiences, language, and ideas (I B.1).</i> 3. Uses multiple resources to gather information to evaluate problems, examine cause and effect relationships, and answer research questions to inform an audience (I B.3).	1-7. The student investigates responses to controversial headline news items about an improved or deteriorating situation. The focus of the investigation is the research on the cause(s) and effect(s) of the situation and his/her opinion on the issue. The investigation includes: <ol style="list-style-type: none"> a. definition of the issue, b. graphic organizer outlining the cause(s) and effect(s), c. bibliography and citations, d. outline, note cards, rough draft, and revision, e. required documentation style, and f. presentation including substantiated opinion about the issue before and after the research. <ul style="list-style-type: none"> • specific facts, details, and examples to support the position • linkage of causes with effects • elaboration of the connections among ideas • research-based facts • writing conventions • text citations
Research Conventions	4. Makes extensive use of primary sources when researching a topic, generates relevant and researchable questions, and analyzes the validity and reliability of <i>primary source</i> information (I B.2). 5. Demonstrates appropriate manuscript requirements, including title page, pagination, spacing and margins, and integration of source and support material with appropriate punctuation and format (II B.1).	
Research Applications	6. Analyzes controversial issues (I C.1): <ol style="list-style-type: none"> e. shares and evaluates personal responses to an issue before and after research, f. reads critically and independently to draw conclusions from research (I C.5), 	

GRADE 10	PERFORMANCE STANDARDS	ILLUSTRATIONS
	<ul style="list-style-type: none"> g. researches and summarizes data, h. develops a framework in which to discuss the issues, i. compiles personal responses and research data to organize the argument, and j. presents data in various forms (e.g., graphs, essay, speech, video, technology). <p>7. Defends positions on research issues (II A.3):</p> <ul style="list-style-type: none"> • shares and evaluates initial personal response to a text, • presents researched and summarized information, • creates a context to discuss the issue, • researches and compiles data to organize the argument, and presents data effectively. 	