

NM Language Arts Standards Grades 9-12

Note on the use of parenthetical examples throughout the document: they are intended to provide useful examples, not to be all-encompassing, prescriptive definitions of specific elements that must be mastered.

STRAND I: READING	
Content Standard I: Students read and understand a variety of materials.	
Benchmark I-A: Use comprehension strategies for unfamiliar vocabulary.	
Grade	Performance Indicators
9-10	<ol style="list-style-type: none"> 1. Use knowledge of roots, prefixes, suffixes (e.g., Greek/Latin) and etymology to determine the meaning of unfamiliar vocabulary. 2. Use knowledge of word families and word suffixes to determine meaning (e.g., educate-educational-educationally). 3. Use general and specialized dictionaries, thesauri and glossaries (print and electronic) to determine the definition and pronunciation of unfamiliar words.
11-12	<ol style="list-style-type: none"> 1. Use etymology, the principles behind spelling and usage of words to determine meaning. 2. Differentiate shades of meaning and multiple meanings of words, including the significance of both connotation and denotation. 3. 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. 4. Analyze texts to identify specialized terminology or jargon needing clarification or definition.
Benchmark I-B: Use comprehension strategies to understand the meaning of a text.	
Grade	Performance Indicators
9	<ol style="list-style-type: none"> 1. Identify the author's main purpose. 2. Recognize and recall main ideas by selecting topic sentences, identifying thesis statements, selecting key words and phrases, and summarizing the material 3. Recognize and recall specific and important details (e.g., who, what, where, when, why, how), narrational or chronological sequences, and cause-effect relationships.
10	<ol style="list-style-type: none"> 1. Use prior knowledge in understanding texts. 2. Recognize primary organizing structures (e.g., narrative, descriptive, expository, persuasive).
11-12	<ol style="list-style-type: none"> 1. Recognize and recall the use of literary devices and rhetorical modes in texts (e.g., illustration, classification, persuasion, comparison/contrast, cause/effect).
Benchmark I-C: Infer, analyze, and synthesize to increase comprehension.	
Grade	Performance Indicators
9	<ol style="list-style-type: none"> 1. Interpret information from graphs, charts, diagrams, and the like. 2. Evaluate texts according to text-specific standards (e.g., book reports, according to a report rubric).

10	<ol style="list-style-type: none"> 1. Recognize the presence and effect of a specific point of view. 2. Recognize the sources of information (whether primary or secondary) in a text
11	<ol style="list-style-type: none"> 1. Make reasonable inferences from implied ideas to predict outcomes, derive reasonable generalizations, differentiate fact from opinion, and differentiate literal from figurative meanings. 2. Recognize how history and culture influence texts. 3. Recognize the types of claims made in a text (e.g., factual, value judgment).
12	<ol style="list-style-type: none"> 1. Recognize limitations in a text (e.g., logical fallacies, rhetorical flaws, and lack of support). 2. Recognize the types of evidence offered in a text (e.g., experiment, expert testimony, statistics, case study, or common sense). 3. Evaluate information in a text (e.g., for specificity, relevance, importance, sufficiency of evidence, soundness of reasoning, internal consistency, persuasive techniques and credibility). 4. Evaluate texts using various critical lenses (e.g., multi-cultural or disciplinary perspectives).
Benchmark I-D: Use meta-cognitive strategies to increase comprehension.	
Grade	Performance Indicators
9-12	<ol style="list-style-type: none"> 1. Use multiple strategies to monitor one's pace and comprehension. 2. Draw conclusions from information in texts to arrive at new knowledge. 3. Evaluate texts by determining the value to oneself. 4. Analyze texts to determine how much prior and specialized knowledge is needed.

STRAND II: Language	
Content Standard II: Students write and speak using correct grammar, syntax, usage, punctuation, capitalization, and spelling.	
Benchmark II- A: Demonstrate control of Standard English through the effective use of syntax.	
Grade	Performance Indicators
9	<ol style="list-style-type: none"> 1. Recognize that the relationships of nouns, verbs, and modifiers create different syntactic structures (e.g., that an intransitive verb creates an SV sentence pattern, transitive verbs create an SVDO pattern, and linking verbs create SLVPA and SLVPN patterns). 2. Use coordinating conjunctions to create parallel structures and balanced and compound sentences. 3. Use knowledge of sentence structure to eliminate run-ons, fused sentences, and inappropriate fragments.
10	<ol style="list-style-type: none"> 1. Use contrasting subordinate conjunctions to express contrasts or contradictions between ideas. 2. Use knowledge of sentence structure to eliminate comma splices and dangling or misplaced modifiers.
11	<ol style="list-style-type: none"> 1. Use knowledge of sentence patterns to control the relationship of ideas within and among the clauses of compound and complex sentences. 2. Use subordinating elements (e.g., relative pronouns and conjunctive adverbs) to express complex relationships among various elements and ideas within sentences. 3. Recognize and eliminate faulty subordination from one's writing.

12	1. 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.
Benchmark II-B: Demonstrate control of Standard English through correct grammar and usage.	
Grade	Performance Indicators
9	<ol style="list-style-type: none"> 1. Correctly use words that sound the same but have different meanings (e.g, there, they're, their). 2. Correctly use basic parts of speech: nouns, verbs, adjectives, adverbs, and prepositional phrases that act as adjectives or adverbs. 3. Correctly use appositives (and appositive phrases) to rename and define nouns. 4. Recognize and control subject/verb and basic pronoun/antecedent agreement. 5. Correctly use various noun and adverb clauses.
10	<ol style="list-style-type: none"> 1. Correctly use gerunds (and gerund phrases). 2. Correctly use adjective participles (and adjective participle phrases) to modify nouns. 3. Correctly use infinitives (and infinitive phrases) as nouns, adjectives, and adverbs. 4. Correctly use relative, reflexive, demonstrative, and indefinite pronouns. 5. Correctly use both essential and non-essential adverb and adjective clauses.
11-12	<ol style="list-style-type: none"> 1. Recognize the different effects of active and passive voice in order to control their use. 2. 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.
Benchmark II-C: Demonstrate control of Standard English through the correct use of punctuation, capitalization, and spelling.	
Grade	Performance Indicators
9	<ol style="list-style-type: none"> 1. Develop legible manuscript forms (e.g., paragraphs and text structures, especially for open-ended academic responses or requirements of the work force). 2. Correctly capitalize proper nouns and appropriate words in sentences, titles and elsewhere. 3. Correctly use basic rules of spelling in all forms of writing. 4. Correctly use end marks, apostrophes, and quotation marks with direct quotes. 5. Correctly use commas for the following purposes: items in a series, date/year, city/state, direct address, appositives, direct quotations and compound sentences.
10	1. Correctly use commas for the following purposes: initial adverbial phrases and clauses, non-essential adjective phrases and clauses, coordinate adjectives, contradictory elements, parenthetical elements, tag questions, and interjections.
11	1. Correctly use semi-colons and colons; hyphens and dashes; italics (or underlining) and quotation marks with titles.
12	<ol style="list-style-type: none"> 1. Correctly use ellipses and order of operations with brackets and parentheses. 2. Correctly punctuate and format quotations, citations, and references, including works cited.

STRAND III: Communication	
Content Standard III: Students communicate effectively through listening and speaking.	
Benchmark III-A: Give spoken instructions to perform specific tasks, to answer questions or to solve problems.	
Grade	Performance Indicators
9-12	<ol style="list-style-type: none"> 1. Identify purposes and audience to determine the important information to communicate and the language needed to convey it. 2. 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).
Benchmark III-B: Make oral presentations with a logical structure appropriate to the audience, context and purpose.	
Grade	Performance Indicators
9	<ol style="list-style-type: none"> 1. Employ proper eye contact, speaking rate, volume, enunciation, inflection, and gestures to communicate ideas effectively. 2. 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. 3. Select precise vocabulary to appeal to an intended audience.
10	<ol style="list-style-type: none"> 1. 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. 2. Use an appropriate organizational pattern (e.g., topical, spatial, chronological, sequential, problem/solution, compare/contrast, cause/effect or claim/evidence). 3. 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. 4. Select from a variety of presentational aids or performance props to enhance ideas for audience response. 5. Rehearse the presentation orally to gain fluency, build confidence and develop poise. Use feedback from others to evaluate whether the presentation has appeal and achieves its purpose and goals. 6. Employ a formal or informal tone as appropriate to the occasion.
11	<ol style="list-style-type: none"> 1. Evaluate and adapt strategies for developing credibility (e.g., demonstrating knowledge, appearing confident, and speaking factually). 2. Create logical messages using appropriate reasoning patterns, supporting ideas with evidence, avoiding fallacies, and making emotional appeals when appropriate (e.g., to evoke fear or affection). 3. 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. 4. Strategically use figurative language to achieve specific effects (e.g., metaphor, irony, personification, hyperbole, symbolism, word play, puns).
12	<ol style="list-style-type: none"> 1. Make oral presentations that exhibit a logical structure appropriate to the audience, context and purpose. 2. 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. 3. 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.
Benchmark III-C: Follow spoken instructions to perform tasks, to answer questions or to solve problems.	
Grade	Performance Indicators
9-12	<ol style="list-style-type: none"> 1. Consider the purpose and the speaker in order to understand what is being communicated and the language being used to convey the message. 2. Use strategies such as repeating instructions to oneself to ensure recall and identifying key points.
Benchmark III-D: Summarize and paraphrase information presented orally by others.	
Grade	Performance Indicators
9-10	<ol style="list-style-type: none"> 1. Use a variety of strategies to understand 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). 2. Practice listening skills to enhance the ability to complete a task from oral instructions.
11-12	<ol style="list-style-type: none"> 1. Use a variety of response strategies to clarify, elaborate, and synthesize the explicit and implicit meanings of messages given orally or 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).
Benchmark III-E: Identify the thesis of a speech and determine the essential elements that elaborate it, including logos, ethos, and pathos.	
Grade	Performance Indicators
9	<ol style="list-style-type: none"> 1. Identify a speaker's thesis, either directly stated or implied, and determine the significance of the speaker's message to oneself.
10	<ol style="list-style-type: none"> 1. Use visual models to analyze the components of a communication event and to critique the communication's effectiveness in achieving its intended goals.
11	<ol style="list-style-type: none"> 1. 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. 2. 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).
12	<ol style="list-style-type: none"> 1. Analyze the speaker's motivation, explicit and implicit purposes for speaking. 2. Use information from prior communications to interpret the speaker's current perspectives on a topic. 3. Analyze the internal variables that affect a communication in order to critique it (e.g., the speaker and listener's background knowledge, experiences, culture, beliefs, emotional states, language).

Benchmark III-F: Participate productively in self-directed work teams for particular purposes (e.g., to interpret literature, write or critique a proposal, solve a problem or make a decision).	
Grade	Performance Indicators
9	1. 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 set clear goals, acknowledging the ideas and contributions of others in the group.
10	1. 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.
11	<ol style="list-style-type: none"> 1. Analyze internal variables (e.g., prior knowledge, experiences, interests, opinions, values, needs, feelings) in order to participate in, reflect on, and evaluate group processes. 2. 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. 3. 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.
12	<ol style="list-style-type: none"> 1. Analyze and refine personal and group goals (e.g., clarify ideas, change group members' opinions, build relationships and adapt strategies for developing credibility) and critique effectiveness in refining these goals. 2. 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). 3. Evaluate one's personal effectiveness in self-directed work teams and make corrections as necessary, depending on the purpose of the collaborative activity.

STRAND IV: Writing	
Content Standard IV: Students write effectively for a variety of purposes and audiences.	
Benchmark IV-A: Demonstrate proficiency in producing a variety of compositions.	
Grade	Performance Indicators
9-10	<ol style="list-style-type: none"> 1. 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. 2. 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

	<p>employ figurative language, and conclude effectively.</p> <p>3. 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 quotes, indirect quotes and paraphrases from supporting material when necessary), and make effective use of factual descriptions, concrete images, shifting perspectives and vantage points and sensory detail.</p>
11-12	<p>1. 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 rhetorical strategies.</p> <p>2. 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.</p> <p>3. 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).</p> <p>4. Demonstrate proficiency in the creation of a formal research paper.</p>

Benchmark IV-B: Plan writing by taking notes, writing informal outlines, and researching.	
Grade	Performance Indicators
9-10	<p>1. 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 <i>who, what, when, where, why and how</i>).</p> <p>2. Select major ideas and develop them with relevant reasons, supporting examples, and details.</p>
11-12	<p>1. Identify, evaluate, and analyze a variety of primary and secondary sources of information for credibility and usefulness as part of a pre-writing process.</p> <p>2. Analyze strengths and weaknesses in one's research findings as part of one's planning process (e.g., coherence, validity, gaps, misinformation, and fallacies).</p> <p>3. Anticipate and address an audience's varying interpretations of one's findings.</p>

Benchmark IV-C: Use formal or informal, literary or technical language appropriate for the purpose, audience, and context of the communication.
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Grade	Performance Indicators
9-10	<ol style="list-style-type: none"> 1. Use vivid descriptive language to create sensory images in the mind of the reader. 2. Use language to stimulate the emotions of the reader. 3. Use knowledge of one's audience to select an appropriate level of language to communicate in writing.
11-12	<ol style="list-style-type: none"> 1. Use language persuasively in addressing a particular issue. 2. Use grammatical, metaphorical or rhetorical devices to inform or persuade the reader. 3. Use knowledge of one's subject and purpose to select appropriate language to communicate in writing.
Benchmark IV-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.	
Grade	Performance Indicators
9-10	<ol style="list-style-type: none"> 1. 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. 2. Select and use appropriate structures and organizational patterns (e.g., problem-solution, compare-contrast, cause-effect) to represent ideas, make connections, and generate new insights. 3. Construct focused paragraphs with topic sentences leading toward a logical conclusion. 4. Provide supporting evidence from texts and other outside sources (e.g., direct quotations, paraphrasing and examples). 5. Draw a reasonable conclusion, connected to the topic sentence and the supporting evidence.
11-12	<ol style="list-style-type: none"> 1. 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.
Benchmark IV-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.	
Grade	Performance Indicators
9-10	<ol style="list-style-type: none"> 1. Use a rubric, outline or organizational map to check the development of a draft to see if paragraph focus is clear, transitions are apparent, and the organizational patterns are well-developed. 2. Analyze whether claims and opinions are supported by evidence in the form of reasons, examples, or facts. 3. Analyze whether counter-arguments are anticipated and addressed. 4. Delete material that disturbs the flow and development of a paragraph. 5. Analyze and revise one's own work and the work of others for consistency of facts and ideas and development of argument or plot.
11-12	<ol style="list-style-type: none"> 1. Analyze whether opinion or use of sources displays bias. 2. Analyze whether the conclusion is appropriate, persuasive, and compelling. 3. Identify areas requiring further investigation and research.
Benchmark IV-F: Edit one's own work for grammar, style, and tone appropriate to audience, purpose and context.	
Grade	Performance Indicators
9-10	<ol style="list-style-type: none"> 1. Correct errors in spelling, grammatical conventions, format, and structure.

	<ol style="list-style-type: none"> Evaluate for audience, purpose, and readability (e.g., word choice, vocabulary, sentence construction). Consult editing resources (e.g., handbooks, style manuals, spell-check, dictionaries, thesauri, and style sheets) to correct errors.
11-12	<ol style="list-style-type: none"> 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. Edit work for consistency of tone and voice, clarity and consciousness.
Benchmark IV-G: Cite sources properly when paraphrasing or summarizing information, quoting, or using graphics.	
Grade	Performance Indicators
9-12	<ol style="list-style-type: none"> 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, <i>MLA Handbook for Writers of Research Papers</i>, the <i>Chicago Manual of Style</i>, the <i>Publication Manual of the American Psychological Association</i> and the <i>Associated Press Stylebook</i>.
Benchmark IV-H: Prepare 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).	
Grade	Performance Indicators
9-12	<ol style="list-style-type: none"> Select production elements based on an analysis of one's purpose and the available media resources. Incorporate into the final draft of written reports graphic materials appropriate for the particular communication (e.g., graphs, charts, tables, maps and photographs).

STRAND V: Research	
Content Standard V: Students utilize the research process to produce a variety of products.	
Benchmark V-A: Define and narrow a problem or research topic.	
Grade	Performance Indicators
9-10	<ol style="list-style-type: none"> Form and refine a question for investigation using a topic of personal choice or a topic prompted by a text or texts.
11-12	<ol style="list-style-type: none"> Form and refine a question for investigation based on a literary, historical, or cultural movement or a complex contemporary issue.
Benchmark V-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.	
Grade	Performance Indicators
9-10	<ol style="list-style-type: none"> Preview reading selections to determine whether a text contains information relevant to one's topic. Use multiple resources to gather information for evaluating particular problems and exploring solutions. Use credible news sources for researching topics.
11-12	<ol style="list-style-type: none"> Use creative or critical research strategies (e.g., field studies, oral histories, interviews and experiments). Use a variety of techniques for researching topics, including cross-referencing while gathering information.

	3. Synthesize a variety of types of visual information, including pictures and symbols.
Benchmark V-C: Make distinctions about the credibility, reliability, consistency, strengths and limitations of various resources, including those on the internet.	
Grade	Performance Indicators
9-10	1. Read critically and independently from different sources in order to draw well-informed conclusions.
11-12	1. Make extensive use of primary sources when researching a topic and make in-depth analyses of the validity and reliability of primary source information.
Benchmark V-D: Report research findings in an effective manner appropriate to a designated audience.	
Grade	Performance Indicators
9-12	1. Identify an audience for whom one's researched findings might be meaningful. 2. Develop written or oral presentations of appropriate length that effectively report one's research findings.
Benchmark V-E: Compose a researched project to be shared with an appropriate audience.	
Grade	Performance Indicators
9-10	1. Use primary and secondary sources to develop a researched topic. 2. Use evidence in support of a clear thesis statement and related claims. 3. Present researched information and conclusions on a focused topic in an appropriate way to a specific audience (e.g., essay, speech, PowerPoint, brochure). 4. Paraphrase and summarize arguments and evidence supporting or refuting the thesis, as appropriate. 5. Employ various modes as appropriate (e.g., cause and effect, comparison/contrast, process analysis). 6. Cite sources correctly and document quotations, paraphrases, and other information, employing an accepted academic manuscript style such as MLA or APA.
11-12	1. Synthesize information from multiple research studies to draw conclusions that go beyond those found in any individual study. 2. Produce a research project on a well-defined topic (e.g., formal paper, multi-genre research paper, speech). 3. 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. 4. Cite sources correctly and document quotations, paraphrases, and other information, employing an accepted academic manuscript style such as MLA or APA.

STRAND VI: Logic	
Content Standard VI: Students employ critical thinking and abstract reasoning to make and assess inferences, conclusions, and predictions.	
Benchmark VI-A: Distinguish facts and opinions, evidence and inferences, true and false premises.	
Grade	Performance Indicators

9	<ol style="list-style-type: none"> 1. Identify relevant reasons and evidence used as a basis for argument in various texts. 2. Identify logical, authoritative and emotional arguments and evaluate their effectiveness, noting logical fallacies and propaganda devices. 3. Distinguish between evidence that is directly stated and evidence that is implied within an argument.
10	<ol style="list-style-type: none"> 1. Critically interpret and evaluate experiences, literature, language, and ideas by distinguishing fact from fiction and recognizing personal bias. 2. Describe the structure of a multi-faceted argument with a stated main claim and conclusion. 3. Evaluate the connections between claims and supporting evidence.
11	<ol style="list-style-type: none"> 1. Evaluate the ideas of others by identifying clear, reasonable criteria for evaluation and applying those criteria. 2. Analyze similarities and differences in false statements and the role they play in specific types of persuasive arguments. 3. Identify and evaluate logical fallacies and propaganda devices in written and oral communication products.
12	<ol style="list-style-type: none"> 1. Apply established methods used to distinguish between factual claims and opinions. 2. Recognize personal bias in an argument based on social, historical or cultural influences.
Benchmark VI-B: Describe the structure of a given argument; identify its claims and evidence; evaluate connections among evidence, inferences and claims.	
Grade	Performance Indicators
9	<ol style="list-style-type: none"> 1. Identify the structure of an argument, citing a main claim or conclusion and explicit or implied evidence.
10	<ol style="list-style-type: none"> 1. Analyze elements of both deductive and inductive arguments. 2. Explain the different ways that premises support conclusions in deductive and inductive arguments. 3. Identify arguments that evaluate problems and offer solutions or recommendations.
11	<ol style="list-style-type: none"> 1. Identify and analyze personal, social, historical, or cultural influences, contexts, or biases. 2. Identify and analyze rhetorical strategies that support proposals. 3. Evaluate evidence for timeliness, relevance, and believability.
12	<ol style="list-style-type: none"> 1. Determine the significance and predict the possible consequences of a speaker's arguments, conclusions, and proposals.
Benchmark VI-C: Evaluate the range and quality of evidence used to support or oppose an argument, including the use of logos, ethos, pathos.	
Grade	Performance Indicators
9	<ol style="list-style-type: none"> 1. Use standard criteria to evaluate the quality and effectiveness of evidence used in oral or written communication.
10	<ol style="list-style-type: none"> 1. Identify, evaluate and analyze 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). 2. Demonstrate an awareness of possible questions, concerns, or counter-arguments to an informed opinion.
11	<ol style="list-style-type: none"> 1. Create a rubric to evaluate the quality and effectiveness of evidence used in oral or written arguments.

	<ol style="list-style-type: none"> Analyze multiple perspectives on issues(including logos, ethos, and pathos)and use a systematic method for tracking sources. 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.
12	<ol style="list-style-type: none"> Adapt strategies for developing credibility (e.g., using appropriate reasoning patterns and supporting ideas with evidence and making emotional appeals through persuasive language).
Benchmark VI-D: Recognize common fallacies in used in an argument.	
Grade	Performance Indicators
9	<ol style="list-style-type: none"> Recognize propaganda as a purposeful technique. Recognize in written or oral communication, errors, false assumptions and faulty reasoning.
10	<ol style="list-style-type: none"> Recognize how the type of information used (fact, opinion) can affect perception (e.g., acceptance of fallacies, false dilemmas, emotional responses). Analyze written or oral communications for loaded terms, caricature, sarcasm, and leading questions.
11	<ol style="list-style-type: none"> Recognize how the medium of a presentation (print, visual, etc.) can affect perception. Identify basic logical fallacies (e.g., appeal to pity, personal attack, false dilemma) and propaganda devices (e.g.,bandwagon, glittering generalities, testimonial). 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).
12	<ol style="list-style-type: none"> Analyze uses of common fallacies and propaganda devices to determine why they are not effective, logical strategies (e.g., the appeal to pity, or “argumentum ad misericordiam”; the personal attack, or “argumentum ad hominem”; the appeal to general opinion, or “argumentum ad populum”; and the false dilemma, assuming only two options when there are more available). Create and utilize criteria for critiquing one’s own work and the work of others for unintended fallacies.
Benchmark VI-E: Understand the distinction between a deductive argument and an inductive argument in order to evaluate an argument’s effectiveness.	
Grade	Performance Indicators
9	<ol style="list-style-type: none"> 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). 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).
10	<ol style="list-style-type: none"> Select the appropriate type of argument (deductive or inductive) to produce an informed opinion on a particular topic.
11	<ol style="list-style-type: none"> Address concerns of the opposition within an argument using logical strategies (e.g., deduction, inductive reasoning,

	<p>sylogisms, or analogies).</p>
12	<ol style="list-style-type: none"> 1. Analyze how stylistic and rhetorical devices, either inductive or deductive, support an argument by comparing the argument to the evidence.
<p>Benchmark VI-F: Construct oral and written arguments that demonstrate clear and knowledgeable judgment.</p>	
Grade	Performance Indicators
9	<ol style="list-style-type: none"> 1. Select a logical organizational pattern. 2. Develop main ideas based on an audience's prior knowledge and interests. 3. Draft a clear and substantive thesis claim. 4. Develop a coherent and strategic progression of ideas, including support ideas. 5. Identify areas needing supporting evidence, and support claims and opinions with evidence. 6. Draw a persuasive conclusion. 7. Demonstrate an awareness of possible questions, concerns, and counter-arguments. 8. Recognize strategies that employ personal experience and narrative as evidence in an argument.
10	<ol style="list-style-type: none"> 1. Construct an argument that evaluates problems and offer solutions by clearly articulating a position through a thesis statement and by anticipating counter-arguments. 2. 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). 3. Use a variety of strategies to generate valid content (e.g., activating prior knowledge, self-questioning, and selection and development of major ideas). 4. Anticipate an audience's questions and expectations, and determine the need for additional research. 5. Use signposts and transitions to highlight important ideas and signal clear connections among ideas.
11	<ol style="list-style-type: none"> 1. 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). 2. 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).
12	<ol style="list-style-type: none"> 1. 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 and 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). 2. 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).

STRAND VII: Informational Text
Content Standard VII: Students read and interpret a wide range of reference materials and other informational documents that may contain technical information.
Benchmark VII-A: Follow instructions in informational or technical text to perform specific tasks, answer questions, or solve problems.

Grade	Performance Indicators
9	<ol style="list-style-type: none"> 1. Identify a wide variety of resources used to acquire informational, including technical information. 2. Evaluate the accuracy of a sequence of instructions or tasks.
10	<ol style="list-style-type: none"> 1. Read a wide variety of informational and technical texts and selections to inform oneself. 2. Read critically and independently in order to follow instructions, perform specific tasks, answer questions and solve problems.
11	<ol style="list-style-type: none"> 1. Use written technical information in order to complete multi-step instructions, perform complex tasks, or solve problems.
12	<ol style="list-style-type: none"> 1. Make in-depth analyses of technical information. 2. Utilize informational and technical sources to evaluate and modify instructional tasks.
Benchmark VII-B: Summarize informational and technical texts and explain the visual components that support them.	
Grade	Performance Indicators
9	<ol style="list-style-type: none"> 1. Develop concise, well-organized mental, oral and written summaries of texts. 2. Examine various types of charts, graphs and other types of visual representations in different texts. 3. Identify types of graphical representations in texts: photographs, captions, maps, tables and timelines.
10	<ol style="list-style-type: none"> 1. Identify the validity of supporting visual components in informational resources. 2. Distinguish between a summary (fact) and a critique (opinion). 3. Accurately interpret information presented in a technical format such as a chart, diagram, or table.
11	<ol style="list-style-type: none"> 1. Summarize complex relationships among ideas in informational and technical texts. 2. Produce accurate summaries and effective critiques of informational and technical texts. 3. Describe the advantages and disadvantages of alternative methods of presenting information. 4. Evaluate the relevance of graphic information to information presented textually.
12	<ol style="list-style-type: none"> 1. Utilize appropriate graphic representations to accompany technical presentations. 2. Reorganize technical concepts and details in informational texts in new ways and identify appropriate supporting visual components. 3. Interpret and use information in maps, charts, graphs, timelines, tables, and diagrams.
Benchmark VII-C: Synthesize information from a variety of informational and technical sources or texts.	
Grade	Performance Indicators
9	<ol style="list-style-type: none"> 1. Demonstrate proficiency in accessing and sending information electronically. 2. Gather and synthesize information from primary and secondary informational sources.
10	<ol style="list-style-type: none"> 1. Identify and select appropriate informational texts, using advanced technologies such as web resources, interactive media, software, email and networks.
11	<ol style="list-style-type: none"> 1. Make connections across sources to develop new insights and determine the need for further research.

12	1. Utilize technical sources as both primary and secondary support in a comprehensive project.
Benchmark VII-D: Analyze the ways in which an informational or technical text's organizational structure supports or confounds its meaning or purpose.	
Grade	Performance Indicators
9	1. Analyze textual features (e.g., table of contents, organization, structure and graphics) to evaluate the importance of the information presented.
10	1. Identify hierarchic structures in informational texts and the relationships among the concepts and details in those structures.
11	1. Pose questions prompted by an informational or technical text, prioritizing and organizing information to produce complete and reasonable explanations.
12	1. Create an effective informational or technical text that exhibits completeness and closure, combining a variety of sources.
Benchmark VII-E: Evaluate informational and technical texts and presentations for their clarity, simplicity and coherence, and for the appropriateness of their graphic and visual appeal.	
Grade	Performance Indicators
9	1. Analyze a variety of graphical representations and evaluate the relevance of that information to the information presented textually.
10	1. Evaluate the relevance and effectiveness of graphical representations to information presented orally.
11	1. Evaluate content, format, structure, and visual appeal used in informational or technical print, non-print, and oral presentations.
12	1. 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).

STRAND VIII: Media	
Content Standard VIII: Students create and evaluate a variety of media for particular purposes.	
Benchmark VIII-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.	
Grade	Performance Indicators
9	1. Express personal reactions to aural and visual media. Identify characteristics of various types of popular media (e.g., radio, film, magazine, newspaper, television, and the internet). 3. Identify target audiences of specific media.

	4. Identify elements of media productions designed to appeal to particular audiences.
10	<ol style="list-style-type: none"> 1. Identify target audiences and persuasive elements used in common media advertising (e.g., propaganda, hidden messages, bandwagon, testimonial, glittering generalities and other techniques). 2. Identify types of media biases (e.g., distorted representations of society, gender roles, stereotypes). 3. Recognize how visual and sound techniques convey or influence messages in various media (e.g., special effects, camera angles, and music).
11	<ol style="list-style-type: none"> 1. Identify conventional uses of production elements (e.g., layout, pictures and typeface 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 internet). 2. Evaluate the effectiveness of conventional uses of production elements to achieve special effects. 3. Describe how production elements establish narrative in media productions (e.g., camera shots, montage, camera movements, sound, lighting, editing, casting and acting). 4. Establish criteria to evaluate how well elements of media productions inform, persuade, or entertain.
12	<ol style="list-style-type: none"> 1. Evaluate the effectiveness of unconventional uses of production elements to achieve special effects. 2. 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.
Benchmark VIII-B: Evaluate the effectiveness of a particular medium (e.g., verbal, visual, photographic, television and the internet) in achieving a particular purpose.	
Grade	Performance Indicators
9-10	1. 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).
11-12	1. 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, etc.).
Benchmark VIII-C: Create coherent media productions using effective images, text, graphics, music and sound effects to present a distinctive point of view on a topic.	
Grade	Performance Indicators
9	<ol style="list-style-type: none"> 1. Select appropriate media for a specific task (e.g., radio, film, video, internet, magazine, newspaper or television) 2. Use effective images, text, graphics and sound to present a distinctive point of view on a topic.
10	1. Use an array of technology and media to complete production tasks (e.g., web resources, interactive media, software, storyboards, Powerpoint, videos, etc.).
11	1. Select credible sources and present multiple points of view (if appropriate) within a media production.
12	1. Use media to report research and represent data visually through graphs, charts or statistics.

STRAND IX: Literature

Content Standard IX: Students read and interpret a variety of literature to develop an understanding of people, societies, and the self.

Benchmark IX-A: Demonstrate knowledge of significant literary works from around the world.

Grade	Performance Indicators
9	1. 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.
10	1. Demonstrate basic knowledge of the significant 18th, 19 th and 20 th century works of literature, Hispanic and Native American oral and written literatures, common works from world mythologies, and recognized classics of young adult literature
11	1. Analyze literary works and movements for their historical and literary significance, including key U.S. documents and significant modern and pre-20 th century works of American literature, as well as Hispanic and Native American literary works.
12	1. Analyze literary works and movements for their historical and literary significance, especially significant modern and pre-20 th century works of world literature, including British literature and indigenous world literatures.

Benchmark IX-B: Interpret significant literary elements across all forms of literature; use understanding of genre characteristics to allow deeper and subtler interpretations of texts.

Grade	Performance Indicators
9	<ol style="list-style-type: none"> 1. Recognize an author's manipulation of time and sequence (e.g., to create effects such as suspense). 2. Recognize common literary plot devices (e.g., foreshadowing and flashback). 3. Identify and distinguish between mood and tone in literary works. 4. Recognize an author's use of wit and humor. 5. Recognize ways writers use figurative language (e.g., hyperbole, personification, metaphor and simile).
10	<ol style="list-style-type: none"> 1. Recognize ambiguities, contradictions, and ironies in literary works. 2. Explore a range of works related to a single theme, identifying differences and similarities among them and formulating a thesis explaining the interrelationships. 3. Analyze ways in which writers use sounds (including euphony and cacophony) and sensory images (aural, tactile, visual, etc.) to evoke emotion and create meaning. 4. Analyze moral dilemmas in works of literature, as revealed by characters' motivation and behavior.
11	<ol style="list-style-type: none"> 1. Recognize culturally specific customs, traditions, and symbols in literary works. 2. Analyze ways in which writers use lingual patterns in dialogue and narration (e.g., repetition, dialect, slang and formality). 3. Analyze ways in which writers play with language (e.g., the use of pun, euphemism, oxymoron, verbal irony, hyperbole and understatement). 4. 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).
12	<ol style="list-style-type: none"> 1. Develop thematic connections within and among literary works and literary periods and interpret allusions, symbols, and motifs. 2. Analyze specific forms and genres of humor in literary works (e.g., satire and parody).

	<ol style="list-style-type: none"> 3. Analyze the use of tragic elements in literary works. 4. Analyze ways in which writers manipulate ideas using dramatic irony, situational irony, and paradox. 5. Compare and contrast similar themes across different genres to discover how genre affects meaning.
Benchmark IX-C: Analyze setting, plot, theme, characterization, and narration in literary prose, particularly in classic and contemporary short stories and novels.	
Grade	Performance Indicators
9	<ol style="list-style-type: none"> 1. Discover personal connections to prose writing. 2. Recognize why certain works might be considered classics by identifying common attributes of classical literature through the creation and application of personal rubrics. 3. 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). 4. 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). 5. 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).
10	<ol style="list-style-type: none"> 1. 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). 2. 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. 3. Identify characteristics of common genre fiction (e.g., science fiction, fantasy, magical realism, mystery, suspense, Western, horror, romance, Gothic literature, Manga, etc.).
11	<ol style="list-style-type: none"> 1. Assess the reliability of various narrators in literary works. 2. Identify characteristics of common non-fiction forms (e.g., memoir, essay, biography, autobiography, documentary and history). 3. Analyze the overall style of prose works, including narration, imagery, diction, dialogue, plot, and characterization.
12	<ol style="list-style-type: none"> 1. Analyze symbol, allegory, analogy, and extended metaphor in literary works. 2. 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).
Benchmark IX-D: Demonstrate knowledge of the common elements of poetry: metrics, rhyme, rhythm, structure, diction, devices, and other conventions.	
Grade	Performance Indicators
9	<ol style="list-style-type: none"> 1. Discover personal connections to poetry. 2. 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 author's purpose]).

10	1. 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 and understatement[and similar devices]; speaker, situation and poetic structure [as they correspond to theme development].
11	1. 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 [i.e., an inaugural poem]; forms as they relate to historical/literary movements [e.g., jazz and Harlem Renaissance]; the use of formal section breaks or unconventional capitalization and punctuation [e.g., Dickinson, e.e. cummings]; extended metaphor, allusion [and other devices]; and how poetic structure and style pertain to a poem's meanings and the poet's purpose).
12	1. 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 [e.g., sonnets, epic poems in heroic couplets, sestinas, etc.); antithesis, motif, allegory; and how various elements of a poem reinforce its theme and reveal meaning).
Benchmark IX-E: Identify how elements of dramatic literature articulate a playwright's vision.	
Grade	Performance Indicators
9	<ol style="list-style-type: none"> 1. Discover personal connections to dramatic literature. 2. Identify common characteristics of dramatic forms (e.g., monologue; one-act, three-act and five-act plays). 3. Identify elements of tragedy and tragic form in drama. 4. Identify examples of colloquial language in dramatic literature.
10	<ol style="list-style-type: none"> 1. Identify examples of common acting conventions (e.g., dramatic monologue, soliloquy, and aside). 2. 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. 3. 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.
11	<ol style="list-style-type: none"> 1. Analyze the connections among set/setting, costume, lighting and other production elements, and the theme or intended meaning of a particular drama. 2. Identify elements of comedy and comic form (e.g., farce, situational comedy, high and low comedy, absurdism/surrealism and slapstick). 3. 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.
12	<ol style="list-style-type: none"> 1. 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. 2. Evaluate dramas that have been made into films (e.g., <i>Othello</i>, <i>The Merchant of Venice</i>, or <i>Macbeth</i>) 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).

Benchmark IX-F: Analyze works of literature for what they suggest about the time period and social or cultural context in which they were written.	
Grade	Performance Indicators
9	1. Identify a particular cultural perspective in a literary work from the past or present, including Native American and Hispanic oral traditions.
10	1. Analyze how theme in literature is related to the historical and social/cultural issues of the time period in which it is written
11	1. Analyze how a particular piece of literature has changed societal and cultural attitudes
12	1. Analyze a recurring theme or pattern within a major literary movement or in the oral traditions of a particular culture.