

# MINNESOTA ACADEMIC STANDARDS GRADES 9-12

<b>LANGUAGE ARTS</b>			
<b>STRAND</b>	<b>SUB-STRAND</b>	<b>STANDARD</b>	<b>BENCHMARKS</b>
I. READING AND LITERATURE	A. Word Recognition, Analysis, and Fluency	(Standard under this heading may be locally determined.)	
	B. Vocabulary Expansion	The student will apply a variety of strategies to expand vocabulary.	<ol style="list-style-type: none"> <li>1. Acquire, understand and use vocabulary by learning words through explicit vocabulary instruction and independent reading, and appropriately use these words in writing.</li> <li>2. Determine the meaning of unfamiliar words and metaphors by using dictionaries, context clues and reference books.</li> <li>3. Identify and analyze analogies.</li> <li>4. Apply knowledge of Greek and Latin roots, prefixes and suffixes to understand content area vocabulary.</li> <li>5. Understand the meaning of unknown words using derivations, such as word roots and word origins.</li> </ol>

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	C. Comprehension	The student will understand the meaning of informational, expository or persuasive texts, using a variety of strategies and will demonstrate literal, interpretive, inferential and evaluative comprehension.	<ol style="list-style-type: none"><li>1. Monitor comprehension and know when and how to use strategies to clarify the understanding of a selection</li><li>2. Comprehend and evaluate the purpose, accuracy, comprehensiveness, and usefulness of informational materials.</li><li>3. Analyze and draw accurate conclusions about information contained in warranties, contracts, job descriptions, technical descriptions and other informational sources, selected from labels, warnings, manuals, directions, applications and forms in order to complete specific tasks.</li><li>4. Analyze a variety of nonfiction materials selected from journals, essays, speeches, biographies and autobiographies.</li><li>5. Summarize and paraphrase main idea and supporting details.</li><li>6. Trace the logical development of an author's argument, point of view or perspective and evaluate the adequacy, accuracy and appropriateness of the author's evidence in a persuasive text.</li><li>7. Make inferences and draw conclusions based on explicit and implied information from texts.</li><li>8. Evaluate clarity and accuracy of information, as well as the credibility of sources.</li><li>9. Identify, understand and explain the various types of fallacies in logic.</li><li>10. Synthesize information from multiple selections in order to draw conclusions, make predictions, and form interpretations.</li></ol>
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	D. Literature	The student will actively engage in the reading process and read, understand, respond to, analyze, interpret, evaluate and appreciate a wide variety of fiction, poetic and nonfiction texts.	<ol style="list-style-type: none"> <li>1. Read, analyze and evaluate traditional, classical and contemporary works of literary merit from American literature.</li> <li>2. Read, analyze and evaluate traditional, classical and contemporary works of literary merit from British literature.</li> <li>3. Read, analyze and evaluate traditional, classical and contemporary works of literary merit from civilizations and countries around the world.</li> <li>4. Evaluate the impact of an author's decisions regarding word choice, point of view, style and literary elements.</li> <li>5. Analyze, interpret and evaluate the use of figurative language and imagery in fiction and nonfiction selections, including symbolism, tone, irony and satire.</li> <li>6. Analyze and evaluate the relationship between and among elements of literature: character, setting, plot, tone, symbolism, rising action, climax, falling action, point of view, theme and conflict/resolution.</li> <li>7. Evaluate a literary selection from several critical perspectives.</li> <li>8. Analyze classic and contemporary poems for poetic devices.</li> <li>9. Analyze the characteristics of literary forms.</li> <li>10. Interpret the effect of literary and structural devices.</li> <li>11. Demonstrate how literary works reflect the historical contexts that shaped them.</li> <li>12. Synthesize ideas and make thematic connections among literary texts, public discourse, media and other disciplines.</li> <li>13. Read, analyze, and critique dramatic selections by comparing and contrasting ways in which character, scene, dialogue, and staging contribute to the theme and the dramatic effect.</li> <li>14. Respond to literature using ideas and details from the text to support reactions and make literary connections.</li> <li>15. Read from and respond to a variety of fiction, poetic and nonfiction texts of increasing complexity for personal enjoyment.</li> </ol>
II. WRITING	A. Types of Writing	The student will write in narrative, expository, descriptive, persuasive and critical modes.	<ol style="list-style-type: none"> <li>1. Plan, organize and compose narrative, expository, descriptive, persuasive, critical and research writing to address a specific audience and purpose.</li> </ol>

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	B. Elements of Composition	The student will engage in a writing process with attention to audience, organization, focus, quality of ideas, and a purpose.	<ol style="list-style-type: none"> <li>1. Generate, gather, and organize ideas for writing.</li> <li>2. Develop a thesis and clear purpose for writing.</li> <li>3. Make generalizations and use supporting details.</li> <li>4. Arrange paragraphs into a logical progression.</li> <li>5. Revise writing for clarity, coherence, smooth transitions and unity.</li> <li>6. Apply available technology to develop, revise and edit writing.</li> <li>7. Generate footnotes, endnotes and bibliographies in a consistent and widely accepted format.</li> <li>8. Revise, edit and prepare final drafts for intended audiences and purposes.</li> </ol>
	C. Spelling, Grammar, and Usage	The student will apply standard English conventions when writing.	<ol style="list-style-type: none"> <li>1. Understand the differences between formal and informal language styles and use each appropriately.</li> <li>2. Use an extensive variety of correctly punctuated sentences for meaning and stylistic effect.</li> <li>3. Edit writing for correct grammar, capitalization, punctuation, spelling, verb tense, sentence structure, and paragraphing to enhance clarity and readability:             <ol style="list-style-type: none"> <li>a. Correctly use reflexive case pronouns and nominative and objective case pronouns, including <i>who</i> and <i>whom</i>.</li> <li>b. Correctly use punctuation such as the comma, semicolon, colon, hyphen, and dash.</li> <li>c. Correctly use <i>like/as if</i>, <i>any/any other</i>, <i>this kind/these kinds</i>, <i>who/that</i>, and <i>every/many</i> when they occur in a sentence.</li> <li>d. Correctly use verb forms with attention to subjunctive mood, subject/verb agreement, and active/passive voice.</li> <li>e. Correctly use the possessive pronoun before the gerund.</li> </ol> </li> </ol>

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	<b>D. Research</b>	The student will locate and use information in reference materials.	<ol style="list-style-type: none"> <li>1. Use print, electronic databases and online resources to access information, organize ideas, and develop writing.</li> <li>2. Identify key terms specific to research tools and processes.</li> <li>3. Narrow the focus of a search by formulating a concise research question or thesis.</li> <li>4. Develop a research plan.</li> <li>5. Evaluate and organize relevant information from a variety of sources, verifying the accuracy and usefulness of gathered information.</li> <li>6. Produce a report with detailed evidence to support a thesis.</li> <li>7. Distinguish between reliable and questionable Internet sources and apply responsible use of technology.</li> <li>8. Understand plagiarism and its consequences, and identify ethical issues of research and documentation.</li> <li>9. Organize and synthesize information from a variety of sources and present it in a logical manner.</li> <li>10. Credit sources for both quoted and paraphrased ideas.</li> <li>11. Cite sources of information using a standard method of documentation, such as a style sheet from the Modern Language Association (MLA) or from the American Psychological Association (APA).</li> <li>12. Proofread the final copy, format correctly and prepare the document for publication or submission.</li> </ol>
	<b>E. Handwriting and Word Processing</b>	(Standards under this heading may be locally determined.)	

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<p>III. SPEAKING, LISTENING AND VIEWING</p>	<p>A. Speaking and Listening</p>	<p>The student will demonstrate understanding and communicate effectively through listening and speaking.</p>	<ol style="list-style-type: none"><li>1. Distinguish between speaker's opinion and verifiable facts and analyze the credibility of the presentation.</li><li>2. Deliver a speech in a logical manner using grammatically correct language, including vocabulary appropriate to the topic, audience and purpose.</li><li>3. Understand the relationship between nonverbal, interpersonal, and small group communication.</li><li>4. Describe the role of communication in everyday situations (e.g., advertising, informal social, business, formal social, etc.)</li><li>5. Understand the effects of media on society and culture.</li><li>6. Identify and understand essential elements, skills and implications of persuasion, argumentation, and debate as essential oral skills.</li><li>7. Apply assessment criteria to self-evaluation of oral presentations.</li></ol>
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	<p><b>C. Media Literacy</b></p>	<p>The student will critically analyze information found in electronic and print media, and will use a variety of these sources to learn about a topic and represent ideas.</p> <p><i>(At the high school level, media literacy should be addressed across content areas and integrated into the curriculum at the discretion of the local district.)</i></p>	<ol style="list-style-type: none"> <li>1. Evaluate the accuracy and credibility of information found on Internet sites.</li> <li>2. Evaluate the logic of reasoning in both print and non-print selections.</li> <li>3. Evaluate the source's point of view, intended audience and authority.</li> <li>4. Determine whether the evidence in a selection is appropriate, adequate and accurate.</li> <li>5. Evaluate the content and effect of persuasive techniques used in print and broadcast media.</li> <li>6. Make informed evaluations about television, radio, film productions, newspapers and magazines with regard to quality of production, accuracy of information, bias, purpose, message and audience.</li> <li>7. Critically analyze the messages and points of view employed in different media, including advertising, news programs, web sites, and documentaries.</li> <li>8. Formulate critical, evaluative questions relevant to a print or non-print selection.</li> <li>9. Critically analyze and evaluate the strategies employed in news broadcasts, documentaries, and web sites related to clarity, accuracy, effectiveness, bias and relevance of facts.</li> <li>10. Demonstrate an understanding of ethics in mass communication and describe the characteristics of ethical and unethical behavior.</li> </ol>
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