Course Title: Communication Skills

Prerequisites: None

Length of Course: One year

Credit/PRI Area: .50 sem./Comm. Skills

Grade Level(s): 9 - 12

Important Notes:
One credit of Communication Skills is a state and district requirement for graduation. Three credits of the same modern, classical, or native language, or credit in the third high school level of a modern, classical or native language, or one year of speech plus one year of journalism will fulfill the Communication Skills requirement. Per district directive, the course is not designed or intended to prepare for specific state assessments but will assist the student in meeting or exceeding state language arts standards and benchmarks. The teacher will address individual student needs, interests, learning styles and rates through a differentiated approach* to instruction and with selections of instructional materials.

*COURSE DESCRIPTION:
In Communication Skills, the student prepares to become an effective and well-rounded communicator - at home, in school, in the community, in post-secondary education, and in the global marketplace. The student develops, practices, and enhances both intra-personal and interpersonal communication skills through units on personal/social responsibility and career pathways/readiness. In addition, the student studies group processes, such as decision-making, conflict resolution, and team building and learns to work both independently and collaboratively with others. Other areas of study include: media literacy, study skills, test-taking strategies, and project development, using technology as a learning and presentation tool. http://www.aps.edu/

Communication Skills receives Communication Skills credit. While students are required to meet or exceed standards in Communication Skills, the requirement to devote one-half of the course to writing and research does not apply because it is not a requirement for university entrance. Communication skills credit remains a state requirement for graduation as of March 2001.
STRATEGIES:
The “Illustrations” column in the Program of Studies provides exemplars of the performance standards, strategies, and best practices suggested by Communication Skills 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.”


The “Illustrations” column also incorporates a variety of assessments and “check for” items suggested by APS Communication Skills 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:

SUGGESTED TEXTBOOKS AND INSTRUCTIONAL MATERIALS:
• Communication Skills Resource Guide
• 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 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://wwwIRA.org
• Learning for Life – Exploring http://www.iasd.org
• National Council of Teachers of English (NCTE) http://www.ncte.org
• New Mexico Media Literacy Project http://www.nmmlp.org
• “Ten C’s for Evaluating Internet Sources” http://www.uwec.edu/library/Guides/tencls.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.

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**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.

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**GRADE 10 PERFORMANCE STANDARDS**

<table>
<thead>
<tr>
<th>Reading Strategies</th>
<th><strong>ILLUSTRATIONS</strong></th>
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<tbody>
<tr>
<td>1. Asks critical questions prompted by texts and researches answers for a broader understanding (I C.1, .3, I D.1).</td>
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<tr>
<td>2. Identifies facts from a variety of texts to expand knowledge of various cultures (I D.1).</td>
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<td>3. Prioritizes and organizes information to construct a complete and reasonable interpretation of a given situation (I D.1).</td>
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<tr>
<th>Vocabulary Development</th>
<th><strong>ILLUSTRATIONS</strong></th>
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<tr>
<td>4. Expands vocabulary using knowledge of the origins and meanings of common, learned, and foreign words used frequently in written and spoken English.</td>
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<tr>
<th>Reading Applications</th>
<th><strong>ILLUSTRATIONS</strong></th>
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<tr>
<td>5. Reads assigned and self-selected materials both in class and independently to increase fluency and comprehension.</td>
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<td>7. Determines effectiveness of deductive and inductive reasoning in a variety of texts.</td>
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**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.

1 - 7. As part of a group, the student uses a variety of resources (e.g., travel books, hotel brochures, Chamber of Commerce brochures, web sites) to help plan a five to seven day trip through New Mexico. The project must show evidence of three or more cultures found in New Mexico as well as information on geological formations, state government, shopping, history, and science-related destinations. A budget that includes cost of meals, lodging, and gasoline is also included as is a mileage chart. Each group presents its trip using visual aids, a map of New Mexico, and a day-by-day itinerary. After the presentations have been completed, the student analogizes a vacation he/she went on with the one his/her group planned.

- outline/note taking (see Communication Skills Resource Guide Section 2: SS 38-52)
- visual aid
- evidence of daily work
- at least three resources cited

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**COMMUNICATION SKILLS**

5.3.12  
Albuquerque Public Schools 5/01
**STRAND II: READING ANALYSIS**

**CONTENT STANDARD:** The student responds to, examines, and critiques historically and culturally significant issues and events portrayed in literature that both 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.

<table>
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<tr>
<th>GRADE 10</th>
<th>PERFORMANCE STANDARDS</th>
<th>ILLUSTRATIONS</th>
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<tbody>
<tr>
<td>Literary Analysis</td>
<td>1. Analyzes why certain works may be considered significant.</td>
<td>1, 5. The student brainstorms why certain articles are found on the front page of a newspaper. After the brainstorming, he/she determines if the articles are worthy of being on the front page.</td>
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<td>2. Makes generalizations about a text that are supported by specific references in the text (I C.2).</td>
<td>2. The student reads a newspaper article, lists specific details found in the article, and draws a generalization based on the details.</td>
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<td>3. Explains ways a writer may have been influenced by life experiences or by historical, social, and cultural issues and events (III A.1).</td>
<td>3, 4, 6, 11. After the student reads an editorial, he/she creates a “biography” of the writer, citing evidence found in the editorial.</td>
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<td>4. Explains how individuals and institutions influence the development of ideas in literature and media.</td>
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<td>5. Identifies complex, implicit hierarchic structures in informational texts and relationships between the concepts and details in these structures (I D.4).</td>
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<td>6. Critically interprets and evaluates experiences, literature, language, and ideas (I C.2): • reflects on observations and their relationship to a current viewpoint, and • distinguishes fact from fiction and recognizes personal bias.</td>
<td>6, 10. The student finds at least three pertinent articles in magazines, newspapers, on the Internet about a controversial societal issue (e.g., capital punishment). After reading the articles, the student compares and contrasts the various authors’ stances. The findings are shared with the class.</td>
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<tr>
<td>Literary Elements</td>
<td>7. Analyzes a wide variety of complex literary elements and how they are used in literature, including (I C.3): • theme 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 genre and its effect on the meaning of the text,</td>
<td>7, 8, 11 – 13. As part of the unit on stereotypes (see Communication Skills Resource Guide Section 7: PP 1 – 45), the student reads articles and views films (e.g., Remember the Titans), writing a paragraph describing what happened in the article/film and why the action occurred.</td>
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COMMUNICATION SKILLS 5.4.12 Albuquerque Public Schools 5/01
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<th>GRADE 10</th>
<th>PERFORMANCE STANDARDS</th>
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| Literary Elements (Cont.) | • development of setting and plot and the effect on the meaning of the text,  
• *voice, persona*, or narrator and the effect on other literary elements (e.g., *tone*, mood, characterization, plot), and  
• *archetypes* drawn from myths and traditions to express the human condition in various cultures.  
  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). | |
| Literary Applications | 9. Reads critically and independently to draw conclusions from research (I C.5).  
  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).  
  11. Analyzes how the historical context of a literary work affects its meaning (III A.1).  
  12. Analyzes the impact of ambiguities, subtleties, contradictions, ironies, and incongruities on the meaning of a literary text (III B.1).  
  13. Analyses and evaluates the *aesthetic* quality of a literary text using critical and personal criteria.  
  14. Analyzes the ideas of others by identifying the ways in which a writer (I D.2, III B.3):  
• 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. | 9. The student goes on a newspaper “treasure hunt.” Using an index of terms (e.g., banner headline, editorial, jumpline, cutline), the student locates and displays an example of each term found in the newspaper and writes a definition of the term.  
  11. The student constructs a T-chart comparing an historical event with the movie version of the event (e.g., the Scopes Monkey Trial and *Inherit the Wind*).  
  14. Using an article on a contemporary topic, the student constructs a speech (see Communication Skills Resource Guide Section 4: S 1-34). |
**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.

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<th>GRADE 10</th>
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| **Writing Strategies** | 1. Develops increased competence and fluency in using the writing process to create a final product:  
- 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)  
- uses systematic strategies (e.g., annotated bibliographies, note-taking) to organize and record information (II B.2),  
- Develops increased competence and fluency in using elements of effective writing (i.e., idea, organization, voice, word choice, sentence fluency, and conventions). | 1 – 6. After studying stereotypes (see Strand II, Illustration 7), the student, as part of a group, brainstorms related issues, recording the group’s thinking on an overhead/board/butcher paper. Using this list, the student comes up with a possible thesis statement as a basis for a report which emphasizes personal examples. As part of this report, the student includes his/her prewrite [e.g., web, outline (see Communication Skills Resource Guide Section 5: C 20-23)]. |
<p>| | 2. Develops increased competence and fluency in using elements of effective writing (e.g., idea, organization, voice, word choice, sentence fluency, and conventions). | |
| | 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. | 3. The student writes a résumé and a cover letter as part of a mock job search (see Communication Skills Resource Guide Section 8: ES 8-31). |
| <strong>Writing Conventions</strong> | 4. 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). | |</p>
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| **Writing Applications** | 5. 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:  
- writes to stimulate the emotions of the reader (II C.1),  
- produces expository 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 (II A.3). | 6, 7. After viewing a film, the student assumes the persona of one of the characters, writing a description of what his/her day would be like.  
✓ use of three of the five senses  
✓ action verbs  
**OR**  
When given a controversial societal topic by the teacher, the student writes how he/she feels regarding the issue, passing the paper to a group member who responds and adds his/her feelings. This continues until all of the group members have had a chance to give their input. The group discusses the process and feelings while participating in the activity. |
| | 6. Produces reminiscences that engage the audience (I A.1):  
- uses specific sensory details with purpose,  
- explains significance from an objective perspective,  
- moves effectively between past and present, and  
- recreates the mood. | |
| | 7. Responds reflectively to written and visual texts through journal entries, essays, letters (I A.2). | |
**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.

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<th>GRADE 10</th>
<th>PERFORMANCE STANDARDS</th>
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| **Speaking Strategies** | 1. Develops increased competence with speaking strategies:  
- uses appropriate level of formality according to topic, audience, and purpose, and  
- defends argumentative positions on literary and nonliterary issues by (II A.3):  
  - 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 presenting data effectively.  
  1. For an informal speech, the student chooses a topic about him/herself (e.g., most embarrassing incident) and speaks from one to two minutes while being videotaped. The audience uses a rubric (see Communication Skills Resource Guide Section 4: S-3) to grade the speaker. The student uses the same rubric while watching the videotape, determining and describing areas in which to improve over the course of the year.  
     OR Throughout the year, the student speaks from 30 seconds to two minutes (see Communication Skills Resource Guide Section 4: S-20).  
     OR As part of the autobiography unit (see Communication Skills Resource Guide Section 4: S 2-8), the student gives a 5 – 10 minute I/Me formal speech.  
     OR The student demonstrates proper etiquette (see Communication Skills Resource Guide Section 1: BA 9, 10) in a variety of speaking situations [e.g., classroom, formal introduction, formal occasions (see Communication Skills Resource Guide Section 7: PP 47), in the business world (see Communication Skills Resource Guide Section 8: ES 35-43)].  
     OR The student participates in one or more speech contests (e.g., Optimists Club, American Legion, Veterans of Foreign Wars). |
| **Speaking Conventions** | 2. Develops increased competence with speaking and language **conventions** (e.g., grammar, standard English, diction) by using correct language conventions.  
  2. Throughout the year, the student role plays mock interviews (e.g., job, college, expert source) (see Communication Skills Resource Guide Section 8: ES 35-48), using community resources (e.g., administrators) whenever possible. |
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<tr>
<td>Speaking Applications</td>
<td>3. Develops increased competence with appropriate types of speaking (i.e., descriptive, narrative, expressive, expository, persuasive, and analytical) for a variety of purposes and audiences:</td>
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<td>• 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),</td>
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<td>• makes well-informed and well-organized formal presentations with a clear main point, and</td>
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<td>• adjusts the message, word choice, and delivery to a particular audience and purpose (II A.2).</td>
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<td>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).</td>
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<td>5. Produces reminiscences that engage the audience (I A.1)</td>
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<td>• uses specific sensory details with purpose,</td>
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<td>• explains significance from an objective perspective,</td>
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<td>• moves effectively between past and present, and</td>
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<td>• recreates the mood.</td>
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<td>6. Responds reflectively to written and visual texts through small group and class discussion and dialogue (I A.2).</td>
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<td>3, 4, 6. As part of a team, the student researches a two-sided topic using newspaper and magazine articles. When the research is completed, the team discusses its findings. The team then breaks into pairs. Each pair chooses an individual article on which to focus. Each student in the pair decides to take either the affirmative or the negative side of the topic, writing two to four affirmative/negative points from the article and presenting his/her points, giving the partner a chance to rebut. The pair then switch roles. Each team then builds a constructive speech and presents it to the class (e.g., debate, panel discussion), giving the class an outline of the speech. The other teams write rebuttal speeches.</td>
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<td>5. Using Strand III Illustration 6, the student develops a speech to present to the class.</td>
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**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 a 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.

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<th>GRADING LEVEL</th>
<th>PERFORMANCE STANDARDS</th>
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| **Listening/V**<br>**Viewing Strategies** | 1. Analyzes an instance of public speaking or media presentation:  
   - takes notes on important information,  
   - considers the sources of information used,  
   - identifies types of arguments (e.g., analogy, causation, authority) and logical fallacies (e.g., *ad hominem*, 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 *style*. | 1. After the student views advertisements/media presentations, he/she develops an anti-ad, own commercial, or story board (see Communication Skills Resource Guide Section 9: ML 23-29).  
   OR  
   Throughout the year the student practices various note-taking strategies (see Communication Skills Resource Guide Section 2: SS 39-52) and effective listening strategies (see Communication Skills Resource Guide Section 3: BC 8-12) while maintaining awareness of verbal and nonverbal communication. |
| **Listening/V**<br>**Viewing Applications** | 2. Compares/contrasts historical accounts of events with media representations of those events. | 2. See Strand II Illustration 11 on the comparison of the Scopes Monkey Trial and *Inherit the Wind*. |
| | 4. Creates responses that evaluate problems and offer solutions (I A.3):  
   - 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. | |
| | 5. Evaluates the information, explanations, or ideas of others (I A.4):  
   - identifies clear, reasonable criteria for evaluation, and  
   - applies those criteria using reasoning and substantiation. | |
**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.

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<th>GRADE 10</th>
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| Research Strategies | 1. Uses systematic strategies to organize and record information (e.g., annotated bibliographies, note-taking) (II B.2). | **1 – 4.** The student researches a career of interest.  
✓ use of interest and learning style inventories (see Communication Skills Resource Guide Section 2: SS 4-37)  
✓ notes  
✓ outline  
✓ multiple resources  
✓ interview of person in chosen field |
| | 2. Uses a variety of information resources to critically interpret and evaluate experiences, language, and ideas (I B.1). | OR |
| | 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). | See Strand I Illustration 1 – 7. |
| 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 primary source information (I B.2). | 5. See Strand I Illustration 1 – 7. |
| | 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):  
2. shares and evaluates personal responses to an issue before and after research,  
3. reads critically and independently to draw conclusions from research (I C.5),  
4. researches and summarizes data,  
5. develops a framework in which to discuss the issues,  
6. compiles personal responses and research data to organize the argument, and  
7. presents data in various forms (e.g., graphs, essay, speech, video, technology). | 6. The student gives an informative and/or expository speech (see Communication Skills Resource Guide Section 4: S 21, 25), creating and using visual aids.  
OR |
<p>| | | See Strand IV Illustration 3 |</p>
<table>
<thead>
<tr>
<th>Research Applications (Cont.)</th>
<th>PERFORMANCE STANDARDS</th>
<th>ILLUSTRATIONS</th>
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<tr>
<td>7. Defends positions on research issues (II A.3):</td>
<td>7. 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.</td>
<td>7. See Strand I Illustration 1 – 7.</td>
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