

State Bar of New Mexico Student Essay Contest
Alignment with English Language Arts and Social Studies Performance Standards

The State Bar of New Mexico has reviewed Content Standards with Benchmarks and Performance Standards and believes that the essay content aligns with the following language arts and social studies standards for grades 11 and 12.

English Language Arts (6.29.4.10 NMAC 2009)

Strand 1: Reading. Content Standard 1: Students read and understand a variety of materials.

- Benchmark 1-A Use comprehension strategies for unfamiliar vocabulary.
- Benchmark 1-B Use comprehension strategies to understand the meaning of text.
- Benchmark 1-C Infer, analyze and synthesize to increase comprehension.
- Benchmark 1-D Use meta-cognitive strategies.

Strand 2: Language. Content Standard 2. Students write and speak using correct grammar, syntax, usage, punctuation, capitalization and spelling.

- Benchmark 2-A Demonstrate control of standard English through the effective use of syntax.
- Benchmark 2-B Demonstrate control of standard English through correct grammar and usage.
- Benchmark 2-C Demonstrate control of standard English through the correct use of punctuation, capitalization, and spelling.

Strand 4: Writing. Content Standard 4. Students write effectively for a variety of purposes and audiences.

- Benchmark 4-A Demonstrate proficiency in producing a variety of compositions.
- Benchmark 4-B Plan writing by taking notes, writing informal outlines and researching.
- Benchmark 4-C Use formal or informal literary or technical language appropriate for the purpose, audience and context of the communication.
- Benchmark 4-D Organize ideas in writing, with a thesis statement in the introduction, well-constructed paragraphs, a conclusion and transition sentences that connect paragraphs into a coherent whole.
- Benchmark 4-E Drawing on readers' comments on working drafts, revise documents to develop or support ideas more clearly, address potential objections, ensure effective transitions between paragraphs, and correct errors in logic.
- Benchmark 4-F Edit one's own work for grammar, style and tone appropriate to audience, purpose and context.
- Benchmark 4-G Cite sources properly when paraphrasing or summarizing information, quoting or using graphics.
- Benchmark 4-H Present written material, using basic software programs (e.g., Word, Excel and PowerPoint) so that graphics can be incorporated to present information and ideas best understood visually (e.g., charts, ratios and tables).

Strand 5: Research. Content Standard 5. Students utilize the research process to produce a variety of products.

- Benchmark 5-A Define and narrow a problem or research topic.
- Benchmark 5-B Gather relevant information for a research topic from a variety of print and electronic sources as well as from direct observation, interviews or surveys.
- Benchmark 5-C Make distinctions about the credibility, reliability, consistency, strengths and limitations of various resources, including those on the Internet.
- Benchmark 5-D Report research findings in an effective manner appropriate to a designated audience.
- Benchmark 5-E Compose a researched project to be shared with an appropriate audience.

Strand 6: Logic. Content Standard 6. Students employ critical thinking and abstract reasoning to make and access inferences, conclusions and predictions.

- Benchmark 6-A Distinguish among facts and opinions, evidence and inferences, true and false premises.
- Benchmark 6-C Evaluate the range and quality of evidence used to support or oppose an argument (including the use of logos, ethos, and pathos).
- Benchmark 6-E Understand the distinction between a deductive argument and an inductive argument in order to evaluate an argument's effectiveness.
- Benchmark 6-F Construct oral and written arguments that demonstrate clear and knowledgeable judgment.

Strand 7: Informational Text. Content Standard 7. Students read and interpret a wide range of reference materials and other informational documents that may contain technical information.

- Benchmark 7-A Follow instructions in informational or technical texts to perform specific tasks, answer questions or solve problems.
- Benchmark 7-C Synthesize information from a variety of informational and technical sources or texts.
- Benchmark 7-D Analyze the ways in which an informational or technical text's organizational structure supports or confounds its meaning or purpose.
- Benchmark 7-E Evaluate informational and technical texts and presentations for their clarity, simplicity and coherence, and for the appropriateness for their graphic and visual appeal.

Social Students (6.29.11.10 NMAC 2009)

Strand 3: Civics and government. Content Standard 3: Students demonstrate understanding of the ideals, rights and responsibilities of citizenship; demonstrate understanding of the content and history of the founding documents of the United States, with particular emphasis on the United States and New Mexico constitutions and how governments function at local, state, tribal, and national levels.

- Benchmark 3-A Compare and analyze the structure, power and purpose of government at the local, state, tribal and national levels as set forth in their respective constitutions or governance documents.
- Benchmark 3-C Compare and contrast the philosophical foundations of the United States' political system in terms of the purpose of government, including its historical sources and ideas, with those of other governments in the world.