

Communication Arts:

Grade Level: 10

Content Standards

Communication Arts Content Standard 1 Speaking and Listening —Students know and understand the role of the communication process and demonstrate effective speaking and listening skills.

| Benchmark | Essential Learning Expectations | Essential Vocabulary |
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| 1.1 | <p>A. Analyze the ways in which the various components of the communication process interact in public speaking scenarios and evaluate the effectiveness of each component</p> <p>B. Analyze the ways in which the various components of the communication process interact in mass media scenarios and evaluate the effectiveness of each component</p> | Mass media |
| 1.2 | <p>A. In public speaking, adapt verbal communication techniques (volume, speed, length of delivery, tone, vocal expression) and nonverbal communication techniques (eye contact, expansiveness of gestures, movement, posture, facial expressions) to communicate in ways that are appropriate to topic, audience and purpose</p> <p>B. In delivering mass media messages, refine verbal and nonverbal delivery techniques to match the format needed for mass media such as video, webcam, etc.</p> | format |

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| <p>1.3</p> | <p>A. Apply appropriate listening techniques when listening to public speeches B. Refine listening techniques when listening to mass media messages, such as videos, webcam, etc. C. Evaluate the effectiveness of listening strategies used when listening to public speeches and mass media messages D. Demonstrate understanding of the aesthetic purpose for listening and adjust listening techniques to appropriately match the purpose for listening</p> | <p>Aesthetic</p> |
| <p>1.4</p> | <p>A. Select and appropriately adjust topics to present and/or demonstrate information, findings and/or evidence in ways that fit the audience, purpose, format and occasion of a speech. B. Choose an appropriate organizational strategy such as problem-solution, cause and effect, topical, etc. C. Select and use credible sources (authority on the topic, sufficiently current, and whose biases are understood) as supporting materials D. Prepare and give persuasive and expository speeches using extemporaneous</p> | <p>Problem-solution, cause and effect</p> |

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| 1.5 | <p>A. Adapt communication to audience – mass, public, group and interpersonal</p> <p>B. Adapt communication to setting – small groups, classroom, school</p> <p>C. Adapt communication to purpose – discuss, inform, persuade</p> | |
| 1.6 | <p>A. Evaluate the responses of others and adjust one’s speaking strategy (tone, volume, pace, aggressiveness, etc.) effectively</p> <p>B. Summarize points of agreement and disagreement and make new connections in light of the evidence and reasoning presented orally</p> <p>C. Ask probing questions that recognize the need to narrow or broaden the topic to best meet the goals of the communication situation</p> | Evidence |
| 1.7 | <p>A. Select and apply appropriate listening strategies (e.g., passive vs. active, formal vs. informal, etc.) when listening to stories from different cultures, especially those of Montana American Indians</p> <p>B. Analyze how oral traditions have shaped cultures in a specific historical context, including those of Montana American Indians</p> | Historical context |
| 1.8 | <p>A. Explain the legal and ethical reasons for citing sources properly when speaking (e.g., plagiarism, copyright, etc.)</p> | |

Communication Arts Content Standard 2 Reading —Students read by applying foundational skills and strategies to comprehend, interpret, analyze, and evaluate texts.

| Benchmark | Essential Learning Expectations | Essential Vocabulary |
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| 2.1 | <p>A. Apply knowledge of word part analysis, Latin roots and affixes to decode unknown words</p> <p>B. Use knowledge of parts of a sentence to decode unknown words</p> | Subject, predicate, complement, Latin roots |
| 2.2 | A. Apply knowledge of Latin word origins to derive word meaning | |
| 2.3 | <p>A. Demonstrate oral reading fluency</p> <p>B. Demonstrate appropriate oral reading expression when reading increasingly complex texts in a variety of genres</p> | |
| 2.4 | <p>A. Demonstrate knowledge of strategies such as previewing, note taking and journaling to self correct when comprehension breaks down</p> <p>B. Use annotation to deepen understanding and self correct when comprehension breaks down</p> | |
| 2.5 | A. Identify research-based sources that enhance comprehension of all classroom texts | |
| 2.6 | A. Make, revise, and explain predictions about a text | |
| 2.7 | <p>A. Answer complex-literal questions about a text</p> <p>B. Use background knowledge and/or textual clues to generate and answer inferential questions about a text</p> | Critical, inferential, interpretive, evaluative |

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| | C. Practice generating and answering critical and interpretive questions about a text | |
| 2.8 | A. Recall, explain and use a series of events or the sequence of information to justify conclusions about a text | Justify |
| 2.9 | A. Use main idea(s), essential and non-essential supporting details to summarize a text | Essential and non-essential supporting details |
| 2.10 | A. Use background knowledge (including knowledge of texts, experience, and the world) to generate inferences in multiple forms of media B. Justify inferences based on subtle context clues and/or background knowledge about multiple forms of media | Inference, background knowledge, context clues |
| 2.11 | A. Analyze text features of multiple forms of media to enhance comprehension | |
| 2.12 | A. Evaluate organizational structures within a text B. Compare organizational structures of multiple texts C. Evaluate how cultural differences affect the organizational structures of text | |
| 2.13 | A. Compare and contrast information to explain relationships within and across a variety of texts B. Compare and contrast information to draw conclusions about relationships within and across a variety of text and media | |

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| 2.14 | <p>A. Evaluate author’s purpose, point of view and language use in culturally diverse texts, including those by and about Montana American Indians</p> <p>B. Evaluate author’s credibility and/or bias in culturally diverse texts, including those by and about Montana American Indians</p> | |
| 2.15 | <p>A. Set goals for reading progress</p> <p>B. Monitor reading progress independently</p> | |

Communication Arts Content Standard 3 Literature — Students select, interpret, and respond to a range of literature.

| Benchmark | Essential Learning Expectations | Essential Vocabulary |
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| 3.1 | <p>A. Literary elements (e.g., setting, plot, character, conflict/resolution and point of view) increasingly complex texts</p> <p>B. Identify and discuss the theme within and across multiple texts</p> | theme |
| 3.2 | <p>A. Analyze how figurative language, detail, organization, and style shape meaning and impact the work and reader</p> <p>B. Identify and discuss how imagery shapes meaning and impacts the work and the reader</p> | |
| 3.3 | <p>A. Define the author, text, reader relationship</p> <p>B. Analyze characteristics of literary genres including narrative non-fiction (e.g., speeches)</p> | Narrative non-fiction (e.g., speech) |
| 3.4 | <p>A. Define and discuss how literature reflects a society</p> | |

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| | including literature by and about Montana American Indians | |
| 3.5 | A. Analyze diverse literature to compare common human experiences across time periods and places including those by and about Montana American Indians | |
| 3.6 | A. Develop critical responses to personal ideas and feelings generated as a result of engaging with literature B. Support critical responses to personal ideas and feelings generated from engaging with literature | |

Communication Arts Content Standard 4 Media Literacy — Students effectively evaluate and create media messages.

| Benchmark | Essential Learning Expectations | Essential Vocabulary |
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| 4.1 | A. View media messages presented in a variety of technologies B. Compare techniques and technologies used in media messages C. Contrast techniques and technologies used in media messages D. Discuss the effectiveness of techniques and technologies used in media messages | |
| 4.2 | A. Analyze the credibility of the sources of media messages | |
| 4.3 | A. Analyze the purpose of fact, fiction, and opinion in media messages B. Analyze the purpose of bias and stereotypes in various media messages | |

C. Recognize the effects of fact, fiction, and opinion in media messages on diverse groups of people

D. Recognize the effects of bias and stereotypes in media messages on diverse groups of people

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| 4.4 | A. Identify the impact of rules and laws in the use and creation of media messages | |
| 4.5 | A. Understand media messages impact society as a whole A. Understand the roles creators and users play in media message impact | |
| 4.6 | A. Create media messages for a variety of purposes B. Evaluate created media messages for effectiveness of purpose | |
| 4.7 | A. Analyze embedded values in media messages B. Identify how the messages shape the perceptions of reality for individuals C. Identify how the messages shape the perceptions of reality for cultures D. Identify how the messages shape the perceptions of reality for societies | |

Communication Arts Content Standard 5 Writing — Students will write to communicate effectively for a variety of purposes and audiences.

| Benchmark | Essential Learning Expectations | Essential Vocabulary |
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| 5.1 | A. Produce written arguments, informative/explanatory and narrative/creative works using the steps of the writing process. B. Collaborate throughout the writing process to improve and produce written works C. Evaluate written work throughout the process and revise as necessary to improve final product | |
| 5.2 | A. Develop a thesis statement that clarifies the scope of the topic and purpose for the writing | |

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| <p>5.3</p> | <p>A. Develop well chosen, relevant and sufficient facts, extended definitions, concrete details, quotations and other information and examples appropriate to the audience’s knowledge of the topic B. Use a variety of techniques to develop characters, events and settings in narrative writing C. Develop claims and counterclaims offering authoritative support for each</p> | |
| <p>5.4</p> | <p>A. Introduce a topic with an attention getter, thesis statement, and a preview of the information which follows. B. Organize complex ideas and information to make connections and draw distinctions C. Use transitions to communicate relationships between and among ideas D. Provide a conclusion that highlights the significance of the information that was presented</p> | |
| <p>5.5</p> | <p>A. Demonstrate how placement of figurative language and domain-specific vocabulary influence meaning B. Fluently use a variety of sentence structures C. Demonstrate an awareness of how changes in voice impact meaning</p> | |

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| 5.6 | <p>A. Write legibly B. Apply conventions of standard written English C. Spell correctly D. Use various types of phrases and clauses E. Understand parallelism in content and usage F. Use dashes to indicate pauses or breaks</p> | |
| 5.7 | <p>A. Identify how tone impacts audience B. Explain how purpose impacts audience C. Analyze writing task for purpose and audience D. Choose format appropriate for the purpose and audience E. Analyze the format, purpose, audience and tone in one's own writing F. Write with sensitivity to the cultural background of the audience including Montana American Indians</p> | |
| 5.8 | <p>A. Analyze effectiveness of forms/genres/mode in own and others' writing according to purpose B. Write argument, informative/explanatory and narrative/creative texts in a variety of forms to enhance effectiveness</p> <p>C. Write routinely single sitting or extended time frames (time for research, reflection, revision) and shorter time frames (single sitting or a day or two) for a range of discipline specific tasks, purposes and audiences</p> | |
| 5.9 | <p>A. Compose written works of increasing complexity in a variety</p> | |

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| | <p>of forms and genres</p> <p>B. Selectively utilize prewriting activities, organizational structures, and revision strategies</p> | |
| 5.10 | <p>A. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem</p> <p>B. Narrow or broaden the research question when appropriate</p> <p>C. Search for possible resources using search terms effectively</p> <p>D. Gather relevant information from multiple print and digital sources</p> <p>E. Determine the credibility of sources</p> <p>F. Quote or paraphrase the data and conclusions of others and cite following standard citation format</p> <p>G. Integrate information into the text selectively to maintain the flow of ideas</p> <p>H. Share results of the research with others</p> | |
| 5.11 | <p>A. Appropriately reference sources in standardized bibliographic formats</p> <p>B. Use proper citation format in writing</p> | |
| 5.12 | <p>A. Independently set appropriate goals for writing progress</p> <p>B. Independently seek feedback in goal-setting and progress toward goals</p> <p>C. Monitor progress in goal-setting and achieving progress</p> | |
| 5.13 | <p>A. Use task-specific writing activities to clarify and check comprehension of new concepts and ideas and to raise questions</p> <p>B. Use task-specific writing activities to extend and reflect on personal learning experiences</p> | |

