

State Bar of New Mexico has reviewed “Content Standards with Benchmarks and Performance Standards” and believe that the Essay Contest aligns with the following Language Arts and Social Studies Standards:

ENGLISH LANGUAGE ARTS (6.29.4.10 NMAC 2009):		
Strand/Benchmarks	Grade 11 Performance Indicators	Grade 12 Performance Indicators
<i>A. Strand 1: Reading. Content standard 1: Students read and understand a variety of materials.</i>		
<u>Benchmark 1-A:</u> Use comprehension strategies for unfamiliar vocabulary.	1(b)(i) Use etymology, the principles behind spelling and usage of words to determine meaning. (ii) 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. (iii) analyze text to identify specialized terminology or jargon needing clarification or definition.	1(b)(i) Use etymology, the principles behind spelling and usage of words to determine meaning. (ii) 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. (iii) analyze text to identify specialized terminology or jargon needing clarification or definition.
<u>Benchmark 1-B:</u> Use comprehension strategies to understand the meaning of a text.	2(c) Recognize and recall the use of literary devices and rhetorical modes in texts (e.g., illustration, classification, persuasion, comparison/contrast, cause/ effect.	2(c) Recognize and recall the use of literary devices and rhetorical modes in texts (e.g., illustration, classification, persuasion, comparison/contrast, cause/ effect.
<u>Benchmark 1-C:</u> Infer, analyze and synthesize to increase comprehension.	3(c) (i) Make reasonable inferences from implied ideas to predict outcomes, derive reasonable generalizations, differentiate fact from opinion, and differentiate literal from figurative meanings. (iii) Recognize the types of claims made in a text (e.g. factual, value judgment).	3(d)(ii) Recognize the types of evidence offered in a text (e.g. experiment, expert testimony, statistics, case study or common sense). (iii) Evaluate information in a text (e.g. for specificity, relevance, importance, sufficiency of evidence, soundness of reasoning, internal consistency, persuasive techniques and credibility).
<u>Benchmark 1-C:</u> Use meta-cognitive strategies	4(a) Use multiple strategies to monitor one’s pace and comprehension. (b) Draw conclusions from information in texts to arrive at new knowledge. (d) Analyze texts to determine how much prior and specialized knowledge is needed.	4(a) Use multiple strategies to monitor one’s pace and comprehension. (b) Draw conclusions from information in texts to arrive at new knowledge. (d) Analyze texts to determine how much prior and specialized knowledge is needed.

<i>B. Strand 2: Language. Content standard 2. Students write and speak using correct grammar, syntax, usage, punctuation, capitalization and spelling.</i>		
<u>Benchmark 2-A:</u> Demonstrate control of standard English through the effective use of syntax.	1 (c)(i) Use knowledge of sentence patterns to control the relationship of ideas within and among the clauses of compound and complex sentences;(ii) Use subordinating elements (e.g., relative pronouns and conjunctive adverbs) to express complex relationships among various elements and ideas within sentence; (iii)Recognize and eliminate faulty subordination from one’s writing.	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.
<u>Benchmark 2-B:</u> Demonstrate control of standard English through correct grammar and usage.	(i)Recognize the different effects of active and passive voice in order to control their use; (ii) 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.	(i)Recognize the different effects of active and passive voice in order to control their use; (ii) 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.
<u>Benchmark 2-C:</u> Demonstrate control of standard English through the correct use of punctuation, capitalization and spelling.	Correctly use semi-colons and colons, hyphens and dashes, italics (or underlining) and quotation marks with titles.	(i) Correctly use ellipses and order of operations with brackets and parentheses; (ii) Correctly punctuate and format quotations, citations and references, including works cited.
<i>Strand 4: Writing. Content standard 4. Students write effectively for a variety of purposes and audiences.</i>		
<u>Benchmark 4-A:</u> Demonstrate proficiency in producing a variety of compositions.	(i)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	(i)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

	<p>how the author of the text uses rhetorical strategies.(ii) 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. (iii) 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). (iv) Demonstrate proficiency in the creation of a formal research paper.</p>	<p>how the author of the text uses rhetorical strategies.(ii) 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. (iii) 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). (iv) Demonstrate proficiency in the creation of a formal research paper.</p>
<p>Benchmark 4-B: Plan writing by taking notes, writing informal outlines and researching.</p>	<p>(i) Identify, evaluate and analyze a variety of primary and secondary sources of information for credibility and usefulness as part of a pre-writing process. (ii)Analyze strengths and weaknesses in one’s research findings (e.g., coherence, validity or gaps,</p>	<p>(i) Identify, evaluate and analyze a variety of primary and secondary sources of information for credibility and usefulness as part of a pre-writing process. (ii)Analyze strengths and weaknesses in one’s research findings (e.g., coherence, validity or gaps,</p>

	misinformation and fallacies). (iii) Anticipate and address an audience's varying interpretations of one's findings.	misinformation and fallacies). (iii) Anticipate and address an audience's varying interpretations of one's findings.
Benchmark 4-C: Use formal or informal literary or technical language appropriate for the purpose, audience and context of the communication.	(i) Use language persuasively in addressing a particular issue. (ii) Use grammatical, metaphorical or rhetorical devices to inform or persuade the reader. (iii) Use knowledge of one's subject and purpose to select appropriate language to communicate in writing.	(i) Use language persuasively in addressing a particular issue. (ii) Use grammatical, metaphorical or rhetorical devices to inform or persuade the reader. (iii) Use knowledge of one's subject and purpose to select appropriate language to communicate in writing.
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.	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.	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 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.	(i) Analyze whether opinion or use of sources displays bias. (ii) Analyze whether the conclusion is appropriate, persuasive and compelling. (iii) Identify areas requiring further investigation and research.	(i) Analyze whether opinion or use of sources displays bias. (ii) Analyze whether the conclusion is appropriate, persuasive and compelling. (iii) Identify areas requiring further investigation and research.
Benchmark 4-F: Edit one's own work for grammar, style and tone appropriate to audience, purpose and context.	(i) 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. (ii) Edit work for consistency of tone and voice, clarity and consciousness.	(i) 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. (ii) Edit work for consistency of tone and voice, clarity and consciousness.
Benchmark 4-G: Cite sources properly when paraphrasing or summarizing information, quoting or using graphics.	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, MLA handbook for writers of research papers, the Chicago manual of	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, MLA handbook for writers of research papers, the Chicago manual of

	style, the publication manual of the American psychological association and the associated press stylebook.	style, the publication manual of the American psychological association and the associated press stylebook.
Benchmark 4-H: Present written material, using basic software programs (e.g., word, excel and power point) so that graphics can be incorporated to present information and ideas best understood visually (e.g., charts, ratios and tables).	(a) Select production elements based on an analysis of one’s purpose and the available media production resources. (b) Incorporate into the final draft of written reports graphic materials appropriate for the particular communication (e.g., graphs, charts, tables, maps and photographs).	(a) Select production elements based on an analysis of one’s purpose and the available media production resources. (b) Incorporate into the final draft of written reports graphic materials appropriate for the particular communication (e.g., graphs, charts, tables, maps and photographs).
<i>Strand 5. Research. Content standard 5. Students utilize the research process to produce a variety of products.</i>		
Benchmark 5-A: Define and narrow a problem or research topic.	Form and refine a question for investigation based on a literary, historical or cultural movement or a complex contemporary issue.	Form and refine a question for investigation based on a literary, historical or cultural movement or a complex contemporary issue.
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.	(i) Use creative or critical research strategies (e.g., field studies, oral histories, interviews and experiments. (ii) Use a variety of techniques for researching topics, including cross-referencing while gathering information. (iii) Synthesize a variety of types of visual information, including pictures and symbols.	(i) Use creative or critical research strategies (e.g., field studies, oral histories, interviews and experiments. (ii) Use a variety of techniques for researching topics, including cross-referencing while gathering information. (iii) Synthesize a variety of types of visual information, including pictures and symbols.
Benchmark 5-C: Make distinctions about the credibility, reliability, consistency, strengths and limitations of various resources, including those on the internet.	Make extensive use of primary sources when researching a topic and make in-depth analyses of the validity and reliability of primary source information.	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 5-D: Report research findings in an effective manner appropriate to a designated audience.	(a) Identify audience for whom one’s researched findings might be meaningful. (b) Develop written or oral presentations of appropriate length that effectively report one’s research findings.	(a) Identify audience for whom one’s researched findings might be meaningful. (b) Develop written or oral presentations of appropriate length that effectively report one’s research findings.
Benchmark 5-E: Compose a researched project to be shared with an appropriate audience.	(i) Synthesize information from multiple research studies to draw conclusions that go beyond those found in any individual study. (ii) Produce a research project on a well-defined topic (e.g., formal paper, multi-genre	

	research paper, speech). (iii) 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.	
<i>Strand 6. Logic. Content standard 6. Students employ critical thinking and abstract reasoning to make and assess inferences, conclusions and predictions.</i>		
<u>Benchmark 6-A:</u> Distinguish among facts and opinions, evidence and inferences, true and false premises.	(i) Evaluate the ideas of others by identifying clear, reasonable criteria for evaluation and applying those criteria. (ii) Analyze similarities and differences in false statements and the role they play in specific types of persuasive argument. (iii) Identify and evaluate logical fallacies and propaganda devices in written and oral communication products.	(i) Apply established methods used to distinguish between factual claims and opinions. (ii) Recognize personal bias in an argument based on social, historical or cultural influences.
<u>Benchmark 6-C:</u> Evaluate the range and quality of evidence used to support or oppose an argument (including the use of logos, ethos, pathos).	(i) Create a rubric to evaluate the quality and effectiveness of evidence used in oral or written arguments. (ii) Analyze multiple perspectives on issues (including logos, ethos and pathos) and use a systematic method for tracking source. (iii) 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.	Adapt strategies for developing credibility (e.g., using appropriate reasoning patterns, supporting ideas with evidence and making emotional appeals through persuasive language).
<u>Benchmark 6-E:</u> Understand the distinction	Address concerns of the opposition within an	Analyze how stylistic and rhetorical devices,

between a deductive argument and an inductive argument in order to evaluate an argument's effectiveness.	argument, using logical strategies (e.g., deduction, inductive reasoning, syllogisms or analogies).	either inductive or deductive, support an argument by comparing the argument to the evidence.
Benchmark 6-F: Construct oral and written arguments that demonstrate clear and knowledgeable judgment.	(i) 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). (ii) 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).	(i) 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/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. (ii) 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).
<i>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.</i>		
Benchmark 7-A: Follow instructions in informational or technical texts to perform specific tasks, answer questions or solve problems.	Use written technical information in order to complete multi-step instructions, perform complex tasks or solve problems.	(i) Make in-depth analyses of technical information. (ii) Utilize informational and technical sources to evaluate and modify instructional tasks.
Benchmark 7-C: Synthesize information from a variety of informational and technical sources or texts.	Make connections across sources to develop new insights and determine the need for further research.	Utilize technical sources as both primary and secondary support in a comprehensive project.
Benchmark 7-D: Analyze the ways in which an informational or technical text's organizational structure supports or confounds its meaning or purpose.	Pose questions prompted by informational or technical text, prioritizing and organizing information to produce complete and reasonable explanations.	Create an effective informational or technical text that exhibits completeness and closure, combining a variety of sources.
Benchmark 7-E: Evaluate informational and technical texts and presentations for their	Evaluate content, format, structure and visual appeal used in informational or	Demonstrate an understanding of appropriate elements in informational and technical texts

<p>clarity, simplicity and coherence, and for the appropriateness of their graphic and visual appeal.</p>	<p>technical print, non-print and oral presentations.</p>	<p>(e.g., structure, organization, graphics and format) by creating a clear, simple and coherent oral or written presentation.</p>
<p>Social Studies (6.29.11.10 NMAC 2009):</p>		
<p><i>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.</i></p>		
<p><u>Benchmark 3-A:</u> 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;</p>	<p>(e) analyze the rights, protections, limits and freedoms included within the United States constitution and bill of rights, to include: constitutional mandates such as the right of habeas corpus, no bill of attainder and the prohibition of the ex post facto laws; 1st Amendment guarantees freedom of religion, speech, press, assembly, and petition; 4th, 5th and 6th Amendments address search and seizure, rights of the accused, right to a fair and speedy trial, and other legal protections; 14th Amendment protection of due process and equal protection under the law; conflicts which occur between rights, including tensions between the right to a fair trial and freedom of the press and between majority rule and individual rights; expansion of voting rights, limitation of presidential terms, etc;</p>	<p>(e) analyze the rights, protections, limits and freedoms included within the United States constitution and bill of rights, to include: constitutional mandates such as the right of habeas corpus, no bill of attainder and the prohibition of the ex post facto laws; 1st Amendment guarantees freedom of religion, speech, press, assembly, and petition; 4th, 5th and 6th Amendments address search and seizure, rights of the accused, right to a fair and speedy trial, and other legal protections; 14th Amendment protection of due process and equal protection under the law; conflicts which occur between rights, including tensions between the right to a fair trial and freedom of the press and between majority rule and individual rights; expansion of voting rights, limitation of presidential terms, etc;</p>
<p><u>Benchmark 3-C:</u> Compare and contrast the philosophical foundations of the United States' political system in terms of the purpose of government, including its historical sources and ideals, with those of other governments in the world.</p>	<p>(l) compare and contrast the philosophical foundations of forms of government to understand the purpose of the corresponding political systems (e.g., socialism, capitalism, secular, theocratic, totalitarian);</p>	<p>(l) compare and contrast the philosophical foundations of forms of government to understand the purpose of the corresponding political systems (e.g., socialism, capitalism, secular, theocratic, totalitarian);</p>