

Pine City Junior Senior High School
Career and College Readiness Core Standards
High School Health Benchmarks

Course:

Teacher:

Anchor Standard	Benchmark (Informational Text)	Classroom Applications of Standard/Benchmark
<p>1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p>	<p>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p>	<p>Relate cause/ effect Unprotected intercourse/STD Fact/ Opinion Legalization of marijuana</p>
<p>2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p>	<p>Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.</p>	<p>Fact Sheets: On tobacco, alcohol, drugs, diseases; body systems Consequences to body: On tobacco, alcohol, drugs, diseases ▲ Discuss key supporting details Relevant / current events ▲ Read as class and discuss ▲ Read as group or individual: report to class on key points</p>
<p>3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p>	<p>Analyze the impact of the author's choices regarding how to develop and relate elements of the story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced, and developed).</p>	<p>No text used for this.</p>
<p>4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p>	<p>Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of the text. (e.g., how Madison defines faction in <i>Federalist</i> No. 10)</p>	<p>Read terms, definitions as used in context. Write the words using them correctly in context.</p>

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<p>5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</p>	<p>Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.</p>	<p>Items may assess recognition with text</p> <ul style="list-style-type: none"> ▲ Read Chapter (class, group or individual) <ul style="list-style-type: none"> ○ Terms ○ Headings ○ Pictures / graphs ○ Read specific lesson
<p>6. Assess how point of view or purpose shapes the content and style of a text.</p>	<p>Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.</p>	<p>Current event articles Opinion/editorials</p>
<p>8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</p>	<p>Delineate and evaluate the reasoning in seminal U.S. Texts, including the application of constitutional principles and use of legal reasoning (e.g., in US Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., <i>The Federalist</i>, presidential address)</p>	<p>Check information given with multiple sources. Credible sources.</p>

****Benchmarks assessed at classroom level only are not included on this graphic organizer.***