

HUMANITIES COMPETENCIES

- ❖ Undergraduate Benchmarks ("1" and "2" level) needed to move to Advanced: ____ out of ____ possible.
- ❖ Advanced Benchmarks ("3" level) needed to complete Humanities ILP: ____ out of ____ possible.

Competency	Benchmark	Evidence
<i>Reading and Literature</i>		
Rlit1	Student will use multiple reading strategies to understand, analyze, and think critically about a text.	<input type="checkbox"/> 1a. Asks questions before, during, and after reading a text. DATE: _____ INSTRUCTOR: _____
	<input type="checkbox"/> 1b. Makes predictions about plot and characters based on context clues. DATE: _____ INSTRUCTOR: _____	
	<input type="checkbox"/> 1c. Identifies and summarizes in own words the main idea and supporting details in a text. DATE: _____ INSTRUCTOR: _____	
	<input type="checkbox"/> 2a. Makes connections/activates and builds schema while reading a text (T-S, T-T, T-W). DATE: _____ INSTRUCTOR: _____	
	<input type="checkbox"/> 2b. Visualizes characters, events, and settings to help with comprehension. DATE: _____ INSTRUCTOR: _____	
	<input type="checkbox"/> 2c. Makes inferences while reading texts. DATE: _____ INSTRUCTOR: _____	
	<input type="checkbox"/> 3a. Occasionally pauses reading text in order to review, clarify, and reflect on its meaning. DATE: _____ INSTRUCTOR: _____	
	<input type="checkbox"/> 3b. Skims informational texts for key information. DATE: _____ INSTRUCTOR: _____	
	<input type="checkbox"/> 3c. Uses multiple reading strategies <u>concurrently</u> to understand an <u>independent</u> reading text. DATE: _____ INSTRUCTOR: _____	
Rlit2	Student will deepen his/her understanding of a literary text by analyzing the context in which it was written.	<input type="checkbox"/> 2a. Relates a literary work to supplementary information about its history, contemporary setting, and/or author's life. DATE: _____ INSTRUCTOR: _____
	<input type="checkbox"/> 3a. Relates a literary work to other texts or larger themes beyond the reading. DATE: _____ INSTRUCTOR: _____	
	<input type="checkbox"/> 3b. Links a literary work to the influential ideas or historical and social trends of its time. DATE: _____ INSTRUCTOR: _____	
Rlit3	Student will identify and analyze different elements of genres of writing.	<input type="checkbox"/> 1a. Identifies and understands the basic literary elements of a text (plot, setting, character, conflict). DATE: _____ INSTRUCTOR: _____
	<input type="checkbox"/> 2a. Identifies the genre of a major text, as well as some of the characteristics of that <u>specific</u> genre. DATE: _____ INSTRUCTOR: _____	
	<input type="checkbox"/> 2b. Identifies and analyzes the theme(s) of a text. DATE: _____ INSTRUCTOR: _____	

		<input type="checkbox"/> 2c. Identifies and analyzes figurative language and/or other higher level literary devices. DATE: _____ INSTRUCTOR: _____	
		<input type="checkbox"/> 2d. Identifies and understands the impact of perspective/ point of view in literature. DATE: _____ INSTRUCTOR: _____	
		<input type="checkbox"/> 3a. Analyzes how the choice of genre helps the author present his/her own ideas for different purposes and audiences. DATE: _____ INSTRUCTOR: _____	
		<input type="checkbox"/> 3b. Identifies and analyzes the connection of the text's theme(s) to the essential question. DATE: _____ INSTRUCTOR: _____	
		<input type="checkbox"/> 3c. Applies appropriate reading strategies to different genres of text. DATE: _____ INSTRUCTOR: _____	
Rlit4	Student develops effective reading habits.	<input type="checkbox"/> 1a. Uses strategies to choose a 'just right' book at appropriate reading level. DATE: _____ INSTRUCTOR: _____	
		<input type="checkbox"/> 1b. Asks for help when frustrated by reading difficult texts. DATE: _____ INSTRUCTOR: _____	
		<input type="checkbox"/> 1c. Reads aloud with appropriate expression. DATE: _____ INSTRUCTOR: _____	
		<input type="checkbox"/> 2a. Shows awareness and understanding of creating a good reading environment. DATE: _____ INSTRUCTOR: _____	
		<input type="checkbox"/> 2b. Uses graphic organizers to think about and analyze text. DATE: _____ INSTRUCTOR: _____	
		<input type="checkbox"/> 2c. Demonstrates increased reading stamina by ability to read silently for 20-30 uninterrupted minutes. DATE: _____ INSTRUCTOR: _____	
		<input type="checkbox"/> 3a. Supports statements about a text by regularly referring back to the text (text-based discussions). DATE: _____ INSTRUCTOR: _____	
		<input type="checkbox"/> 3b. Shows evidence of tracking own reading progress. DATE: _____ INSTRUCTOR: _____	
		<input type="checkbox"/> 3c. Differentiates between author's opinion, reader's opinion, and facts. DATE: _____ INSTRUCTOR: _____	
		<input type="checkbox"/> 3d. Reads book at appropriate reading level from cover to cover. DATE: _____ INSTRUCTOR: _____	
		<input type="checkbox"/> 3e. Demonstrates increased reading stamina by ability to read silently for 30-40 uninterrupted minutes. DATE: _____ INSTRUCTOR: _____	
Rlit5	Student uses <u>Habits of Mind</u> when reading literature.	<input type="checkbox"/> 2a. Interprets author's meaning in a text using evidence. DATE: _____ INSTRUCTOR: _____	

		<input type="checkbox"/> 2b. Reflects deeply on the relevance of the literature's themes to own life. DATE: _____ INSTRUCTOR: _____	
		<input type="checkbox"/> 3a. Judges and critiques a literary text. DATE: _____ INSTRUCTOR: _____	
Writing and Composition			
Com1	Student will write a 5-paragraph essay with clear focus, organization and detail.	<input type="checkbox"/> 1a. Writes an organized and logical paragraph. DATE: _____ INSTRUCTOR: _____	
		<input type="checkbox"/> 1b. Accepts the idea of incorporating relevant and specific evidence to support the main ideas. DATE: _____ INSTRUCTOR: _____	
		<input type="checkbox"/> 2a. Develops own thesis statement in response to a given prompt. DATE: _____ INSTRUCTOR: _____	
		<input type="checkbox"/> 2b. Creates and uses an outline in preparation for 5-paragraph essay. DATE: _____ INSTRUCTOR: _____	
		<input type="checkbox"/> 2c. Writes five-paragraph essay with engaging, relevant lead, clear thesis, organized and logical paragraphs, evidence from relevant sources, and effective conclusion. DATE: _____ INSTRUCTOR: _____	
		<input type="checkbox"/> 3a. Integrates quotes from other sources correctly in own writing. DATE: _____ INSTRUCTOR: _____	
		<input type="checkbox"/> 3b. Applies elements of 5 paragraph to longer works (e.g. Research paper, reflection essays, literary analysis essays, position paper). DATE: _____ INSTRUCTOR: _____	
Com2	Student will write within different genres.	<input type="checkbox"/> 1a. Understands the purpose of writing activity (e.g., inform, describe, defend, summarize, analyze, provoke). DATE: _____ INSTRUCTOR: _____	
		<input type="checkbox"/> 1b. Is able to use writing style appropriate to a specific audience (and to purpose of piece). DATE: _____ INSTRUCTOR: _____	
		<input type="checkbox"/> 2a. Identifies the elements of at least two major modes of writing (narrative, persuasive expository or business). DATE: _____ INSTRUCTOR: _____	
		<input type="checkbox"/> 2b. Applies the elements of the different writing genres in his/her own compositions. DATE: _____ INSTRUCTOR: _____	
		<input type="checkbox"/> 3a. Uses evidence appropriate to genre, purpose, audience, and theme. DATE: _____ INSTRUCTOR: _____	
Com3	Student develops effective writing habits.	<input type="checkbox"/> 2a. Sustains the writing process over a number of days and completes major assignments in a timely fashion. DATE: _____ INSTRUCTOR: _____	

		<input type="checkbox"/> 3a. Is reflective in writing and meta-cognitive about one's writing and writing process. DATE: _____ INSTRUCTOR: _____	
Com4	Student uses the writing process.	<input type="checkbox"/> 1a. Effectively analyzes and understands the question and/or the assignment. DATE: _____ INSTRUCTOR: _____	
		<input type="checkbox"/> 1b. Has access to and uses at least one prewriting strategy for generating ideas for writing (lists, webbing, free-writing etc.). DATE: _____ INSTRUCTOR: _____	
		<input type="checkbox"/> 1c. Is able to choose a writing lead from a variety of approaches. DATE: _____ INSTRUCTOR: _____	
		<input type="checkbox"/> 2a. Accepts the concept of multiple drafts. DATE: _____ INSTRUCTOR: _____	
		<input type="checkbox"/> 2b. Revises language purposefully to improve word choice and to communicate ideas clearly. DATE: _____ INSTRUCTOR: _____	
		<input type="checkbox"/> 2c. Accepts and practices self-editing and peer editing. DATE: _____ INSTRUCTOR: _____	
		<input type="checkbox"/> 3a. Accepts the concept of multiple drafts that reflect revision in content, organization, style, and/or depth of exploration. DATE: _____ INSTRUCTOR: _____	
		<input type="checkbox"/> 3b. Edits work to publishable quality in mechanics, syntax, spelling, and grammar. DATE: _____ INSTRUCTOR: _____	
Com5	Student uses conventions in writing.	<input type="checkbox"/> 1a. Identifies and uses sentence variation in writing (simple, compound and complex). DATE: _____ INSTRUCTOR: _____	
		<input type="checkbox"/> 1b. Demonstrates effective use and understanding of punctuation. DATE: _____ INSTRUCTOR: _____	
		<input type="checkbox"/> 2a. Identifies and uses correct verb tense with consistency. DATE: _____ INSTRUCTOR: _____	
		<input type="checkbox"/> 2b. Correctly identifies and uses most commonly used homophones. DATE: _____ INSTRUCTOR: _____	
		<input type="checkbox"/> 2c. Correctly spells the BDEA 50 in writing. DATE: _____ INSTRUCTOR: _____	
		<input type="checkbox"/> 3a. Uses transitional words, phrases, and sentences to organize a text. DATE: _____ INSTRUCTOR: _____	
		<input type="checkbox"/> 3b. Identifies and makes writing choices based on knowledge of active voice and passive voice. DATE: _____ INSTRUCTOR: _____	

Oral Communication			
OC1	Practices effective presentation skills	<input type="checkbox"/> 1a. Effectively organizes and prepares for presentation. DATE: _____ INSTRUCTOR: _____	
		<input type="checkbox"/> 2a. Understands and employs the guidelines for a polished and engaging presentation (e.g. eye contact, volume, posture, visuals, fielding questions, etc.) DATE: _____ INSTRUCTOR: _____	
		<input type="checkbox"/> 2b. Both as a participant and a presenter is respectful, appropriate and interactive during presentation. DATE: _____ INSTRUCTOR: _____	
		<input type="checkbox"/> 3a. Makes good choices in shaping and delivering the presentation, relevant to the purpose, setting, requirements of assignment, and audience. DATE: _____ INSTRUCTOR: _____	
		<input type="checkbox"/> 3b. Applies and expands presentation skills to Symposium and to other setting and occasions. DATE: _____ INSTRUCTOR: _____	
OC2	Follows agreed upon rules for formal and informal discussions	<input type="checkbox"/> 2a. Understands and employs the norms and protocols set for each type of discussion (one-on-one, small group, whole class, town meeting) or debate. DATE: _____ INSTRUCTOR: _____	
		<input type="checkbox"/> 2b. Demonstrates understanding of purpose and theme of discussion through participation. DATE: _____ INSTRUCTOR: _____	
		<input type="checkbox"/> 2c. Carries out assigned or self-selected roles (facilitator, scribe, time-keeper, reporter, participant, observer, etc.) and participates actively as both listener and speaker in small and large groups. DATE: _____ INSTRUCTOR: _____	
		<input type="checkbox"/> 3a. Practices the habits of mind by considering others' perspectives , exploring new ideas and possibilities , making connections between points made, providing relevant evidence , asking relevant questions, and respectfully and reflectively , participating in de-brief, and feedback. DATE: _____ INSTRUCTOR: _____	
OC3	Practices the habits of good oral communication	<input type="checkbox"/> 2a. Participates in discussion by listening actively, asking clarifying and probing questions, and making relevant comments during discussion. DATE: _____ INSTRUCTOR: _____	
		<input type="checkbox"/> 2b. Summarizes or restates others' perspective before responding to it. DATE: _____ INSTRUCTOR: _____	
		<input type="checkbox"/> 3a. Reviews, reflects on, and writes down essential points at end of the discussion. DATE: _____ INSTRUCTOR: _____	
History and Social Science			

His1	Understands Civics and Government	<input type="checkbox"/> 1a. Demonstrates understanding of key concepts outlined in the U.S. Constitution. DATE: _____ INSTRUCTOR: _____	
		<input type="checkbox"/> 1b. Demonstrates understanding of Amendments, particularly the Bills of Rights. DATE: _____ INSTRUCTOR: _____	
		<input type="checkbox"/> 2a. Reflects on the reality of government in action today. DATE: _____ INSTRUCTOR: _____	
		<input type="checkbox"/> 2b. Makes connections between the ideas/philosophy of governments and their structures, and the evidence of their impact on government today. DATE: _____ INSTRUCTOR: _____	
		<input type="checkbox"/> 3a. Explores connections between philosophy and practice of government systems and philosophy and practice of economic systems. DATE: _____ INSTRUCTOR: _____	
		<input type="checkbox"/> 3b. Practices the Habits of Mind, reflects on the impact of an individual citizen's participation in government. DATE: _____ INSTRUCTOR: _____	
His2	Connects historical past to the current day.	<input type="checkbox"/> 1a. Makes connections between history and current events. DATE: _____ INSTRUCTOR: _____	
		<input type="checkbox"/> 2a. Applies knowledge of historical documents and events to the present day. DATE: _____ INSTRUCTOR: _____	
		<input type="checkbox"/> 3a. Applies an understanding of historical events and trends to understand society in the present day. DATE: _____ INSTRUCTOR: _____	
His3	Historiography and the HOM in the discipline of history.	<input type="checkbox"/> 1a. Creates chronologies and makes connections between events. DATE: _____ INSTRUCTOR: _____	
		<input type="checkbox"/> 2a. Articulates the significance of historical documents -- primary and secondary. DATE: _____ INSTRUCTOR: _____	
		<input type="checkbox"/> 2b. Understands and can describe history and society in terms of its major components (GGREASES). DATE: _____ INSTRUCTOR: _____	
		<input type="checkbox"/> 2c. Uses different "lenses" to describe the course of historical events (eg: labor, war, race, women, immigrants, culture...). DATE: _____ INSTRUCTOR: _____	
		<input type="checkbox"/> 2d. Recognizes and can define the role of a major "-ism" in shaping history (eg: racism, classism, sexism et cetera). DATE: _____ INSTRUCTOR: _____	
		<input type="checkbox"/> 3a. Questions the dominant history beyond the textbook; considers what story or stories are missing. DATE: _____ INSTRUCTOR: _____	
		<input type="checkbox"/> 3b. Recognizes viewpoint in a piece of historical writing. DATE: _____ INSTRUCTOR: _____	

		<input type="checkbox"/> 3c. Explores the roles that individuals can play in shaping the course of history. DATE: _____ INSTRUCTOR: _____	
His3	Connects historical past to the current day.	<input type="checkbox"/> 2a. Can apply knowledge of the historical documents and events to current day social issues. DATE: _____ INSTRUCTOR: _____	
		<input type="checkbox"/> 3a. Applies an understanding of historical events and trends to understand society in the present day. DATE: _____ INSTRUCTOR: _____	
		<input type="checkbox"/> 3b. Makes connections between history and current events. DATE: _____ INSTRUCTOR: _____	
His4	Understands geography and demographics through maps and charts.	<input type="checkbox"/> 1a. Identifies the continents and oceans of the world. DATE: _____ INSTRUCTOR: _____	
		<input type="checkbox"/> 2a. Has a working knowledge of reading maps (keys, scale, latitude, longitude). DATE: _____ INSTRUCTOR: _____	
		<input type="checkbox"/> 3a. Has a more detailed and specific knowledge of the geography of the given areas of study. DATE: _____ INSTRUCTOR: _____	
Research			
Res1	Chooses a topic and formulates questions.	<input type="checkbox"/> 1a. Distinguishes between “thin and thick” questions. DATE: _____ INSTRUCTOR: _____	
		<input type="checkbox"/> 1b. Can formulate and ask “just right” questions. DATE: _____ INSTRUCTOR: _____	
		<input type="checkbox"/> 2a. Uses brainstorming techniques to choose a topic of interest. DATE: _____ INSTRUCTOR: _____	
		<input type="checkbox"/> 2b. Asks HOM questions when prompted and can focus topic, narrow search and/or revise question. DATE: _____ INSTRUCTOR: _____	
Res2	Gathers and uses information.	<input type="checkbox"/> 1a. Initiates a clear plan for locating information. DATE: _____ INSTRUCTOR: _____	
		<input type="checkbox"/> 2a. Locates resources effectively. DATE: _____ INSTRUCTOR: _____	
		<input type="checkbox"/> 2b. Can determine whether a source is useful and valid for one’s project and purpose DATE: _____ INSTRUCTOR: _____	
		<input type="checkbox"/> 2c. Can highlight pertinent information from various sources. DATE: _____ INSTRUCTOR: _____	
		<input type="checkbox"/> 2d. Is able to take notes on relevant information. DATE: _____ INSTRUCTOR: _____	

		<input type="checkbox"/> 2e. Integrates both primary and secondary sources into research paper. DATE: _____ INSTRUCTOR: _____	
		<input type="checkbox"/> 3a. Assesses validity and relative usefulness of different sources (print, electronic). DATE: _____ INSTRUCTOR: _____	
Res3	Represents knowledge in research paper.	<input type="checkbox"/> 1a. Identifies and understands the difference between organized research and plagiarism. DATE: _____ INSTRUCTOR: _____	
		<input type="checkbox"/> 1b. Formulates a thesis statement based on research. DATE: _____ INSTRUCTOR: _____	
		<input type="checkbox"/> 1c. Uses research evidence to prove thesis. DATE: _____ INSTRUCTOR: _____	
		<input type="checkbox"/> 2a. Differentiates between summarizing, paraphrasing and using direct quotes. DATE: _____ INSTRUCTOR: _____	
		<input type="checkbox"/> 2b. Documents and attributes sources in proper MLA format. DATE: _____ INSTRUCTOR: _____	
		<input type="checkbox"/> 3a. Identifies one's own POV and considers other's POV. DATE: _____ INSTRUCTOR: _____	
		<input type="checkbox"/> 3b. Analyzes and interprets evidence DATE: _____ INSTRUCTOR: _____	
Res4	Reflects on the research process.	<input type="checkbox"/> 2a. Reflects thoughtfully about the research process and considers what was learned for future projects. DATE: _____ INSTRUCTOR: _____	
		<input type="checkbox"/> 2b. Reflects on research findings and uses HOM to make connections to self, others and the world. DATE: _____ INSTRUCTOR: _____	