

**Hickman County Curriculum Map
English II (10th grade)
First Nine Weeks**

Standard 1 - Language

Course Level Expectations	Checks for Understanding	Student Performance Indicator(s)
<p>CLE 3002.1.1 Demonstrate control of Standard English through grammar usage and mechanics (punctuation, capitalization, and spelling).</p> <p>CLE 3002.1.2 Employ a variety of strategies and resources to determine the definition, pronunciation, etymology, spelling, and usage of words and phrases.</p>	<p>3002.1.1 Demonstrate a mastery of the definitions, usage, and functions of the eight parts of speech.</p> <p>3002.1.5 Know and use Standard English conventions for punctuation, capitalization, and spelling.</p> <p>3002.1.6 Use print and electronic reference sources as aids in understanding all aspects of a word (e.g., spelling, part of speech, definition, cognates, etymology, synonyms).</p> <p>3002.1.7 Use previously learned strategies to determine and clarify word meanings (e.g., roots, affixes, textual context).</p> <p>3002.1.8 Recognize and use the appropriate word among frequently confused words (e.g., to/too/two, their/there/they're, it/it's, you/you're, whose/who's, which/that/who,</p>	<p>SPI 3002.1.1 Demonstrate an understanding of the eight parts of speech, including their troublesome aspects, such as how to form the past and past participle of irregular but commonly used verbs.</p> <p>SPI 3002.1.2 Identify the patterns of a given set of sentences (i.e., subject-verb, subject-action verb-direct object, subject-action verb-indirect object-direct object, subject-linking verb-subject complement, subject-action verb-direct object-object complement)</p> <p>SPI 3002.1.8 Recognize correct subject-verb agreement with intervening elements.</p> <p>SPI 3002.1.9 Recognize a shift in either verb tense or point of view within a writing sample.</p> <p>SPI 3002.1.10 Select correct pronoun usage in a sentence (e.g., with compound elements such as <i>between you and me</i>, or following <i>than</i> or <i>as</i>).</p> <p>SPI 3002.1.11 Select correct pronoun-antecedent agreement using collective nouns or indefinite pronouns.</p> <p>SPI 3002.1.12 Recognize the correct placement of end marks and other marks of punctuation with quotation marks used in dialogue.</p>

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	<p>accept/except, affect/effect, between/among, capitol/capital, principal/principle, stationary/stationery, who/whom, allusion/illusion, complement/compliment, cite/site/sight, counsel/council, coarse/course, farther/further, lose/loose, fewer/less, advice/advise, precede/proceed, adapt/adopt, eminent/imminent, assure/ensure/insure).</p> <p>3002.1.9 Demonstrate understanding of common foreign words and phrases (e.g., RSVP, <i>déjà vu</i>, <i>faux pas</i>, <i>du jour</i>, <i>bon voyage</i>, <i>alma mater</i>, <i>cum laude</i>, <i>femme fatale</i>, <i>esprit de corps</i>, <i>verbatim</i>, <i>E pluribus unum</i>, <i>prima donna</i>, <i>avant-garde</i>, <i>status quo</i>, <i>joie de vivre</i>, <i>carte blanche</i>, <i>caveat emptor</i>, <i>alpha and omega</i>, <i>tabula rasa</i>, <i>hoi polloi</i>, <i>ad nauseam</i>, <i>carpe diem</i>, <i>tempus fugit</i>, <i>c'est la vie</i>, <i>bona fide</i>, <i>savoir faire</i>, <i>non sequitur</i>, <i>id est</i>, <i>enfant terrible</i>, <i>terra firma</i>, <i>vox populi</i>)</p>	<p>SPI 3002.1.13 Select the appropriate word from among frequently confused words (i.e., to/too/two, their/there/they're, it/it's, you/you're, whose/who's, which/that/who, accept/except, affect/effect, between/among, capitol/capital, principal/principle, stationary/stationery, who/whom, allusion/illusion, complement/compliment, cite/site/sight, counsel/council, coarse/course, farther/further, lose/loose, fewer/less, advice/advise, precede/proceed, adapt/adopt, eminent/imminent, assure/ensure/insure).</p> <p>SPI 3002.1.14 Use context clues and/or knowledge of roots, affixes, and cognates to determine the meaning of unfamiliar words.</p> <p>SPI 3002.1.15 Proofread a written passage for errors in punctuation and/or capitalization and/or spelling.</p> <p>SPI 3002.1.16 Use a sample reference source to determine aspects of a given word (e.g., spelling, part of speech, definition, cognates, etymology, synonyms).</p> <p>SPI 3002.1.17 Identify commonly used foreign words and phrases (i.e., RSVP, <i>déjà vu</i>, <i>faux pas</i>, <i>du jour</i>, <i>bon voyage</i>, <i>alma mater</i>, <i>cum laude</i>, <i>femme fatale</i>, <i>esprit de corps</i>, <i>verbatim</i>, <i>E pluribus unum</i>, <i>prima donna</i>, <i>avant-garde</i>, <i>status quo</i>, <i>joie de vivre</i>, <i>carte blanche</i>, <i>caveat emptor</i>, <i>alpha and omega</i>, <i>tabula rasa</i>, <i>hoi polloi</i>, <i>ad nauseam</i>, <i>carpe diem</i>, <i>tempus fugit</i>, <i>c'est la vie</i>, <i>bona fide</i>, <i>savoir faire</i>, <i>non sequitur</i>, <i>id est</i>, <i>enfant terrible</i>, <i>terra firma</i>, <i>vox populi</i>).</p>
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Standard 2 - Communication

Course Level Expectations	Checks for Understanding	Student Performance Indicator(s)
<p>CLE 3002.2.1 Demonstrate critical listening skills essential for comprehension, evaluation, problem solving, and task completion.</p> <p>CLE 3002.2.2 Summarize, paraphrase, and critique information presented orally by others.</p> <p>CLE 3002.2.3 Identify the thesis and main points of a challenging speech.</p> <p>CLE 3002.2.4 Analyze the style and structure of a challenging speech.</p>	<p>3002.2.1 Follow multi-tasked or multi-dimensional instructions to perform a specific role in a task, answer difficult questions, and solve challenging problems.</p> <p>3002.2.2 Identify the thesis of a challenging speech in which the ideas may be subtle or implied, regardless of whether the organizational pattern is linear.</p> <p>3002.2.3 Summarize information presented orally by others, including the purposes, major ideas, and supporting details or evidence.</p> <p>3002.2.4 Paraphrase accurately multiple, challenging ideas and information presented orally by others.</p> <p>3002.2.5 Critique ideas and information presented orally by others.</p> <p>3002.2.6 Analyze the ways in which the style, structure, and rhetorical devices of a challenging speech support or confound its meaning or purpose, taking into account the speaker’s nonverbal gestures, credibility, and point of view.</p> <p>3002.2.7 Listen actively in group discussions by posing relevant questions and by eliminating barriers to communication.</p>	<p>SPI 3002.2.1 Identify the thesis and main points of a challenging speech.</p> <p>SPI 3002.2.2 Distinguish between a summary and a paraphrase.</p> <p>SPI 3002.2.3 Distinguish between a critique and a summary.</p> <p>SPI 3002.2.4 Discern the structure of a challenging speech (e.g., sequential, problemsolution, comparison-contrast, cause-effect).</p> <p>SPI 3002.2.5 Identify rhetorical devices used in a challenging speech (i.e., rhetorical questions, parallelism and repetition, analogies, hyperbole, metaphors, and similes).</p>

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Standard 3 - Writing

Course Level Expectations	Checks for Understanding	Student Performance Indicator(s)
<p>CLE 3002.3.1 Write in a variety of modes for different audiences and purposes.</p> <p>CLE 3002.3.2 Employ various prewriting strategies.</p> <p>CLE 3002.3.3 Organize ideas into an essay with a thesis statement in the introduction, wellconstructed paragraphs, a conclusion, and transition sentences that connect paragraphs into a coherent whole.</p>	<p>3002.3.1 Write in a variety of modes (e.g., summary, explanation, persuasion, informational, literary analysis, creative expression).</p> <p>3002.3.2 Create increasingly complex work-related texts (e.g., instructions, directions, letters, bios, memos, e-mails, proposals, project plans, work orders, reports) that employ various strategies.</p> <p>3002.3.18 Practice writing to a prompt within a specified time limit</p>	<p>SPI 3002.3.1 Proofread a passage for correct punctuation, mechanics, and usage.</p> <p>SPI 3002.3.2 Choose the most effective order of sentences in a paragraph.</p> <p>SPI 3002.3.3 Choose the transitional device that appropriately connects sentences or paragraphs within a writing sample.</p> <p>SPI 3002.3.4 Select a vivid word (e.g., adjective, adverb, verb) to strengthen a written description.</p> <p>SPI 3002.3.5 Demonstrate the ability to combine a set of simple sentences into a longer, more interesting sentence.</p> <p>SPI 3002.3.6 Determine the most effective placement of information using a prewriting graphic organizer.</p> <p>SPI 3002.3.7 Select the thesis statement in a writing sample or passage.</p> <p>SPI 3002.3.8 Evaluate the relevance of supporting sentences by deleting an irrelevant sentence in a passage.</p> <p>SPI 3002.3.9 Rearrange the order of supporting paragraphs within a writing sample given a specified organizational pattern (e.g., comparison-contrast, chronological).</p>

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Standard 5 - Logic

Course Level Expectations	Checks for Understanding	Student Performance Indicator(s)
<p>CLE 3002.5.1 Use logic to make inferences and draw conclusions in a variety of challenging oral and written contexts.</p> <p>CLE 3002.5.2 Analyze text for fact and opinion, cause-effect, inferences, evidence, and conclusions.</p>	<p>3002.5.1 Construct and complete challenging word analogies.</p> <p>3002.5.2 Analyze text for stated or implied cause/effect relationships.</p> <p>3002.5.3 Describe the structure of a multi-faceted argument with a stated main claim or conclusion and explicit or implicit premises.</p> <p>3002.5.7 Identify established methods (e.g., scientific, historical) used to distinguish between factual claims and opinions.</p> <p>3002.5.8 Distinguish between evidence which is directly stated and evidence which is implied.</p>	<p>SPI 3002.5.1 Make inferences and draw conclusions based on evidence in text.</p> <p>SPI 3002.5.2 Choose a logical word to complete an analogy.</p> <p>SPI 3002.5.3 Evaluate text for fact and opinion.</p> <p>SPI 3002.5.4 Analyze cause/effect relationships in text.</p> <p>SPI 3002.5.7 Differentiate between the stated and implied evidence of a given argument.</p> <p>SPI 3002.5.8 Determine whether a given argument employs deductive or inductive reasoning.</p> <p>SPI 3002.5.9 Identify a statement that reveals the writer’s biases, stereotypes, assumptions, or values within a writing sample.</p>

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Standard 6 – Informational Text

Course Level Expectations	Checks for Understanding	Student Performance Indicator(s)
<p>CLE 3002.6.1 Comprehend and summarize the main ideas of informational and technical texts and determine the essential elements that elaborate them.</p> <p>CLE 3002.6.2 Analyze the organizational structures of informational and technical texts.</p> <p>CLE 3002.6.3 Read, interpret, and analyze graphics that support informational and technical texts.</p>	<p>3002.6.1 Identify the main ideas in informational and technical texts.</p> <p>3002.6.2 Identify and distinguish the essential and non-essential details that support the main idea of informational texts.</p> <p>3002.6.3 Recognize clear, subtle, or implied relationships among ideas in informational and technical texts.</p> <p>3002.6.4 Draw appropriate inferences and conclusions in informational and technical texts.</p> <p>3002.6.5 Summarize in a concise and well-organized way the main ideas and supporting details in informational and technical texts.</p> <p>3002.6.6 Summarize, paraphrase, and critique information in texts (informational, technical, and literary).</p> <p>3002.6.7 Distinguish between a summary and a critique and identify non-essential information in a summary and unsubstantiated opinions in a critique.</p> <p>3002.6.8 Synthesize information across multiple informational and technical texts and sources.</p>	<p>SPI 3002.6.1 Discern the stated or implied main idea and supporting details of informational and technical passages.</p> <p>SPI 3002.6.2 Use the graphics of informational and technical passages to answer questions.</p> <p>SPI 3002.6.3 Determine the appropriateness of a graphic used to support an informational or technical passage.</p> <p>SPI 3002.6.4 Identify the organizational structure of an informational or technical text (e.g., sequential, problem-solution, comparison-contrast, cause-effect).</p> <p>SPI 3002.6.5 Synthesize information across two or more informational or technical texts.</p>

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	<p>3002.6.9 Analyze the organizational structure of an informational or technical text (e.g., sequential, problem-solution, comparison-contrast, cause-effect).</p> <p>3002.6.10 Identify and analyze involved or unconventional organizational structures that may be found in informational and technical texts.</p> <p>3002.6.11 Evaluate informational and technical texts for clarity, coherence, and appropriateness of graphics.</p> <p>3002.6.12 Follow extended multi-tasked or multi-dimensional instructions in informational and technical texts to perform specific tasks, answer questions, or solve problems.</p>	
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Standard 7 - Media

Course Level Expectations	Checks for Understanding	Student Performance Indicator(s)
<p>CLE 3002.7.1 Evaluate the aural, visual, and written images and other special effects used in television, radio, film, and the Internet for their ability to inform, persuade, and entertain.</p> <p>CLE 3002.7.2 Examine the agreements and conflicts between the visual (e.g., media images, painting, film, graphic arts) and the verbal.</p> <p>CLE 3002.7.3 Recognize how visual and sound techniques or design (e.g., special effects, camera angles, music) carry or influence messages in various media.</p>	<p>3002.7.1 Recognize the effects of sound, visual images, and language on audience.</p> <p>3002.7.2 Analyze the ways in which visual and verbal presentations of the same subject matter agree or conflict in matters of culture, audience, and medium.</p> <p>3002.7.3 Analyze the effects of visual and sound techniques and design elements (e.g., special effects, camera angles, lighting and music in television and film; layout, pictures, and typeface in newspaper, magazines, and print advertisements; layout, navigation, links, and interactive features on websites).</p>	<p>SPI 3002.7.1 Draw an inference from a non-print medium.</p> <p>SPI 3002.7.2 Select the type of conflict represented in a non-print medium.</p> <p>SPI 3002.7.3 Choose a visual image that best reinforces a viewpoint. English II Page 17</p> <p>SPI 3002.7.4 Determine the impact of production elements (e.g., font, color, layout, graphics, light, camera angle) on a message.</p> <p>SPI 3002.7.5 Match a focused message to an appropriate medium.</p> <p>SPI 3002.7.6 Infer the mood represented in a non-print medium.</p> <p>SPI 3002.7.7 Consider the treatment of a particular subject or event in two or more media (e.g., newspaper and visual art, narrative and poem, diary and magazine article).</p>

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Standard 8 - Literature

Course Level Expectations	Checks for Understanding	Student Performance Indicator(s)
<p>CLE 3002.8.1 Demonstrate knowledge of significant works of world literature.</p> <p>CLE 3002.8.2 Understand the characteristics of various literary genres (e.g., poetry, novel, biography, short story, essay, drama).</p> <p>CLE 3002.8.5</p>	<p>3002.8.1 Analyze the setting, plot, theme, characterization, and narration of classic and contemporary short stories and novels.</p> <p>3002.8.2 Demonstrate understanding of non-linear plot progressions.</p> <p>3002.8.3 Analyze how plot elements (e.g., exposition, rising action, climax, falling action, resolution/denouement) function and advance action.</p> <p>3002.8.4 Analyze the role and function of characters (major/minor, protagonists/antagonists) and determine ways in which the author reveals those characters (e.g., what the author tells us, what the other characters say about him or her, what the character does, what the character says, what the character thinks).</p> <p>3002.8.7 Identify how setting and changes in setting can affect the literary elements (e.g., plot, character, theme, tone) in texts.</p> <p>3002.8.8 Analyze the narration and point of view in increasingly complex texts in which the narrator and point of view shift, with multiple characters acting as narrators.</p> <p>3002.8.9 Explain the impact of the author’s choice of a particular</p>	<p>SPI 3002.8.1 Identify examples of idiom, metaphor, simile, personification, hyperbole, or pun in poetry or prose.</p> <p>SPI 3002.8.2 Differentiate among verbal, situational, and dramatic irony.</p> <p>SPI 3002.8.3 Identify and analyze an author’s point of view (i.e., first person, third-person objective, third-person limited, third-person omniscient).</p> <p>SPI 3002.8.4 Identify and analyze how the author reveals character (i.e., what the author tells us, what the other characters say about him or her, what the character does, what the character says, what the character thinks).</p> <p>SPI 3002.8.5 Determine the significance/meaning of a symbol in poetry or prose.</p> <p>SPI 3002.8.6 Differentiate between mood and</p>

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<p>Know and use appropriate literary terms to derive meaning from various literary genres.</p>	<p>point of view (e.g., first person, third-person objective, third-person limited, third-person omniscient).</p> <p>3002.8.13 Identify and analyze elements of literary drama (e.g., dramatic irony, dialogue, soliloquy, monologue, aside).</p> <p>3002.8.14 Identify, analyze, and evaluate the development of the theme(s) of a literary text.</p> <p>3002.8.15 Identify, analyze, and evaluate the development of similar or contrasting themes across two or more literary texts of varying complexity.</p> <p>3002.8.16 Analyze literary texts to identify the author's attitudes, viewpoints, and beliefs and to compare these to the larger historical context of the texts.</p> <p>3002.8.17 Identify and analyze the use of literary elements such as allegory, paradox, satire, and foreshadowing.</p> <p>3002.8.18 Comprehend and use figurative language (e.g., idioms, metaphors, similes, personification, hyperbole, pun).</p> <p>3002.8.19 Identify and analyze biblical, classical, cultural, historical, and literary allusions.</p>	<p>tone in poetry or prose.</p> <p>SPI 3002.8.7 Determine the impact of setting on literary elements (i.e., plot, character, theme, tone).</p> <p>SPI 3002.8.8 Identify and analyze the common theme in a series of passages.</p> <p>SPI 3002.8.9 Demonstrate knowledge of sound and metric devices (i.e., rhyme {internal, slant}, rhythm, blank verse, free verse, repetition, alliteration, onomatopoeia).</p> <p>SPI 3002.8.14 Identify classical, historical, and literary allusions in context.</p> <p>SPI 3002.8.15 Identify and analyze basic elements of plot (i.e., exposition, rising action, climax, falling action, resolution/denouement).</p> <p>SPI 3002.8.16 Analyze how form relates to meaning (e.g., compare a poem and a newspaper on the same theme or topic).</p>
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