Hickman County Curriculum Map
English 11
First Nine Weeks

Course Level Expectations	Checks for Understanding	Student Performance Indicator(s)
CLE 3003.1.1 Demonstrate control of Standard English through grammar usage and mechanics (punctuation, capitalization, and spelling). **CLE 3003.1.2** Employ a variety of strategies and resources to determine the definition, pronunciation, etymology, spelling, and usage of words and phrases.	<u>Language</u> **3003.1.1** Apply a variety of strategies to correct sentence fragments and run-on sentences. **3003.1.2** Know and apply a variety of sentence-combining techniques. **3003.1.3** Know and use Standard English conventions for punctuation, capitalization, and spelling.	**SPI 3003.1.5** **SPI 3003.1.6** **SPI 3003.1.7** **SPI 3003.1.12** **SPI 3003.1.13**
CLE 3003.2.1 Demonstrate critical listening skills essential for comprehension, evaluation, problem solving, and task completion. **CLE 3003.2.2** Summarize, paraphrase, and critique information presented orally by others.	<u>Communication</u> **3003.2.1** Follow multi-tasked or multi-dimensional spoken instructions to perform a specific role in a task, answer difficult questions, and solve challenging problems. **3003.2.2** Identify the thesis of a complex speech in which ideas may be abstract, theoretical, and philosophical and in which the organization is not necessarily linear, but may proceed from point to point; distinguish the essential and less important details that may subtly elaborate it. **3003.2.3** Summarize concisely information presented orally by others including the purposes, major ideas, and supporting details or evidence, and demonstrate the ability to distinguish more important from less important details.	**SPI 3003.2.1** **SPI 3003.2.2** **SPI 3003.2.3** **SPI 3003.2.4**

CLE 3003.2.3 Identify the thesis and main points of a complex speech. **CLE 3003.2.4** Analyze the style and structure of a complex speech.	**3003.2.4** Paraphrase accurately multiple, challenging ideas and information presented orally by others. **3003.2.5** Critique ideas and information presented orally by others.	
CLE 3003.3.1 Write in a variety of modes, with particular emphasis on persuasion, for different purposes and audiences. **CLE 3003.3.2** Employ various prewriting strategies. **CLE 3003.3.3** Organize ideas into an essay with a thesis statement in the introduction, well-constructed paragraphs, a conclusion, and transition sentences that connect paragraphs into a coherent whole.	<u>Writing</u> **3003.3.1** Write in a variety of modes (e.g., a summary; an explanation; a description; a creative expression; a literary analysis, informational, research, or argumentative essay). **3003.3.2** Create sophisticated, complex work-related texts (e.g., instructions, directions, letters, bios, memos, e-mails, proposals, project plans, work orders, reports). **3003.3.3** Develop topics that address unfamiliar and abstract concepts removed from students' personal experiences and that require in-depth analysis. **3003.3.4** Use a variety of strategies when appropriate (e.g., comparisons, anecdotes, detailed descriptions) to provide facts, details, reasons, and examples that support the thesis. **3003.3.5** Develop and elaborate on ideas as appropriate to audience and anticipate and respond to readers' potential questions and counterarguments. **3003.3.6** Include relevant, specific, and compelling details. **3003.3.7** Employ organizational structures and support, and incorporate multiple patterns when appropriate (e.g., combine question-answer with comparison-contrast and utilize cause/effect as one type of comparison).	**SPI 3003.3.1** **SPI 3003.3.2** **SPI 3003.3.3** **SPI 3003.3.4** **SPI 3003.3.5** **SPI 3003.3.6** **SPI 3003.3.7** **SPI 3003.3.8** **SPI 3003.3.9** **SPI 3003.3.10** **SPI 3003.3.11**

CLE 3003.3.4 Revise documents to develop or support ideas more clearly, address potential objections, ensure effective transitions between paragraphs, and correct errors in logic.	**3003.3.8** Create text features (e.g., headings subheadings, formatting) as appropriate to signal important points. **3003.3.9** Use transitions to signal organizational patterns and to connect and contrast ideas. **3003.3.10** Use precise language appropriate to audience and purpose (e.g., connotative words in essays, exact terminology in technical writing). **3003.3.11** Use compelling verbs and a variety of figurative language (e.g., irony, caricature, symbols, allusions) to address the needs of audience and purpose. **3003.3.12** Use clear sentence structure in developing increasingly complex syntax. (e.g., combining short sentences, varying sentence beginnings, using a variety of sentence types, incorporating parallel structures). **3003.3.13** Employ grammar, usage, and mechanics as rhetorical tools, using incorrect structures as appropriate for effect (e.g., utilize short sentences or fragments for effect or include a single-sentence paragraph for effect). **3003.3.14** When other sources are used or referenced (e.g., in research, informational, or literary essays), adhere to the list below. **3003.3.15** Generate notes while collecting information. **3003.3.16** Create a detailed outline based on research, note-taking, or some other method of generating content. **3003.3.17** Edit writing for mechanics (e.g., punctuation, capitalization), spelling, grammar (e.g., pronoun-antecedent relationship, use of modifying phrases), style (e.g., eliminating verbiage), and tone and mood as appropriate to audience, purpose, and context.	**SPI 3003.3.12** **SPI 3003.3.13** **SPI 3003.3.14**

	3003.3.18 Based on readers' comments, revise papers to focus on the thesis, develop ideas, address potential objections, employ effective transitions, identify a clear beginning and ending, correct logic errors, and identify areas for further development. **3003.3.19** Use software (e.g., Photoshop, Acrobat, Dreamweaver, Pagemaker) to incorporate both basic and specialized effects into writing. **3003.3.20** Determine how and when to employ technology effectively in written communication. **3003.3.21** Practice writing to a persuasive prompt within a specified time limit. **3003.3.22** Demonstrate confidence in using the Tennessee Writing Assessment Rubric while evaluating one's own writing and the writing of others. **3003.3.23** Refine the techniques of a persuasive essay, including logical reasons, coherent organization, rebuttal arguments, rhetorical devices, and relevant illustrations.	
CLE 3003.5.1 Use logic to make inferences and draw conclusions in a variety of complex oral and written contexts. **CLE 3003.5.2** Analyze text for fact and opinion, cause/effect, inferences, evidence, and conclusions. **CLE 3003.5.3** Evaluate an argument, considering false premises, logical fallacies, and quality of evidence presented.	## Logic **3003.5.1** Construct and complete challenging word analogies. **3003.5.2** Analyze text for stated or implied cause/effect relationships. **3003.5.3** Describe the structure of a multi-faceted argument with an unstated main claim and explicit or implicit premises. **3003.5.4** Evaluate the relevance, quality, and sufficiency of evidence used to support or oppose an argument. **3003.5.5** Identify established methods (e.g., scientific, historical) used to distinguish between factual claims and opinions.	**SPI 3003.5.1** **SPI 3003.5.2** **SPI 3003.5.3** **SPI 3003.5.4** **SPI 3003.5.5**

CLE 3003.5.4 Analyze the logical features of an argument. **CLE 3003.5.5** Analyze written and oral communication for persuasive devices. **CLE 3003.5.6** Analyze deductive and inductive arguments	**3003.5.6** Distinguish between evidence which is directly stated and evidence which is implied within an argument. **3003.5.7** Identify false premises and explain the role they play in argumentation. **3003.5.8** Analyze common logical fallacies (e.g., appeal to fear, personal attack {*ad hominem*}, false dilemma, false analogy, slippery slope, *non sequitur*, false authority, *post hoc*, straw man). **3003.5.9** Differentiate among evidence, inferences, assumptions, and claims in argumentation (e.g., explain and evaluate opinion editorials, commercials, political cartoons, philosophical arguments). **3003.5.10** Analyze and explain how a variety of logical arguments reach different and possibly conflicting conclusions on the same topic. **3003.5.11** Identify and analyze persuasive devices that are used in written and oral communication (e.g., bandwagon, loaded words, testimonial, name-calling, plain folks, snob appeal, misuse of statistics, transfer, card stacking).	**SPI 3003.5.6** **SPI 3003.5.7** **SPI 3003.5.8** **SPI 3003.5.9** **SPI 3003.5.10** **SPI 3003.5.11** **SPI 3003.5.12** **SPI 3003.5.13** **SPI 3003.5.14**

	Informational Text	SPI 3003.6.1
CLE 3003.6.1 Comprehend and summarize the main ideas of complex informational texts and determine the essential elements that elaborate them. **CLE 3003.6.2** Analyze the organizational structures of complex informational and technical texts. **CLE 3003.6.3** Read, interpret, and analyze graphics that support complex informational and technical texts.	**3003.6.1** Summarize in a concise and well-organized way the main ideas, supporting details, and relationships among ideas in complex informational and technical texts. **3003.6.2** Summarize, paraphrase, and critique information in texts (informational, technical, and literary). **3003.6.3** Recognize clear or subtle and implied relationships among ideas (e.g., cause/effect, comparative, sequential) in complex informational and technical texts. **3003.6.4** Synthesize information across multiple complex informational and technical texts. **3003.6.5** Analyze the organizational structure of an informational or technical text (e.g., sequential, problem-solution, comparison-contrast, cause-effect). **3003.6.6** Evaluate the ways in which the unconventional organizational structure of a complex informational or technical text supports or confounds its meaning or purpose. **3003.6.7** Comprehend and evaluate complex information presented graphically. **3003.6.8** Evaluate complex informational and technical texts for clarity, simplicity, and coherence and for the appropriateness of their graphics and visual appeal. **3003.6.9** Follow extended multi-tasked or multi-dimensional instructions in complex informational or technical texts.	**SPI 3003.6.2** **SPI 3003.6.3** **SPI 3003.6.4**

	Literature	
CLE 3003.8.1 Demonstrate knowledge of significant works of American literature from the colonial period to the present and make relevant comparisons. **CLE 3003.8.2** Understand the characteristics of various literary genres (e.g., poetry, novel, biography, short story, essay, drama). **CLE 3003.8.4** Analyze works of American literature for what is suggested about the historical period in which they were written.	**3003.8.1** Analyze a literary work, using the characteristics of the literary time period that it represents. **3003.8.2** Compare and contrast the elements (e.g., form, language, plot, and characters) of two works representing different literary periods (e.g., *The Scarlet Letter* and *An American Tragedy*). **3003.8.8** Consider the characteristics of genre and the limitations of form when interpreting complex texts. **3003.8.11** Identify and analyze elements of literary drama (e.g., dramatic irony, dialogue, soliloquy, monologue, aside). **3003.8.12** Identify elements of literary drama (e.g., dramatic irony, soliloquy, stage direction, dialogue) and evaluate the ways in which they articulate a playwright's vision in complex plays. **3003.8.13** Identify, analyze, and explain the multiple levels of theme(s) within a complex literary text and of similar or contrasting themes across two or more texts. **3003.8.14** Analyze works of literature as reflections of the historical period in which they were written. **3003.8.15** Analyze texts to identify the author's attitudes, viewpoints, and beliefs and to critique how these relate to the larger historical, social, and cultural context of the texts. **3003.8.18** Use prior knowledge and explicit study to identify the meaning of biblical, classical, cultural, historical, and literary allusions, especially those which may be more obscure or extended (e.g., references to Phaeton and Icarus in Dante's *Inferno*).	**SPI 3003.8.2** **SPI 3003.8.3** **SPI 3003.8.7** **SPI 3003.8.10** **SPI 3003.8.11** **SPI 3003.8.12** **SPI 3003.8.13** **SPI 3003.8.14** **SPI 3003.8.16**

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