

Hickman County Curriculum Map
English 11
Second Nine Weeks

Course Level Expectations	Checks for Understanding	Student Performance Indicator(s)
<p>CLE 3003.1.3 Understand and use a variety of sentence structures.</p> <p>CLE 3003.1.4 Consider language as a reflection of its time and culture.</p>	<p style="text-align: center;"><u>Language</u></p> <p>3003.1.4 Be aware of the power of language well-used as a reflection and change agent of its time and culture (e.g., political correctness, ethnic identity, persuasion).</p> <p>3003.1.4 Be aware of the power of language well-used as a reflection and change agent of its time and culture (e.g., political correctness, ethnic identity, persuasion).</p> <p>3003.1.5 Use roots and affixes to determine or clarify the meaning of specialized vocabulary across the content areas (e.g., antecedent, antebellum, circumference, millimeter, amphibian, heterogeneous).</p> <p>3003.1.6 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, 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, allude/elude, elicit/illicit, discreet/discrete, censor/censure/sensor, conscience/conscious).</p> <p>3003.1.7 Use the origins, history, and evolution of words and concepts to enhance understanding.</p> <p>3003.1.8 Consider why certain words have come into the English language or undergone</p>	<p>SPI 3003.1.1</p> <p>SPI 3003.1.2</p> <p>SPI 3003.1.3</p> <p>SPI 3003.1.4</p> <p>SPI 3003.1.8</p> <p>SPI 3003.1.9</p> <p>SPI 3003.1.10</p> <p>SPI 3003.1.11</p>

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<p>CLE 3003.2.1 Demonstrate critical listening skills essential for comprehension, evaluation, problem solving, and task completion.\</p> <p>CLE 3003.2.5 Understand strategies for expressing ideas clearly and effectively in a variety of oral contexts.</p> <p>CLE 3003.2.6 Deliver effective oral presentations.</p> <p>CLE 3003.2.7 Participate in work teams and group</p>	<p>a semantic change within the last fifteen years.</p> <p>3003.1.9 Demonstrate understanding of common foreign words and phrases (e.g., <i>RSVP, déjà vu, faux pas, du jour, bon voyage, alma mater, cum laude, femme fatale, esprit de corps, verbatim, E pluribus unum, prima donna, avant-garde, status quo, joie de vivre, carteblanche, caveat emptor, alpha and omega, tabula rasa, hoi polloi, ad nauseam, carpe diem, tempus fugit, c'est la vie, bona fide, savoir faire, non sequitur, id est, enfant terrible, terra firma, vox populi, ad hoc, cause célèbre, magnum opus, persona non grata, quid pro quo, jene sais quoi, modus operandi, nom de plume, haute couture, mea culpa</i>).</p> <p style="text-align: center;"><u>Communication</u></p> <p>3003.2.6 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>3003.2.7 Listen actively in group discussions by asking clarifying, elaborating, and synthesizing questions and by managing internal barriers (e.g., emotional state, prejudices) and external barriers (e.g., physical setting, difficulty hearing, recovering from distractions) to aid comprehension.</p> <p>3003.2.8 Include abstract and theoretical ideas, valid arguments, substantive and relevant details, and sound evidence to support complex points effectively.</p> <p>3003.2.9 Organize an oral presentation on a complex topic by breaking the topic into parts accessible to listeners, emphasizing key concepts or points, and closing with a recommendation or observation on the relevance of the subject to a wider context.</p> <p>3003.2.10 Utilize an organizational structure that enhances the appeal to the audience and is appropriate for the purpose (e.g., sequential, problem-solution, comparison-contrast, cause-effect).</p>	<p>SPI 3003.2.5</p> <p>SPI 3003.2.6</p>
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<p>various prewriting strategies.</p> <p>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.</p> <p>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.</p>	<p>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.</p> <p>3003.3.5 Develop and elaborate on ideas as appropriate to audience and anticipate and respond to readers’ potential questions and counterarguments.</p> <p>3003.3.6 Include relevant, specific, and compelling details.</p> <p>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).</p> <p>3003.3.8 Create text features (e.g., headings subheadings, formatting) as appropriate to signal important points.</p> <p>3003.3.9 Use transitions to signal organizational patterns and to connect and contrast ideas.</p> <p>3003.3.10 Use precise language appropriate to audience and purpose (e.g., connotative words in essays, exact terminology in technical writing).</p> <p>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.</p> <p>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).</p> <p>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</p>	<p>SPI 3003.3.4</p> <p>SPI 3003.3.5</p> <p>SPI 3003.3.6</p> <p>SPI 3003.3.7</p> <p>SPI 3003.3.8</p> <p>SPI 3003.3.9</p> <p>SPI 3003.3.10</p> <p>SPI 3003.3.11</p> <p>SPI 3003.3.12</p> <p>SPI 3003.3.13</p> <p>SPI 3003.3.14</p>
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	<p>include a single-sentence paragraph for effect).</p> <p>3003.3.14 When other sources are used or referenced (e.g., in research, informational, or literary essays), adhere to the list below.</p> <p>3003.3.15 Generate notes while collecting information.</p> <p>3003.3.16 Create a detailed outline based on research, note-taking, or some other method of generating content.</p> <p>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.</p> <p>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.</p> <p>3003.3.19 Use software (e.g., Photoshop, Acrobat, Dreamweaver, Pagemaker) to incorporate both basic and specialized effects into writing.</p> <p>3003.3.20 Determine how and when to employ technology effectively in written communication.</p> <p>3003.3.21 Practice writing to a persuasive prompt within a specified time limit.</p> <p>3003.3.22 Demonstrate confidence in using the Tennessee Writing Assessment Rubric while evaluating one's own writing and the writing of others.</p> <p>3003.3.23 Refine the techniques of a persuasive essay, including logical reasons, coherent organization, rebuttal arguments, rhetorical devices, and relevant illustrations.</p>	
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<p>CLE 3003.4.1 Define and narrow a problem or research topic.</p> <p>CLE 3003.4.2 Gather relevant information from a variety of print and electronic sources, as well as from direct observation, interviews, and surveys.</p> <p>CLE 3003.4.3 Make distinctions about credibility, reliability, consistency, strengths, and limitations of resources, including information gathered from websites.</p> <p>CLE 3003.4.4 Write an extended research paper, using primary and secondary sources and technology and graphics, as appropriate.</p> <p>CLE 3003.4.5 Use a</p>	<p><u>Research</u></p> <p>3003.4.1 Focus on a complex topic that is sufficiently narrow to examine in depth and for which adequate information is available.</p> <p>3003.4.2 Take and organize notes on relevant knowledge, identifying multiple perspectives and areas for research.</p> <p>3003.4.3 Focus on factual and relevant data that are complex and theoretical.</p> <p>3003.4.4 Reference relevant primary, secondary, and tertiary sources, demonstrating a systematic search of resources that are recent and important and are written by authorities to a well-informed audience.</p> <p>3003.4.5 Select reliable resources using appropriate criteria and avoiding the overuse of any one source.</p> <p>3003.4.6 Collect evidence in varied ways to answer the research question (e.g., gathering relevant reasons, examples, and facts; defining key terms; setting up comparisons; analyzing relationships such as cause/effect).</p> <p>3003.4.7 Craft an introductory section including the limits of a research question, the perspective of the paper, a definition of terms, and a statement of the thesis.</p> <p>3003.4.8 Maintain coherence through the consistent and effective use of connective transitions.</p> <p>3003.4.9 Create an effective organizing structure based on complex research information, sometimes using multiple organizing structures within the essay.</p> <p>3003.4.10 Craft an effective conclusion by answering the research question, explaining the significance of the research findings, making appropriate recommendations, and suggesting future research needs.</p>	<p>SPI 3003.4.1</p> <p>SPI 3003.4.2</p> <p>SPI 3003.4.3</p> <p>SPI 3003.4.4</p> <p>SPI 3003.4.5</p> <p>SPI 3003.4.6</p>
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<p>standard format to arrange text, to cite sources, and to document quotations, paraphrases, and other information.</p> <p>CLE 3003.7.1 Evaluate the images and other special effects used in media for their ability to inform, persuade, and entertain.</p> <p>CLE 3003.7.2 Examine the agreements and conflicts between the visual and the verbal.</p> <p>CLE 3003.7.3 Recognize how visual and sound techniques or design carry or influence messages in various media.</p>	<p>3003.4.11 Skillfully acknowledge source material.</p> <p>3003.4.12 Cite sources using a standard format appropriate to the discipline (e.g., MLA, APA), with a high degree of accuracy.</p> <p>3003.4.13 Skillfully and strategically quote, paraphrase, or summarize text, ideas, or other information taken from print or electronic sources.</p> <p>3003.4.14 Support a research topic by following a standard format and use appropriate technology to embed text graphics including a title, an abstract, numbered pages, and a bibliography.</p> <p style="text-align: center;"><u>Media</u></p> <p>3003.7.1 Analyze and evaluate the effects on the audience of the sounds, visuals, and language used in a wide array of media.</p> <p>3003.7.2 Identify, analyze, and evaluate the effectiveness of the relationship between visual elements (e.g., media images, painting, film, and graphic arts) and verbal messages in virtually any media, emphasizing the cultural context, audience, and purpose.</p> <p>3003.7.3 Evaluate the effectiveness of conventional and unconventional visual and sound techniques and design elements (e.g., special effects, camera angles, lighting, and music in television or film; layout, pictures, and typeface in newspapers, magazines, and print advertisements; layout, navigation, links, and interactive features on websites) to achieve specific purposes and deliver specific messages.</p> <p>3003.7.4 Demonstrate consistent and effective audience focus through purposeful choice of medium; compelling images, words, and sounds; and focused supporting ideas.</p> <p>3003.7.5 Understand the transactional nature of media by considering audience in preparing productions.</p> <p>3003.7.6 Employ conventional and unconventional visual images, text, graphics, music,</p>	<p>3003.7.1</p> <p>3003.7.2</p> <p>3003.7.3</p> <p>3003.7.4</p> <p>3003.7.5</p>
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