

Hickman County Curriculum Map
English 12
First Semester

Course Level Expectations	Checks for Understanding	
<p>CLE 3005.1.1 Demonstrate control of Standard English through grammar usage and mechanics (punctuation, capitalization, and spelling).</p> <p>CLE 3005.1.2 Employ a variety of strategies and resources to determine the definition, pronunciation, etymology, spelling, and usage of words and phrases.</p>	<p style="text-align: center;">Standard 1 – Language</p> <hr/> <p>3005.1.1 Apply a variety of strategies to correct sentence fragments and run-on sentences.</p> <p>3005.1.3 Know and use Standard English conventions for punctuation, capitalization, and spelling.</p> <p>3005.1.5 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>3005.1.6 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, discrete/discreet, censor/censure/sensor, conscience/conscious, criteria/criterion, emigrate from/immigrate to, imply/infer, percent/percentage, perspective/prospective).</p>	

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<p>CLE 3005.1.3 Understand and use a variety of sentence structures.</p> <p>Listening CLE 3005.2.1 Demonstrate critical listening skills essential for comprehension, evaluation, problem solving, and task completion.</p>	<p>3005.1.7 Use the origins, history, and evolution of words and concepts to enhance understanding.</p> <p>3005.1.8 Demonstrate understanding of 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, carte blanche, 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, je ne sais quoi, modus operandi, nom de plume, haute couture, mea culpa, raison d'être, laissez faire, bête noire, en masse, in absentia, sub rosa, schadenfreude, noblesse oblige, sine qua non, deus ex machina, doppelgänger, coup d'état</i>).</p> <p>3005.1.2 Know and apply a variety of sentence-combining techniques.</p> <p style="text-align: center;">Standard 2 - Communication</p> <p>3005.2.1 Follow multi-tasked or multi-dimensional spoken instructions to perform a specific role in a task, answer difficult questions, and solve challenging problems.</p>	
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<p>CLE 3005.2.2 Summarize, paraphrase, and critique information presented orally by others.</p> <p>CLE 3005.2.3 Identify the thesis and main points of a complex speech.</p> <p>CLE 3005.2.4 Analyze the style and structure of a complex speech.</p> <p>Speaking CLE 3005.2.5 Understand strategies for expressing ideas clearly and effectively in a variety of oral contexts.</p> <p>CLE 3005.2.6 Deliver effective oral presentations.</p>	<p>3005.2.3 Summarize concisely information presented orally by others by including the purposes, major ideas, and supporting details or evidence; demonstrate the ability to distinguish more important from less important details.</p> <p>3005.2.4 Paraphrase accurately multiple, challenging ideas and information presented orally by others.</p> <p>3005.2.5 Critique ideas and information presented orally by others.</p> <p>3005.2.2 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.</p> <p>3005.2.6 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>3005.2.8 Include abstract and theoretical ideas, valid arguments, substantive and relevant details, and sound evidence to support complex points effectively.</p> <p>3005.2.9 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>	
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<p>CLE 3005.2.7 Participate in work teams and group discussions.</p>	<p>3005.2.10 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>3005.2.11 Provide a coherent and effective conclusion that reinforces the presentation in a powerful way, presents the topic in a new light (e.g., as a call to action, placing the topic in context to emphasize its importance) and brings the talk to a clear and logical close.</p> <p>3005.2.12 Use effective rhetorical devices such as</p> <ul style="list-style-type: none">• rhetorical questions to engage the audience;• parallelism and repetition to reinforce ideas;• analogies to convey complex ideas;• metaphors and similes to develop ideas on multiple levels;• alliteration to call attention to ideas and fix them in the audience’s minds;• hyperbole or understatement for humor or impact; and• antithesis to establish contrasting relationships. <p>3005.2.13 Employ presentation skills including good eye contact, correct enunciation, appropriate rate and volume, and effective gestures.</p> <p>3005.2.7 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>3005.2.14 Participate productively in self-directed work teams for a particular purpose (e.g., to interpret literature, solve a problem, make a decision) by adhering to the list below.</p>	
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Standard 3 - Writing		
CLE 3005.3.1 Write in a variety of modes for different purposes and audiences.	3005.3.1 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). 3005.3.2 Create sophisticated, complex work-related texts (e.g., instructions, directions, letters, bios, memos, e-mails, proposals, project plans, work orders, reports) that employ the strategies listed below. <ul style="list-style-type: none">• Select a medium or format appropriate to purpose for writing.• Vary strategies to achieve complex purposes.• Sustain consistent and effective focus on audience through format, ideas, and word choice.• Anticipate potential problems, mistakes, and misunderstandings and respond to counterarguments.• Translate technical language into non-technical English when necessary.• Provide specific ideas, extended examples, and appropriate comparisons to support the main points in the text.• Use an organizational strategy appropriate for medium, purpose, and audience.• Follow customary formats (e.g., use salutation, closing and signature for business letters, and appropriate format for memos).• Format text purposefully and effectively to support comprehension and enable the reader to find information quickly and easily (e.g., format by designing graphics to convey complex information).• Employ formatting and varied visual elements to guide the reader (e.g., headings, bulleted lists, effective use of white space on the page).• Include clear and purposeful illustrative material to support ideas effectively in the text.	

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<p>CLE 3005.3.2 Employ various prewriting strategies.</p> <p>CLE 3005.3.3 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>3005.3.3 Develop topics that address unfamiliar and abstract concepts removed from students' personal experiences and that require in-depth analysis.</p> <p>3005.3.19 Use software (e.g., Photoshop, Acrobat, Dreamweaver, Pagemaker) to incorporate both basic and specialized effects into writing.</p> <p>3005.3.20 Determine how and when to employ technology effectively in written communication.</p> <p>3005.3.14 When other sources are used or referenced (e.g., in research, informational, or literary essays), adhere to the list below.</p> <ul style="list-style-type: none">• Skillfully acknowledge source material (create a reliable bibliography, list of works cited, and/or works consulted).• Cite sources using a standard format appropriate to the discipline (e.g., MLA, APA), with a high degree of accuracy.• Strategically and skillfully quote, paraphrase, or summarize text, ideas, or other information taken from print or electronic sources.• Incorporate ideas and quotations effectively and correctly within text.• Embed quotations and graphics from other sources, when appropriate. <p>3005.3.4 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>3005.3.5 Develop and elaborate on ideas as appropriate to audience and anticipate and respond to readers' potential questions and counterarguments.</p> <p>3005.3.6 Include relevant, specific, and compelling details.</p>	
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<p>CLE 3005.3.4 Revise documents to develop or support ideas more clearly, address potential objections, ensure effective transitions between paragraphs, and correct errors in logic.</p>	<p>3005.3.7 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>3005.3.8 Create text features (e.g., headings subheadings, formatting) as appropriate to signal important points.</p> <p>3005.3.9 Use transitions to signal organizational patterns and to connect and contrast ideas.</p> <p>3005.3.10 Use precise language appropriate to audience and purpose (e.g., connotative words in essays, exact terminology in technical writing).</p> <p>3005.3.11 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>3005.3.12 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>3005.3.13 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).</p> <p>3005.3.17 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>3005.3.18 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>	
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Standard 4 - Research		
<p>CLE 3005.4.1 Define and narrow a problem or research topic.</p>	<p>3005.4.1 Focus on a complex topic that is sufficiently narrow to examine in depth and that has adequate information available</p> <p>3005.4.2 Take and organize notes on relevant knowledge, identifying multiple perspectives and areas for research.</p> <p>3005.4.3 Focus on factual and relevant data that are complex and theoretical.</p>	
<p>CLE 3005.4.2 Gather relevant information from a variety of print and electronic sources, as well as from direct observation, interviews, and surveys.</p>	<p>3005.4.4 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>CLE 3005.4.3 Make distinctions about the credibility, reliability, consistency, strengths, and limitations of resources, including information gathered from websites.</p>	<p>3005.4.5 Select reliable resources using appropriate criteria and avoiding the overuse of any one source.</p> <p>3005.4.6 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>CLE 3005.4.4 Write an extended research paper, using primary and secondary sources and technology and graphics, as appropriate.</p>	<p>3005.4.7 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>3005.4.8 Maintain coherence through the consistent and effective use of connective transitions.</p>	

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<p>CLE 3005.4.5 Use a standard format to arrange text, to cite sources correctly, and to document quotations, paraphrases, and other information.</p>	<p>3005.4.9 Create an effective organizing structure based on complex research information, sometimes using multiple organizing structures within the essay.</p> <p>3005.4.10 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>3005.4.10 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>3005.4.13 Skillfully and strategically quote, paraphrase, or summarize text, ideas, or other information taken from print or electronic sources.</p> <p>3005.4.14 To support a research topic, follow a standard format and use appropriate technology to embed text graphics, including a title, an abstract, numbered pages, and a bibliography.</p> <p>3005.4.11 Skillfully acknowledge source material (create a reliable bibliography or list of works cited and/or works consulted).</p> <p>3005.4.12 Cite sources using a standard format appropriate to the discipline (e.g., MLA, APA), with a high degree of accuracy.</p> <p>3005.4.13 Skillfully and strategically quote, paraphrase, or summarize text, ideas, or other information taken from print or electronic sources.</p> <p>3005.4.14 To support a research topic, follow a standard format and use appropriate technology to embed text graphics, including a title, an abstract, numbered pages, and a bibliography.</p>	
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Standard 5 – Logic

CLE 3005.5.1 Use logic to make inferences and draw conclusions in a variety of complex oral and written contexts.

CLE 3005.5.2 Analyze text for fact and opinion, cause/effect, inferences, evidence, and conclusions.

CLE 3005.5.3 Evaluate an argument, considering false premises, logical fallacies, and quality of evidence presented.

CLE 3005.5.4 Analyze the logical features of an argument.

CLE 3005.5.5 Analyze written and oral communication for persuasive devices.

CLE 3005.5.6 Analyze deductive and inductive arguments.

3005.5.1 Construct and complete challenging word analogies.

3005.5.2 Analyze text for stated or implied cause/effect relationships.

3005.5.3 Describe the structure of a multi-faceted argument with an unstated main claim and explicit or implicit premises.

3005.5.4 Evaluate the relevance, quality, and sufficiency of evidence used to support or oppose an argument.

3005.5.5 Identify established methods (e.g., scientific, historical) used to distinguish between factual claims and opinions.

3005.5.6 Distinguish between evidence which is directly stated and evidence which is implied within an argument.

3005.5.7 Identify false premises and explain the role they play in argumentation.

3005.5.8 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, begging the question, red herring).

3005.5.9 Differentiate among evidence, inferences, assumptions, and claims in argumentation (e.g., explain and evaluate opinion editorials, commercials, political cartoons, philosophical arguments).

3005.5.10 Analyze and explain how a variety of logical arguments reach different and possibly conflicting conclusions on the same topic.

3005.5.11 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)

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Standard 6 – Informational Text		
<p>CLE 3005.6.1 Comprehend and summarize the main ideas of complex informational texts and determine the essential elements that elaborate them.</p> <p>CLE 3005.6.2 Analyze the organizational structures of complex informational and technical texts.</p> <p>CLE 3005.6.3 Read, interpret, and analyze graphics that support complex informational and technical texts.</p>	<p>3005.6.1 Summarize in a concise and well-organized way the main ideas, supporting details, and relationships among ideas in complex informational and technical texts.</p> <p>3005.6.2 Summarize, paraphrase, and critique information in texts (informational, technical, and literary).</p> <p>3005.6.3 Recognize clear or subtle and implied relationships among ideas (e.g., cause/effect, comparative, sequential) in complex informational and technical texts.</p> <p>3005.6.4 Synthesize information across multiple complex informational and technical texts.</p> <p>3005.6.5 Analyze the organizational structure of an informational or technical text (e.g., sequential, problem-solution, comparison-contrast, cause-effect).</p> <p>3005.6.6 Evaluate the ways in which the unconventional organizational structure of a complex informational or technical text supports or confounds its meaning or purpose.</p> <p>3005.6.7 Comprehend and evaluate complex information presented graphically.</p> <p>3005.6.8 Evaluate complex informational and technical texts for their clarity, simplicity, and coherence and for the appropriateness of their graphics and visual appeal.</p> <p>3005.6.9 Follow extended multi-tasked or multi-dimensional instructions in complex informational or technical texts.</p>	