

Hickman County Curriculum Map
English 12
Second 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> <p>3005.1.7 Use the origins, history, and evolution of words and concepts to enhance understanding.</p>	

Hickman County Curriculum Map
English 12
Second Semester

<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>CLE 3005.2.2 Summarize, paraphrase, and critique information presented orally by others.</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> <hr/> <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> <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>	
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Hickman County Curriculum Map
English 12
Second Semester

<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>CLE 3005.2.7 Participate in work teams and group discussions.</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> <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</p>	
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Hickman County Curriculum Map
English 12
Second Semester

<p>CLE 3005.3.1 Write in a variety of modes for different purposes and audiences.</p> <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>below.</p> <hr/> <p style="text-align: center;">Standard 3 - Writing</p> <hr/> <p>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).</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>3005.3.14 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> <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>	
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Hickman County Curriculum Map
English 12
Second Semester

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.

CLE 3005.6.1 Comprehend and summarize the main ideas of complex informational texts and determine the essential elements that elaborate them.

CLE 3005.6.2 Analyze the organizational structures of complex informational and technical texts.

3005.3.9 Use transitions to signal organizational patterns and to connect and contrast ideas.

3005.3.10 Use precise language appropriate to audience and purpose (e.g., connotative words in essays, exact terminology in technical writing).

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.

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).

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).

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.

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.

Standard 6 – Informational Text

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.

3005.6.2 Summarize, paraphrase, and critique information in texts (informational, technical, and literary).

3005.6.3 Recognize clear or subtle and implied relationships among ideas (e.g., cause/effect, comparative, sequential) in complex informational and technical texts.

3005.6.4 Synthesize information across multiple complex informational and technical

Hickman County Curriculum Map
English 12
Second Semester

CLE 3005.6.3 Read, interpret, and analyze graphics that support complex informational and technical texts.

texts.

3005.6.5 Analyze the organizational structure of an informational or technical text (e.g., sequential, problem-solution, comparison-contrast, cause-effect).

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.

3005.6.7 Comprehend and evaluate complex information presented graphically.

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.

3005.6.9 Follow extended multi-tasked or multi-dimensional instructions in complex informational or technical texts.

Standard 7 – Media

CLE 3005.7.1 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.

3005.7.1 Analyze and evaluate the effects on the audience of the sounds, visuals, and language used in a wide array of media.

CLE 3005.7.2 Examine the agreements and conflicts between the visual (e.g., media images, painting, film, graphic arts) and the verbal.

3005.7.2 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.

CLE 3005.7.3 Recognize how visual and sound techniques or design (e.g., special effects, camera angles, music) carry or influence messages in various media.

3005.7.3 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

Hickman County Curriculum Map
English 12
Second Semester

<p>CLE 3005.7.4 Apply and adapt the principles of written composition to create coherent media productions.</p> <p>CLE 3005.8.1 Demonstrate knowledge of significant works of British literature from the Anglo-Saxon period to the present and make relevant comparisons.</p> <p>CLE 3005.8.2 Understand the characteristics of various literary genres (e.g., poetry, novel, biography, short story, essay, drama).</p> <p>CLE 3005.8.3 Recognize the conventions of various literary genres and understand how they articulate the writer's vision.</p> <p>CLE 3005.8.4 Analyze works of British literature for what is suggested about the historical period in which they were written.</p> <p>CLE 3005.8.5 Know and use appropriate literary terms to derive meaning and</p>	<p>on websites) to achieve specific purposes and deliver specific messages.</p> <p>3005.7.4 Demonstrate consistent and effective audience focus through purposeful choice of medium; compelling images, words, and sounds; and focused supporting ideas.</p> <p>3005.7.5 Understand the transactional nature of media by considering audience in preparing productions.</p> <p>3005.7.6 Employ conventional and unconventional visual images, text, graphics, music, and/or sound effects to achieve the purposes in complex media presentations.</p> <p style="text-align: center;">Standard 8 – Literature</p> <hr/> <p>3005.8.1 Analyze a literary work, using the characteristics of the literary time period that it represents.</p> <p>3005.8.2 Compare and contrast the elements (e.g., form, language, plot, and characters) of two works representing different literary periods (e.g., <i>Beowulf</i> and <i>Paradise Lost</i>).</p> <p>3005.8.3 Analyze how plot developments determine characters' conflicts and dilemmas.</p> <p>3005.8.4 Analyze function and effect of plot structure in complex literary texts.</p> <p>3005.8.5 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>3005.8.6 Identify how setting and changes in setting can affect the literary elements (e.g., plot, character, theme, tone) in complex literary texts.</p> <p>3005.8.7 Analyze the narration and point of view (e.g., first person, third-person objective, third-person limited, third-person omniscient) in complex literary texts, in which the narrator and point of view may shift with multiple characters acting as narrators and/or with some characters serving as unreliable narrators.</p> <p>3005.8.8 Consider the characteristics of genre and the limitations of form when interpreting complex texts.</p>	
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Hickman County Curriculum Map
English 12
Second Semester

comprehension from various literary genres.

3005.8.9 Identify, analyze, and evaluate the effect and use of metrics (especially iambic pentameter), rhyme scheme (e.g., end, internal, slant, eye), rhythm, alliteration, and other conventions of verse in complex poetry (including poetic forms such as lyric, blank verse, epic, sonnet, dramatic poetry).

3005.8.10 Recognize and identify the characteristics of lyric poetry, blank verse, free verse, epics, sonnets, dramatic poetry, and ballads.

3005.8.11 Identify and analyze elements of literary drama (e.g., dramatic irony, dialogue, soliloquy, monologue, aside).

3005.8.12 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.

3005.8.13 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.

3005.8.14 Analyze works of literature as reflections of the historical period in which they were written.

3005.8.15 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.

3005.8.16 Identify and analyze the use of literary elements such as irony, paradox, symbol, and foreshadowing.

3005.8.17 Comprehend and use figurative language (e.g., idioms, metaphors, similes, personification, hyperbole).

3005.8.18 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*).

3005.8.19 Identify the meaning of metaphors based on common literary allusions and conceits (e.g., the dogs of war, a face that launched a thousand ships, flying too close to the sun).

Hickman County Curriculum Map
English 12
Second Semester
