Hickman County Curriculum Map
English I (9th grade)
Second Nine Weeks

Standard 1 - Language

Course Level Expectations	Checks for Understanding	Student Performance Indicator(s)
CLE 3001.1.1 Demonstrate control of Standard English through grammar usage and mechanics. **CLE 3001.1.3** Understand and use a variety of sentence structures.	**3001.1.2** Apply a variety of strategies to correct sentence fragments and run-on sentences. **3001.1.3** Know and apply a variety of sentence-combining techniques. **3001.1.4** Identify basic sentence patterns (e.g., 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)	**SPI 3001.1.3** Use a variety of techniques to correct sentence fragments. **SPI 3001.1.4** Combine a set of simple sentences into a single compound or complex sentence. **SPI 3001.1.5** Use commas correctly with appositives and introductory words, phrases, or clauses. **SPI 3001.1.6** Correct a run-on sentence by using a comma and coordinating conjunction, subordinate conjunction, or semicolon.

Standard 2 - Communication

Course Level Expectations	Checks for Understanding	Student Performance Indicator(s)
CLE 3001.2.5 Understand strategies for expressing ideas clearly and effectively in a variety of oral contexts. **CLE 3001.2.6** Deliver effective oral presentations. **CLE 3001.2.7** Participate in work teams and group discussions	**3001.2.8** Include facts, details, and examples to support increasingly complex points. **3001.2.9** Organize oral presentations to emphasize the purpose of the presentation, citing first the simple examples or arguments and then the more abstract ones. **3001.2.10** Utilize an organizational structure that enhances the appeal to the audience and is appropriate for the purpose. **3001.2.11** Arrange ideas logically and maintain a consistent focus. **3001.2.12** Signal clear connections among ideas through the consistent and effective use of a variety of transitions. **3001.2.13** Provide a coherent and effective conclusion that reinforces the focus of the presentation. **3001.2.14** Use effective rhetorical devices such as rhetorical questions, parallelism and repetition, analogies, and hyperbole. **3001.2.15** Employ effective presentation skills, including good eye contact, careful enunciation, appropriate rate and volume, and relaxed body language. **3001.2.16** Participate productively in self-directed work teams for a particular purpose (e.g., to interpret literature, solve a problem, make a decision).	**SPI 3001.2.6** Determine the most effective methods of engaging an audience during an oral presentation (e.g., making eye contact, adjusting speaking rate). **SPI 3001.2.7** Select the most appropriate strategies for participating productively in a team (e.g., gaining the floor in orderly, respectful ways and listening with civility to the ideas of others; identifying the needs of the team and sharing various resources to respond to those needs; establishing clear group agreements and ensuring appropriate individual contributions are respected by the team).

Standard 3 - Writing

Course Level Expectations	Checks for Understanding	Student Performance Indicator(s)
CLE 3001.3.3 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.	**3001.3.3** Develop topics that address unfamiliar concepts removed from the student's personal experiences and require in-depth analysis. **3001.3.4** Use a variety of strategies when appropriate (e.g., comparisons, anecdotes, detailed descriptions) to provide facts, details, reasons, and examples that support the thesis. **3001.3.5** Develop ideas as appropriate to audience and respond to readers' potential questions and counterarguments. **3001.3.6** Include relevant, specific, and compelling details. **3001.3.7** Employ varied and appropriate organizational structures that support the topic. **3001.3.8** Use transitional words and phrases to signal organizational patterns and to indicate relationships among ideas. **3001.3.9** Create text features (e.g., headings, subheadings, formatting) as appropriate to signal important points. **3001.3.10** Use precise language, considering audience and purpose (e.g., technical writing, creative expression). **3001.3.11** Use compelling verbs and a variety of figurative language (e.g., personification,	**SPI 3001.3.1** Proofread a passage for correct punctuation, mechanics, and usage. **SPI 3001.3.2** Choose the most effective order of sentences in a paragraph. **SPI 3001.3.3** Choose the transitional device that appropriately connects sentences or paragraphs within a writing sample. **SPI 3001.3.8** Rearrange the order of supporting paragraphs within a

| CLE 3001.3.4 Revise documents to develop or support ideas clearly, address potential objections, ensure effective transitions between paragraphs, and correct errors in logic. | sarcasm) for effect to meet the needs of audience and purpose.

3001.3.12 Use a variety of correct sentence structures for effect.

3001.3.13 When sources are used or referenced (e.g., in research, informational essays, literary essays), adhere to the list below. • Acknowledge source material and create a reliable bibliography in a standard format. • Cite sources using a standard format (e.g., MLA, APA) with a high degree of accuracy. • Appropriately quote, paraphrase, or summarize text, ideas, or other information taken from print or electronic sources. • Correctly incorporate ideas within text. • Embed quotations and graphics from other sources, when appropriate.

3001.3.14 Generate notes while collecting information, following a logical note-taking system.

3001.3.15 Create a detailed outline based on research, note-taking, or other methods of generating content.

3001.3.16 Revise to craft a tone, mood, and style that convey the writer's attitude and are appropriate to audience.

3001.3.17 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.

3001.3.19 Demonstrate confidence in using the Tennessee Writing Assessment Rubric while evaluating one's own writing and the writing of others.

3001.3.20 Use both basic and specialized software to incorporate graphics into writing products. | writing sample given a specified organizational pattern (e.g., comparison-contrast, chronological).

SPI 3001.3.12 Identify sentences with nonparallel construction.

SPI 3001.3.13 Select the proper format to convey a set of work-related information.

SPI 3001.3.14 Select the most precise word to provide clarity appropriate to audience and purpose.

SPI 3001.3.15 Identify the mode in which a writing sample is written. |

Standard 4 - Research

Course Level Expectations	Checks for Understanding	Student Performance Indicator(s)
CLE 3001.4.1 Define and narrow a problem or research topic. **CLE 3001.4.2** Gather relevant information from a variety of print and electronic sources, as well as from direct observation, interviews, and surveys. **CLE 3001.4.3** Make distinctions about the credibility, reliability, consistency, strengths, and limitations of resources, including information gathered	**3001.4.1** Narrow an increasingly complex topic so that the research process is manageable and a clear research question is identified. **3001.4.2** Take and organize notes on information relevant to the topic and identify areas for research. **3001.4.3** Consider both implicit and explicit information relevant to the topic. **3001.4.4** Use relevant data to support the research topic. **3001.4.5** Reference relevant primary, secondary, and tertiary sources, demonstrating a systematic search by including resources that are written by authorities in the topic area and written for an informed audience in the field. **3001.4.6** Evaluate resources for their credibility, reliability, strengths, and limitations, using criteria appropriate to the discipline. **3001.4.7** Collect evidence in varied ways to answer the research question. **3001.4.8** Summarize, paraphrase, and report research information supporting or refuting the thesis, as appropriate. **3001.4.9** Craft an introductory section in which a research topic is stated, point of view is	**SPI 3001.4.1** Select the research topic with the highest degree of focus. **SPI 3001.4.2** Differentiate between primary and secondary sources. **SPI 3001.4.3** Evaluate the reliability and credibility of sources for use in research. **SPI 3001.4.4** Evaluate the validity of Web

from websites. **CLE 3001.4.4** Write an extended research paper, using primary and secondary sources and technology and graphics, as appropriate. **CLE 3001.4.5** Use a standard format to arrange text, to cite sources correctly, and to document quotations, paraphrases, and other information.	stated or implied, terms are defined, and a research context is provided. **3001.4.10** Maintain coherence through the consistent use of transitions. **3001.4.11** Create an effective organizing structure based on increasingly complex research information, sometimes using multiple organizing structures within the essay. **3001.4.12** Craft a conclusion in which the research question and topic are re-emphasized, the main findings are summarized, and conclusions are drawn. **3001.4.13** Acknowledge source material and create a bibliography, following a standard format and with a high degree of accuracy. **3001.4.14** Cite sources using a standard format (e.g., MLA, APA), with a high degree of accuracy. **3001.4.15** Appropriately quote, paraphrase, or summarize text, ideas, or other information taken from print or electronic sources. **3001.4.16** Support a research topic by following a standard format and using appropriate technology to embed text graphics, including a title, numbered pages, and a bibliography.	pages as sources of information. **SPI 3001.4.5** Determine which statement presents an opposing view from those stated on a Web page. **SPI 3001.4.6** Identify information that must be cited or attributed within a writing sample.

Standard 5 - Logic

Course Level Expectations	Checks for Understanding	Student Performance Indicator(s)
CLE 3001.5.3 Evaluate an argument, considering false premises, logical fallacies, and the quality of evidence presented. **CLE 3001.5.4** Analyze the logical features of an argument. **CLE 3001.5.5** Analyze written and oral communication for persuasive devices. **CLE 3001.5.6** Analyze deductive and inductive arguments.	**3001.5.5** Identify the roles premises play in developing deductive and inductive arguments. **3001.5.6** Evaluate the relevance and quality of evidence given to support or oppose an argument. **3001.5.9** Identify false statements and explain how they are used in certain kinds of persuasive arguments. **3001.5.10** Explain why common logical fallacies (e.g., the appeal to fear, personal attack {*ad hominem*}, false dilemma, false analogy) do not prove the point being argued. **3001.5.11** 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). **3001.5.12** Identify and analyze similarities and differences in evidence, premises, and conclusions between two or more arguments on the same topic. **3001.5.13** Evaluate the function of verbal techniques such as ambiguity and paradox in constructing an argument.	**SPI 3001.5.5** Select the persuasive device (i.e., bandwagon, loaded words, testimonial, namecalling, plain folks, snob appeal, misuse of statistics). **SPI 3001.5.6** Identify and analyze the logical fallacy (i.e., appeal to fear, personal attack {*ad hominem*}, false dilemma, false analogy) within a given argument. **SPI 3001.5.10** Identify a false premise in text. **SPI 3001.5.11** Distinguish the strongest or weakest point of an argument within a passage.

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Standard 7 - Media

Course Level Expectations	Checks for Understanding	Student Performance Indicator(s)
CLE 3001.7.3 Recognize how visual and sound techniques or design (e.g., special effects, camera angles, music) carry or influence messages in various media. **CLE 3001.7.4** Apply and adapt the principles of written composition to create coherent media productions.	**3001.7.4** Present clearly identifiable messages using an appropriate medium and increasingly complex visual, audio, and graphic effects and interactive features. **3001.7.5** Demonstrate consistent and effective audience focus through purposeful choice of medium; compelling images, words, and sounds; and focused supporting ideas. **3001.7.6** Demonstrate awareness of the transactional nature of media by considering audience in preparing productions. **3001.7.7** Use visual images, text, graphics, music, and/or sound effects that relate to and support clear, explicit messages.	**SPI 3001.7.4** Determine the impact of production elements (e.g., font, color, layout, graphics, light, camera angle) on a message. **SPI 3001.7.7** 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).

Standard 8 - Literature

Course Level Expectations	Checks for Understanding	Student Performance Indicator(s)
CLE 3001.8.3 Recognize the conventions of various literary genres and understand how they articulate the writer's vision. **CLE 3001.8.4** Analyze works of literature for what is suggested about the historical period in which they were written.	**3001.8.5** Analyze the moral dilemmas in works of literature, as revealed by character motivation and behavior. **3001.8.6** Identify ways that the plot shapes the character and the presentation of moral dilemmas in texts. **3001.8.10** Demonstrate understanding that form relates to meaning (e.g., compare a poem, an essay, and a novel on the same theme or topic). **3001.8.11** Recognize and identify the characteristics of lyric poetry, blank verse, free verse, epic, sonnet, dramatic poetry, and ballad. **3001.8.12** 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 more challenging poetry (including poetic forms such as lyric, blank verse, epic, sonnet, dramatic poetry). **3001.8.13** Identify and analyze elements of literary drama (e.g., dramatic irony, dialogue, soliloquy, monologue, aside	**SPI 3001.8.10** Demonstrate knowledge of sound and metric devices (i.e., rhyme {internal, slant}, rhythm, repetition, alliteration, onomatopoeia). **SPI 3001.8.11** Demonstrate knowledge of the characteristics of lyric poetry, epics, sonnets, dramatic poetry, and ballads. **SPI 3001.8.12** Identify the elements of drama (i.e., stage directions, dialogue, soliloquy, monologue, aside). **SPI 3001.8.13** Locate words or phrases in a passage that provide historical or cultural cues.