

# Course Syllabus

## Language Arts, Grade 11

Jefferson County Schools Curriculum, Final  
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The Tennessee Comprehensive Assessment Program (TCAP) has been developed by the Tennessee State Department of Education to measure student competency in essential skills in the area of Language Arts.

As a response to the concerns of the business and college communities, the TCAP Writing Assessment was developed. The Assessment measures strengths and weaknesses in the area of writing and provides a basis for developing instructional strategies to improve writing.

English II is the Tennessee End-of-course test that must be passed before graduation to earn a high school diploma.

The Terra Nova Complete Battery for Reading/Language Arts "reflects current instructional practices. The skills essential for effective communication - - reading comprehension, language, vocabulary, and study skills - - are integrated into one test to provide a coherent assessment experience.

To help student succeed, the directions, passages, and test questions are linked by themes that provide context and stimulate interest. The arrangement of test questions leads to a deepening engagement with the material, much like the process a thoughtful teacher uses in exploring text with students.

The test reflects the diverse cultures and ethnic backgrounds and experiences of contemporary students, with the goal of providing equity in assessing achievement. It involves the students in constructing meaning, monitoring their own comprehension strategies, and thinking critically and creatively in response to texts."

The Terra Nova Plus contains four components for Reading/Language Arts:

- \* Word Analysis
- \* Vocabulary
- \* Language Mechanics
- \* Spelling

The Tennessee English Language Arts Curriculum Framework for Kindergarten through Grade 12 was adopted by the State Board of Education on December 5, 1996.

"The framework includes the Content Strands and Learning Expectations necessary to insure K-12 Tennessee students develop the language skills needed to succeed in school, in the workplace, and in their lives.

The Tennessee English Language Arts Curriculum Framework identifies the learning expectations for Grade 11.

### Genres

- The learner will be able to identify the effect of an author's audience on his/her written work.  
Source: TN: Curriculum Framework (K-12), December 5, 1996, Grade 11, p.13
- The learner will be able to identify the effect of an author's environment on his/her written work.  
Source: TN: Curriculum Framework (K-12), December 5, 1996, Grade 11, p.13
- The learner will be able to identify the effect of an author's background on his/her written work.  
Source: TN: Curriculum Framework (K-12), December 5, 1996, Grade 11, p.13
- The learner will be able to identify the effect of an author's experience on his/her written work.  
Source: TN: Curriculum Framework (K-12), December 5, 1996, Grade 11, p.13
- The learner will be able to identify the effect of an author's gender on his/her written work.  
Source: TN: Curriculum Framework (K-12), December 5, 1996, Grade 11, p.13

### Language Expressions

- The learner will be able to use literature to develop an understanding and respect for multicultural, gender and ethnic diversity in language patterns.  
Source: TN: Curriculum Framework (K-12), December 5, 1996, Grade 11, p.13
- The learner will be able to use literature to develop an understanding and respect for multicultural, gender and ethnic diversity in language dialects.  
Source: TN: Curriculum Framework (K-12), December

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5, 1996, Grade 11, p.13

- The learner will be able to use literature to develop an understanding and respect for multicultural, gender and ethnic diversity in language.  
Source: TN: Curriculum Framework (K-12), December 5, 1996, Grade 11, p.13
- The learner will be able to develop a knowledge and respect for multicultural and ethnic diversity in language.  
Source: TN: Curriculum Framework (K-12), December 5, 1996, Grade 11, p.6
- The learner will be able to use correct sentence structure.  
Source: TN: Curriculum Framework (K-12), December 5, 1996, Grade 11, p.6
- The learner will be able to recognize and correct errors in sentence structure.  
Source: TN: Curriculum Framework (K-12), December 5, 1996, Grade 11, p.6
- The learner will be able to identify standard language usage.  
Source: TN: Curriculum Framework (K-12), December 5, 1996, Grade 11, p.6
- The learner will be able to apply appropriate language usage in writing.  
Source: TN: Curriculum Framework (K-12), December 5, 1996, Grade 11, p.6

### Language Mechanics

- The learner will be able to identify the correct use of mechanics.  
Source: TN: Curriculum Framework (K-12), December 5, 1996, Grade 11, p.6
- The learner will be able to write using correct mechanics.  
Source: TN: Curriculum Framework (K-12), December 5, 1996, Grade 11, p.6

### Listening

- The learner will be able to engage in active listening during different situations.  
Source: TN: Curriculum Framework (K-12), December 5, 1996, Grade 11, p.27
- The learner will be able to apply a knowledge and appreciation of diversity.  
Source: TN: Curriculum Framework (K-12), December 5, 1996, Grade 11, p.27
- The learner will be able to recognize his/her expectations for listening.  
Source: TN: Curriculum Framework (K-12), December 5, 1996, Grade 11, p.27
- The learner will be able to evaluate a non-professional presentation.  
Source: TN: Curriculum Framework (K-12), December 5, 1996, Grade 11, p.27
- The learner will be able to evaluate a professional presentation.  
Source: TN: Curriculum Framework (K-12), December 5, 1996, Grade 11, p.27
- The learner will be able to evaluate information delivered by a speaker.  
Source: TN: Curriculum Framework (K-12), December 5, 1996, Grade 11, p.27
- The learner will be able to recognize judgement statements.  
Source: TN: Curriculum Framework (K-12), December 5, 1996, Grade 11, p.27
- The learner will be able to analyze auditory material.  
Source: TN: Curriculum Framework (K-12), December 5, 1996, Grade 11, p.27
- The learner will be able to identify point of view in auditory material.  
Source: TN: Curriculum Framework (K-12), December 5, 1996, Grade 11, p.27

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- The learner will be able to recognize bias statements.  
Source: TN: Curriculum Framework (K-12), December 5, 1996, Grade 11, p.27

### Media

- The learner will be able to handle media responsibly.  
Source: TN: Curriculum Framework (K-12), December 5, 1996, Grade 11, p.20
- The learner will be able to use media sources for language arts processes, such as reading, viewing, writing and creating.  
Source: TN: Curriculum Framework (K-12), December 5, 1996, Grade 11, p.20
- The learner will be able to examine the content and concepts contained in visual media forms.  
Source: TN: Curriculum Framework (K-12), December 5, 1996, Grade 11, p.20
- The learner will be able to use media sources to communicate what has been learned.  
Source: TN: Curriculum Framework (K-12), December 5, 1996, Grade 11, p.20
- The learner will be able to describe creative strategies applied in the production of print and nonprint media.  
Source: TN: Curriculum Framework (K-12), December 5, 1996, Grade 11, p.20
- The learner will be able to evaluate the differences between using print and nonprint media forms to communicate.  
Source: TN: Curriculum Framework (K-12), December 5, 1996, Grade 11, p.20
- The learner will be able to evaluate media's influence in daily life.  
Source: TN: Curriculum Framework (K-12), December 5, 1996, Grade 11, p.20
- The learner will be able to use a variety of media sources to describe information.  
Source: TN: Curriculum Framework (K-12), December 5, 1996, Grade 11, p.20

- The learner will be able to use a variety of media sources to create information.  
Source: TN: Curriculum Framework (K-12), December 5, 1996, Grade 11, p.20
- The learner will be able to use a variety of media sources to display information.  
Source: TN: Curriculum Framework (K-12), December 5, 1996, Grade 11, p.20
- The learner will be able to present information found in print and nonprint materials.  
Source: TN: Curriculum Framework (K-12), December 5, 1996, Grade 11, p.20
- The learner will be able to research information using print and nonprint materials.  
Source: TN: Curriculum Framework (K-12), December 5, 1996, Grade 11, p.20
- The learner will be able to interpret information found in print and nonprint materials.  
Source: TN: Curriculum Framework (K-12), December 5, 1996, Grade 11, p.20
- The learner will be able to evaluate information found in print and nonprint materials.  
Source: TN: Curriculum Framework (K-12), December 5, 1996, Grade 11, p.20
- The learner will be able to consider the purpose when creating a media production.  
Source: TN: Curriculum Framework (K-12), December 5, 1996, Grade 11, p.20
- The learner will be able to consider the audience when creating a media production.  
Source: TN: Curriculum Framework (K-12), December 5, 1996, Grade 11, p.20

### Reading Operations

- The learner will be able to use reading selection type and content to determine the most appropriate reading strategy.  
Source: TN: Curriculum Framework (K-12), December 5, 1996, Grade 11, p.13

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- The learner will be able to develop a variety of reading strategies.  
Source: TN: Curriculum Framework (K-12), December 5, 1996, Grade 11, p.13
- The learner will be able to develop a personal interpretation by interacting with a text.  
Source: TN: Curriculum Framework (K-12), December 5, 1996, Grade 11, p.13
- The learner will be able to respond to literature.  
Source: TN: Curriculum Framework (K-12), December 5, 1996, Grade 11, p.13
- The learner will be able to display comprehension skills.  
Source: TN: Curriculum Framework (K-12), December 5, 1996, Grade 11, p.13
- The learner will be able to read independently.  
Source: TN: Curriculum Framework (K-12), December 5, 1996, Grade 11, p.13
- The learner will be able to respond to literature by forming historical connections.  
Source: TN: Curriculum Framework (K-12), December 5, 1996, Grade 11, p.13
- The learner will be able to respond to literature by forming connections with visual material.  
Source: TN: Curriculum Framework (K-12), December 5, 1996, Grade 11, p.13
- The learner will be able to appreciate written texts.  
Source: TN: Curriculum Framework (K-12), December 5, 1996, Grade 11, p.13
- The learner will be able to respond to literature by forming personal connections.  
Source: TN: Curriculum Framework (K-12), December 5, 1996, Grade 11, p.13
- The learner will be able to discern the main idea in reading materials.  
Source: TN: Curriculum Framework (K-12), December 5, 1996, Grade 11, p.13
- The learner will be able to make predictions from information in written material.  
Source: TN: Curriculum Framework (K-12), December 5, 1996, Grade 11, p.13
- The learner will be able to make inferences from reading materials.  
Source: TN: Curriculum Framework (K-12), December 5, 1996, Grade 11, p.13
- The learner will be able to discern the point of view of reading materials.  
Source: TN: Curriculum Framework (K-12), December 5, 1996, Grade 11, p.13
- The learner will be able to apply reading strategies to monitor comprehension.  
Source: TN: Curriculum Framework (K-12), December 5, 1996, Grade 11, p.13
- The learner will be able to read to increase understanding.  
Source: TN: Curriculum Framework (K-12), December 5, 1996, Grade 11, p.13
- The learner will be able to read for a variety of purposes.  
Source: TN: Curriculum Framework (K-12), December 5, 1996, Grade 11, p.13
- The learner will be able to discern the purpose for reading.  
Source: TN: Curriculum Framework (K-12), December 5, 1996, Grade 11, p.13
- The learner will be able to interpret reading materials.  
Source: TN: Curriculum Framework (K-12), December 5, 1996, Grade 11, p.13
- The learner will be able to validate a personal interpretation through research.  
Source: TN: Curriculum Framework (K-12), December 5, 1996, Grade 11, p.13
- The learner will be able to critically examine reading materials.  
Source: TN: Curriculum Framework (K-12), December 5, 1996, Grade 11, p.13

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- The learner will be able to make judgements based on supporting evidence in a text.  
Source: TN: Curriculum Framework (K-12), December 5, 1996, Grade 11, p.13
- The learner will be able to identify logical relationships.  
Source: TN: Curriculum Framework (K-12), December 5, 1996, Grade 11, p.13
- The learner will be able to recognize an assumption implicitly stated in a passage.  
Source: TN: Curriculum Framework (K-12), December 5, 1996, Grade 11, p.13
- The learner will be able to critique reading materials.  
Source: TN: Curriculum Framework (K-12), December 5, 1996, Grade 11, p.13
- The learner will be able to evaluate the content of reading materials.  
Source: TN: Curriculum Framework (K-12), December 5, 1996, Grade 11, p.13
- The learner will be able to read aloud during a group presentation.  
Source: TN: Curriculum Framework (K-12), December 5, 1996, Grade 11, p.13
- The learner will be able to read aloud during an individual presentation.  
Source: TN: Curriculum Framework (K-12), December 5, 1996, Grade 11, p.13
- The learner will be able to analyze written material.  
Source: TN: Curriculum Framework (K-12), December 5, 1996, Grade 11, p.13
- The learner will be able to synthesize ideas in reading materials.  
Source: TN: Curriculum Framework (K-12), December 5, 1996, Grade 11, p.13
- The learner will be able to discern elements of bias in written material.  
Source: TN: Curriculum Framework (K-12), December 5, 1996, Grade 11, p.13

- The learner will be able to discern persuasive techniques used in reading materials.  
Source: TN: Curriculum Framework (K-12), December 5, 1996, Grade 11, p.13
- The learner will be able to apply word recognition strategies to read fluently.  
Source: TN: Curriculum Framework (K-12), December 5, 1996, Grade 11, p.13

### Speaking

- The learner will be able to use varied inflections to communicate with others.  
Source: TN: Curriculum Framework (K-12), December 5, 1996, Grade 11, p.27
- The learner will be able to develop and show confidence while speaking.  
Source: TN: Curriculum Framework (K-12), December 5, 1996, Grade 11, p.27
- The learner will be able to express his/her expectations as a speaker.  
Source: TN: Curriculum Framework (K-12), December 5, 1996, Grade 11, p.27
- The learner will be able to develop and show poise when delivering a presentation.  
Source: TN: Curriculum Framework (K-12), December 5, 1996, Grade 11, p.27
- The learner will be able to speak for a variety of occasions.  
Source: TN: Curriculum Framework (K-12), December 5, 1996, Grade 11, p.27
- The learner will be able to speak to express ideas clearly.  
Source: TN: Curriculum Framework (K-12), December 5, 1996, Grade 11, p.27
- The learner will be able to use gestures effectively while speaking.  
Source: TN: Curriculum Framework (K-12), December 5, 1996, Grade 11, p.27

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- The learner will be able to use varied rates of speech to communicate with others.  
Source: TN: Curriculum Framework (K-12), December 5, 1996, Grade 11, p.27
- The learner will be able to express various judgement statements in an oral presentation.  
Source: TN: Curriculum Framework (K-12), December 5, 1996, Grade 11, p.27
- The learner will be able to express various biases in an oral presentation.  
Source: TN: Curriculum Framework (K-12), December 5, 1996, Grade 11, p.27
- The learner will be able to utilize effective interpersonal skills when participating in a group discussion.  
Source: TN: Curriculum Framework (K-12), December 5, 1996, Grade 11, p.27
- The learner will be able to analyze literary works in an oral interpretation.  
Source: TN: Curriculum Framework (K-12), December 5, 1996, Grade 11, p.27
- The learner will be able to interpret and evaluate literary works in an oral interpretation.  
Source: TN: Curriculum Framework (K-12), December 5, 1996, Grade 11, p.27
- The learner will be able to use diction appropriately and effectively.  
Source: TN: Curriculum Framework (K-12), December 5, 1996, Grade 11, p.27
- The learner will be able to express various points of view in an oral presentation.  
Source: TN: Curriculum Framework (K-12), December 5, 1996, Grade 11, p.27
- The learner will be able to give an oral presentation based on research.  
Source: TN: Curriculum Framework (K-12), December 5, 1996, Grade 11, p.27
- The learner will be able to utilize effective communication skills.  
Source: TN: Curriculum Framework (K-12), December 5, 1996, Grade 11, p.27

- The learner will be able to use appropriate body language.  
Source: TN: Curriculum Framework (K-12), December 5, 1996, Grade 11, p.27
- The learner will be able to use varied speech volumes to communicate with others.  
Source: TN: Curriculum Framework (K-12), December 5, 1996, Grade 11, p.27
- The learner will be able to use varied pitch to communicate with others.  
Source: TN: Curriculum Framework (K-12), December 5, 1996, Grade 11, p.27

### Spelling

- The learner will be able to identify the correct spelling of words.  
Source: TN: Curriculum Framework (K-12), December 5, 1996, Grade 11, p.6
- The learner will be able to apply conventional spelling in his/her writing.  
Source: TN: Curriculum Framework (K-12), December 5, 1996, Grade 11, p.6

### Study and Research Skills

- The learner will be able to utilize available technology to access information.  
Source: TN: Curriculum Framework (K-12), December 5, 1996, Grade 11, p.20
- The learner will be able to use technological sources of information.  
Source: TN: Curriculum Framework (K-12), December 5, 1996, Grade 11, p.20

### Technology

- The learner will be able to use available technology.  
Source: TN: Curriculum Framework (K-12), December 5, 1996, Grade 11, p.20

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- The learner will be able to examine the content and concepts contained in technology.  
Source: TN: Curriculum Framework (K-12), December 5, 1996, Grade 11, p.20
- The learner will be able to examine the benefits and restrictions of the computer as a communication tool.  
Source: TN: Curriculum Framework (K-12), December 5, 1996, Grade 11, p.20

### Viewing/Representing

- The learner will be able to view a variety of materials.  
Source: TN: Curriculum Framework (K-12), December 5, 1996, Grade 11, p.20

### Vocabulary

- The learner will be able to demonstrate vocabulary development.  
Source: TN: Curriculum Framework (K-12), December 5, 1996, Grade 11, p.13

### Writing

- The learner will be able to write a response to literature with energy and imagination.  
Source: TN: Curriculum Framework (K-12), December 5, 1996, Grade 11, p.6
- The learner will be able to apply writing as a process concepts effectively.  
Source: TN: Curriculum Framework (K-12), December 5, 1996, Grade 11, p.6
- The learner will be able to develop creative writing strategies to produce writing that can be read and interpreted by a variety of audiences.  
Source: TN: Curriculum Framework (K-12), December 5, 1996, Grade 11, p.6
- The learner will be able to develop structural writing strategies to produce writing that can be read and interpreted by a variety of audiences.  
Source: TN: Curriculum Framework (K-12), December 5, 1996, Grade 11, p.6

- The learner will be able to write in persuasive form.  
Source: TN: Curriculum Framework (K-12), December 5, 1996, Grade 11, p.6
- The learner will be able to write to express personal information and ideas.  
Source: TN: Curriculum Framework (K-12), December 5, 1996, Grade 11, p.6
- The learner will be able to write for a variety of purposes.  
Source: TN: Curriculum Framework (K-12), December 5, 1996, Grade 11, p.6
- The learner will be able to write to learn information.  
Source: TN: Curriculum Framework (K-12), December 5, 1996, Grade 11, p.6
- The learner will be able to write to develop lifelong communication.  
Source: TN: Curriculum Framework (K-12), December 5, 1996, Grade 11, p.6
- The learner will be able to write to improve study skills.  
Source: TN: Curriculum Framework (K-12), December 5, 1996, Grade 11, p.6
- The learner will be able to write to increase his/her confidence.  
Source: TN: Curriculum Framework (K-12), December 5, 1996, Grade 11, p.6
- The learner will be able to write for a variety of audiences.  
Source: TN: Curriculum Framework (K-12), December 5, 1996, Grade 11, p.6
- The learner will be able to approach writing assignments methodically.  
Source: TN: Curriculum Framework (K-12), December 5, 1996, Grade 11, p.6
- The learner will be able to develop a variety of topics.  
Source: TN: Curriculum Framework (K-12), December 5, 1996, Grade 11, p.6
- The learner will be able to use writing to clarify thinking.  
Source: TN: Curriculum Framework (K-12), December 5, 1996, Grade 11, p.6

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- The learner will be able to recognize information sources which will assist in editing written material.  
Source: TN: Curriculum Framework (K-12), December 5, 1996, Grade 11, p.6
- The learner will be able to use information sources to edit written material.  
Source: TN: Curriculum Framework (K-12), December 5, 1996, Grade 11, p.6
- The learner will be able to recognize information sources which will assist in revising written material.  
Source: TN: Curriculum Framework (K-12), December 5, 1996, Grade 11, p.6
- The learner will be able to use information sources to improve and revise writing.  
Source: TN: Curriculum Framework (K-12), December 5, 1996, Grade 11, p.6
- The learner will be able to revise content of written work as appropriate for audience and purpose.  
Source: TN: Curriculum Framework (K-12), December 5, 1996, Grade 11, p.6
- The learner will be able to organize writing to include well-developed ideas.  
Source: TN: Curriculum Framework (K-12), December 5, 1996, Grade 11, p.6
- The learner will be able to demonstrate an understanding of organizational skills and strategies while writing.  
Source: TN: Curriculum Framework (K-12), December 5, 1996, Grade 11, p.6
- The learner will be able to evaluate writing for organization.  
Source: TN: Curriculum Framework (K-12), December 5, 1996, Grade 11, p.6
- The learner will be able to evaluate writing for transitions.  
Source: TN: Curriculum Framework (K-12), December 5, 1996, Grade 11, p.6
- The learner will be able to evaluate writing for audience and purpose.  
Source: TN: Curriculum Framework (K-12), December 5, 1996, Grade 11, p.6
- The learner will be able to evaluate writing for oneness.  
Source: TN: Curriculum Framework (K-12), December 5, 1996, Grade 11, p.6
- The learner will be able to evaluate writing for development.  
Source: TN: Curriculum Framework (K-12), December 5, 1996, Grade 11, p.6
- The learner will be able to write a critical response to literature.  
Source: TN: Curriculum Framework (K-12), December 5, 1996, Grade 11, p.6
- The learner will be able to generate creative written works.  
Source: TN: Curriculum Framework (K-12), December 5, 1996, Grade 11, p.6
- The learner will be able to write in expository form.  
Source: TN: Curriculum Framework (K-12), December 5, 1996, Grade 11, p.6
- The learner will be able to write in narrative form.  
Source: TN: Curriculum Framework (K-12), December 5, 1996, Grade 11, p.6
- The learner will be able to write a research paper which includes direct quotations.  
Source: TN: Curriculum Framework (K-12), December 5, 1996, Grade 11, p.6
- The learner will be able to write a research paper which includes summarizing.  
Source: TN: Curriculum Framework (K-12), December 5, 1996, Grade 11, p.6
- The learner will be able to write a research paper which includes paraphrasing.  
Source: TN: Curriculum Framework (K-12), December 5, 1996, Grade 11, p.6

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- The learner will be able to understand that language usage depends on the writing purpose.  
Source: TN: Curriculum Framework (K-12), December 5, 1996, Grade 11, p.6
- The learner will be able to write to synthesize information.  
Source: TN: Curriculum Framework (K-12), December 5, 1996, Grade 11, p.6
- The learner will be able to write to evaluate ideas.  
Source: TN: Curriculum Framework (K-12), December 5, 1996, Grade 11, p.6
- The learner will be able to write a descriptive piece.  
Source: TN: Curriculum Framework (K-12), December 5, 1996, Grade 11, p.6
- The learner will be able to maintain the focus of a written work.  
Source: TN: Curriculum Framework (K-12), December 5, 1996, Grade 11, p.6
- The learner will be able to revise writing to improve transition sentences.  
Source: TN: Curriculum Framework (K-12), December 5, 1996, Grade 11, p.6
- The learner will be able to revise writing to improve the organization of ideas.  
Source: TN: Curriculum Framework (K-12), December 5, 1996, Grade 11, p.6
- The learner will be able to revise a passage for cohesiveness.  
Source: TN: Curriculum Framework (K-12), December 5, 1996, Grade 11, p.6
- The learner will be able to revise writing for development.  
Source: TN: Curriculum Framework (K-12), December 5, 1996, Grade 11, p.6
- The learner will be able to understand that language usage depends on the intended audience.  
Source: TN: Curriculum Framework (K-12), December 5, 1996, Grade 11, p.6
- The learner will be able to determine the audience for whom text was written.  
Source: TN: Curriculum Framework (K-12), December 5, 1996, Grade 11, p.6
- The learner will be able to understand that language usage depends on the writing situation.  
Source: TN: Curriculum Framework (K-12), December 5, 1996, Grade 11, p.6
- The learner will be able to write with a distinct voice.  
Source: TN: Curriculum Framework (K-12), December 5, 1996, Grade 11, p.6
- The learner will be able to use effective transitions (and, but, or) in his/her writing.  
Source: TN: Curriculum Framework (K-12), December 5, 1996, Grade 11, p.6
- The learner will be able to use various sentence structures to improve the style of his/her work.  
Source: TN: Curriculum Framework (K-12), December 5, 1996, Grade 11, p.6
- The learner will be able to apply different word choices to create a particular style.  
Source: TN: Curriculum Framework (K-12), December 5, 1996, Grade 11, p.6
- The learner will be able to use an appropriate writing style.  
Source: TN: Curriculum Framework (K-12), December 5, 1996, Grade 11, p.6
- The learner will be able to generate ideas using prewriting strategies.  
Source: TN: Curriculum Framework (K-12), December 5, 1996, Grade 11, p.6
- The learner will be able to use prewriting strategies to organize ideas.  
Source: TN: Curriculum Framework (K-12), December 5, 1996, Grade 11, p.6
- The learner will be able to use prewriting strategies to focus his/her writing.  
Source: TN: Curriculum Framework (K-12), December 5, 1996, Grade 11, p.6

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- The learner will be able to use a variety of sources to collect information for a research paper.  
Source: TN: Curriculum Framework (K-12), December 5, 1996, Grade 11, p.6
- The learner will be able to write a research paper which includes a bibliography of sources.  
Source: TN: Curriculum Framework (K-12), December 5, 1996, Grade 11, p.6
- The learner will be able to write a research paper which includes citation of sources.  
Source: TN: Curriculum Framework (K-12), December 5, 1996, Grade 11, p.6