

**Tennessee
Career and Technical Education Matrix for English Language Arts**

The “✓” designations in the program columns under each career pathway identify significant opportunities for academic standards-related instruction within the various career-technical programs. The absence of a “✓” should not, however, be interpreted as offering no opportunity for interdisciplinary instruction. Teachers should make decisions based on their own instructional goals, assessment priorities, best judgments, and student interests.

Tennessee English Language Arts Content Standards/ State Performance Indicators English II	TCAP	Agriculture, Food & Natural Resources							Architecture & Construction			Arts, A/V Technology & Communications					
		Food Products & Processing Systems	Agribusiness Systems	Power, Structural & Technical Systems	Environmental Service Systems	Plant Systems	Natural Resource Systems	Animal Systems	Design/ Pre-Construction	Construction	Maintenance/ Operations	Performing Arts	Visual Arts	Printing Technology	Journalism & Broadcasting	A/V Technology & Film	Telecommunications
Standard 1—Language																	
SPI 3002.1.1 Demonstrate an understanding of the eight parts of speech, including their troublesome aspects, such as how to form the past and past participle of irregular but commonly used verbs.	H	✓	✓		✓	✓	✓	✓	✓		✓	✓		✓	✓		✓
SPI 3002.1.2 Identify the patterns of a given set of sentences (i.e., 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).	H	✓	✓		✓		✓		✓		✓			✓			
SPI 3002.1.3 Combine a set of simple sentences into a single compound or complex sentence.	H	✓	✓		✓	✓	✓	✓	✓		✓	✓		✓	✓		✓
SPI 3002.1.4 Use sentence-combining techniques, effectively avoiding problematic comma splices, run-on sentences, and sentence fragments.	H	✓	✓		✓		✓		✓		✓			✓			
SPI 3002.1.5 Use commas correctly with appositives and introductory words, phrases, or clauses.	H	✓	✓		✓	✓	✓	✓	✓		✓	✓		✓	✓		✓
SPI 3002.1.6 Use commas to set off nonessential elements in a sentence.	H	✓	✓		✓	✓	✓	✓	✓		✓	✓		✓	✓		✓

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SPI 3002.1.7 Correct a run-on sentence by using a comma and coordinating conjunction, subordinate conjunction, or semicolon.	H	✓	✓		✓	✓	✓	✓	✓			✓	✓		✓	✓	✓
SPI 3002.1.8 Recognize correct subject-verb agreement with intervening elements.	H	✓	✓		✓	✓	✓	✓	✓			✓	✓		✓	✓	✓
SPI 3002.1.9 Recognize a shift in either verb tense or point of view within a writing sample.	H	✓	✓		✓		✓		✓			✓			✓		
SPI 3002.1.10 Select correct pronoun usage in a sentence (e.g., with compound elements such as <i>between you and me</i> , or following <i>than</i> or <i>as</i>).	H	✓	✓		✓	✓	✓	✓	✓			✓	✓		✓	✓	✓
SPI 3002.1.11 Select correct pronoun-antecedent agreement using collective nouns or indefinite pronouns.	H	✓	✓		✓		✓		✓			✓			✓		
SPI 3002.1.12 Recognize the correct placement of end marks and other marks of punctuation with quotation marks used in dialogue.	H	✓	✓		✓		✓		✓			✓			✓		
SPI 3002.1.13 Select the appropriate word in frequently confused pairs (i.e., 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).	H	✓	✓		✓	✓	✓	✓	✓			✓	✓		✓	✓	✓