


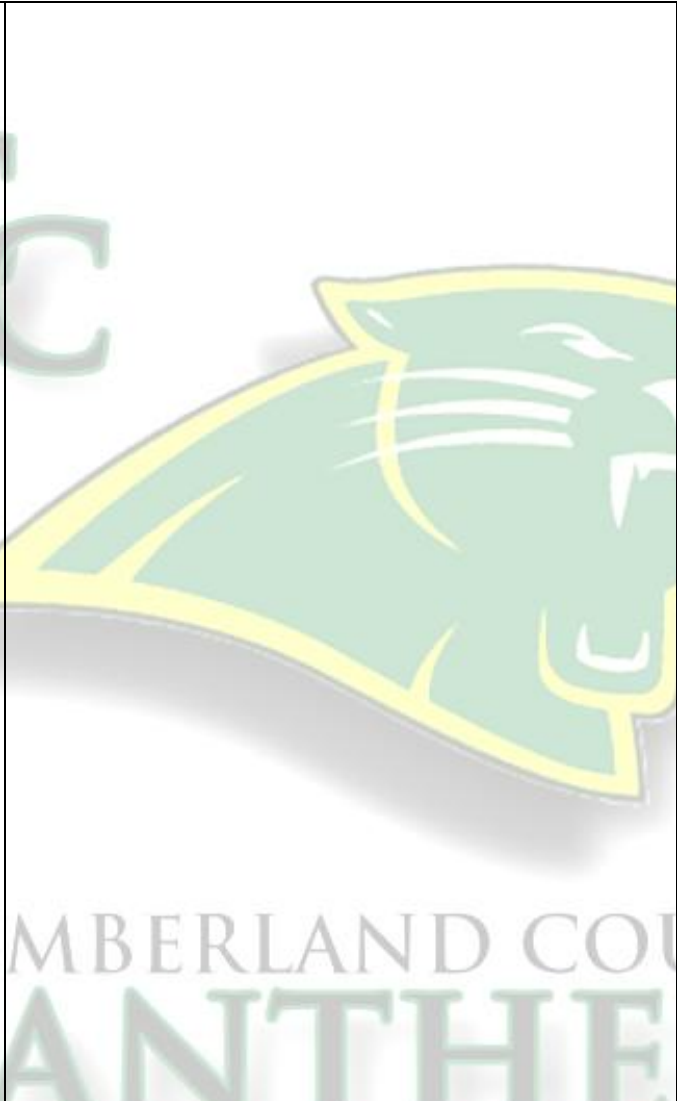
**CUMBERLAND COUNTY SCHOOL DISTRICT
BENCHMARK ASSESSMENT CURRICULUM PACING GUIDE**

School: CCHS	Subject: English	Grade: 10
Benchmark Assessment 1		
Instructional Timeline: 6 Weeks		
Topic(s): Fiction		
Kentucky Core Academic Standards	Learning Targets (I Can Statements)	Key Vocabulary
<p>QC A.3.a Identify, analyze, and evaluate the characteristics of literary forms (e.g., short stories, novels, poems, plays, biographies, essays, myths, speeches) from various cultures and of nonliterary forms (e.g., workplace and technical documents)</p> <p>QC A.3.b Describe how the choice of form (e.g., film, novel, sculpture) affects the presentation of a work's theme or topic (e.g., comparing <i>Fahrenheit 451</i> to Francois Truffaut's film version)</p> <p>QC A.5.c Identify, analyze, and evaluate plot, character development, setting, theme, mood, and point of view as they are used together to create meaning in increasingly challenging texts</p> <p>QC A.5.d Identify, analyze, and evaluate the author's use of parallel plots and</p>	<ol style="list-style-type: none"> 1. I can identify, analyze, and evaluate the characteristics of short stories and novels. 2. I can identify and analyze literary elements in a work of literature. 3. I can identify and analyze literary devices in a work of literature. 4. I can analyze parallel plots and subplots in a work of literature. 5. I can write an essay of literary analysis. 6. I can compare <i>To Kill a Mockingbird</i> to the 1962 Robert Mulligan film adaptation. 	<p>Annotation Antagonist Character Climax Conflict Dynamic character Exposition External conflict Falling action First-person point of view Flat character Foreshadowing Imagery Implied theme Internal conflict Irony Mood Plot Point of view Protagonist Resolution Rising action Round character Setting Stated theme Static character Symbolism</p>

<p>subplots in increasingly challenging texts</p> <p>QC A.5.e Identify, analyze, and evaluate the ways in which the devices the author chooses (e.g., irony, imagery, tone, sound techniques, foreshadowing, symbolism) achieve specific effects and shape meaning in increasingly challenging texts</p> <p>QC B.2.d Craft first and final drafts of responses to literature that organize an insightful interpretation around several clear ideas, premises, or images and support judgments with specific references to the original text and to other texts or authors</p>	 <p>CUMBERLAND COUNTY PANTHERS</p>	<p>Theme</p> <p>Third-person limited narrator</p> <p>Third-person omniscient narrator</p> <p>Third-person point of view</p> <p>Tone</p>
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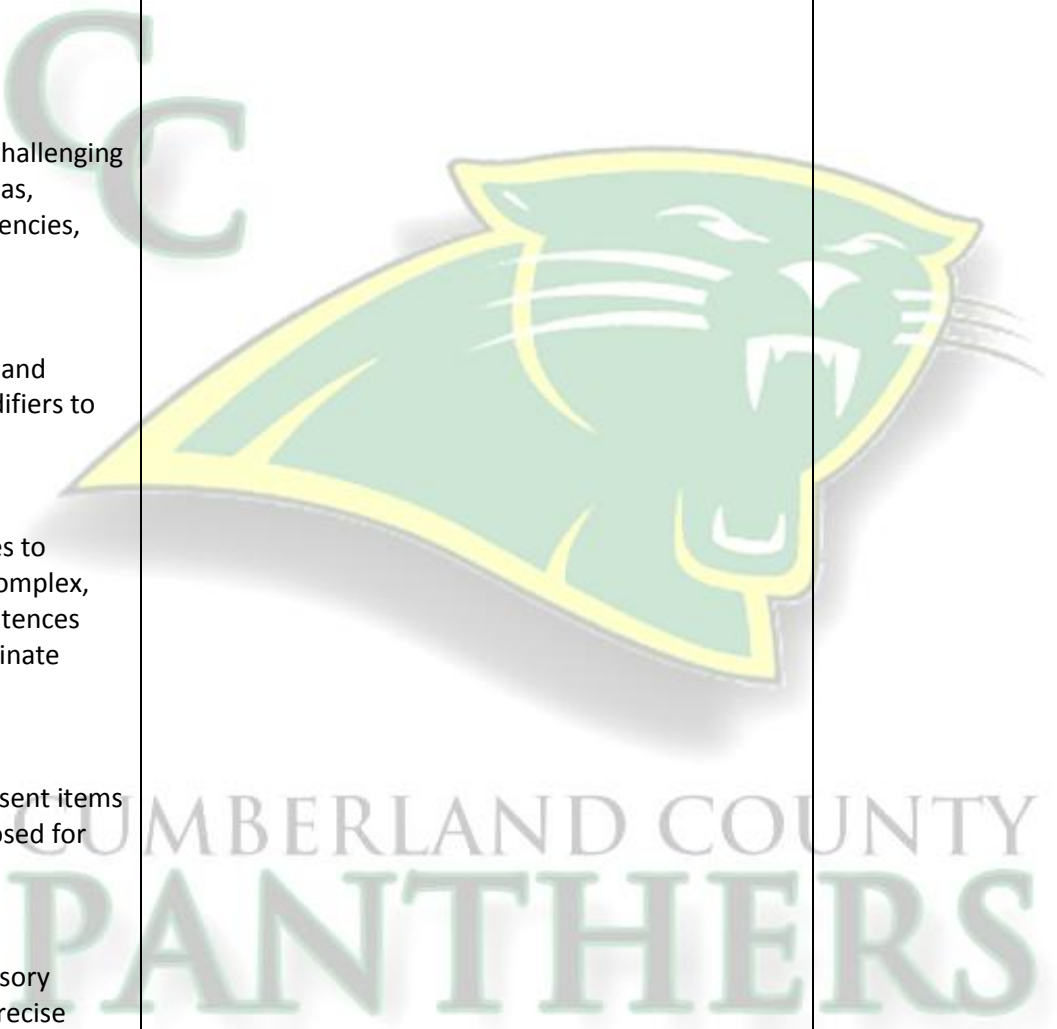
**CUMBERLAND COUNTY SCHOOL DISTRICT
BENCHMARK ASSESSMENT CURRICULUM PACING GUIDE**

School: CCHS	Subject: English	Grade: 10
Benchmark Assessment 2		
Instructional Timeline: 6 Weeks		
Topic(s): Drama		
Kentucky Core Academic Standards	Learning Targets (I Can Statements)	Key Vocabulary
<p>QC A.3.a Identify, analyze, and evaluate the characteristics of literary forms (e.g., short stories, novels, poems, plays, biographies, essays, myths, speeches) from various cultures and of nonliterary forms (e.g., workplace and technical documents)</p> <p>QC A.3.c Read dramatic literature (e.g., <i>Cyrano de Bergerac</i>, <i>Pygmalion</i>) and analyze its conventions to identify how they express a writer's meaning</p> <p>QC A.8.a Apply knowledge of Greek, Latin, and Anglo-Saxon affixes, inflections, and roots to understand unfamiliar words and new subject area vocabulary in increasingly challenging texts</p> <p>QC A.8.b Infer word meanings by analyzing relationships between words (e.g., synonyms, antonyms, metaphors, analogies) in increasingly challenging</p>	<ol style="list-style-type: none"> 1. I can identify, analyze, and evaluate the characteristics of plays. 2. I can read and analyze Sophocles' <i>Antigone</i> and William Shakespeare's <i>Julius Caesar</i>. 3. I can apply strategies to determine the meaning of unfamiliar words. 	<p>Acts Catharsis Comedy Dialogue Monologue Scenes Soliloquy Stage directions Tragedy Tragic flaw Tragic hero</p>

<p>texts</p> <p>QC A.8.d Use context clues (e.g., author's restatement, example) to understand unfamiliar words in increasingly challenging texts</p> <p>QC A.8.e Comprehend foreign words and phrase in texts that are commonly used in English</p> <p>QC A.8.f Define and indentify common idioms and literary, classical, and biblical allusions (e.g., "He had the patient of Job.") in increasingly challenging texts</p> <p>QC A.8.g Describe and provide examples of the ways past and present events (e.g., cultural, political, technological, scientific) have influenced the English language</p> <p>QC A.8.h Apply knowledge of connotation and denotation to determine the meanings of words and phrases in increasingly challenging texts</p>	 The logo for Cumberland County Panthers features a stylized panther head in profile, facing right. The head is primarily green with a yellow outline and yellow accents on the ears and whiskers. The panther has its mouth open, showing white teeth and a pink tongue. The background of the logo is white.	<p>CUMBERLAND COUNTY PANTHERS</p>
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**CUMBERLAND COUNTY SCHOOL DISTRICT
BENCHMARK ASSESSMENT CURRICULUM PACING GUIDE**

School: CCHS	Subject: English	Grade: 10
Benchmark Assessment 3		
Instructional Timeline: 6 Weeks		
Topic(s): Nonfiction		
Kentucky Core Academic Standards	Learning Targets (I Can Statements)	Key Vocabulary
<p>QC A.3.a Identify, analyze, and evaluate the characteristics of literary forms (e.g., short stories, novels, poems, plays, biographies, essays, myths, speeches) from various cultures and of nonliterary forms (e.g., workplace and technical documents)</p> <p>QC A.5.a Use organization or structure of text (e.g., comparison/contras, cause/effect, problem/solution) and writer's techniques (e.g., repetition of ideas, syntax, word choice) to aid comprehension in increasingly challenging texts</p> <p>QC A.5.f Analyze an author's implicit and explicit argument, perspective, or viewpoint in a text</p> <p>QC A.5.g Describe what makes an author's style distinct from the styles of others</p>	<ol style="list-style-type: none"> 1. I can identify, analyze, and evaluate the characteristics of biographies and essays. 2. I can identify the organization of an essay. 3. I can analyze the diction, syntax, and tone of an essay. 4. I can analyze an author's argument and purpose. 5. I can describe an author's style. 6. I can summarize and paraphrase information by identifying key ideas. 7. I can correct run-ons, fragments, and dangling and misplaced modifiers to improve clarity. 8. I can combine phrases and clauses to create simple, compound, complex, and compound-complex sentences and to coordinate or subordinate meaning for effect. 9. I can use parallel structure to present items in a series and items juxtaposed for emphasis. 	<p>Author's purpose Autobiography Biography Body Chronological order Conclusion Deductive reasoning Diction Expository essay Flashback Inductive reasoning Lead Memoir Narrative essay Order of importance Persuasive essay Supporting details Syntax Thesis Tone</p>

<p>QC A.5.h Identify the author’s stated or implied purpose in increasingly challenging texts</p> <p>QC A.6.b Summarize and paraphrase information in increasingly challenging texts, identifying the key ideas, supporting details, inconsistencies, and ambiguities</p> <p>QC B.4.a Correct run-ons, fragments, and dangling and misplaced modifiers to improve clarity</p> <p>QC B.4.b Combine phrases and clauses to create simple, compound, complex, and compound-complex sentences and to coordinate or subordinate meaning for effect.</p> <p>QC B.4.c Use parallel structure to present items in a series and items juxtaposed for emphasis</p> <p>QC B.4.f Use strong action verbs, sensory details, vivid imagery, and precise words</p>	<p>10. I can use strong action verbs, sensory details, vivid imagery, and precise words.</p>	
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**CUMBERLAND COUNTY SCHOOL DISTRICT
BENCHMARK ASSESSMENT CURRICULUM PACING GUIDE**

School: CCHS	Subject: English	Grade: 10
Benchmark Assessment 4		
Instructional Timeline: 6 Weeks		
Topic(s): Speeches		
Kentucky Core Academic Standards	Learning Targets (I Can Statements)	Key Vocabulary
<p>QC A.3.a Identify, analyze, and evaluate the characteristics of literary forms (e.g., short stories, novels, poems, plays, biographies, essays, myths, speeches) from various cultures and of nonliterary forms (e.g., workplace and technical documents)</p> <p>QC A.6.a Identify, analyze, and evaluate the effectiveness of persuasive techniques (e.g., appeals to emotion, reason, or authority; stereotyping) and the presence of bias in literature, film, advertising, and/or speeches</p> <p>QC A.6.c Locate important details and facts that support ideas, arguments, or inferences in increasingly challenging texts, and substantiate analyses with textual examples that may be in widely separated sections of the text or in other sources</p> <p>QC A.6.d</p>	<ol style="list-style-type: none"> 1. I can identify, analyze, and evaluate the characteristics of speeches. 2. I can evaluate the effectiveness of persuasive techniques in a speech. 3. I can locate important details that support an argument. 4. I can determine the difference between fact and opinion. 5. I can write an informative essay by supporting the main ideas with facts, details, and examples. 6. I can use reference materials to select effective vocabulary. 7. I can use language effectively to meet the audience's needs. 	<p>Hook Call to action Refutation Logos Pathos Ethos Bias</p>

Distinguish between fact and opinion, basing judgments on evidence and reasoning

QC B.2.b

Craft first and final drafts of informational essays or reports that provide clear and accurate perspectives on the subject and support the main ideas with facts, details, and examples

QC B.4.d

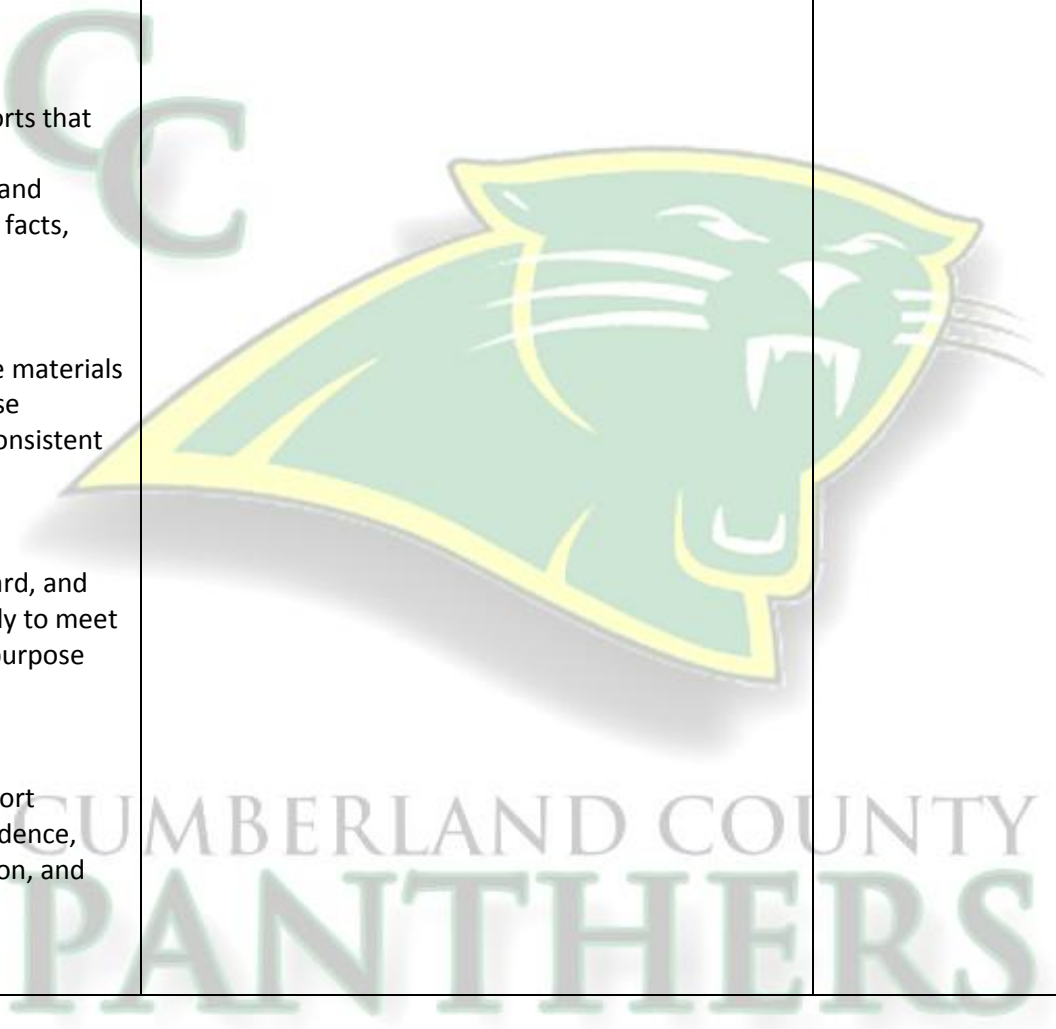
Use resources and reference materials to select effective and precise vocabulary that maintains consistent style, tone, and voice

QC B.4.e

Use formal, informal, standard, and technical language effectively to meet the needs of audience and purpose

QC B.2.c

Craft first and final drafts of persuasive papers that support arguments with detailed evidence, exclude irrelevant information, and correctly cite sources



**CUMBERLAND COUNTY SCHOOL DISTRICT
BENCHMARK ASSESSMENT CURRICULUM PACING GUIDE**

School: CCHS	Subject: English	Grade: 10
Benchmark Assessment 5		
Instructional Timeline: 6 Weeks		
Topic(s): Poetry		
Kentucky Core Academic Standards	Learning Targets (I Can Statements)	Key Vocabulary
<p>QC A.3.a Identify, analyze, and evaluate the characteristics of literary forms (e.g., short stories, novels, poems, plays, biographies, essays, myths, speeches) from various cultures and of nonliterary forms (e.g., workplace and technical documents)</p> <p>QC A.3.d Identify and interpret works in various poetic forms (e.g., ballad, ode, sonnet) and explain how meaning is conveyed through features of poetry, including sound (e.g., rhythm, repetition, alliteration), structure (e.g., meter, rhyme scheme), graphic elements (e.g., punctuation, line length, word position), and poetic devices (e.g., metaphor, imagery, personification, tone, symbolism)</p> <p>QC A.5.b Distinguish between author and narrator/speaker/persona; articulate how the choice of narrator shapes the meaning of increasingly challenging</p>	<ol style="list-style-type: none"> 1. I can identify, analyze, and evaluate the characteristics of poems. 2. I can identify and interpret works in various poetic forms and explain how meaning is conveyed through features of poetry (sound, structure, graphic elements, and poetic devices). 3. I can describe how the choice of speaker shapes the meaning of a poem. 4. I can write a poem. 	<p>Ballad Ode Sonnet Couplet Quatrain Iambic pentameter Speaker Line Stanza Rhythm Meter Foot Rhyme Internal rhyme End rhyme Rhyme scheme Alliteration Consonance Assonance Onomatopoeia Imagery Figure of speech Simile Metaphor Personification</p>

texts

QC B.2.a

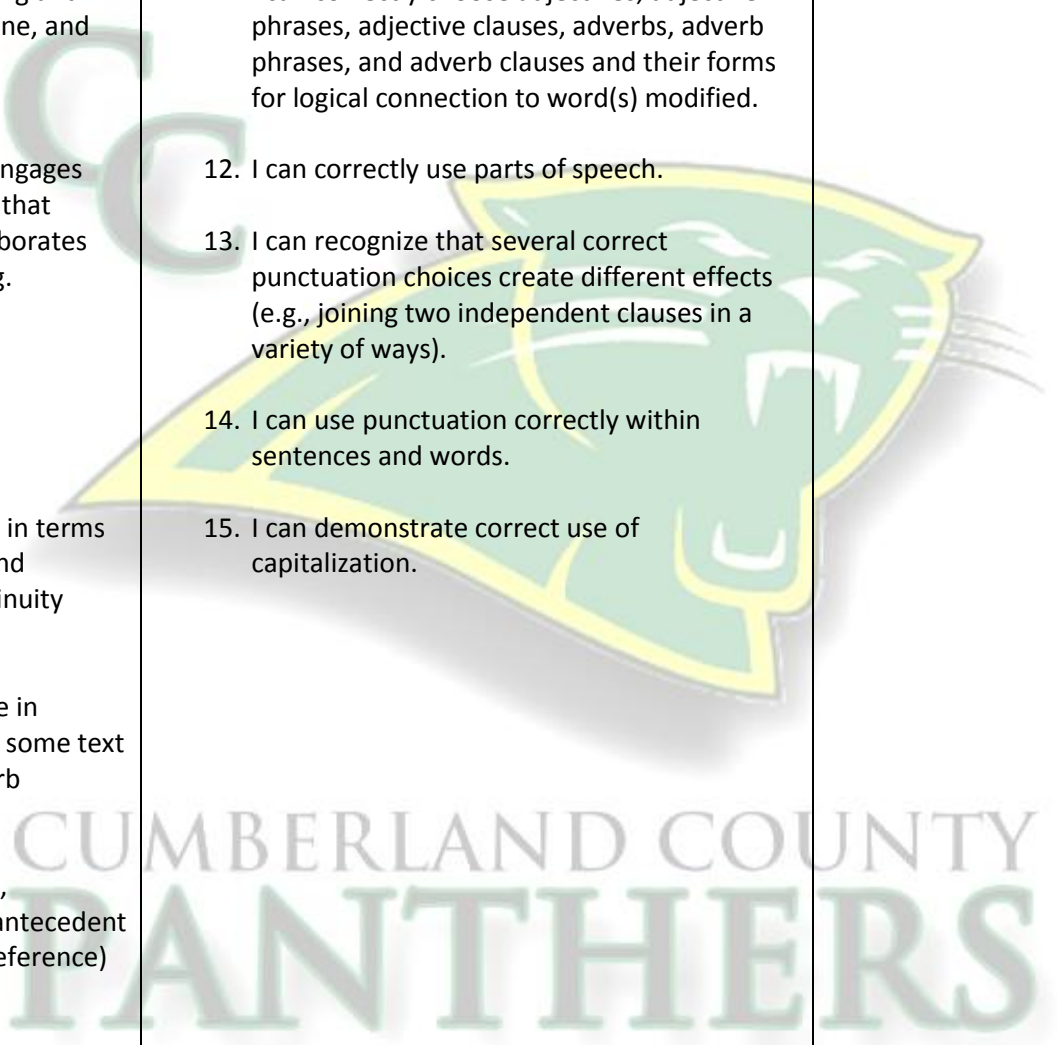
Craft first and final drafts of expressive, reflective or creative texts (e.g., poetry, scripts) that use a range of literary devices (e.g., figurative language, sound devices, stage directions) to convey a specific effect



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BENCHMARK ASSESSMENT CURRICULUM PACING GUIDE**

School: CCHS	Subject: English	Grade: 10
Benchmark Assessment 6		
Instructional Timeline: 6 Weeks		
Topic(s): On-Demand Writing		
Kentucky Core Academic Standards	Learning Targets (I Can Statements)	Key Vocabulary
<p>QC A.8.c Use general and specialized dictionaries, thesauruses, and glossaries (print and electronic) to determine the definition, pronunciation, derivation, spellings, and usage of words</p> <p>QC B.3.a Establish and develop a clear thesis statement for informational writing or a clear plan or outline for narrative writing.</p> <p>QC B.3.b Organize writing to create a coherent whole with effective, fully developed paragraphs, similar ideas grouped together for unity, and paragraphs arranged in a logical sequence.</p> <p>QC B.3.c Add important information and delete irrelevant information to more clearly establish a central idea.</p> <p>QC B.3.d</p>	<ol style="list-style-type: none"> 1. I can use a dictionary and thesaurus. 2. I can develop a clear thesis statement. 3. I can use effective organization. 4. I can determine where to add or delete information from my writing. 5. I can revise my writing. 6. I can write effective introductions and conclusions. 7. I can correctly spell commonly misspelled/confused words. 8. I can correctly choose verb forms in terms of tense, voice (i.e., active and passive), and mood for continuity. 9. I can make subject and verb agree in number, even when there is some text between the subject and verb. 10. I can use pronouns correctly (e.g., appropriate case, pronoun-antecedent 	<p>Thesis Transition Introduction Conclusion Body Main idea Supporting detail Voice Audience awareness Purpose Idea development</p>

<p>Rearrange words, sentences, and/or paragraphs and add transitional words and phrases to clarify meaning and maintain consistent style, tone, and voice.</p> <p>QC B.3.e Write an introduction that engages the reader and a conclusion that summarizes, extends, or elaborates points or ideas in the writing.</p> <p>QC B.5.a Correctly spell commonly misspelled/confused words</p> <p>QC B.5.b Correctly choose verb forms in terms of tense, voice (i.e., active and passive), and mood for continuity</p> <p>QC B.5.c Make subject and verb agree in number, even when there is some text between the subject and verb</p> <p>QC B.5.d Use pronouns correctly (e.g., appropriate case, pronoun-antecedent agreement, clear pronoun reference)</p> <p>QC B.5.e Correctly choose adjectives, adjective phrases, adjective clauses, adverbs,</p>	<p>agreement, clear pronoun reference).</p> <p>11. I can correctly choose adjectives, adjective phrases, adjective clauses, adverbs, adverb phrases, and adverb clauses and their forms for logical connection to word(s) modified.</p> <p>12. I can correctly use parts of speech.</p> <p>13. I can recognize that several correct punctuation choices create different effects (e.g., joining two independent clauses in a variety of ways).</p> <p>14. I can use punctuation correctly within sentences and words.</p> <p>15. I can demonstrate correct use of capitalization.</p>	 <p>CUMBERLAND COUNTY PANTHERS</p>
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adverb phrases, and adverb clauses
and their forms for logical connection
to word(s) modified

QC B.5.f
Correctly use parts of speech

QC B.6.a
Recognize that several correct
punctuation choices create different
effects (e.g., joining two independent
clauses in a variety of ways)

QC B.6.b
Use punctuation correctly within
sentences and words

QC B.6.c
Demonstrate correct use of
capitalization



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