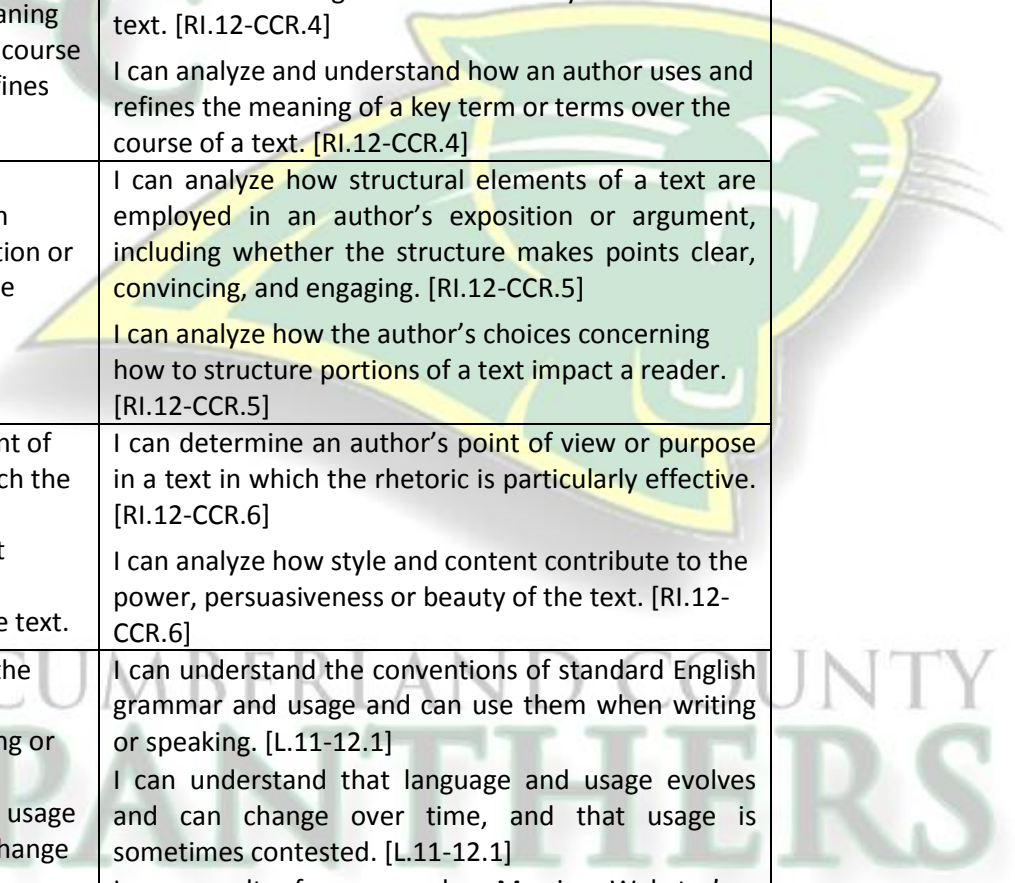
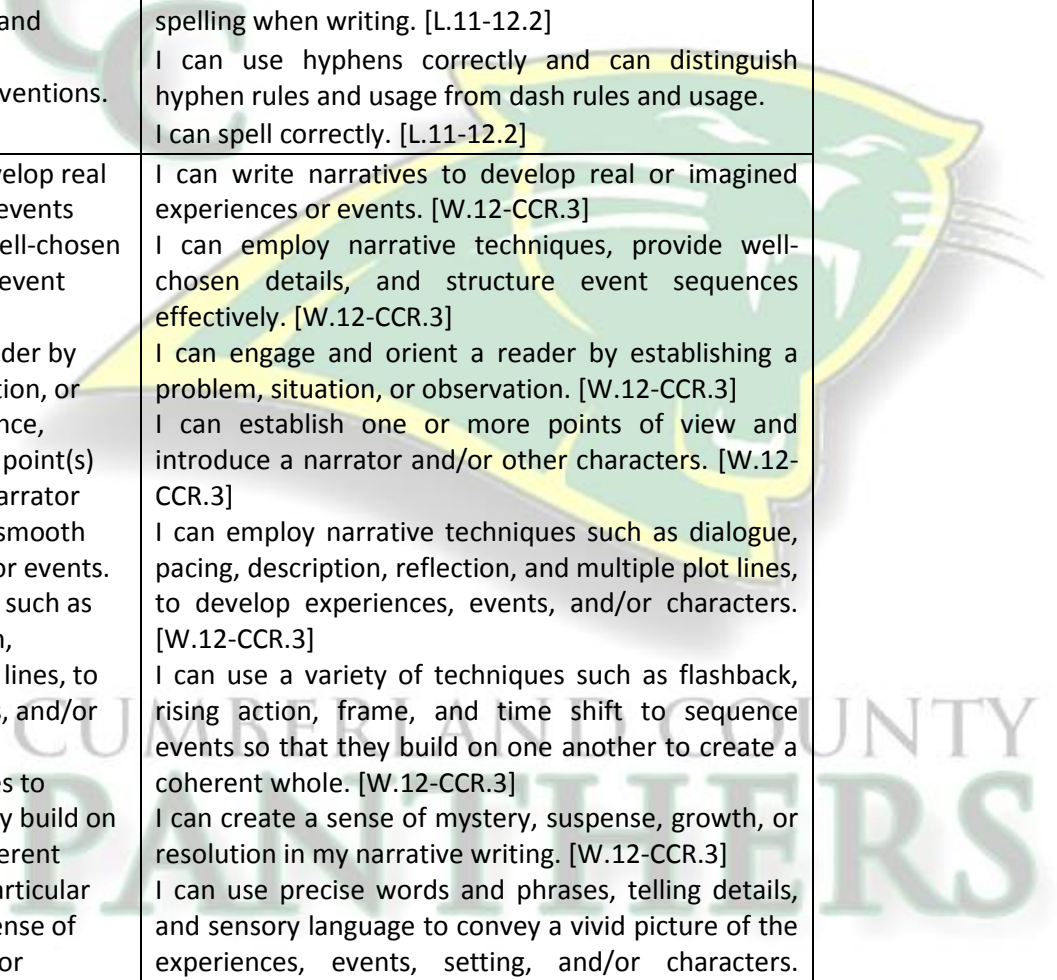
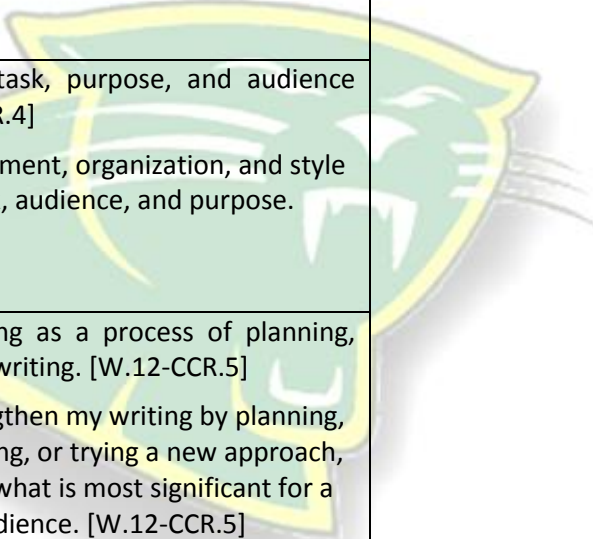


**CUMBERLAND COUNTY SCHOOL DISTRICT
BENCHMARK ASSESSMENT CURRICULUM PACING GUIDE**

School: CCHS	Subject: English IV	Grade: 12
Benchmark Assessment 1		
Instructional Timeline: 9 Weeks		
<p>Topic(s): Narrative Writing</p> <p>Students will read and listen to a variety of personal essays from www.thisibelieve.org. They will also critique several literary nonfiction essays outlined in the transitional senior English course. Students will engage in a discussion of the characteristics of good writing. Students will use the steps of the writing process to produce a final This I Believe essay. Students will also begin to increase their familiarity with test formats, including COMPASS.</p>		
KCAS Standards	Learning Target (I Can Statement)	Key Vocabulary
RI.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	<p>I can locate and summarize strong and thorough evidence in the text to support my analysis of what the text says. [RI.12.CCR-1]</p> <p>I can distinguish between what the text explicitly states versus what the text suggests implicitly. [RI.12.CCR-1]</p> <p>I can draw conclusions based on what the text suggests implicitly. [RI.12.CCR-1]</p> <p>I can determine where the text leaves matters uncertain or is ambiguous. [RI.12.CCR-1]</p>	<ul style="list-style-type: none"> • Credo • Personal statement • Thesis • Implied thesis • Hook • Narrative technique • Flashback • Anecdote
RI.2. Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.	<p>I can determine multiple central ideas of a text and describe how each section develops each idea central idea. [RI.12.CCR-2]</p> <p>I can analyze how central ideas of a text are shaped, refined, and complicated by specific details. [RI.12.CCR-2], [RI.12.CCR-2]</p> <p>I can summarize what the text says without including my own opinion about the subject matter. [RI.12.CCR-2]</p>	
RI.3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events	I can analyze how a complex set of ideas or sequence of events develops over the course of a text. [RI.12.CCR-2], [RI.12.CCR-3]	

<p>interact and develop over the course of the text.</p>	<p>I can explain how specific individuals, ideas, or events interact and develop over the course of the text. [RI.12.CCR-3]</p>	
<p>RI.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).</p>	<p>I can determine the meanings of words and phrases as they are used in a text. [RI.12-CCR.4] I can distinguish between the figurative and connotative meanings of words as they are used in a text. [RI.12-CCR.4] I can analyze and understand how an author uses and refines the meaning of a key term or terms over the course of a text. [RI.12-CCR.4]</p>	
<p>RI.5. Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.</p>	<p>I can analyze how structural elements of a text are employed in an author's exposition or argument, including whether the structure makes points clear, convincing, and engaging. [RI.12-CCR.5] I can analyze how the author's choices concerning how to structure portions of a text impact a reader. [RI.12-CCR.5]</p>	
<p>RI.6. Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.</p>	<p>I can determine an author's point of view or purpose in a text in which the rhetoric is particularly effective. [RI.12-CCR.6] I can analyze how style and content contribute to the power, persuasiveness or beauty of the text. [RI.12-CCR.6]</p>	
<p>L.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. b. Resolve issues of complex or</p>	<p>I can understand the conventions of standard English grammar and usage and can use them when writing or speaking. [L.11-12.1] I can understand that language and usage evolves and can change over time, and that usage is sometimes contested. [L.11-12.1] I can consult references such as Merriam-Webster's Dictionary of English Usage or Garner's Modern American Usage to answer a complex usage question</p>	

<p>contested usage, consulting references (e.g., Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage) as needed.</p>	<p>or resolve a contested or debated usage issue. [L.11-12.1]</p>	
<p>W.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Observe hyphenation conventions. b. Spell correctly.</p>	<p>I can demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. [L.11-12.2] I can use hyphens correctly and can distinguish hyphen rules and usage from dash rules and usage. I can spell correctly. [L.11-12.2]</p>	
<p>W.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).</p>	<p>I can write narratives to develop real or imagined experiences or events. [W.12-CCR.3] I can employ narrative techniques, provide well-chosen details, and structure event sequences effectively. [W.12-CCR.3] I can engage and orient a reader by establishing a problem, situation, or observation. [W.12-CCR.3] I can establish one or more points of view and introduce a narrator and/or other characters. [W.12-CCR.3] I can employ narrative techniques such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. [W.12-CCR.3] I can use a variety of techniques such as flashback, rising action, frame, and time shift to sequence events so that they build on one another to create a coherent whole. [W.12-CCR.3] I can create a sense of mystery, suspense, growth, or resolution in my narrative writing. [W.12-CCR.3] I can use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. [W.12-CCR.3]</p>	

<p>d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p> <p>e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p>	<p>I can provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. [W.12-CCR.3]</p>	 <p>CUMBERLAND COUNTY PUBLIC SCHOOLS</p>
<p>W.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p>	<p>I can understand my task, purpose, and audience when I write. [W.12-CCR.4]</p> <p>I can match the development, organization, and style of my writing to my task, audience, and purpose. [W.12-CCR.4]</p>	
<p>W.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12 on page 55.)</p>	<p>I can understand writing as a process of planning, revising, editing, and rewriting. [W.12-CCR.5]</p> <p>I can develop and strengthen my writing by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. [W.12-CCR.5]</p>	
<p>L.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word</p>	<p>I can accurately use and understand academic and domain-specific words and phrases appropriate for college and career readiness in my reading, writing, speaking, and listening. [L.11-12.6]</p> <p>I can independently gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. [L.11-12.6]</p>	

or phrase important to comprehension or expression.		
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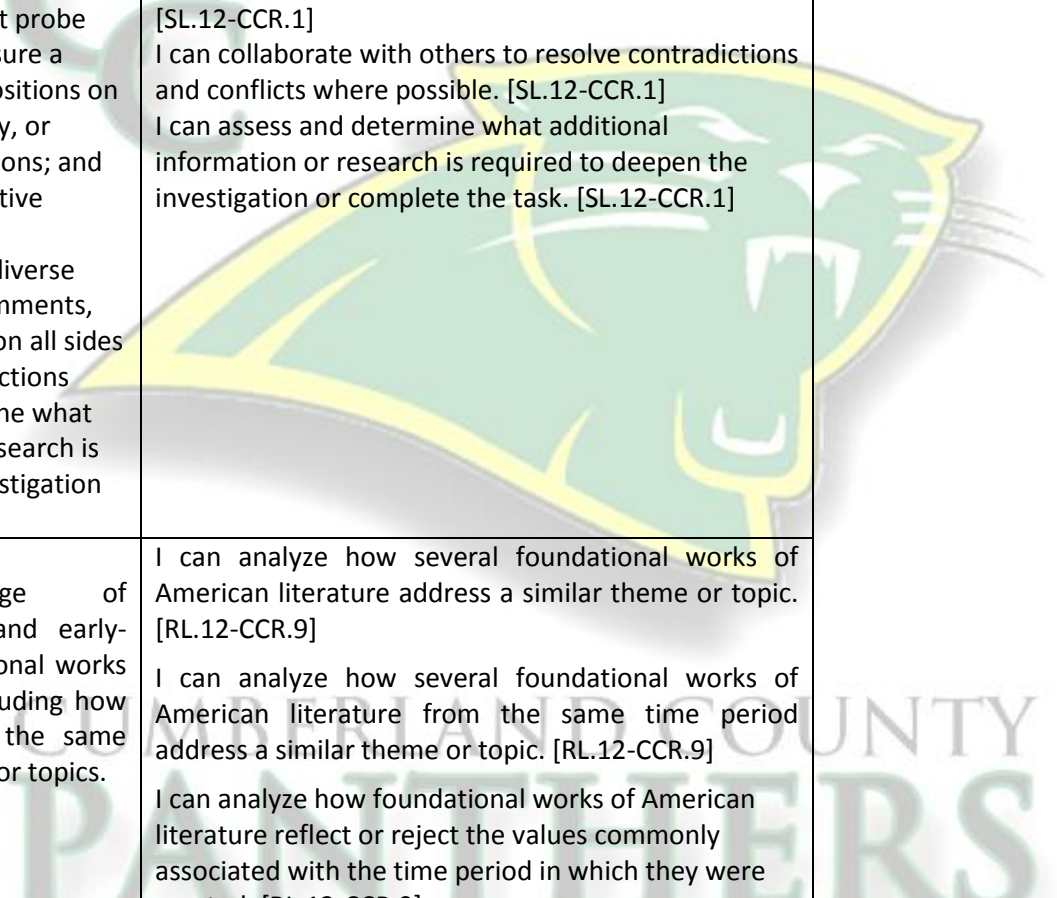


CUMBERLAND COUNTY
PANTHERS

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

School: CCHS	Subject: English IV	Grade: 12
Benchmark Assessment 2		
Instructional Timeline: 9 Weeks		
<p>Topic(s): Shakespeare</p> <p>Students will read portions of William Shakespeare’s classic tragedy Macbeth. While reading the play, students will identify universal themes, such as political ambition. Students will also view the A&E episode of American Justice about the murder of Tennessee State Senator Tommy Burks by his political rival Byron Looper. Students will write compare and contrast the play and the 1998 murder and write an analysis essay.</p>		
KCAS Standards	Learning Target (I Can Statement)	Key Vocabulary
<p>RL.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p>	<p>I can locate and summarize strong and thorough evidence in the text to support my analysis of what the text says. [RL.12-CCR.1]</p> <p>I can distinguish between what the text explicitly states versus what the text suggests implicitly. [RL.12-CCR.1]</p> <p>I can draw conclusions based on what the text suggests implicitly. [RL.12-CCR.1]</p> <p>I can determine where the text leaves matters uncertain or is ambiguous. [RL.12-CCR.1]</p>	<ul style="list-style-type: none"> • Tragedy • <i>The Poetics</i> • Hamartia • Catharsis • Universal theme • Archetype
<p>RL.2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.</p>	<p>I can determine multiple central ideas of a text and describe how each section develops each idea central idea. [RL.12-CCR.2]</p> <p>I can analyze how central ideas of a text are shaped, refined, and complicated by specific details. [RL.12-CCR.2]</p> <p>I can summarize what the text says without including my own opinion about the subject matter. [RL.12-CCR.2]</p> <p>I can analyze the specific choices an author makes to develop and relate elements of a story, and discuss the impact these choices have on the overall work. [RL.12-CCR.3]</p>	

	I can trace how complex characters develop over the course of a text. [RL.12-CCR.2]	
RL.3. Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).	I can trace how complex characters develop over the course of a text. [RL.12-CCR.2], [RL.12-CCR.3] I can analyze how complex characters interact with other characters over the course of a text. [RL.12-CCR.2], [RL.12-CCR.3] I can describe how complex characters advance the plot or develop the theme. [RL.12-CCR.2], [RL.12-CCR.3]	
RL.7. Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)	I can analyze multiple interpretations of a story, drama, or poem. [RL.12-CCR.7] I can evaluate how each interpretation of a story, drama, or poem treats the source text. [RL.12-CCR.7]	
SL.1. Initiate and participate effectively in a range of collaborative discussions (one-on- one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.	I can effectively participate in one-on-one, group, and teacher-led discussions. [SL.12-CCR.1] I can articulate my own ideas clearly and persuasively in a discussion. [SL.12-CCR.1] I can draw from and build on the ideas of others in a discussion. [SL.12-CCR.1] I can prepare for discussions by reading and researching class materials beforehand. [SL.12-CCR.1] I can refer to evidence from texts and other research on the topic or issue discussed in class. [SL.12-CCR.1] I can collaborate with peers to set proactive guidelines for class discussions. [SL.12-CCR.1] I can participate in civil, democratic discussions and decision-making. [SL.12-CCR.1] I can establish roles for group members and adhere to the role assigned to me. [SL.12-CCR.1]	

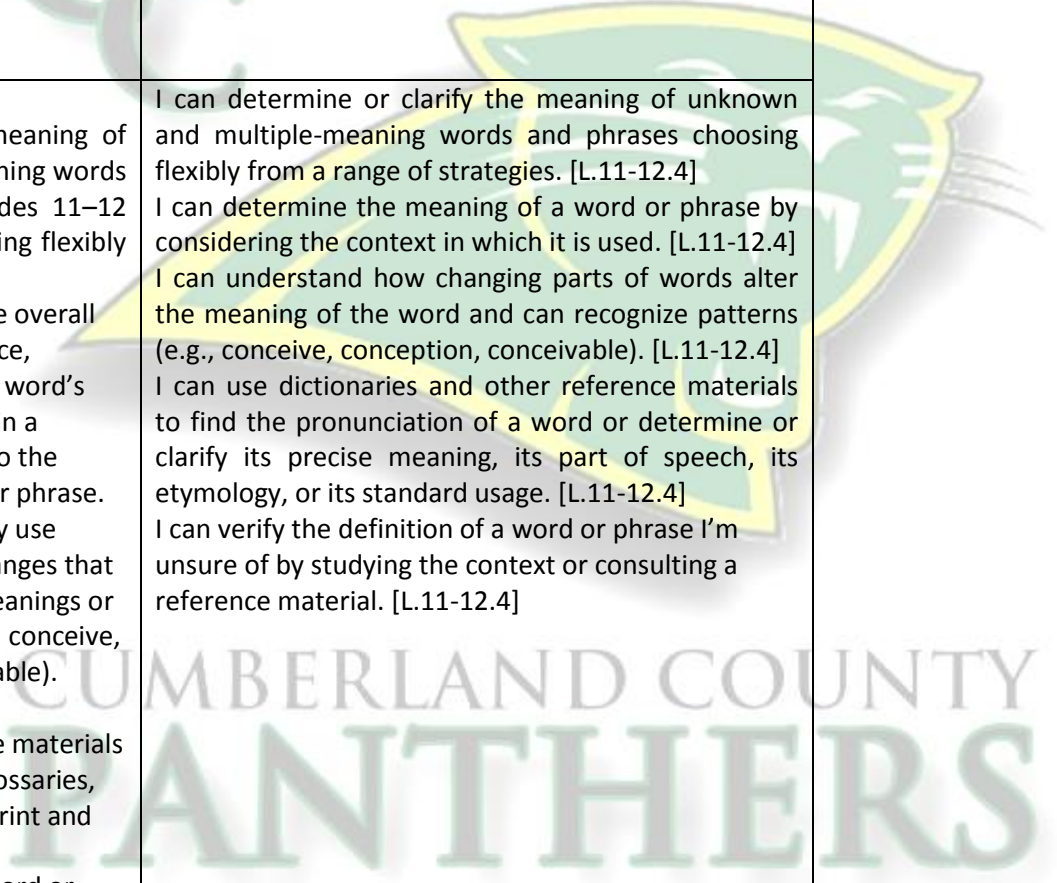
<p>b. Work with peers to promote civil, democratic discussions and decision making, set clear goals and deadlines, and establish individual roles as needed.</p> <p>c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</p> <p>d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</p>	<p>I can propel conversations by posing and responding to questions. [SL.12-CCR.1]</p> <p>I can clarify, verify, or challenge ideas and conclusions in a discussion or collaborative activity. [SL.12-CCR.1]</p> <p>I can respect and promote divergent and creative perspectives in a discussion or collaborative activity. [SL.12-CCR.1]</p> <p>I can collaborate with others to resolve contradictions and conflicts where possible. [SL.12-CCR.1]</p> <p>I can assess and determine what additional information or research is required to deepen the investigation or complete the task. [SL.12-CCR.1]</p>	
<p>RL.12-CCR.9</p> <p>Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.</p>	<p>I can analyze how several foundational works of American literature address a similar theme or topic. [RL.12-CCR.9]</p> <p>I can analyze how several foundational works of American literature from the same time period address a similar theme or topic. [RL.12-CCR.9]</p> <p>I can analyze how foundational works of American literature reflect or reject the values commonly associated with the time period in which they were created. [RL.12-CCR.9]</p>	<p>COUNTY PARKERS</p>
<p>RL.12-CCR.10</p> <p>By the end of grade 12, read and</p>	<p>I can distinguish between portions of a text that I understand versus portions that I don't understand.</p>	

<p>comprehend literature, including stories, dramas, and poems, in the grades 12-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 12-CCR text complexity band independently and proficiently.</p>	<p>[RL.12-CCR.10]</p> <p>I can use various reading and note-taking strategies that will help me locate portions of a text that are difficult for me. [RL.12-CCR.10]</p> <p>I can list questions I have about a text and ask for help in order to understand portions of a text that are too difficult for me. [RL.12-CCR.10]</p> <p>I can seek out additional resources to help me understand complicated texts. [RL.12-CCR.10]</p>	
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**CUMBERLAND COUNTY SCHOOL DISTRICT
BENCHMARK ASSESSMENT CURRICULUM PACING GUIDE**

School: CCHS	Subject: English IV	Grade: 12
Benchmark Assessment 3		
Instructional Timeline: 9 Weeks		
Topic(s): Novel Using a variety of reading strategies and journal writing, students will read, analyze, and discuss a novel at their reading level.		
KCAS Standards	Learning Target (I Can Statement)	Key Vocabulary
RL.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	I can use the text to support my generalizations.	<ul style="list-style-type: none"> • Syntax • Diction • Tone • Imagery • Lexicon
RL.2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.	I can relate a work of literature to other works I have read.	
RL.3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).	I can analyze elements of literature and the impact it has on the overall meaning of the work.	
L.11-12.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading	<p>I can apply what I know about language to understand how language functions in different contexts, and can provide examples. [L.11-12.3]</p> <p>I can apply what I know about language to make effective choices in the language I use to shape the meaning and style. [L.11-12.3]</p>	

<p>or listening. Vary syntax for effect, consulting references (e.g., Tufte’s Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.</p>	<p>I can apply what I know about language to comprehend more fully when reading or listening. [L.11-12.3] I can vary my syntax for effect, consulting reference guides if necessary. [L.11-12.3] I can apply what I know about syntax when reading and studying complex print texts. [L.11-12.3]</p>	
<p>L.11-12.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable). Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its</p>	<p>I can determine or clarify the meaning of unknown and multiple-meaning words and phrases choosing flexibly from a range of strategies. [L.11-12.4] I can determine the meaning of a word or phrase by considering the context in which it is used. [L.11-12.4] I can understand how changing parts of words alter the meaning of the word and can recognize patterns (e.g., conceive, conception, conceivable). [L.11-12.4] I can use dictionaries and other reference materials to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage. [L.11-12.4] I can verify the definition of a word or phrase I’m unsure of by studying the context or consulting a reference material. [L.11-12.4]</p>	

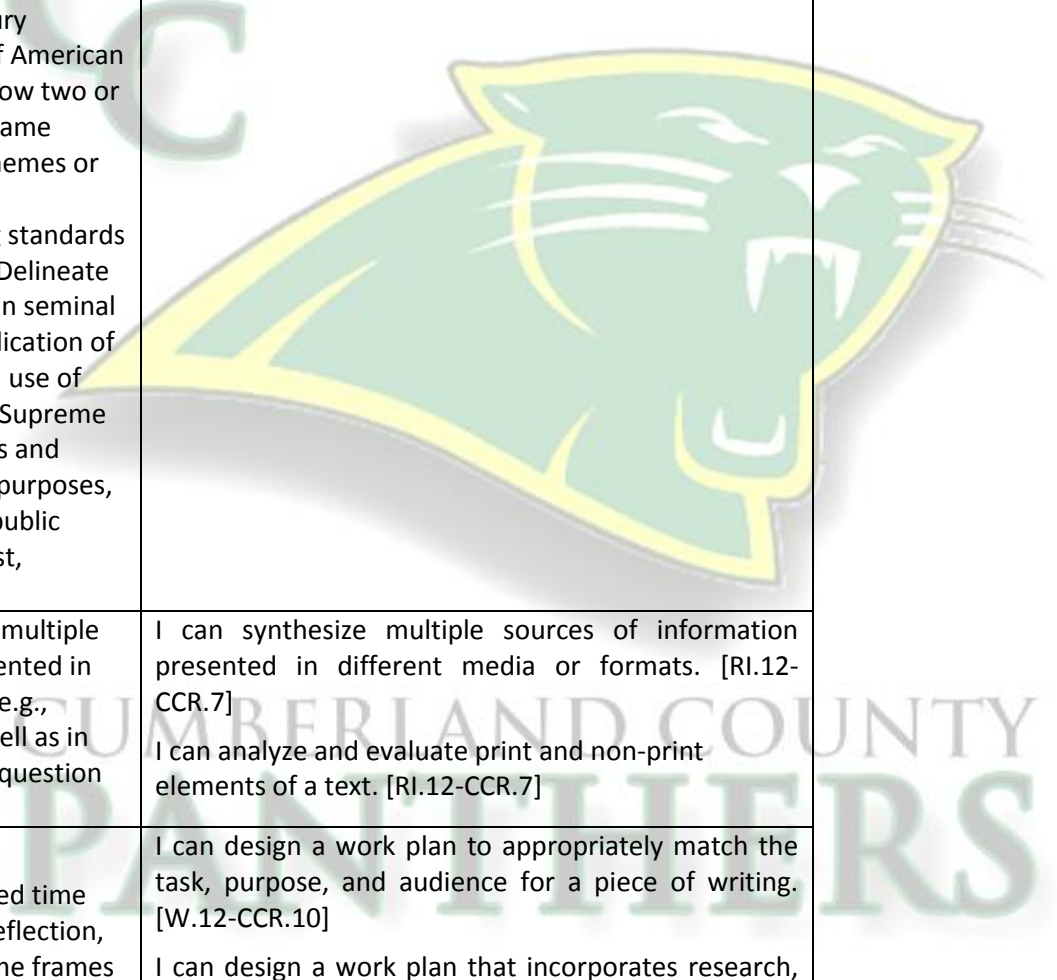
etymology, or its standard usage.

Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

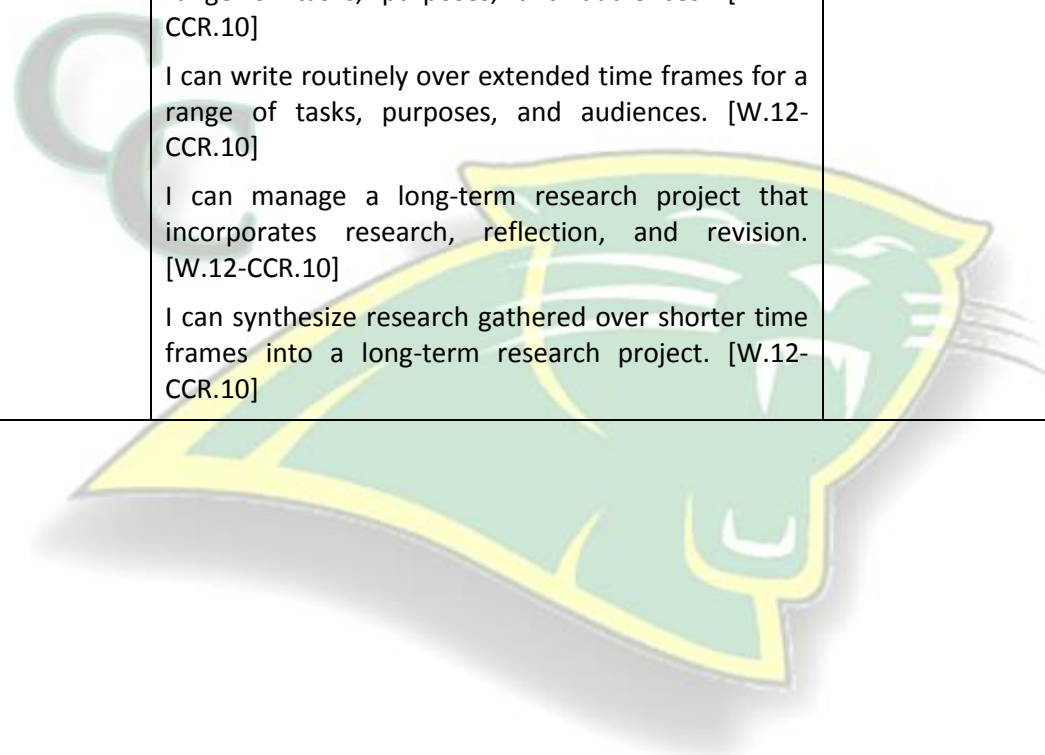


**CUMBERLAND COUNTY SCHOOL DISTRICT
BENCHMARK ASSESSMENT CURRICULUM PACING GUIDE**

School: CCHS	Subject: English IV	Grade: 12
Benchmark Assessment 4		
Instructional Timeline: 9 Weeks		
<p>Topic(s): Academic Research</p> <p>Students will conduct a formal research paper using MLA formatting. Students will be introduced to guidelines for summarizing, paraphrasing, and using direct quotations from sources. Students will complete a correctly formatted works cited page with in-text parenthetical citations.</p>		
KCAS Standards	Learning Target (I Can Statement)	Key Vocabulary
W7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	<p>I can conduct short as well as more sustained research projects to answer a question I have or one that is assigned to me. [W.12-CCR.7]</p> <p>I can conduct short as well as more sustained research projects to solve a problem. [W.12-CCR.7]</p> <p>I can adjust my search process according to the information I encounter during my research. [W.12-CCR.7]</p>	<ul style="list-style-type: none"> • APA • MLA • Style guide • Parenthetical citation • Works cited • References • Header • Running head • Journal • Academic research • Online database
W8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.	<p>I can gather relevant information from multiple authoritative print and digital sources, using advanced search tools effectively. [W.12-CCR.8]</p> <p>I can synthesize multiple sources on a subject and demonstrate an understanding of the subject under investigation. [W.12-CCR.8]</p> <p>I can assess the strengths and weaknesses of each source in answering a research question. [W.12-CCR.8]</p> <p>I can integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism, overreliance on any one source, and following a standard format for citation. [W.12-CCR.8]</p>	
W.12-CCR.9 Draw evidence from literary or	I can draw evidence from literary and informational texts to support my analysis, reflection, and research.	

<p>informational texts to support analysis, reflection, and research. Apply grades 12–12 Reading standards to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”).</p> <p>Apply grades 12–12 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]”).</p>	<p>I can apply the analytical and reflective skills I use when I read to my writing. [W.12-CCR.9]</p>	
<p>RI.7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.</p>	<p>I can synthesize multiple sources of information presented in different media or formats. [RI.12-CCR.7] I can analyze and evaluate print and non-print elements of a text. [RI.12-CCR.7]</p>	
<p>W.12-CCR.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a</p>	<p>I can design a work plan to appropriately match the task, purpose, and audience for a piece of writing. [W.12-CCR.10] I can design a work plan that incorporates research,</p>	

<p>range of tasks, purposes, and audiences.</p>	<p>reflection, and revision. [W.12-CCR.10]</p> <p>I can write routinely over shorter time frames for a range of tasks, purposes, and audiences. [W.12-CCR.10]</p> <p>I can write routinely over extended time frames for a range of tasks, purposes, and audiences. [W.12-CCR.10]</p> <p>I can manage a long-term research project that incorporates research, reflection, and revision. [W.12-CCR.10]</p> <p>I can synthesize research gathered over shorter time frames into a long-term research project. [W.12-CCR.10]</p>	
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CUMBERLAND COUNTY
PANTHERS