

Grade: LHS
Course: English 2
Year: 2018-2019 Adoption



Mission Statement

In partnership with our families and community, Lakewood City Schools will develop responsible citizens, who are critical and creative thinkers, committed to life-long learning, invested in a diverse society, and prepared for technological and global opportunities.

Thinking Skills - The student demonstrates:

1. Critical Thinking Skills include the ability to analyze, criticize, advocate ideas, reason inductively and deductively, and to reach factual and judgemental conclusions.
2. Creative Problem Solving by identifying and analyzing a problem, thinking divergently and evaluating the implementation of possible solutions.
3. Research skills by compiling, evaluating and presenting data.
4. Communication Skills

[Literacy Goals](#) for Lakewood High School Students and the Ohio Department of Education [Model Curriculum](#) utilized within this document

Anchor Standards

Reading Literature

RL.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RL.9-10.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

Reading Informational

RI.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RI.9-10.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

Writing

W.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.9-10.5 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

W.9-10.10 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 range of tasks, purposes and audiences

Speaking and Listening

SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

Language

L.9-10.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.9-10.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

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| Suggested Pacing | Content Standards | Learning and Performance Expectations | Assessment of Learning Options | Learning Resources Options |
|------------------------------|--|--|--|---|
| Quarter 1 | | | | |
| Reading Literature | <p>RL.9-10.2 Analyze literary text development. a. Determine a theme of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details. b. Provide an objective summary of the text that includes the theme and relevant story elements.</p> <p>RL.9-10.5 Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise</p> | <p>-Students will examine how the author used explicit and implicit details to develop theme.</p> <p>-Students use specific details in an objective summary in order to analyze</p> <p>-Students examine how author's perspective and global cultural experiences impact choices made about the text</p> <p>-Students engage in meaningful and intentional opportunities to read, study, and discuss literature with a focus on the total effect of author's craft</p> | <p>-Think/Pair/Share</p> <p>-Reading Workshop</p> <p>-Cornell Notes</p> <p>-Dialectal or Dialogue Journals</p> <p>-Objective Summaries</p> <p>-Character charts</p> <p>-Create a meme/social media account for a character</p> | <p><i>Falling in Love with Close Reading</i> by Christopher Lehman & Kate Roberts</p> <p>-Discussion/Writing Prompt Questions</p> <p>Independent reading novels</p> <p>Mentor Text Dropbox</p> <p>* Resources to be used quarters 1-4, as needed along the year</p> |
| Reading Informational | <p>RI.9-10.2 Analyze informational text development. a. Determine a central idea of a text and analyze its development over the course of the text, including how it</p> | <p>- Students will examine key ideas and details</p> <p>- Students will identify central</p> | <p>Pinwheel discussion</p> | <p>Graphic organizers and models</p> |

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| | <p>emerges and is shaped and refined by specific details. b. Provide an objective summary of the text that includes the development of the central idea and how details impact this idea.</p> <p>RI.9-10.3 Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.</p> | <p>idea</p> <ul style="list-style-type: none"> - Students will determine the structure of the text - Students will analyze how argumentative texts present information, advanced opinions, justify positions, and make judgements about the text | <p>Socratic Seminar Guided Reading Academic Tweets Rubrics Graphic Organizers Target Note Taker</p> | |
| Writing | <p>W.9-10.3 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, 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. d. Use precise words and</p> | <ul style="list-style-type: none"> -Students will compose narratives, either real or imagined, that insightfully address all aspects of the prompt, while creatively engaging the reader -Students will create a writing piece that illustrates understanding of narrative techniques and appropriate word choice | <ul style="list-style-type: none"> - Thoughtshops and Snapshots - Sensory Wheel - Prewriting - Short story writing - Character Sketches - Vignettes | <p>Writing Rubric AIR www.movingwriters.org blog with teaching ideas</p> |

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| | phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of narrative | | | |
| Speaking/Listening | SL.9-10.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. | <ul style="list-style-type: none"> -Students will illustrate appropriate use of the elements of effective oral, visual, and multimedia presentations, increases their potential to inform, entertain, or persuade an audience. -Students will utilize a multitude of digital media elements appropriate to purpose, task, and audience. | <ul style="list-style-type: none"> -Reader's Theater -Socratic Seminar -Say Something -Silent Tea Party -Project-Based Learning presentations -Coffee House | www.americanrhetoric.com for a free bank of historical speeches |
| Speaking and Listening | SL.9-10.2 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source. | -Students will evaluate and use appropriate mediums and evaluate source credibility | <ul style="list-style-type: none"> -"CRAAP" Acronym Activity -Literature Circles | www.engageny.org |
| Language | L.9-10.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies. a. Use context | -Students acquire and use vocabulary through exposure to language-rich situations and events. | <ul style="list-style-type: none"> - Word Map - Cornell Notes - QHT Vocabulary - Concept Circles - Scanning | https://www.quill.org/ |

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| | <p>(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. b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy). c. 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, or its etymology. d. 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).</p> | <p>-Students demonstrate independence in using strategies including syntax, textual clues, word relationships, and differences between literal and figurative language to build vocabulary and enhance comprehension and communication.</p> | <p>- Context Clues in Context</p> | |
| <p>Quarter 2</p> | | | | |
| <p>Reading Literature</p> | <p>RL.9-10.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p> <p>RL.9-10.7 Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden’s “Musée des Beaux Arts”</p> | <p>-Students analyze how authors use the interactions, thoughts, and feelings of characters to explore and develop ideas in the theme. -Students explore motivations of characters</p> <p>-Students will synthesize information from a variety of sources including, but not limited to, print, audio, and visual</p> | <p>-Character charts/blogs</p> <p>-Graphic Organizers</p> | <p>http://www.readwritetink.org/</p> <p>* Resources to be used quarters 1-4, as needed along the year</p> |

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| | and Breughel’s Landscape with the Fall of Icarus). | | | |
| Informational | <p>RI.9-10.5 Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text</p> <p>RI.9-10.6 Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.</p> <p>RI.9-10.9 Analyze seminal U.S. documents of historical and literary significance (e.g., Washington’s Farewell Address, the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail”), including how they address related themes and concepts.</p> | <p>-----</p> <p>Students will examine an author’s technique and select specific language (emotive, evocative, formal, impersonal)</p> <p>-Students will use specific organizational strategies (chronological, compare/contrast, inverted paragraph, spatial, etc.) and rhetorical content (ethos/ethical appeal, pathos/emotional appeal, logos/logical appeal) to convey meaning.</p> <p>-Students will understand the meanings (denotative as well as connotative) of words and phrases found within the text is a tool by which readers can discover the meaning, tone, mood, and purpose of a text.</p> <p>-Students will critically read a wide variety of seminal texts, including those told from historical, literary, and scientific perspectives, mirrors, and challenges</p> | <ul style="list-style-type: none"> - Mood and Tone - Storyboards - Graphic Organizers - Commercial Analysis - Metacognitive Markers (annotations) - Letter Writing (differentiating between tone for different audiences) - APPARTS - KWL | <p>https://www.commonlit.org/</p> |

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| | | <p>thinking and enhances the understanding of content.</p> | | |
| <p>Writing</p> | <p>W.9-10.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. a. Establish a clear and thorough thesis to present information. b. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia to aid comprehension, if needed. b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. c. Use appropriate and varied transitions to link the major</p> | <p>-Students will create effective and coherent text creation requires conscious choices about purpose for argumentative composition, which stems from an established, clear thesis.</p> <p>-Students will be expected to develop a clear thesis/topic, which is supported by facts, extended definitions, concrete details, quotations, or other information and examples that will support and clarify the thesis/topic that is appropriate for the intended audience.</p> <p>-Students will also work to create coherence and</p> | <ul style="list-style-type: none"> - Informative career writing - Writer’s Workshop - Reverse outlining - Model texts | <p>Movingwriters.org</p> <p>Newsela.com</p> <p>Readworks.org</p> |

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| | sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. d. Use precise language and domain specific vocabulary to manage the complexity of the topic. e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance) | completeness through varied sentence structure/syntax and effective transitional strategies. | | |
| Speaking and Listening | SL.9-10.3 Evaluate a speaker's perspective, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence. | -Students will have the opportunity to evaluate and think critically about other speakers in order to improve their own speaking and listening abilities. | P.V.L.E.G.S Four Corners Graphic Organizer | |
| Language | L.9-10.3 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 or listening. a. Write work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type. b. Edit work so that it conforms to the guidelines in a style manual appropriate for the discipline and | -Students use their knowledge of language to make meaning develop style and appropriately edit for clarity, interest, and precision. -Students use knowledge of language to comprehend the nuances of communication. -Students use appropriate, purposeful references and | - Rubric Study - Putting the pieces together | |

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| | writing type. | guidelines to assist in producing effective communication. | | |
| Quarter 3 | | | | |
| Reading Literature | <p>RL.9-10.6 Analyze how a point of view, perspective, or cultural experience is reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.</p> <p>RL.9-10.9 Analyze how an author alludes to and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare)</p> | <p>-Students analyze author’s perspective and global cultural experiences impact choices made about the text-</p> <p>-Students will work to draw a deeper understanding of a literary work based on allusions used within the text or how an author renders a different interpretation of the original text.</p> | <p>-Close Readings</p> <p>-Visuals Representation of Descriptive Words</p> | * Resources to be used quarters 1-4, as needed along the year |
| Informational | <p>RI.9-10.7 Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account</p> <p>RI.9-10.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.</p> | <p>-Students will recognize arguments and supporting evidence.</p> <p>-Students will evaluate whether evidence is ample and reasonable while identifying and eliminating false or illogical evidence is also essential.</p> | <p>- Connect the texts (discussion)</p> <p>- RAFT</p> <p>- Venn Diagram</p> <p>- Graphic Organizers</p> | |

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| <p>Writing</p> | <p>W.9-10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. a. Establish a clear and thorough thesis to present an argument. b. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. c. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. d. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. f. Provide a concluding statement or section that follows from and supports argument presented</p> <p>W.9-10.9 Draw evidence from literary or</p> | <p>-Students will establish a thesis that reflects an opinion that they will support with relevant claims and evidence that is appropriate for the audience.</p> <p>-Students will also discuss and dispute counterclaims in order to prove the validity of the thesis</p> <p>-Students establish a thesis interpreting and/or evaluating a text according to a literary theory and/ or devices.</p> <p>-Students must not only use claims but also create and develop them independently.</p> <p>-Students will understand the targeted audience in order for students to choose the appropriate style, voice, and word choice to create an appropriate style and tone for the piece.</p> | <ul style="list-style-type: none"> - Toulmin Method - Color coding - Active reading - Writer's workshop - Model texts - PIE Method - Quote Sandwich | |

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| | informational texts to support analysis, reflection, and research. a. Apply grades 9–10 Reading standards to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”). b. Apply grades 9–10 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”) | | | |
| Speaking and Listening | SL.9-10.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task. | -Students will use the elements of effective oral, visual, and multimedia presentations and their effects increases the potential to inform, entertain, or persuade an audience. | -Say Something -Coffee House -Socratic Seminar | |
| Language | L.9-10.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. b. Analyze nuances in the meaning of words with similar denotations. | -Students acquire and use vocabulary through exposure to language-rich situations and events. -Students demonstrate independence in using an array of strategies to build vocabulary and enhance | - Word map - QHT Vocabulary - Vocabulary within Context - Scanning | |

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| | | comprehension and communication. | | |
| Quarter 4 | | | | |
| Reading Literature | RL.9-10.10 By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently, building background knowledge and activating prior knowledge in order to make personal, historical, and cultural connections that deepen understanding of complex text. | -Student readers will be able to make text-to-self, text-to-text, and text-to-world connections through the reading of a variety of complex literary works through modeling and support | -Literary Portfolio -Connections Chart -Dialogue Journals -Dialectical Journals -Choice Board -Literary Reduction | https://www.scholastic.com/teachers/book-wizard/ * Resources to be used quarters 1-4, as needed along the year |
| Reading Informational | RI.9-10.10 By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently. | -Students will gain literary knowledge and build important reading skills and strategies, as well as becoming familiar with various text structures and elements through extensive reading of a variety of genres from diverse cultures and a range of time periods | - I Do, We Do, You Do - Fake Newspaper - Spot the Difference - Think Aloud - Active Reading Strategies (annotating) - Cornell Notes | |

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| <p>Writing</p> | <p>W.9-10.7 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> <p>W.9-10.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format of citation</p> <p>W.9-10.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically</p> | <p>Students will use research to build and present knowledge in order to create new understandings, activate prior knowledge and engage in the process of independent and shared inquiry.</p> <p>Students will explore topics from current events or teacher recommendation and develop and evaluate questions or problems.</p> <p>Students will use a variety of sources to solve the problem or answer their question.</p> <p>Students will build a new understanding of the topic and create a solution that supports the evidence and their own beliefs.</p> <p>Students will be exposed to a variety of resources, both online and print. They will assess the information for accuracy, validity, and purpose and then apply that information based on topic, purpose, and task.</p> | <ul style="list-style-type: none"> - Stages of inquiry - Evaluating resources - Annotated Bibliography -Genius Hour | |
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| <p>Speaking and Listening</p> | <p>SL.9-10.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p> <p>SL.9-10.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate</p> | <p>-Strategic use of the elements of effective oral, visual, and multimedia presentations and their effects increases the potential to inform, entertain, or persuade an audience.</p> <p>- Students make choices of digital media elements appropriate to purpose, task,</p> | <p>-RAFT</p> <p>-Reciprocal Teaching</p> <p>-Town Hall</p> <p>-Digital Storytelling</p> | |

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| | | and audience. | | |
| Language | L.9-10.6 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 or phrase important to comprehension or expression. | <p>Students will understand vocabulary goes beyond knowing a definition.</p> <p>Students will acquire and use vocabulary through exposure to language-rich situations and events.</p> | <ul style="list-style-type: none"> - Context Clues in Context - Scanning - QHT Vocabulary - Word Map | |