

**Grade:** LHS  
**Course:** English 4  
**Year:** 2018-2019 Adoption



## Mission Statement

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**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.11-12.1** 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.
- **RL.11-12.10** By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range, building background knowledge and activating prior knowledge in order to make personal, societal, and ethical connections that deepen understanding of complex text.

#### Reading Informational:

- **RI.11-12.1** 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.
- **RI.11-12.10** By the end of grade 11, read and comprehend literary nonfiction in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

#### Writing:

- **W.11-12.4.** 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.)
- **W.11-12.5.** 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.11-12.6.** Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
- **W.11-12.9.** Draw evidence from literary or informational texts to support analysis, reflection, and research
- **W.11-12.10.** 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.

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### Speaking and Listening:

- **SL.11-12.1** 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.

### Language:

- **L.11-12.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- **L.11-12.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- **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.
- **L.11-12.5** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. b. Analyze nuances in the meaning of words with similar denotations.
- **L.11-12.6** 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.

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Suggested Pacing	Content Standards	Learning and Performance Expectations	Assessment of Learning Options	Learning Resources Options
Quarter 1	<b>RESILIENCE &amp; SUCCESS: Key Ideas and Details in Literature and Informational Text + Informational/Explanatory Writing</b>			
	<p>W.11-12.4. 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.)</p>	<p>-learn basic sentence structure and how to properly combine independent and dependent clauses in order to form simple, compound, complex, and compound-complex sentences.</p>	<p>Grammar Boot Camp HW            GBC Exit Tickets            GBC Test            Various writing assignments about independent reading books.</p>	<p>GBC Unit             Independent Novels/Non-Fiction   <a href="#">Writing Rubric AIR</a></p>
	<p><b><u>Key Ideas and Details</u></b></p> <p>RI.11-12.1 <b>Cite strong and thorough textual evidence to support analysis of what the text says</b> explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p>RI.11-12.2 Analyze informational text development. a. <b>Determine two or more central ideas of a text and analyze their development over the course of the text</b>, including how they interact and build on one another.</p>	<p>-learn basic formula for citing textual evidence (sentence starters, I.C.E., how to punctuate T.E., etc..)</p> <p>-use textual evidence to support identification of the central ideas and how they develop, interact, and build on one another.</p> <p>-make connections between information and literary text and identify shared thematic ideas across texts using textual evidence.</p> <p>-write informative/explanatory essays</p>	<p>T.E. Exit Tickets             Various T.E. writing assignments.             Various assessments focused on key ideas and details.             Final Informative/Explanatory Essay</p>	<p>Resilience and Success focused Literary Text (Student selected)             Resilience and Success focused "Informational text set" (teacher created)</p>

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	<p>RL.11-12.1 <b>Cite strong and thorough textual evidence to support analysis of what the text says explicitly</b> as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p>RL. 11-12.2 Analyze literary text development. a. <b>Determine two or more themes of a text</b> and analyze their development over the course of the text, including how they interact and build on one another. b. <b>Produce a thorough analysis of the text.</b></p> <p>W.11-12.2 Write <b>informative/explanatory texts to examine and convey complex ideas, concepts, and information</b> clearly and accurately through the effective selection, organization, and analysis of content. a. <b>Establish a clear and thorough thesis</b> to present and explain information. b. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g.,</p>			
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	<p>headings), graphics (e.g., figures, tables), and multimedia to aid comprehension, if needed. c. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. d. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. e. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. f. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. g. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p>			
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Quarter 2	<b>CONTROVERSY + ARGUMENT (RHETORIC): Craft and Structure + Integration of Knowledge and Ideas + Argumentative Writing</b>			
	<p><b>Craft and Structure:</b></p> <p>RL.11-12.4 Determine the connotative, denotative, and figurative meanings of words and phrases as they are used in the text; analyze the impact of author’s diction, including multiple-meaning words or language that is particularly evocative to the tone and mood of the text.</p> <p>RL.11-12.5 Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.</p> <p>RL.11-12.6 Analyze a case in which grasping a point of view or perspective requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement) and evaluate the impact of these literary devices on the content and style of the text.</p>	<p>-analyze craft and structure in Literary and informational texts.</p> <p>-determine how author’s word choice affects tone and mood.</p> <p>-analyze the impact of various literary devices on the text.</p> <p>-evaluate multiple sources of information presented in different media or formats</p>	<p>Exit Tickets</p> <p>Various writing assignments with a focus on argument.</p> <p>Various assessments focused craft and structure + Integration of Knowledge and Ideas.</p> <p>Final Argumentative essay.</p>	<p>Informational Text focused on a controversy or argument. (Student selected)</p> <p>“Literary and Informational Text Set” (Teacher created)</p>

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	<p>RI.11-12.4 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>RI.11-12.5 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>RI.11-12.6 Determine an author's perspective 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><b><u>Integration of Knowledge and Ideas</u></b></p> <p>RL.11-12.7 Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live</p>			
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	<p>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.)</p> <p>RI.11-12.7 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>RI.11-12.8 Delineate and evaluate the reasoning in seminal U.S. texts and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).</p> <p><b><u>Writing Arguments</u></b></p> <p>W.11-12.1 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 a complex argument. b. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or</p>			
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	<p>opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. c. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases. d. Use words, phrases, and clauses as well as varied syntax 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 the argument presented.</p> <p><u>SL.11-12.4</u> Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the</p>			
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	line of reasoning, alternative or opposing perspectives are addressed and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.			
Quarter 3	<b>SPEAKING AND LISTENING:</b>			
	<p><u>SL.11-12.2</u>          Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p> <p><u>SL.11-12.5</u>          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><u>SL.11-12.3</u>          Evaluate a speaker’s perspective, reasoning, and use of evidence and rhetoric, assessing the</p>	<ul style="list-style-type: none"> <li>- Utilize various digital, audio, and print sources to offer opportunities for transmitting and receiving information, allowing for the deciphering of credible sources.</li> <li>- Convey elements of effective oral, visual, and multimedia presentations by discussing how presentations could be used to inform, entertain, or persuade an audience.</li> <li>- Use a multitude of digital media platforms appropriate to purpose, task, and audience.</li> <li>-Effectively speak and critically listen and collaborate to establish procedures for collegial discussion and decision making for the purpose of critically examining issues, evaluating opinions, arguing points, making judgments, building understandings and persuading</li> </ul>	<p>Students create professional email accounts and then send and receive various professional emails to practice this skill.</p> <p>Create, build, and maintain professional social media accounts to promote students’ abilities</p> <p>Students create resumes to then use with interview process (template used with probing questions to enhance resume to ensure its highest quality)</p> <p>Students create a concise overview of themselves with a cover letter (Why should I hire you?) to positively enhance their ability for a given responsibility</p>	AmericanRhetoric.com

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	<p>stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p> <p><u>SL.11-12.6</u>          Adapt a speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate</p>	<p>others by evidence and reasoning with a particular focus on the synthesis of ideas.</p> <p>-Utilize exemplar speeches (i.e. civil rights speeches, inaugural addresses) to demonstrate effective rhetorical strategies. Analyze the speeches for rhetorical devices.</p>		<p><a href="https://mannerofspeaking.org/speech-analyses/">https://mannerofspeaking.org/speech-analyses/</a></p>
Quarter 4	<b>PRACTICAL COMMUNICATION:</b>			
	<p><u>SL.11-12.1</u>          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.</p> <p>a. Come to discussions prepared,</p>	<p>- Effectively speak and become critical listeners to collaborate and establish procedures for collegial discussion and decision making for the purpose of critically examining issues, evaluating opinions, arguing points, making judgments, building understandings and persuading others by evidence and reasoning with a particular focus on the synthesis of ideas.</p>	<p>Culminating Assessment:          Student led conversation in front of the class with a partner to discuss a range of topics. While in conversation students showcase their listening skills and questioning skills in this performance based assessment. (A.)</p>	<p>Unit components to include:</p> <ul style="list-style-type: none"> <li>- Volume of voice</li> <li>- Pausing</li> <li>- Asking questions</li> <li>- Eye contact</li> <li>- Shaking hands</li> <li>- Body</li> </ul>

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	<p>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.</p> <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>	<ul style="list-style-type: none"> <li>- Display strong listening and speaking skills that are critical for learning, communicating and allowing better understanding of the world.</li> <li>- Apply these skills in order to collaborate which amplifies each individual's contributions and leads to new and unique understandings and solutions.</li> <li>- Effectively speak and become critical listeners to collaborate and establish procedures for collegial discussion and decision making for the purpose of critically examining issues, evaluating opinions, arguing points, making judgments, building understandings and persuading others by evidence and reasoning with a particular focus on the synthesis of ideas.</li> <li>- Various digital, audio, and print sources offer opportunities for transmitting and receiving information, allowing for the deciphering of credible sources.</li> </ul>	<p>Flash debate process with current topic to align with standard and subpoint B. - D.</p> <p>Students write an apology letter with the eight step process with the intention of taking responsibility for actions. (D.)</p> <p>Interview phone call set up in mock situation (C.)</p> <p>Listening Guide for audience members during in class interviews as a learning tool for reflection and constructive criticism (B.)</p> <p>Rubric utilized for assessment</p>	<p>language</p> <ul style="list-style-type: none"> <li>- Active listening</li> </ul> <p>Discussion around conflict and how to positively handle conflict and deescalate, compromise, ensure needs of both parties are met</p>
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