


## English II Curriculum Bundle # 5

<b>Title</b>		<b>Suggested Dates</b>
<i>Inquiry and Persuasion</i>		Nov. 16 – Dec. 4 (12 teaching days)

<b>Big Idea/Enduring Understanding</b>	<b>Guiding Questions</b>
Investigating inquiries can solve problems, clarify issues, and answer essential questions. Writers use intentional strategies meant to persuade the audience.	How does literature reflect the culture of origin and my own culture? How does literature express the values of a society? How does engagement with text reinforce and refine critical reading and writing?

The resources included here provide teaching examples and/or meaningful learning experiences to address the District Curriculum. In order to address the TEKS to the proper depth and complexity, teachers are encouraged to use resources to the degree that they are congruent with the TEKS and research-based best practices. Teaching using only the suggested resources does not guarantee student mastery of all standards. Teachers must use professional judgment to select among these and/or other resources to teach the district curriculum.

Knowledge & Skills with Student Expectations	Specificity & Examples	Suggested Resources (Read the note above)
<b>Reading:</b>		
<b>II.1 Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:</b> II.1D show the relationship between the origins and meaning of foreign words or phrases used frequently in written English and historical events or developments (e.g., <i>glasnost</i> , <i>avant-garde</i> , <i>coup d'état</i> )		<a href="#">Six Steps to Vocabulary Development</a> <a href="#">Vocabulary Notebook</a> <a href="#">Teaching Idioms</a> <a href="#">LtF Online Vocabulary</a> <a href="#">Quad Cards</a>
<b>II.2 Reading/ Comprehension of Literary Text/Theme and Genre. Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to:</b> II.2C relate the figurative language of a literary work to its historical and cultural setting.	<b>TAKS-10.8D</b> Interpret possible influences of the historical context on a literary work. <b>TAKS-10.11E</b> Connect literature to historical contexts, current events, and his/her own experience. <b>Including:</b> <ul style="list-style-type: none"> <li>• Variety of cultures and authors</li> <li>• Recalls the stated and inferred characteristics of various cultures from a characteristics and experiences of characters from other cultures</li> </ul>	<a href="#">Dallas County Schools Smart Documents: Literary Forms and Terms 11H-11F (P. R-65); Influence of History 8D (P. R-103)</a>
<b>II.5 Reading/ Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to:</b> II.5B analyze differences in the characters' moral dilemmas in	<b>TAKS-10.11C</b> Describe and analyze the development of plot and identify conflicts and how they are addressed and resolved <b>TAKS-10.7G</b> Draw inferences such as conclusions, generalizations, and predictions and support them with text evidence and experience.	<a href="#">Dallas County Schools Smart Documents: Plot, Characters, Conflict, Point of View 11C, 11D, 11E (Pp. R38-R46)</a> <a href="#">Analyzing Characters in Literature</a> <a href="#">Novel News: Read/Write/Think.org lesson</a>

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<p>works of fiction across different countries or cultures.</p>	<p><b>Including:</b> both within and across texts</p> <ul style="list-style-type: none"> <li>• analyzing individual characters and</li> <li>• comparing/contrasting characters</li> </ul> <p><b>Analyzing Traits of Characters</b></p> <ul style="list-style-type: none"> <li>• Physical Traits</li> <li>• Personal Traits (e.g., moral, ethical, evil, compassionate, loving, wealthy/poor)</li> <li>• Emotional Traits</li> </ul> <p><b>Analyzing Motivation of Characters (for decisions, actions, and changes)</b></p> <ul style="list-style-type: none"> <li>• Intellectual Motivation</li> <li>• Emotional Motivation</li> <li>• Physical Motivation</li> <li>• Psychological Motivation (e.g., status-seeking, power, etc.)</li> </ul> <p><b>1. Conflicts: Types</b></p> <ul style="list-style-type: none"> <li>• Man v. Man (external)</li> <li>• Man v. Society</li> <li>• Man v. Nature</li> <li>• Man v. Fate (such as mythology or drama)</li> <li>• Man v. Self (internal)</li> </ul>	
<p><b>Writing:</b></p>		
<p><b>II.13 Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:</b> <b>II.13 Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:</b> II.13A plan a first draft by selecting the correct genre for conveying the intended meaning to multiple audiences, determining appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea</p>	<p>Apply writing process to argumentative essay (see II.16 below)</p>	<p><a href="http://web.uvic.ca/wguide/Pages/EssaysToc.html">http://web.uvic.ca/wguide/Pages/EssaysToc.html</a> <a href="http://www.tameri.com/write/formgenre.html">http://www.tameri.com/write/formgenre.html</a></p>
<p><b>II.13 Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:</b> II.13B structure ideas in a sustained and persuasive way (e.g., using outlines, note taking, graphic organizers, lists) and develop drafts in timed and open-ended situations that include transitions</p>	<p>Apply writing process to argumentative essay (see II.16 below)</p>	<p><a href="http://web.uvic.ca/wguide/Pages/EssaysToc.html">http://web.uvic.ca/wguide/Pages/EssaysToc.html</a></p>

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and rhetorical devices used to convey meaning		
<p><b>II.16 Writing/Persuasive Texts. Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write an argumentative essay to the appropriate audience that includes:</b></p> <p>II.16A a clear thesis or position based on logical reasons supported by precise and relevant evidence;</p>		<p><a href="#">Persuasive Brochure (Note: good intro activity)</a>  <a href="#">Persuasive Writing</a></p>
<p><b>II.16 ...write an argumentative essay to the appropriate audience that includes:</b></p> <p>II.16B consideration of the whole range of information and views on the topic and accurate and honest representation of these views (i.e., in the author's own words and not out of context);</p>		<p><a href="#">Persuasive Paper Model</a></p>
<p><b>II.16 ...write an argumentative essay to the appropriate audience that includes:</b></p> <p>II.16C counter-arguments based on evidence to anticipate and address objections</p>		<p>LTF: Defend, Challenge, and Qualify (P. 426),  Using Concession and counterargument (P. 430)</p>
<p><b>II.16 ...write an argumentative essay to the appropriate audience that includes:</b></p> <p>II.16D an organizing structure appropriate to the purpose, audience, and context</p>		
<p><b>II.16 ...write an argumentative essay to the appropriate audience that includes:</b></p> <p>II.16E an analysis of the relative value of specific data, facts, and ideas.</p>		<p>LTF: Persuasive Appeals (P. 166)  <a href="#">Analyzing Persuasive Writing</a></p>
<p><b>II.16 ...write an argumentative essay to the appropriate audience that includes:</b></p> <p>II.16F a range of appropriate appeals (e.g., descriptions, anecdotes, case studies, analogies, illustrations).</p>		<p>LTF: Using Logical, Emotional, and Ethical appeals (P.434)</p>
<b>Oral and Written Conventions:</b>		
<p><b>II.17 Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students will continue to apply earlier standards with greater complexity. Students are expected to:</b></p> <p>II.17B identify and use the subjunctive mood to express doubts, wishes, and possibilities.</p>		<p><a href="#">EoL: Chapter 18 (Pp.606-607)</a></p>
<p><b>Figure: 19 TAC §110.30(b)</b>  <b>English II (§110.32 English Language Arts and Reading)</b></p>		

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**Reading/Comprehension Skills.** Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author's message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to:

- (A) reflect on understanding to monitor comprehension (e.g., asking questions, summarizing and synthesizing, making connections, creating sensory images); and
- (B) make complex inferences about text and use textual evidence to support understanding.