


English II Curriculum Bundle # 6

Title		Suggested Dates
<i>Inquiry and Persuasion</i>		Dec. 7 – Dec. 18 (10 instructional days)

Big Idea/Enduring Understanding	Guiding Questions
Writers use intentional strategies to persuade others.	<p>What techniques do politicians use in their speeches to persuade others?</p> <p>What techniques do print and visual media employ to persuade the public?</p> <p>What verbal and non-verbal techniques do speakers use to make oral presentations more effective?</p>

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)
Reading:		
II.12 Reading/Media Literacy. Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:		EoL; Chapter 6 (pp.247-248) Evaluating Web Sites
II.12A evaluate how messages presented in media reflect social and cultural views in ways different from traditional texts		
II.12C examine how individual perception or bias in coverage of the same event influences the audience; and	<p>TAKS-10.19B Analyze relationships, ideas, and cultures as represented in various media.</p> <p>TAKS-10.19C Distinguish the purposes of various media forms such as informative texts, entertaining texts, and advertisements.</p>	<p>Dallas County Schools Smart Document: Information, Credibility, and Writer’s motives 12B (pp.R116-R124);</p> <p>Logical Reasoning 12C (pp.125-126); Bias and Persuasion 12D (p.R128)</p>
Writing:		
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:	Apply revision process to persuasive piece.	The Write Path 80-93, 111-117 (intranet)
II.13C revise drafts to improve style, word choice, figurative language, sentence variety, and subtlety of meaning after rethinking how well questions of purpose, audience, and genre have been addressed	TAKS-10.1B Write in a voice and style appropriate to audience and purpose	<p>Laying the Foundation (Grade 10) “Revision and Editing Strategies” pp. 446</p> <p>Acts of Teaching: How to Teach Writing</p>

English II Curriculum Bundle # 6

<p>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: II.13D edit drafts for grammar, mechanics, and spelling</p>	<p>Apply revision process to persuasive piece. TAKS-10.2C Proofread writing for appropriateness of organization, content, style, and conventions</p>	<p>The Write Path 80-93, 111-117 (intranet) Laying the Foundation (Grade 10) “Revision and Editing Strategies” pp. 446 Acts of Teaching: How to Teach Writing</p>
<p>II.13E revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences.</p>	<p>Apply revision process to persuasive piece. TAKS-10.2B Develop drafts both alone and collaboratively by organizing and reorganizing content and by refining style to suit occasion, audience and purpose. TAKS 10.3D Produce error-free writing in the final draft.</p>	<p>The Write Path 80-93, 111-117 (intranet) Laying the Foundation (Grade 10) “Revision and Editing Strategies” pp. 446 Acts of Teaching: How to Teach Writing Peer Editing Form for secondary ELA PISD Peer Editing Form (intranet)</p>
<p>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: II.16A a clear thesis or position based on logical reasons supported by precise and relevant evidence;</p>		<p>Persuasive Brochure (Note: good intro activity) Persuasive Writing</p>
<p>II.16 ...write an argumentative essay to the appropriate audience that includes: 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>Persuasive Paper Model</p>
<p>II.16 ...write an argumentative essay to the appropriate audience that includes: 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>II.16 ...write an argumentative essay to the appropriate audience that includes: II.16D an organizing structure appropriate to the purpose, audience, and context</p>		<p>Organizational Patterns (intranet) Persuasive Essay Organizer</p>
<p>II.16 ...write an argumentative essay to the appropriate audience that includes: II.16E an analysis of the relative value of specific data, facts, and ideas.</p>		<p>LTF: Persuasive Appeals (P. 166) Analyzing Persuasive Writing</p>
<p>II.16 ...write an argumentative essay to the appropriate audience that includes: 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>

English II Curriculum Bundle # 6

Listening and Speaking:		
<p>II.24 Listening and Speaking/Listening. Students will use comprehension skills to listen attentively to others in formal and informal settings. Students will continue to apply earlier standards with greater complexity. Students are expected to:</p> <p>II.24C evaluate how the style and structure of a speech support or undermine its purpose or meaning.</p>	<p>TAKS-10.15C Evaluate informative and persuasive presentations of peers, public presenters, and media presentations</p>	<p>EoL: Giving a persuasive Speech (pp. 288-292)</p>
<p>II.25 Listening and Speaking/Speaking. Students speak clearly and to the point, using the conventions of language. Students will continue to apply earlier standards with greater complexity.</p> <p>II.25 Students are expected to advance a coherent argument that incorporates a clear thesis and a logical progression of valid evidence from reliable sources and that employs eye contact, speaking rate (e.g., pauses for effect), volume, enunciation, purposeful gestures, and conventions of language to communicate ideas effectively.</p> <p>TAKS-10.16D Use effective verbal and nonverbal strategies in presenting oral message</p>		<p>Creating a Thesis Statement</p>
<p>Figure: 19 TAC §110.30(b) English II (§110.32 English Language Arts and Reading)</p>		
<p>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:</p>		
<p>(A) reflect on understanding to monitor comprehension (e.g., asking questions, summarizing and synthesizing, making connections, creating sensory images); and</p> <p>(B) make complex inferences about text and use textual evidence to support understanding.</p>		