

## English II Curriculum Bundle # 9



Title	Suggested Dates
<i>Personal Expression</i>	Feb 22-March 12 (15 instructional days)

Big Idea/Enduring Understanding	Guiding Questions
Reading and writing are tools of expression and communication on a personal level and to a larger audience.	<p>How do authors use specific words and phrases to influence a reader’s (or listener’s) attitude toward a subject?</p> <p>How do an author’s choice of words, phrases, and text structure reveal his/her attitude toward a subject and/or purpose?</p> <p>How do various visual and sound media reveal the bias of a community or a group?</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)
<b>Reading:</b>		
<p><b>II.6 Reading/ Comprehension of Literary Text/Literary Nonfiction. Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and provide evidence from text to support their understanding.</b></p> <p>II.6 Students are expected to evaluate the role of syntax and diction and the effect of voice, tone, and imagery on a speech, literary essay, or other forms of literary nonfiction.</p>	<p><b>TAKS-10.7G</b> Draw inferences such as conclusions, generalizations, and predictions and support them with text evidence and experience.</p> <p><b>TAKS-10.12A</b> Analyze characteristics of clearly written text, including the patterns of organization, syntax and word choice.</p>	<p>Glencoe Lit, p. 1030-36 Pre-AP: LTF, pp. 322, 328</p>
<p><b>II.10 Reading/ Comprehension of Informational Text/Persuasive Text. Students analyze, make inferences and draw conclusions about persuasive text and provide evidence from text to support their analysis. Students are expected to:</b></p> <p>II.10B analyze contemporary political debates for such rhetorical and logical fallacies as appeals to commonly held opinions, false dilemmas, appeals to pity, and personal attacks.</p>	<p><b>TAKS-10.12C</b> Recognize logical, deceptive, and/or faulty modes of persuasion in texts</p> <p><b>TAKS-10.7G</b> Draw inferences such as conclusions, generalizations, and predictions and support them with text evidence and experience.</p>	<p><a href="#">Logical Fallacies</a> Pre-AP: AP Handbook <a href="http://www.americanrhetoric.com/">http://www.americanrhetoric.com/</a> <a href="http://humanities.byu.edu/rhetoric/Silva.htm">http://humanities.byu.edu/rhetoric/Silva.htm</a></p>
<p><b>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:</b></p>		<p><a href="http://www.cmpa.com/">http://www.cmpa.com/</a> <a href="http://www.mediachannel.org/analysis.php">http://www.mediachannel.org/analysis.php</a> <a href="#">Analyzing Effects of TV</a></p>

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II.12A evaluate how messages presented in media reflect social and cultural views in ways different from traditional texts.		
II.12B analyze how messages in media are conveyed through visual and sound techniques (e.g., editing, reaction shots, sequencing, background music)	<b>TAKS-10.20B</b> Deconstruct media to get the main idea of the message's content. <b>TAKS-10.20C</b> Evaluate and critique the persuasive techniques of media messages such as glittering generalities, logical fallacies and symbols.	<a href="http://www.cmpa.com/">http://www.cmpa.com/</a> <a href="http://www.mediachannel.org/analysis.php">http://www.mediachannel.org/analysis.php</a> <a href="#">Analyzing Effects of TV media bias</a> (This is for engineers but can easily be adapted.)
II.12C examine how individual perception or bias in coverage of the same event influences the audience	<b>TAKS-10.19B</b> Analyze relationships, ideas, and cultures as represented in various media. <b>TAKS-10.19C</b> Distinguish the purposes of various media forms such as informative texts, entertaining texts, and advertisements.	<a href="http://www.cnn.com/">http://www.cnn.com/</a> <a href="http://www.foxnews.com/">http://www.foxnews.com/</a> <a href="http://www.colbertnation.com/home">http://www.colbertnation.com/home</a> <a href="#">different looks</a>
II.12D evaluate changes in formality and tone within the same medium for specific audiences and purposes.		
<b>Writing:</b>		
<b>II.15 Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:</b> II.15C write an interpretative response to an expository or a literary text (e.g., essay or review) that: II.15C(i) extends beyond a summary and literal analysis.		<a href="#">ReadWriteThink: Review</a>
<b>Listening and Speaking:</b>		
<b>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:</b> II.24C evaluate how the style and structure of a speech support or undermine its purpose or meaning.	<b>TAKS-10.15C</b> Evaluate informative and persuasive presentations of peers, public presenters, and media presentations	<a href="http://www.americanrhetoric.com/">http://www.americanrhetoric.com/</a> <a href="#">Speech Rubric(intranet)</a>
<b>Figure: 19 TAC §110.30(b)</b> <b>English II (§110.32 English Language Arts and Reading)</b>		
<b>Reading/Comprehension Skills.</b> 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.		

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