

ADDENDUM FOR English II

The materials found here are designed to serve as an extension of the modules provided for this project. Throughout the six modules, you will find lessons that relate to the TEKS. While some lessons were written to be grade specific (e.g., a lesson was written for use in a 10th grade classroom), the TEKS can be generalized across grades. As an example, *Tell Me a Story* (found in Module 2, Handout MC25D) works on English II TEKS 1 (A, C, E, F), 2 (A, B, C), 5 (C), 6 (A), 7 (A, B, C, D, E, G, J), 8 (C, D, E), 10 (A, C, D, E), 11 (A, B, C), and 12 (C, D). But those particular skills are also associated with English I and English III TEKS and, to some extent, English IV TEKS. Thus, the matrix for a particular grade level depicts the TEKS that we have generalized to other classes (in this case, the English II matrix). As an English II teacher, you can adapt those lessons for use in your classroom with a more class-appropriate text.

There are two parts to this addendum. In Part One, you have the TEKS that are tested at this grade level. In Part Two are the TAKS for high school English. In Part Three, the matrix, you will find five columns. Column 1 tells you the module in which the lesson can be found. Column 2 lists the handout that contains the lesson. Note that one handout may contain more than one lesson, or several mini-lessons. In the third column is the topic of the lesson or its name. Column 4 provides the number of the TEKS (skill) the lesson teaches. We'll come back to this column in a second. The fifth column provides the stated objective from the lesson. Now back to the TEKS information found in Column 4. Note that in some cases the TEKS are in bold italics. When you see this, it means that the TEKS objective is also a TAKS objective (i.e., it is tested on the TAKS at this grade level). For example, in Module 2, Handout MC25D, you see the following: ELA 6.8 (A) ... **6.12 (G, I)** ... This signifies that TEKS 6.12 (G) (**Reading/text structures/literary concepts**). The student analyzes the characteristics of various types of texts (genres). The student is expected to (G) recognize and analyze story plot, setting, and problem resolution) is tested by the TAKS.

Part One English II ELA TEKS

- (1) Writing/purposes. The student writes in a variety of forms, including business, personal, literary, and persuasive texts, for various audiences and purposes. The student is expected to:
 - (A) write in a variety of forms with an emphasis on persuasive forms such as logical argument and expression of opinion, personal forms such as response to literature, reflective essay, and autobiographical narrative, and literary forms such as poems, plays, and stories;
 - (B) write in a voice and a style appropriate to audience and purpose; and
 - (C) organize ideas in writing to ensure coherence, logical progression, and support for ideas.

- (2) Writing/writing processes. The student uses recursive writing processes when appropriate. The student is expected to:
- (A) use prewriting strategies to generate ideas, develop voice, and plan;
 - (B) develop drafts both alone and collaboratively by organizing and reorganizing content and by refining style to suit occasion, audience, and purpose;
 - (C) proofread writing for appropriateness of organization, content, style, and conventions;
 - (D) refine selected pieces frequently to publish for general and specific audiences; and
 - (E) use technology for aspects of creating, revising, editing, and publishing texts.
- (3) Writing/grammar/usage/conventions/spelling. The student relies increasingly on the conventions and mechanics of written English, including the rules of usage and grammar, to write clearly and effectively. The student is expected to:
- (A) produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization such as italics and ellipses;
 - (B) demonstrate control over grammatical elements such as subject-verb agreement, pronoun-antecedent agreement, verb forms, and parallelism;
 - (C) compose increasingly more involved sentences that contain gerunds, participles, and infinitives in their various functions; and
 - (D) produce error-free writing in the final draft.
- (4) Writing/inquiry/research. The student uses writing as a tool for learning. The student is expected to:
- (A) use writing to formulate questions, refine topics, and clarify ideas;
 - (B) use writing to discover, organize, and support what is known and what needs to be learned about a topic;
 - (C) compile information from primary and secondary sources in systematic ways using available technology;
 - (D) represent information in a variety of ways such as graphics, conceptual maps, and learning logs;
 - (E) use writing as a study tool to clarify and remember information;
 - (F) compile written ideas and representations into reports, summaries, or other formats and draw conclusions; and
 - (G) analyze strategies that writers in different fields use to compose.
- (5) Writing/evaluation. The student evaluates his/her own writing and the writings of others. The student is expected to:
- (A) evaluate writing for both mechanics and content; and
 - (B) respond productively to peer review of his/her own work.

- (6) Reading/word identification/vocabulary development. The student acquires an extensive vocabulary through reading and systematic word study. The student is expected to:
- (A) expand vocabulary through wide reading, listening, and discussing;
 - (B) rely on context to determine meanings of words and phrases such as figurative language, idioms, multiple meaning words, and technical vocabulary;
 - (C) apply meanings of prefixes, roots, and suffixes in order to comprehend;
 - (D) research word origins as an aid to understanding meanings, derivations, and spellings as well as influences on the English language;
 - (E) use reference material such as glossary, dictionary, thesaurus, and available technology to determine precise meanings and usage;
 - (F) discriminate between connotative and denotative meanings and interpret the connotative power of words; and
 - (G) read and understand analogies.
- (7) Reading/comprehension. The student comprehends selections using a variety of strategies. The student is expected to:
- (A) establish a purpose for reading such as to discover, interpret, and enjoy;
 - (B) draw upon his/her own background to provide connection with texts;
 - (C) monitor his/her own reading strategies and make modifications when understanding breaks down such as by rereading, using resources, and questioning;
 - (D) construct images such as graphic organizers based on text descriptions and text structures;
 - (E) analyze text structures such as compare and contrast, cause and effect, and chronological ordering for how they influence understanding;
 - (F) produce summaries of texts by identifying main ideas and their supporting details;
 - (G) draw inferences such as conclusions, generalizations, and predictions and support them with text evidence and experience;
 - (H) use study strategies such as skimming and scanning, note taking, outlining, and using study-guide questions to better understand texts; and
 - (I) read silently with comprehension for a sustained period of time.
- (8) Reading/variety of texts. The student reads extensively and intensively for different purposes in varied sources, including world literature. The student is expected to:
- (A) read to be entertained, to appreciate a writer's craft, to be informed, to take action, and to discover models to use in his/her own writing;
 - (B) read in varied sources such as diaries, journals, textbooks, maps, newspapers, letters, speeches, memoranda, electronic texts, and other media;

- (C) read world literature, including classic and contemporary works; and
 - (D) interpret the possible influences of the historical context on a literary work.
- (9) Reading/culture. The student reads widely, including world literature, to increase knowledge of his/her own culture, the culture of others, and the common elements across cultures. The student is expected to:
- (A) recognize distinctive and shared characteristics of cultures through reading; and
 - (B) compare text events with his/her own and other readers' experiences.
- (10) Reading/literary response. The student expresses and supports responses to various types of texts. The student is expected to:
- (A) respond to informational and aesthetic elements in texts such as discussions, journals, oral interpretations, and enactments;
 - (B) use elements of text to defend his/her own responses and interpretations; and
 - (C) compare reviews of literature, film, and performance with his/her own responses.
- (11) Reading/literary concepts. The student analyzes literary elements for their contributions to meaning in literary texts. The student is expected to:
- (A) compare and contrast varying aspects of texts such as themes, conflicts, and allusions;
 - (B) analyze relevance of setting and time frame to text's meaning;
 - (C) describe and analyze the development of plot and identify conflicts and how they are addressed and resolved;
 - (D) analyze the melodies of literary language, including its use of evocative words and rhythms;
 - (E) connect literature to historical contexts, current events, and his/her own experiences; and
 - (F) understand literary forms and terms such as author, drama, biography, autobiography, myth, tall tale, dialogue, tragedy and comedy, structure in poetry, epic, ballad, protagonist, antagonist, paradox, analogy, dialect, and comic relief as appropriate to the selections being read.
- (12) Reading/analysis/evaluation. The student reads critically to evaluate texts and the authority of sources. The student is expected to:
- (A) analyze the characteristics of clearly written texts, including the patterns of organization, syntax, and word choice;
 - (B) evaluate the credibility of information sources, including how the writer's motivation may affect that credibility; and
 - (C) recognize logical, deceptive, and/or faulty modes of persuasion in texts.
- (13) Reading/inquiry/research. The student reads in order to research self-selected and assigned topics. The student is expected to:
- (A) generate relevant, interesting, and researchable questions;
 - (B) locate appropriate print and non-print information using text and technical resources, including databases and the Internet;

- (C) use text organizers such as overviews, headings, and graphic features to locate and categorize information;
- (D) produce reports and research projects in varying forms for audiences; and
- (E) draw conclusions from information gathered.

(14) Listening/speaking/critical listening. The student listens attentively for a variety of purposes. The student is expected to:

- (A) focus attention, interpret, respond, and evaluate speaker's message; and
- (B) engage in critical, emphatic, appreciative, and reflective listening.

(15) Listening/speaking/evaluation. The student listens to analyze, appreciate, and evaluate oral performances and presentations. The student is expected to:

- (A) listen and respond appropriately to presentations and performances of peers or published works such as original essays or narratives, interpretations of poetry, or individual or group performances of scripts;
- (B) identify and analyze the effect of artistic elements within literary texts such as character development, rhyme, imagery, and language;
- (C) evaluate informative and persuasive presentations of peers, public figures, and media presentations;
- (D) evaluate artistic performances of peers, public presenters, and media presentations; and
- (E) use feedback to evaluate his/her own effectiveness and set goals for future presentations.

(16) Listening/speaking/purposes. The student speaks clearly and effectively for a variety of purposes and audiences. The student is expected to:

- (A) use conventions of oral language effectively;
- (B) use informal, standard, and technical language effectively to meet the needs of purpose, audience, occasion, and task;
- (C) prepare, organize, and present a variety of informative and persuasive messages effectively with an emphasis on persuasion;
- (D) use effective verbal and nonverbal strategies in presenting oral messages;
- (E) ask clear questions for a variety of purposes and respond appropriately to the questions of others; and
- (F) make relevant contributions in conversations and discussions.

(17) Listening/speaking/presentations. The student prepares and presents informative and persuasive messages. The student is expected to:

- (A) present and advance a clear thesis and logical points, claims, or arguments to support messages;
- (B) choose valid proofs from reliable sources to support claims;
- (C) use appropriate appeals to support points or claims and arguments;

- (D) use language and rhetorical strategies skillfully in informative and persuasive messages;
- (E) use effective nonverbal strategies such as pitch and tone of voice, posture, and eye contact; and
- (F) make informed, accurate, truthful, and ethical presentations.

(18) Listening/speaking/literary interpretations. The student prepares, organizes, plans, and presents literary interpretations. The student is expected to:

- (A) make valid interpretations of a variety of literary texts;
- (B) justify the choice of verbal and nonverbal performance techniques by referring to the analysis and interpretation of the text; and
- (C) present interpretations by telling stories, performing original works, and interpreting poems and stories for a variety of audiences.

(19) Viewing/representing/interpretation. The student understands and interprets visual representations. The student is expected to:

- (A) describe how meanings are communicated through elements of design such as shape, line, color, and texture;
- (B) analyze relationships, ideas, and cultures as represented in various media; and
- (C) distinguish the purposes of various media forms such as informative texts, entertaining texts, and advertisements.

(20) Viewing/representing/analysis. The student analyzes and critiques the significance of visual representations. The student is expected to:

- (A) investigate the source of a media presentation or production such as who made it and why it was made;
- (B) deconstruct media to get the main idea of the message's content;
- (C) evaluate and critique the persuasive techniques of media messages such as glittering generalities, logical fallacies, and symbols;
- (D) recognize how visual and sound techniques or design convey messages in media such as special effects, editing, camera angles, reaction shots, sequencing, and music;
- (E) recognize genres such as nightly news, newsmagazines, and documentaries and identify the unique properties of each; and
- (F) compare, contrast, and critique various media coverage of the same event such as in newspapers, television, and on the Internet.

(21) Viewing/representing/production. The student produces visual representations that communicate with others. The student is expected to:

- (A) examine the effect of media on constructing his/her own perception of reality;
- (B) use a variety of forms and technologies such as videos, photographs, and web pages to communicate specific messages;

- (C) use a range of techniques to plan and create a media text and reflect critically on the work produced;
- (D) create media products to include a five- to six-minute documentary, a print ad, an editorial, a flier, a movie critique, or an illustrated children's book to engage specific audiences; and
- (E) create, present, test, and revise a project and analyze a response using data-gathering techniques such as questionnaires, group discussions, and feedback forms.

Part Two

High School Reading and Writing TAKS

<p>Objective 1: The student will demonstrate a basic understanding of culturally diverse written texts.</p> <p>(6) Reading/word identification/vocabulary development. The student acquires an extensive vocabulary through reading and systematic word study. The student is expected to</p> <p>(B) rely on context to determine meanings of words and phrases such as figurative language, connotation and denotation of words, analogies, [idioms,] and technical vocabulary;</p>
<p>(C) apply meanings of prefixes, roots, and suffixes in order to comprehend; a</p>
<p>(E) use reference material such as glossary, dictionary, [thesaurus, and available technology] to determine precise meanings and usage.</p>
<p>(7) Reading/comprehension. The student comprehends selections using a variety of strategies. The student is expected to</p> <p>(F) produce summaries of texts by identifying main ideas and their supporting details.</p>
<p>(8) Reading/variety of texts. The student reads extensively and intensively for different purposes and in varied sources, including American literature. The student is expected to</p> <p>(B) read in varied sources such as diaries, journals, textbooks, maps, newspapers, letters, speeches, memoranda, [electronic texts, and other media]; and</p>
<p>(C) read American and other world literature, including classic and contemporary works.</p>
<p>Objective 2: The student will demonstrate an understanding of the effects of literary elements and techniques in culturally diverse written texts.</p> <p>(10) Reading/literary response. The student expresses and supports responses to various types of texts. The student is expected to</p> <p>(B) use elements of text to defend, clarify, and negotiate responses and interpretations</p>
<p>(11) Reading/literary concepts. The student analyzes literary elements for their contributions to meaning in literary texts. The student is expected to</p>

(A)	compare and contrast varying aspects of texts such as themes, conflicts, and allusions both within and across texts;
(B)	analyze relevance of setting and time frame to text's meaning;
(C)	describe and analyze the development of plot and identify conflicts and how they are addressed and resolved;
(D)	analyze [the melodies of] literary language, including its use of evocative words and rhythms;
(E)	connect literature to historical contexts, current events,[and his/her own experiences]; and
(F)	understand literary forms and terms such as author, drama, biography, myth, all tale, dialogue, tragedy and comedy,[structure in poetry, epic, ballad,] protagonist, antagonist, paradox, analogy, dialect, and comic relief as appropriate to the selections being read.
Objective 3: The student will demonstrate the ability to analyze and critically evaluate culturally diverse written texts and visual representations.	
(6) Reading/word identification/vocabulary development. The student acquires an extensive vocabulary through reading and systematic word study. The student is expected to	
(F)	discriminate between connotative and denotative meanings and interpret the connotative power of words; and
(G)	read and understand analogies.
(7) Reading/comprehension. The student comprehends selections using a variety of strategies. The student is expected to	
(E)	analyze text structures such as compare/contrast, cause/effect, and chronological ordering for how they influence understanding; and
(G)	draw inferences such as conclusions, generalizations, and predictions and support them with text evidence [and experience].
(8) Reading/variety of texts. The student reads extensively and intensively for different purposes in varied sources, including world literature. The student is expected to	
(D)	interpret the possible influences of the historical context on a literary work.
(10) Reading/literary response. The student expresses and supports responses to various types of texts. The student is expected to	
(B)	use elements of text to defend, clarify, and negotiate responses and interpretations.
(12) Reading/analysis/evaluation. The student reads critically to evaluate texts and the authority of sources. The student is expected to	
(A)	analyze the characteristics of clearly written texts, including the patterns of organization, syntax, and word choice;

(B)	evaluate the credibility of information sources, including how the writer's motivation may affect that credibility; and
(C)	recognize logical, deceptive, and/or faulty modes of persuasion in texts.
(19)	Viewing/representing/interpretation. The student understands and interprets visual representations. The student is expected to
(B)	analyze relationships, ideas,[and cultures] as represented in various media; and
(C)	distinguish the purposes of various media forms such as informative texts, entertaining texts, and advertisements.
(20)	Viewing/representing/analysis. The student analyzes and critiques the significance of visual representations. The student is expected to
(B)	deconstruct media to get the main idea of the message 's content; and
(C)	evaluate and critique the persuasive techniques of media messages such as glittering generalities, logical fallacies, and symbols.
Objective 4:The student will, within a given context, produce an effective composition for a specific purpose.	
(1)	Writing/purposes. The student writes in a variety of forms, including business, personal, literary, and persuasive texts, for various audiences and purposes. The student is expected to
(B)	write in a voice and style appropriate to audience and purpose; and
(C)	organize ideas in writing to ensure coherence, logical progression, and support for ideas.
(2)	Writing/writing processes. The student uses recursive writing processes when appropriate. The student is expected to
(B)	develop drafts [both alone and collaboratively] by organizing and reorganizing content and by refining style to suit occasion, audience, and purpose; and
(C)	proofread writing for appropriateness of organization, content, style, and conventions.
(5)	Writing/evaluation. The student evaluates his/her own writing and the writings of others. The student is expected to
(A)	evaluate writing for both mechanics and content.
Objective 5: The student will produce a piece of writing that demonstrates a command of the conventions of spelling, capitalization, punctuation, grammar, usage, and sentence structure.	
(2)	Writing/writing processes. The student uses recursive writing processes when appropriate. The student is expected to
(C)	proofread writing for appropriateness of organization, content, style, and conventions.
(3)	Writing/grammar/usage/conventions/spelling. The student relies increasingly on the conventions and mechanics of written English, including the rules of usage and grammar, to write clearly and effectively. The

<p>student is expected to</p> <p>(A) produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization [such as italics and ellipses];</p>
<p>(B) demonstrate control over grammatical elements such as subject-verb agreement, pronoun-antecedent agreement, verb forms, and parallelism; and</p>
<p>(C) compose increasingly more involved sentences that contain gerunds, participles, and infinitives in their various functions.</p>
<p>(5) Writing/evaluation. The student evaluates his/her own writing and the writings of others. The student is expected to</p> <p>(A) evaluate writing for both mechanics and content.</p>
<p>Objective 6: The student will demonstrate the ability to revise and proofread to improve the clarity and effectiveness of a piece of writing.</p> <p>(2) Writing/writing processes. The student uses recursive writing processes when appropriate. The student is expected to</p> <p>(C) proofread writing for appropriateness of organization, content, style, and conventions.</p>
<p>(3) Writing/grammar/usage/conventions/spelling. The student relies increasingly on the conventions and mechanics of written English, including the rules of usage and grammar, to write clearly and effectively. The student is expected to</p> <p>(A) produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization [such as italics and ellipses];</p>
<p>(B) demonstrate control over grammatical elements such as subject-verb agreement, pronoun-antecedent agreement, verb forms, and parallelism;</p>
<p>(C) compose increasingly more involved sentences that contain gerunds, participles, and infinitives in their various functions; and</p>
<p>(D) produce error-free writing in the final draft.</p>
<p>(5) Writing/evaluation. The student evaluates his/her own writing and the writings of others. The student is expected to</p> <p>(A) evaluate writing for both mechanics and content.</p>

Part Three

English II TEKS Matrix for Modules

Module	Handout	Title/Topic	TEKS Connection	Objective
Module 1	MC1-12B	What Exactly Is This "Word Processing" Thing?	<ul style="list-style-type: none"> English II: 20 (A, B), 21 (B, C) 	1. Students will locate and evaluate information about word processing on the Internet using Internet databases.
	MC1-12D	What Exactly Is This "PowerPoint" Thing?	<ul style="list-style-type: none"> English II: 20 (A, B), 21 (B, C) 	1. Students will locate and evaluate information about PowerPoint on the Internet using Internet databases.
	MC1-12F	What Exactly Is This "Internet" Thing?	<ul style="list-style-type: none"> English II: 20 (A, B), 21 (B, C) 	1. Students will locate and evaluate information on the Internet using Internet databases.
	MC1-14C	Phase One, Step 1: Introduction to TKAM and anchoring instruction	<ul style="list-style-type: none"> English II 7 (B), 13 	1. The students will learn about the purpose of the anchoring instruction lesson.
	MC1-14C	Phase One, Step 2: Learning how to interview	<ul style="list-style-type: none"> English II 7 (B), 16 	<ol style="list-style-type: none"> The students will collect and share objects that represent them. The students will interview one another about the objects. The students will record which questions get best responses. The students will create character boxes.
	MC1-14C	Phase One, Step 3: Learning how to conduct research	<ul style="list-style-type: none"> English II: 7, 16, 17, 20 (A, B, C) 	<ol style="list-style-type: none"> The students will respond orally to a photograph. The students will generate questions about the photograph. The students will research the 1930s. The students will create presentations of their research.
	MC1-14C	Phase One, Step 4: Demonstrating research?	<ul style="list-style-type: none"> English II: 17; 21 (A, B, C, E) 	1. The students will present their research to the class.

Module	Handout	Title/Topic	TEKS Connection	Objective
Module 1	MC1-14C	Phase One, Step 5: Transitioning to the anchor	<ul style="list-style-type: none"> English II: 20 (A, B), 21 (B, C) 	<ol style="list-style-type: none"> The students will discuss their presentations. The students will generate questions about the movie clip. The students will orally compare and contrast photos and clips from TKAM. The students will record questions in their journals.
	MC1-14C	Phase Two: Watching the Anchor/Retelling the Story	<ul style="list-style-type: none"> English II: 7; 20 (B, C) 	<ol style="list-style-type: none"> The students will predict the trial verdict. The students orally will recall the movie. The students orally will retell events in movie.
	MC1-14C	Phase Three: Segmenting	<ul style="list-style-type: none"> English II: 7 	<ol style="list-style-type: none"> The students will divide the movie into segments.
	MC1-14C	Phase Four: Characterization	<ul style="list-style-type: none"> English II: 7 	<ol style="list-style-type: none"> The students will identify important characters in the movie. The students will find scenes in the film that represent a chosen character. The students will create a multi-media presentation of a chosen character.
	MC1-14C	Phase Five: Student Research	<ul style="list-style-type: none"> English II: 7 	<ol style="list-style-type: none"> The students will identify questions and concerns about TKAM. The students will categorize questions. The students will research questions. The students will compare and contrast 1930s Macon to 1990s in their hometown. The students will create a portrait of the 1930s.
	MC1-14D	Billboard Design Lesson	<ul style="list-style-type: none"> English II: 19 (A) 	<ol style="list-style-type: none"> Students will examine, analyze, and critique the effectiveness of a billboard in conveying message
	MC1-14E	Lesson on Genre in Film	<ul style="list-style-type: none"> English II: 20 (A) 	<ol style="list-style-type: none"> Students will analyze the genre of a film, and compare/contrast it to the same/similar genre in written form.
Module 1	MC1-14G	Searching Internet Databases and Conducting Research	<ul style="list-style-type: none"> English II: 21 (B) 	<ol style="list-style-type: none"> Students will locate and evaluate information on current topics using databases (CD-ROM or Internet).

Module	Handout	Title/Topic	TEKS Connection	Objective
Module 2	MC2-5B	Language Arts Technology Integration Project (TIP) (Grade 6): TOPIC: Reading/Writing Connection – Introduction to Poetry	<ul style="list-style-type: none"> • English II: 7 (B), 11, 16 	<ol style="list-style-type: none"> 1. Students will listen to story for moral and personality of characters 2. Students will discuss moral and the idea of the cocoon eventually turning into a butterfly 3. Students will use background knowledge of poetry skills to write a character sketch about themselves by following the outline given to them 4. Students will discuss the idea of this being their own "coming out of their cocoon" to show what beautiful butterflies 5. Students will be introduced to poetry by understanding that the notion of "I can't write poetry" has already been removed by the writing of this cocoon poem. 6. Students will integrate graphics into their poem; thus, creating a picture poem, should they choose.
	MC2-5C	Language Arts Technology Integration Project (TIP) (Grade 8); TOPIC: The African- American Experience	<ul style="list-style-type: none"> • English II: 4 (C, F) 	<ol style="list-style-type: none"> 1. The student will demonstrate an understanding of the African-American experience by writing 3 facts about the lives of each of the following: Booker T. Washington, Harriet Tubman, and W.E. Dubois. 2. The Student will use the Internet as a primary source material.
	MC2-5D	Language Arts Technology Integration Project (TIP) (Grade 10) PROJECT NAME: Tell Me a Story	<ul style="list-style-type: none"> • English II: 1 (A, C), 2 (A, B, C), 6 (A), 7 (A, B, C, D, E, G), 8 (C, D), 10 (A, C), 11 (A, B, C), 12 (C) 	<ol style="list-style-type: none"> 1. Students will demonstrate mastery of short story elements as they apply to children's literature by analyzing and evaluating children's literature by creating a spreadsheet to log and graph their data, and then creating their own original children's stories on a multi-media presentation system.

Module	Handout	Title/Topic	TEKS Connection	Objective
Module 2	MC2-9C	Romeo and Juliet: The Life and Times of William Shakespeare (Featuring Scanning)	<ul style="list-style-type: none"> English II: 7 	<p>1. Students will realize that Shakespeare was a product of his time, his background, and his opportunities -- that without those, his plays would not have been written the way they were. Students will:</p> <ul style="list-style-type: none"> illustrate what they know of Shakespeare (through research) describe his life, his works, and his time
Module 3	MC3-5A	Language Arts Technology Integration Project (TIP) (Grade 7); PROJECT NAME: Greek Gods and Goddesses	<ul style="list-style-type: none"> English II: 7 (B), 16 	<p>1. Students will demonstrate mastery in the study of Greek mythology through cooperative learning and research. Students will demonstrate the use of word processing, spreadsheet, database, and slide show presentations. They will use research tools to include CDROM and the Internet.</p>
Module 4	MC4-5A	Screenplay Writing Module; Screenwriting -- Lesson 1 Story Elements	<ul style="list-style-type: none"> English II: 11, 14 	<ol style="list-style-type: none"> To review the elements of storytelling To use story elements to capture a reader's attention
	MC4-5A	Screenplay Writing Module; Screenwriting - Lesson 2 Understanding the "Short"	<ul style="list-style-type: none"> English II: 19, 20 	<ol style="list-style-type: none"> To identify screenwriting fundamentals To view and evaluate a "short"
	MC4-5A	Screenplay Writing Module; Screenwriting - Lesson 3 Writing a Story Outline	<ul style="list-style-type: none"> English II: 1, 2, 4, 19, 20, 21 	<ol style="list-style-type: none"> To write a story as a story outline To plan, draft, revise, edit, and proof a story outline
	MC4-5A	Screenplay Writing Module; Screenwriting - Lesson 4 Script Formatting and Submission	<ul style="list-style-type: none"> English II: 2 (D, E), 19, 20 	<ol style="list-style-type: none"> To write a story in script format To submit a completed script

Module	Handout	Title/Topic	TEKS Connection	Objective
Module 5	MC5-5A	Poetry Lesson 1; Title: Look, Listen, and Learn	<ul style="list-style-type: none"> English II: 8 (A, B, C); 10 (B); 11 (A, B, C, D, E, F) 	<ol style="list-style-type: none"> to develop an understanding of poetry as a medium of expression to define poetry to read poetry by various poets to respond to the meaning of poems
	MC5-5A	Poetry Lesson 2; Title: The Poet's Toolbox	<ul style="list-style-type: none"> English II: 10 (B); 11 (B, D) 	<ol style="list-style-type: none"> to read poetry by various poets to identify the techniques of poetry to analyze and interpret how the techniques enhance or affect meaning in poems to respond to the meaning of poems
	MC5-5A	Poetry Lesson 3; Title: The M&M's of Poetry	<ul style="list-style-type: none"> English II: 10 (A, B, C); 11(A, B, C, D) 	<ol style="list-style-type: none"> to analyze and interpret how poetic techniques enhance or affect meaning in poetry to respond to the meaning of poems
	MC5-5A	Poetry Lesson 4; Title: The Poet Within	<ul style="list-style-type: none"> English II: 1 (A, E, H) 	<ol style="list-style-type: none"> To plan, draft, revise, edit, proof, and publish personal poems
Module 6	MC6-7B	Creating a Classroom/Student Web Site	<ul style="list-style-type: none"> English II: 21 (B) 	<ol style="list-style-type: none"> The students will learn how to create a Web site to post their work on.