**Lesson Plan~The Academy for Technology & the Classics~Cultivating Fearless Learners**

|  |  |
| --- | --- |
| **Instructor’s name:**  **P. Shain** | **Course/Grade:**  **English II Pre-AP** |
| **Week of:**  **Sept. 2 – 5 NO SCHOOL MONDAY** | **Unit Name:**  **Media Literacy/Prepositions, Prepositional phrases** |

|  |  |
| --- | --- |
| ***(1A)\**Essential Question(s):**  Why is it important that we become Media Literate? | ***(1A/1B)* Connections (prior/future learning):** |
| **Common Core Standards**   |  |  | | --- | --- | | **Common Core Standards**  [CCSS.ELA-LITERACY.RL.9-10.1](http://www.corestandards.org/ELA-Literacy/RL/9-10/1/) Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.  [CCSS.ELA-LITERACY.RL.9-10.3](http://www.corestandards.org/ELA-Literacy/RL/9-10/3/) Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.  [CCSS.ELA-LITERACY.RL.9-10.4](http://www.corestandards.org/ELA-Literacy/RL/9-10/4/) Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).  [CCSS.ELA-LITERACY.W.9-10.1.C](http://www.corestandards.org/ELA-Literacy/W/9-10/1/c/) Use words, phrases, and clauses 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.  [CCSS.ELA-LITERACY.RI.9-10.6](http://www.corestandards.org/ELA-Literacy/RI/9-10/6/) Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.  Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  [CCSS.ELA-LITERACY.CCRA.L.2](http://www.corestandards.org/ELA-Literacy/CCRA/L/2/) Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |  | |  |
| ***(1E)* Other considerations (modifications, accommodations, acceleration, ELL, etc.**  **Previous exposure to ads, commercials, junk mail, magazines** | ***(1D)* Resources/Materials:**  **Teacher:**  **Students:** |
| ***(1F)* Assessment (How will you monitor progress and know students have successfully met outcomes? What happens when students understand and when they don’t understand?**  **Daily: Cold Call, Prepositions**  **This Week: Media Literacy/Language of Persuasion** | |

|  |  |
| --- | --- |
| MONDAY  ***(1C)* Learning Target: NO SCHOOL**  ***(1C)* Do Now:** | (***1F)*Embedded Formative Assessment:**  ***(1B)*Closing Activity:** |
| TUESDAY  ***(1C)* Learning Target: I understand where L, P, E is used in the “Halftime in America” Youtube video, and will analyze it in a written paragraph. I will record the meaning of this week’s Vocabulary words.**  ***(1C)* Do Now: Recognize prepositions/prepositional phrases** | (***1F)*Embedded Formative Assessment: Analysis of “Halftime in America”**  ***(1B)*Closing Activity: Discuss “Halftime” after all paragraphs submitted.** |
| WEDNESDAY  ***(1C)* Learning Target: GLORIETA; substitute in for me. I can identify particular tricks used in two magazine ads. I will write a ten sentence (min.) paragraph for each, analyzing the language of persuasion.**  ***(1C)* Do Now: Is violence in ads effective? Explain, and be prepared to share a comment.** | (***1F)*Embedded Formative Assessment: Analysis of two magazine ads, in two ten sentence paragraphs, identifying specific terms/tricks of persuasion**  ***(1B)*Closing Activity: Sharing out a particularly interesting ad’s tricks** |
| THURSDAY  ***(1C)* Learning Target: I understand at least fifteen persuasive tricks, and can identify at least two in a projected commercial.**  ***(1C)* Do Now: Object of prepositional phrase practice.** | (***1F)*Embedded Formative Assessment: Participation in commercial deconstruction.**  ***(1B)*Closing Activity: Assign final project** |
| FRIDAY  ***(1C)* Learning Target: I will develop a plan for my ML project and will work on it.**  ***(1C)* Do Now: Prepositional phrase quiz.** | (***1F)*Embedded Formative Assessment: Work on Final Project**  ***(1B)*Closing Activity: What is the take-away lesson from media literacy?** |
| **Vocabulary:**  **Luminous**  **Impetuous**  **Pulsate**  **Suppress**  **Tranquil**  **Palpitate**  **Emphatic**  **Unequivocal**  **Triad**  **Impede** | |
| **Latin/Greek Roots:**  **Helios = sun helium, heliotrope**  **Chronos = time chronological, chronic** | |
| **Literary Elements:**  **Apophasis**  **Rhetorical question**  **Inductive reasoning**  **Deductive reasoning** | |

|  |  |
| --- | --- |
| \*Refers to NMTEACH Rubric:  1A-Demonstrating knowledge of content  1B-Designing coherent instruction  1C-Setting Instructional outcomes  1D-Demonstrating knowledge of resources  1E-Demonstrating knowledge of students  1F-Designing student assessment | Formative Assessment includes, but is not limited to:  Exit tickets, white board response, consensagrams, red/green cards, formal or informal student conferences, sticky note assessment. |