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

|  |  |
| --- | --- |
| **Instructor’s name:**  **P. Shain** | **Course/Grade:**  **8th Grade English** |
| **Week of:**  **August 31 – Sept. 4** | **Unit Name:**  **Media Literacy, Rhetorical Triangle** |

|  |  |
| --- | --- |
| ***(1A)\**Essential Question(s):**  **Why is it important to understand Persuasive Technique, and to connect it to the Common Core Standards?** | ***(1A/1B)* Connections (prior/future learning):**  **Background with media – social, public, …** |
| ***(1A)* Common Core/State Standards:**  [CCSS.ELA-LITERACY.RL.8.1](http://www.corestandards.org/ELA-Literacy/RL/8/1/) Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.  [CCSS.ELA-LITERACY.RL.8.3](http://www.corestandards.org/ELA-Literacy/RL/8/3/) Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.  [CCSS.ELA-LITERACY.RL.8.4](http://www.corestandards.org/ELA-Literacy/RL/8/4/) Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.  [CCSS.ELA-LITERACY.SL.8.2](http://www.corestandards.org/ELA-Literacy/SL/8/2/) Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.  [CCSS.ELA-LITERACY.CCRA.L.1](http://www.corestandards.org/ELA-Literacy/CCRA/L/1/) Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  [CCSS.ELA-LITERACY.W.8.1.C](http://www.corestandards.org/ELA-Literacy/W/8/1/c/) Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.  [CCSS.ELA-LITERACY.W.8.2.C](http://www.corestandards.org/ELA-Literacy/W/8/2/c/) Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.  [CCSS.ELA-LITERACY.W.8.2.D](http://www.corestandards.org/ELA-Literacy/W/8/2/d/) Use precise language and domain-specific vocabulary to inform about or explain the topic. | |
| ***(1E)* Other considerations (modifications, accommodations, acceleration, ELL, etc.**  **All accommodations and modifications indicated in student IEPs will be followed. Any needs of ELL students (modification of assignment length, modification of assignment complexity, modification of source reading, etc.) will be implemented.** | ***(1D)* Resources/Materials:**  Magazines, Internet commercials, junk mail |
| ***(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: Grammar, Cold-call**  **This Week: Media Literacy** | |

|  |  |
| --- | --- |
| MONDAY  ***(1C)* Learning Target: I understand this week’s Vocabulary Words. I will record them in a system I have devised to learn them. I will decide on a Media Literacy Final project.**  ***(1C)* Do Now: Semi-colon usage** | (***1F)*Embedded Formative Assessment: Vocabulary word check.**  ***(1B)*Closing Activity: Cold-call: Appropriately use a word in a complete and meaningful sentence, in your Do Now book.** |
| TUESDAY  ***(1C)* Learning Target: I understand Subtext, and can decode an ad. I will demonstrate this by submitting an analysis of a given ad, at the end of class.**  ***(1C)* Do Now: Semi-colon usage** | (***1F)*Embedded Formative Assessment: One page subtext analysis.**  ***(1B)*Closing Activity: Cold call comment about ad and subtext.** |
| WEDNESDAY  ***(1C)* Learning Target: I will make measurable progress on my Media literacy project.**  ***(1C)* Do Now: Semi-colon practice** | (***1F)*Embedded Formative Assessment: Analyze a cereal box, with your tablemates – share out with class.**  ***(1B)*Closing Activity: Semi-colon practice - SmartBoard** |
| THURSDAY  ***(1C)* Learning Target: I will begin a rough draft on a reflection on the value of Media Literacy - in my Do Now book.**  ***(1C)* Do Now: comma, semi-colon practice** | (***1F)*Embedded Formative Assessment: Presentations of Media Literacy Project.**  ***(1B)*Closing Activity: Share out comments on the value of being Media Literate.** |
| FRIDAY  ***(1C)* Learning Target: I will present my project and include my final draft of my reflection.**  ***(1C)* Do Now: Grammar quiz or practice** | (***1F)*Embedded Formative Assessment: Project presentations.**  ***(1B)*Closing Activity: Reflection on Media Literacy Unit – share with class.** |
| **Vocabulary**  **Vocation**  **Crude**  **Bedraggle**  **Magnanimous**  **Zealot**  **Impede**  **Bursar**  **Tantalize**  **Antidote**  **necropolis** | |
| **Latin/Greek Roots**  **Mons = mount mountain, paramount, tantamount**  **Sol = sun solar, solarium, parasol** | |
| **Literary Elements/Rhetorical Devices**  **Theme**  **Motif**  **Antagonist**  **Protagonist**  **Tone**  **Mood** | |

|  |  |
| --- | --- |
| \*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. |