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

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| **Instructor’s name:** **P. Shain** | **Course/Grade:** **English 8th Reg./Honors** |
| **Week of:****Aug. 25 – Aug. 29** | **Unit Name:** **Media Literacy, Comma usage** |

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| ***(1A)\**Essential Question(s):** **Why should we be Media Literate?** | ***(1A/1B)* Connections (prior/future learning):** **Exposure to commercials, junk mail, other advertising** |
| **Common Core Standards**[CCSS.ELA-LITERACY.CCRA.R.7](http://www.corestandards.org/ELA-Literacy/CCRA/R/7/)Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.1[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.8.2](http://www.corestandards.org/ELA-Literacy/RL/8/2/)Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.[CCSS.ELA-LITERACY.CCRA.W.2](http://www.corestandards.org/ELA-Literacy/CCRA/W/2/)Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.[CCSS.ELA-LITERACY.CCRA.W.4](http://www.corestandards.org/ELA-Literacy/CCRA/W/4/)Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.[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.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.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.[CCSS.ELA-LITERACY.W.9-10.2.D](http://www.corestandards.org/ELA-Literacy/W/9-10/2/d/)Use precise language and domain-specific vocabulary to manage the complexity of the topic. |  |
| ***(1E)* Other considerations (modifications, accommodations, acceleration, ELL, etc** | ***(1D)* Resources/Materials:** **Teacher: Media Literacy Unit****Students: Handouts, Youtube videos** |
| ***(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 - Grammar****This Week: The Rhetorical Triangle: groups will draw and label, with explanation, the components of the Rhetorical Triangle. They will present their work to the class. Watch Youtube video** |

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| MONDAY***(1C)* Learning Target: I will watch the Rhetorical Triangle Youtube video and be able to answer if called on to explain one component of it.*****(1C)* Do Now: Comma practice** | (***1F)*Embedded Formative Assessment: Ask for examples of RT*****(1B)*Closing Activity: Watch commercial and Cold Call to analyze** |
| TUESDAY***(1C)* Learning Target: I can identify where certain commercials use L, P, E*****(1C)* Do Now: Comma splice; commas in a list** | (***1F)*Embedded Formative Assessment: Persuasive Techniques in Advertising Practice handout-due at end of class*****(1B)*Closing Activity: Review assignment** |
| WEDNESDAY***(1C)* Learning Target: I will identify what is used in my piece of junk mail*****(1C)* Do Now: Commas in sentences with semi-colons; comma splice identification** | (***1F)*Embedded Formative Assessment: identifying what trick is used in my piece of junk mail.*****(1B)*Closing Activity: Share out opinions about advertising** |
| THURSDAY***(1C)* Learning Target: I can identify examples of Logos, Pathos, and Ethos in Junk Mail and magazines, and will share out with the class if called on*****(1C)* Do Now: Commas around appositives, in addresses, phrases** | (***1F)*Embedded Formative Assessment: Identify “tricks”****on cereal boxes*****(1B)*Closing Activity: quiz each other on Vocab. words** |
| FRIDAY ***(1C)* Learning Target: I will pass my quiz*****(1C)* Do Now: Comma practice** | (***1F)*Embedded Formative Assessment: Vocabulary Quiz*****(1B)*Closing Activity: Quiz** |
| **Vocabulary: Same words** |
| **Latin/Greek Roots: Same roots** |
| **Literary Elements: Same elements** |

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| \*Refers to NMTEACH Rubric:1A-Demonstrating knowledge of content1B-Designing coherent instruction1C-Setting Instructional outcomes1D-Demonstrating knowledge of resources1E-Demonstrating knowledge of students1F-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.  |