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

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

|  |  |
| --- | --- |
| ***(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** | |

|  |  |
| --- | --- |
| 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** | |

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