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

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| **Instructor’s name:**  **P. Shain** | **Course/Grade:**  **English 8th Grade** |
| **Week of:**  **Sept. 2 – 5 NO SCHOOL MONDAY** | **Unit Name:**  **Media Literacy/Rhetorical Triangle/Comma splices** |

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| ***(1A)\**Essential Question(s):**  **What is the goal of advertisements?** | ***(1A/1B)* Connections (prior/future learning):**  **Previous exposure to commercials, media, magazines, billboards, etc.** |
| **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, Sporcle.com**  **Students: Bring in junk mail, magazines, cereal boxes** |
| ***(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, Vocabulary Practice**  **This Week: Media Literacy** | |

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| MONDAY  ***(1C)* Learning Target: NO SCHOOL**  ***(1C)* Do Now:** | (***1F)*Embedded Formative Assessment:**  ***(1B)*Closing Activity:** |
| TUESDAY  ***(1C)* Learning Target: I understand this week’s Vocabulary Words. I can use five effectively in a conversation with my partner.**  ***(1C)* Do Now: LOGO game - online** | (***1F)*Embedded Formative Assessment: Identify L, P, E in a magazine ad; write a paragraph analyzing it.**  ***(1B)*Closing Activity: Conversation with partner using Vocabulary words (I walk around to assess)** |
| WEDNESDAY  ***(1C)* Learning Target: GLORIETA**  ***(1C)* Do Now:** | (***1F)*Embedded Formative Assessment:**  ***(1B)*Closing Activity:** |
| THURSDAY  ***(1C)* Learning Target: I understand “Deconstruction” and can deconstruct the “Halftime in America” Youtube video.**  ***(1C)* Do Now: Comma splice practice** | (***1F)*Embedded Formative Assessment: Assessment of “Halftime in America.”**  ***(1B)*Closing Activity: RI article on Children and Reality TV – exit ticket: Question for discussion Friday.** |
| FRIDAY  ***(1C)* Learning Target: I understand 15 Language of Persuasion “tricks.” I will demonstrate this by verbally contributing to the deconstruction of ads online.**  ***(1C)* Do Now: Comma splice, run-on, fragment practice** | (***1F)*Embedded Formative Assessment: Verbal participation in deconstruction of ads.**  ***(1B)*Closing Activity: Assign final project; students write draft of their plan.** |
| **Vocabulary:**  **Advocate, advocacy**  **Credible, credibility**  **Discourse**  **Testimony, testimonial**  **Endorse**  **Explicit**  **Implicit**  **Satire, satirical**  **Charisma, charismatic**  **Nostalgia, nostalgic** | |
| **Latin/Greek Roots: figo, fixum = fix prefix, fixate**  **Luna = moon lunar, lunatic** | |
| **Literary Elements: Rhetoric, Rhetorical Triangle, Syntax, Diction, Colloquial/Formal language** | |

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| \*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. |