**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 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.  |