

Unit Overview

<p>Subject: English Language Arts Grade span: 9 Time Frame: 4 weeks ELD Level(s): 2.6 - 4.1</p>	<p>Unit Theme: How does the media influence the way you think, what you do, and what you buy? Topic: How the Media Works to Control your Mind: Persuasive Techniques in the Media</p>
<p>Unit Essential Questions</p>	<p>How does the media use rhetorical devices to influence your thinking and actions? Why is it important to know how and when someone is trying to influence you?</p>
<p>State/Common Core Standards</p>	<p>9-10.R6 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. 9-10.W1 Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. 9-10.L4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, vocabulary, substance, and style are appropriate to purpose, audience, and task.</p>
<p>ELD Standard</p>	<p>ELD Standard 1: Language for Social and Instructional Purposes (ELD-SI) ELD Standard 2: Language for Language Arts (ELD-LA)</p>
<p>Language Expectation</p>	<p>ELD-LA.9.Argue.Interpretive Language Function: Analyzing use of rhetoric and details to advance point of view or purpose</p> <ul style="list-style-type: none"> ● Ethos, pathos, and logos ● Nouns, verbs and adjectives ● Observational language (I see, I notice) <p>ELD-LA.9.Argue.Expressive Language Function: Support claims with valid reasoning and relevant and sufficient evidence</p> <ul style="list-style-type: none"> ● Claim, evidence and reasoning <ul style="list-style-type: none"> ○ Clauses to introduce something ○ Sequencing words: the first, the next ○ Connectors: connect the evidence to reasoning (This demonstrates, this means, therefore)

	<ul style="list-style-type: none"> Independent and dependent clauses, conjunctions 		
Features of Academic Language	<p>Discourse Dimension (pg 210) Linguistic Complexity* (Quantity and variety of oral and written text) Amount of speech, Structure of speech, Density of speech, Organization and cohesion of ideas Variety of sentence types</p>	<p>Sentence Dimension <u>Language Forms & Conventions*</u> (Types, array, and use of language structure)</p>	<p>Word/ Phrase Dimension Vocabulary Usage* (Specificity of word or phrase choice) Cognates, multiple meanings, idioms</p>
	<p><u>Organization</u> Claim Evidence Reasoning</p> <p>Sentence Frame examples: ELD 2.6+ <ul style="list-style-type: none"> This advertisement is an example of _____ because... ELD 3.3+ <ul style="list-style-type: none"> After careful analysis of the advertisements, it is clear that </p> <p><u>Cohesion</u> Sequencing signal words Connectors</p> <p><u>Density</u> Conjunctions Independent and dependent clauses</p> <p><i>*ELD 2.6+ differentiate the amount text to analyze and the medium (commercial versus print advertisement)</i></p>	<p>ELD 2.6+ Coordinating conjunctions (and/ because)</p> <p>ELD 3.3+ Coordinating Conjunctions (and/ because) Independent and dependent clauses</p> <p>Sentence Frame examples: ELD 2.6+ <ul style="list-style-type: none"> This advertisement is an example of _____ because... ELD 3.3+ <ul style="list-style-type: none"> After careful analysis of the advertisements, it is clear that </p>	<p>ELD 2.6+ Ethos, Pathos, Logos Sequencing signal words <ul style="list-style-type: none"> the first, the next Observational language <ul style="list-style-type: none"> I see Connectors <ul style="list-style-type: none"> This shows </p> <p>ELD 3.3+ Observational language <ul style="list-style-type: none"> I observe, I notice, I infer Connectors <ul style="list-style-type: none"> _____ demonstrates that... </p>
Complex Texts/ Resources	<ul style="list-style-type: none"> What resources (texts, websites, etc.) will students be referencing to accomplish the performance tasks? 		

**Performance Tasks
and Final Assessment**

Students will identify a critical issue in their school or neighborhood community. They will create a marketing plan calling attention to the issue and persuade others to take action.