



# Rigorous Curriculum Design

## Unit Planning Organizer



<b>Subject:</b>	English/Language Arts		<b>Grade:</b>	8
<b>Unit Number:</b>	3	<b>Unit Name:</b>	Advertising	
<b>Unit Length</b>	Four Weeks/20 Days + Five Buffer Days		Mins/Day: 50 minutes	
<b>Unit Synopsis</b>	A study of the modes of persuasion and how they influence consumer choices. Students will evaluate the effectiveness of the modes of advertising.			

## ELA CCSS

## Priority Standards

RI 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.

RI 8.7 Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.

W 8.2 Write informative/explanatory texts, **including career development documents (e.g., simple business letters and job applications)**, to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. **CA**

- a. Introduce a topic **or thesis statement** clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. **CA**
- b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
- c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e. Establish and maintain a formal style.
- f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

SL 8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 8 topics, texts, and issues*, building on others' ideas and expressing their own clearly.

- a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
- c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
- d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

L 8.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- a. Interpret figures of speech (e.g. verbal irony, puns) in context.
- b. Use the relationship between particular words to better understand each of the words.
- c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *bullheaded, willful, firm, persistent, resolute*)

## Supporting Standards

- RI 8.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. (See grade 8 Language standards 4–6 for additional expectations.)  
CA
- RI 8.5. Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.  
a. Analyze the use of text features (e.g., graphics, headers, captions) in consumer materials. CA
- RI 8.6. Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
- RI 8.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
- W 8.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
- SL 8.2 Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
- SL 8.3 Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.
- SL 8.5 Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
- L 8.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  
a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.  
b. Use an ellipsis to indicate an omission.  
c. Spell correctly.

<b>Target ELD Standards</b>	<p><b>Collaborative</b></p> <p>Collaborative 1 Exchanging information and ideas with others through oral collaborative discussions on a range of social and academic topics (SL8.1)</p> <p>Collaborative 3 Offering and justifying opinions, negotiating with and persuading others in communicative exchanges (SL8.1)</p>
	<p><b>Interpretative</b></p> <p>Interpretive 5 Listening actively to spoken English in a range of social and academic context (SL8.1)</p> <p>Interpretive 6 Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language (RI8.1) (RI8.7)</p> <p>Interpretive 7 Evaluating how well writers and speakers use language to support ideas and arguments with details or evidence depending on modality, text type, purpose, audience, topic, and content area (L8.5)</p> <p>Interpretive 8 Analyzing how writers and speakers use vocabulary and other language resources for specific purposes (to explain, persuade, entertain, etc.) depending on modality, text type, purpose, audience, topic, and content area (L8.5)</p>
	<p><b>Productive</b></p> <p>Productive 10 Writing literary and informational texts to present, describe, and explain ideas and information, using appropriate technology (W8.2) (L8.5)</p> <p>Productive 12 Selecting and applying varied and precise vocabulary and language structures to effectively convey ideas (L8.5)</p>

### Unwrapped Priority Standards

<b>“Unwrapped” Skills (Students need to be able to do)</b>	<b>“Unwrapped” Concepts (Students need to know)</b>	<b>Bloom’s Taxonomy (Level of Cognitive Rigor )</b>	<b>Depth of Knowledge (Target for Unit Mastery)</b>
RI 8.1 Cite	<ul style="list-style-type: none"> <li>Textual evidence</li> <li>Analysis of what the text says explicitly as well as inferences drawn from the text</li> </ul>	Level 2: Understand	Level 3: Strategic Thinking/Reasoning
W 8.2 Write Examine	<ul style="list-style-type: none"> <li>Informative/explanatory text</li> <li>Topic or thesis statement</li> <li>Develop the topic</li> <li>Use appropriate and varied transitions</li> <li>Use precise language/domain specific vocabulary</li> <li>Formal style</li> <li>Concluding statements</li> </ul>	Level 6: Create	Level 3: Strategic Thinking/Reasoning Or Level 4: Extended Thinking

SL 8.1 Engage Building	<ul style="list-style-type: none"> <li>• Collaborative discussions</li> <li>• Others' ideas and expressing own</li> <li>• Come to discussions prepared</li> <li>• Follow rules for collegial discussion</li> <li>• Pose questions</li> <li>• Acknowledge new information expressed by others</li> </ul>	Level 2: Understand	Level 3: Strategic Thinking and Reasoning
L8.5 Demonstrate, interpret, use, distinguish	Figurative language, relationships and nuances in word, figures of speech, connotations and denotations	Level 2: Understand	Level 2: Skills and Concepts
RI 8.7 Evaluate	<ul style="list-style-type: none"> <li>• Advantages and disadvantages of using different mediums</li> </ul>	Level 5: Evaluate	Level 4: Extended Thinking

### Learning Progressions of Skills and Concepts

<b>Anchor Standard</b>	RI1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.		
<b>Previous Grade</b>	<b>Current Grade</b>	<b>Next Grade</b>	
Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	
<b>Anchor Standard</b>	RI7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.		
<b>Previous Grade</b>	<b>Current Grade</b>	<b>Next Grade</b>	
Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).	Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.	Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.	

<b>Anchor Standard</b>	W2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	
<b>Previous Grade</b>	<b>Current Grade</b>	<b>Next Grade</b>
<p>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <ul style="list-style-type: none"> <li>a. Introduce a topic or thesis statement clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. CA</li> <li>b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</li> <li>c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</li> <li>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>e. Establish and maintain a formal style.</li> <li>f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</li> </ul>	<p>Write informative/explanatory texts, including career development documents (e.g., simple business letters and job applications), to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. CA</p> <ul style="list-style-type: none"> <li>a. Introduce a topic or thesis statement clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. CA</li> <li>b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</li> <li>c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</li> <li>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>e. Establish and maintain a formal style.</li> <li>f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</li> </ul>	<p>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <ul style="list-style-type: none"> <li>a. Introduce a topic or thesis statement; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. CA</li> <li>b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</li> <li>c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</li> <li>d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.</li> <li>e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> <li>f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</li> </ul>

Anchor Standard	SL1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	
Previous Grade	Current Grade	Next Grade
<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <ol style="list-style-type: none"> <li>Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</li> <li>Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.</li> <li>Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations, and ideas that bring the discussion back on topic as needed.</li> <li>Acknowledge new information expressed by others, and, when warranted, modify their own views.</li> </ol>	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <ol style="list-style-type: none"> <li>Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</li> <li>Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.</li> <li>Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.</li> <li>Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented</li> </ol>	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> <li>Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</li> <li>Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</li> <li>Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</li> <li>Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</li> </ol>

Anchor Standard	L5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	
Previous Grade	Current Grade	Next Grade
<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.</p> <p>b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.</p> <p>c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).</p>	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g. verbal irony, puns) in context.</p> <p>b. Use the relationship between particular words to better understand each of the words.</p> <p>c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).</p>	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.</p> <p>b. Analyze nuances in the meaning of words with similar denotations.</p>

Essential Questions	Corresponding Big Ideas
<p><b>(RI.8.1)</b> <i>What makes analysis or inferences credible?</i></p> <p><b>(RI.8.7)</b> <i>Why do we evaluate the advantages and disadvantages of using different mediums?</i></p> <p><b>(W.8.2)</b> <i>Why do we write informative/explanatory texts?</i></p> <p><b>(SL.8.1)</b> <i>Why are collaborative discussions important?</i></p> <p><b>(L.8.5)</b> <i>What affects our understanding of text?</i></p>	<p><b>(RI.8.1)</b> <i>Analysis and Inferences are credible when supported with textual evidence.</i></p> <p><b>(RI.8.7)</b> <i>We evaluate to find the most effective medium for a particular topic.</i></p> <p><b>(W.8.2)</b> <i>Informative/explanatory texts examine a topic and convey ideas, concepts, and information.</i></p> <p><b>(SL.8.1)</b> <i>Collaborative discussions enable us to express and develop ideas clearly.</i></p> <p><b>(L.8.5)</b> <i>Figurative language, word relationships and nuances impact meaning which affects our understanding of texts.</i></p>



Unit Vocabulary Words	
Academic Cross-Curricular Vocabulary (Tier 2)	Content/Domain Specific Vocabulary (Tier 3)
persuasion appeal ethics reputation beliefs character attitude disposition morality emotion sympathy empathy compassion poignancy commiseration logic reason facts statistics rational validity deduction induction method consistency	analysis inference figurative language explanatory explicit formatting topic concrete detail conclusion summary interpret euphemism denotation connotation
Resources for Vocabulary Development (Strategies, Routines and Activities)	
Vocabulary Matrix Frayer Vocabulary Log Context Clues	

Unit Assessments	
Pre-Assessment	Post-Assessment
<b>Test Description: AUSD CCSS ELA 08 Unit 3 CFA PRE</b>  <b>EADMS Test Id: 212984</b>	<b>Test Description: AUSD CCSS ELA 08 Unit 3 POST</b>  <b>EADMS Test Id: 212965</b>
Scoring Guides and Answer Keys	
See EADMS	See EADMS

## Assessment Differentiation

Students with

**Reference IEP***Accommodations and Modifications*

See Website for suggestions on accommodating based on specific IEPs:

<http://www.alvordusdred.com/>

<b>Engaging Scenario Overview</b>		
<b>(Situation, challenge, role, audience, product or performance)</b>		
<p>Description:</p> <p>Part 1: Advertising Firm:</p> <p>The marketing firm WAVL has hired you and your group to come up with a campaign to promote their product. They're looking for new ideas because their products are so common-place that they've lost appeal to their audience. You and your group will come up with fresh ideas to market their mundane product to their specific audience using the three methods of appeal: ethos, pathos and logos. First you'll write a proposal discussing how you'll market using three different mediums (Task 4). Then you and your group will determine which medium from your proposal you will turn into an actual advertisement. The actual advertisement can be a print ad, a commercial using PowToons.com, Movie Maker, or student filmed (it must be able to be shown in class), or a social media campaign. Since students will have pre-planned the advertisement in the proposal, students will just need time to produce then show their advertisement to the test group.</p> <p>Part 2: Test Group</p> <p>The test group can consist of students from that particular period or collected by the teacher to be shown to another period. As the test group of students watch and/or examine each ad, they will evaluate the persuasiveness. Then, each student will be given a voucher (can be a slip of paper or a sticky-note) to place his or her vote on the product that was most effectively marketed.</p> <p>The winning group will have received the most votes from the student test group.</p>	<p>Days: Four</p> <p>Mins/Day: 50</p>	
<b>Engaging Learning Experiences</b>		
<b>Synopsis of Authentic Performance Tasks</b>		
<b>Authentic Performance Tasks</b>	<b>Description</b>	<b>Suggested Length of Time</b>
<p>Task 1:</p> <p><b><u>"Ethos, Pathos, Logos in Ads"</u></b> <b><u>Chart</u></b></p>	<p><u>Ethos, Pathos, Logos:</u></p> <p>After a mini-lesson on ethos, pathos, and logos (details in Task 1), students will view a PowerPoint containing several print advertisements from magazines as well as commercials. Students will dissect the ads and identify the elements of ethos, pathos, and logos found and fill in their charts. Teachers will employ the "I Do, We Do, You-Do."</p> <p>PowerPoint presentations for Ethos, Pathos, and Logos and Advertisements can be found in the Task 1 folder.</p>	<p>Days: Four</p> <p>Mins/Day: 50</p>

<p>Task 2:</p> <p><b><u>Advertising in Different Media Graphic Organizer and Group Reflection</u></b></p>	<p><u>Different Media Formats:</u></p> <p>Students will review a company’s advertisements for a single product and determine the advantages and disadvantages of using each form of medium. Students will complete the graphic organizer after reviewing ads in print, radio, TV, and social media. Students will complete the process with a partner after the teacher models with the class. After the form is complete, students will discuss in a group which medium had the most advantages.</p>	<p>Days: Three</p> <p>Mins/Day: 50</p>
<p>Task 3:</p> <p><b><u>Constructed Response Paragraph</u></b></p>	<p><u>Manipulation in Consumerism:</u></p> <p>Students will watch news clips or videos, and read articles about how advertisers manipulate consumers. They will take notes or annotate. They will then take their notes and/or article annotations and write a constructed response. Responses should focus on how advertisers can skew perception and create a perceived need for any product.</p> <p>Choose one advertisement. What is the underlying message in the ad and what is the negative effect on the consumer?</p> <p>Possible outline: watch PBS video or read article – take notes, annotate article, constructed response. Extra time: show black Friday and how advertising creates a demand in the consumer that can have a negative effect on society.</p> <p><b><u>Suggested Resources</u></b> See Task 3 Folder</p>	<p>Days: Three</p> <p>Mins/Day: 50</p>
<p>Task 4:</p> <p><b><u>Proposal (essay) for Product Advertisement</u></b></p>	<p><u>Advertisement Proposal</u></p> <p>Students will write a proposal to a company outlining an advertisement campaign they plan to develop and produce to sell a product. The proposal will include a description of the types of advertising they plan to create and will include a description of a radio ad, print ad, and TV commercial. Students will include all three modes of persuasion, ethos, pathos, and logos, in their campaigns.</p> <p>There is an outline suggestion in P-drive for structuring the essay.</p>	<p>Days: 5</p> <p>Mins/Day: 50</p>
<p><b>Interdisciplinary Connections</b></p>	<p>Math, social studies</p>	
<p><b>Scoring Rubric</b></p>	<p>See SBAC Four-point Explanatory Rubric</p>	
<p>21<sup>st</sup> Century Skills</p>		
<p><input type="checkbox"/> Creativity and Innovation</p> <p><input type="checkbox"/> Critical Thinking and Problem Solving</p> <p><input type="checkbox"/> Communication and Collaboration</p> <p><input type="checkbox"/> Flexibility and Adaptability</p> <p><input type="checkbox"/> Globally and Financially Literate</p> <p><input type="checkbox"/> Information and Media Literacy</p>	<p><input type="checkbox"/> Initiative and Self-Direction</p> <p><input type="checkbox"/> Social and Cross-Cultural Skills</p> <p><input type="checkbox"/> Productivity and Accountability</p> <p><input type="checkbox"/> Leadership and Responsibility</p> <p><input type="checkbox"/> _____</p> <p><input type="checkbox"/> _____</p>	

**Connections between 21<sup>st</sup> Century Skills, CCCSS, and Unit Overview:**

- Emphasize deep understanding rather than shallow knowledge
- Support a balance of assessments, including high-quality standardized testing along with effective classroom formative and summative assessments
- Balances direct instruction with project-oriented teaching methods
- Enable students to learn in relevant, real world 21st century contexts (e.g., through project-based or other applied work)

*from P21 and Costa & Kallick, 2008, <http://www.p21.org/about-us/p21-framework>*

## Authentic Performance Task 1

<p><b>Task Description</b></p>	<p><u>Ethos, Pathos, Logos Ads Appeal:</u></p> <p>After a mini-lesson on ethos, pathos, and logos, students will view a PowerPoint containing several print advertisements from magazines as well as videos of commercials. Students will dissect the ads and identify the elements of ethos, pathos, and logos found and fill in their charts. Teachers will employ the “I Do, We Do, You-Do.”</p> <p><u>PowerPoint presentations for Ethos, Pathos, and Logos and Advertisements can be found in the Task 1 folder.</u></p>	<p><b>Suggested Length</b></p>	<p>Days: Four</p> <p>Mins/Day: 50</p>
<p><b>Standards Addressed</b></p>	<p style="text-align: center;"><b>Priority Standard(s)</b></p> <p>RI 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.</p> <p>W 8.2: Write informative/explanatory texts, <b>including career development documents (e.g., simple business letters and job applications)</b>, to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. <b>CA</b></p> <ol style="list-style-type: none"> <li>Introduce a topic <b>or thesis statement</b> clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. <b>CA</b></li> <li>Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</li> <li>Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</li> <li>Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>Establish and maintain a formal style.</li> <li>Provide a concluding statement or section that follows from and supports the information or explanation presented.</li> </ol> <p>SL 8.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 8 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly.</p> <ol style="list-style-type: none"> <li>Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</li> <li>Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.</li> <li>Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas.</li> <li>Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.</li> </ol>		

Supporting Standard(s)		
<p>RI 8.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. (See grade 8 Language standards 4–6 for additional expectations.) CA</p> <p>RI 8.6: Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.</p> <p>W 8.8: Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p> <p>SL 8.2: Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.</p>		
Target ELD Standard(s)		
<p>Interpretive 6: Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language.</p> <p>Productive 10: Writing literary and informational texts to present, describe, and explain ideas and information, using appropriate technology.</p> <p>Collaborative 1: Exchanging information and ideas with others through oral collaborative discussions on a range of social and academic topics.</p> <p>Interpretive 8: Analyzing how writers and speakers use vocabulary and other language resources for specific purposes (to explain, persuade, entertain, etc.) depending on modality, text type, purpose, audience, topic, and content area.</p>		
<b>Essential Question(s)</b>	(RI8.1) What makes analysis or inferences credible?	
	(W8.2) Why do we write informative/explanatory texts?	
<b>Big Idea(s)</b>	(SL 8.1) Why are collaborative discussions important?	
	(RI8.1) Analysis and Inferences need to be supported with textual evidence.	
(W8.2) Informative/explanatory texts examine a topic and convey ideas, concepts, and information.		
(SL 8.1) Collaborative discussions enable us to express and develop ideas clearly.		
Bloom’s	DOK	Scoring Rubric
Level 4: Analyze	Level 3: Strategic Thinking/Reasoning	0, 1, 2, 3, 4 Point Rubric (see below)

<b>Teaching and Learning Sequence</b>	<p style="text-align: center;"><b>(Suggested Instructional Strategies and Tasks)</b></p> <p>Video presentation of the concepts of ethos, pathos, and logos. Immediately before presentation, review Cornell Note-taking strategy introduced in Unit One. Students will apply this strategy while watching the video, with teacher stopping video at strategic points to indicate to students important concepts to record. Here is a link to the video presentation</p> <p>Students work in pairs and use these notes to analyze various print and video ads in order to determine which mode(s) of persuasion were employed in each ad.</p> <p>Students choose one ad representing each mode of persuasion, and write an IVF summary paragraph using evidence written in their notes to make a claim as to why a particular ad employs a specific mode.</p>
<b>Resources and Materials</b>	<p style="text-align: center;"><b>(e.g., Textbook References, Multi-Media Sources, Additional Print Sources and Artifacts)</b></p> <ul style="list-style-type: none"><li>• Cornell note template (see resource folder for Task One)</li><li>• Scanned print ads (see resource folder for Task One), or ads of teacher choice collected from various magazines</li><li>• IVF Summary Template (see resource folder for Task One)</li><li>• Ethos, Pathos, Logos Ads Chart (see resource folder for Task One)</li></ul>



## Strategies for Differentiation

All Students	SWD	ELs	Enrichment
<p>Cornell Notes</p> <p>IVF Summary</p>	<p><b>Reference IEP</b> <i>Accommodations and Modifications</i></p> <p>See website for suggestions on accommodating based on specific IEPs:</p> <p><a href="http://www.alvordusdrccd.com/">http://www.alvordusdrccd.com/</a></p>	<p><b>Emerging</b></p> <p>For note-taking, short phrases and/or symbols may be used, and may be enhanced or corrected while working with partner while analyzing ads.</p> <p>For writing the IVF, student may work in a group of three instead of two, and use the summary written by more proficient students as a model for his/her own summary.</p> <p>For EPL Chart, participate in the discussion.</p> <hr/> <p><b>Expanding</b></p> <p>Student may work with a partner to ensure proper note-taking is accomplished.</p> <p>Student will work in a group of three, and offer his/her IVF summary to fellow group members for evaluation and correction.</p> <p>For EPL Chart, give input during discussion.</p> <hr/> <p><b>Bridging</b></p> <p>Accurate and unassisted note-taking should be achieved; however, assistance by partner for writing the IVF may be given, if needed.</p> <p>For EPL Chart, student is responsible for at least one ad placement.</p>	<p>Students will attempt to infer as to why any particular mode of persuasion was employed for any specific ad, and explain why that mode was deemed more effective than others.</p>

<b>Scoring Rubric</b>	<b>use evidence rubric</b>	
	4	The response provides thorough and convincing elaboration of the support/evidence for the claim and argument(s) including reasoned, in-depth analysis and the effective use of source material. The response clearly and effectively develops ideas, using precise language and has adequate use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling.
	3	The response provides adequate elaboration of the support/evidence for the claim and argument(s) that includes reasoned analysis and the use of source material. The response adequately develops ideas, employing a mix of precise with more general language
	2	The response provides uneven, cursory elaboration of the support/evidence for the claim and argument(s) that includes some reasoned analysis and partial or uneven use of source material. The response develops ideas unevenly, using simplistic language and has limited use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling.
	1	The response provides minimal elaboration of the support/evidence for the claim and argument(s) that includes little or no use of source material. The response is vague, lacks clarity, or is confusing. It has limited and poor use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling. .
	0	Insufficient (includes copied text)  In a language other than English  Off-topic Off-purpose

## Authentic Performance Task 2

<b>Task Description</b>	<p><u>Different Media Formats:</u></p> <p>Students will review a company’s advertisements for a single product and determine the advantages and disadvantages of using each form of medium. Students will complete the graphic organizer after reviewing ads in print, social media, and TV. Students will complete the process with a partner after the teacher models with the class. After the form is complete, students will discuss in groups which medium had the most advantages.</p>	<b>Suggested Length</b>	Days: Three Mins/Day: 50
<b>Standards Addressed</b>	<b>Priority Standard(s)</b>		
	<p>RI 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.</p> <p>RI 8.7: Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.</p> <p>SL 8.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 8 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly.</p> <ol style="list-style-type: none"> <li>a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</li> <li>b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.</li> <li>c. Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas.</li> <li>d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.</li> </ol>		
	<b>Supporting Standard(s)</b>		
<p>RI 8.6: Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.</p> <p>RI 8.8: Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.</p> <p>SL 8.2: Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.</p> <p>SL 8.3: Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.</p>			

		Target ELD Standard(s)			
		<p>Interpretive 6: Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language</p> <p>Collaborative 1: Exchanging information and ideas with others through oral collaborative discussions on a range of social and academic topics</p>			
<b>Essential Question(s)</b>		<p><b>(RI.8.1)</b> What makes analysis or inferences credible?</p> <p><b>(RI 8.7)</b> Why do we evaluate the advantages and disadvantages of using different mediums?</p> <p><b>(SL 8.1)</b> Why are collaborative discussions important?</p>			
<b>Big Idea(s)</b>		<p><b>(RI8.1)</b> Analysis and Inferences need to be supported with textual evidence.</p> <p><b>(RI8.7)</b> We evaluate to find the most effective medium for a particular topic.</p> <p><b>(SL 8.1)</b> Collaborative discussions enable us to express and develop ideas clearly.</p>			
<b>Bloom's</b>		<b>DOK</b>		<b>Scoring Rubric</b>	
Level Four		Level Four		<p>Sample Generic 2-point Research (Grades 6–11)</p> <p>Evaluate Information/Sources Rubric (Claim 4, Target 3)</p>	
<b>Teaching and Learning Sequence</b>		<b>(Suggested Instructional Strategies and Tasks)</b>			
		<p>Students will view “The Truth.com” anti-smoking campaign in its three forms: TV, print, and social media (Facebook and Twitter). Working with the teacher as an entire class, they will fill out their media chart, listing the advantages and disadvantages of each form. Afterwards, pairs of students will use the same chart to evaluate another set of ads. Students will then form groups of four to discuss findings, and write a reflection that summarizes the group's discussion of which medium provided the most advantages.</p>			
<b>Resources and Materials</b>		<b>(e.g., Textbook References, Multi-Media Sources, Additional Print Sources and Artifacts)</b>			
		<p>Downloaded videos of the “The Truth.com” ad campaign (see resource folder for Task Two)</p> <p>Media Comparison Chart (see resource folder for Task Two)</p> <p>Downloaded videos for students to do individually (see resource folder for Task Two)</p>			

## Strategies for Differentiation

All Students	SWD	ELs	Enrichment
Media Comparison Chart	<p><b>Reference IEP</b></p> <p><b>Accommodations</b></p> <p><b>Modifications</b></p> <p>See website for suggestions on accommodating based on IEPs:  <a href="http://www.alvordusdrcd.com/">http://www.alvordusdrcd.com/</a></p>	<p><b>Emerging</b></p> <p>When filling out Media Comparison chart, student may work in a group of three instead of pairs, and student may copy work from peer, or short phrases and/or symbols may be used. This work may be corrected or enhanced during the discussion phase.</p>	Students make recommendations on how to enhance what they have deemed to be the weakest or least effective medium.
		<p><b>Expanding</b></p> <p>Student may consult partner's notes to ensure chart has been filled out correctly.</p>	
		<p><b>Bridging</b></p> <p>Accurate information should be evident on the chart, but may be checked by partner for accuracy.</p>	

## Scoring Rubric

2: The response gives sufficient evidence of the ability to evaluate the credibility, completeness, relevancy, and/or accuracy of the information and sources.

1: The response gives limited evidence of the ability to evaluate the credibility, completeness, relevancy, and/or accuracy of the information and sources.

0: A response gets no credit if it provides no evidence of the ability to evaluate the credibility, completeness, relevancy, and/or accuracy of the information and sources.

## Authentic Performance Task 3

<p><b>Task Description</b></p>	<p><u>Manipulation in Consumerism:</u></p> <p>Students will watch news clips or videos, and read articles about how advertisers manipulate consumers. They will take notes or annotate. They will then take their notes and/or article annotations and write a constructed response. Responses should focus on how advertisers can skew perception and create a perceived need for any product.</p> <p>Students choose one advertisement, and answer the following question: “What is the underlying message in the ad and what is the negative effect on the consumer?”</p> <p>Students watch the PBS video “Merchants of Cool” and take notes, and/or read the article “Manipulation of Teenagers through Advertising” and take notes or annotate it. Students use these notes or annotations to create a constructed response summarizing the content of the media. If there is extra time, students view the Black Friday video to see how advertising creates a demand in the consumer that can have a negative effect on society.</p>	<p><b>Suggested Length</b></p>	<p>Days: Three Mins/Day: 50</p>
<p><b>Standards Addressed</b></p>	<p style="text-align: center;"><b>Priority Standard(s)</b></p> <p>RI 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.</p> <p>W 8.2 Write informative/explanatory texts, <b>including career development documents (e.g., simple business letters and job applications)</b>, to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. <b>CA</b></p> <ol style="list-style-type: none"> <li>a. Introduce a topic <b>or thesis statement</b> clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. <b>CA</b></li> <li>b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</li> <li>c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</li> <li>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>e. Establish and maintain a formal style.</li> <li>f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</li> </ol>		

Supporting Standard(s)		
<p>RI 8.8: Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.</p> <p>SL 8.2: Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.</p> <p>SL 8.3: Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.</p> <p>L 8.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> <li>a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.</li> <li>b. Use an ellipsis to indicate an omission.</li> <li>c. Spell correctly.</li> </ol>		
Target ELD Standard(s)		
<p>Interpretive 6: Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language.</p> <p>Productive 10: Writing literary and informational texts to present, describe, and explain ideas and information, using appropriate technology</p>		
<b>Essential Question(s)</b>	<p><b>(RI8.1)</b> What makes analysis or inferences credible?</p> <p><b>(W8.2)</b> Why do we write informative/explanatory texts?</p>	
<b>Big Idea(s)</b>	<p><b>(RI8.1)</b> Analysis and Inferences need to be supported with textual evidence.</p> <p><b>(W8.2)</b> Informative/explanatory texts examine a topic and convey ideas, concepts, and information.</p>	
Bloom’s	DOK	Scoring Rubric
Level Six	Level Four	Three-point Constructed Response Rubric (see below)

<b>Teaching and Learning Sequence</b>	<p style="text-align: center;"><b>(Suggested Instructional Strategies and Tasks)</b></p> <p>Students will watch news clips or videos, and read articles about how advertisers manipulate consumers. They will take notes or annotate. They will then take their notes and/or article annotations and write a constructed response. Responses should focus on how advertisers can skew perception and create a perceived need for any product.</p> <p>Students watch the PBS video “Merchants of Cool” and take notes, and/or read the article “Manipulation of Teenagers through Advertising” and take notes or annotate it.</p> <p>If there is extra time, students view the Black Friday (in the Resource Folder) video to see how advertising creates a demand in the consumer that can have a negative effect on society.</p> <p>After viewing a number of print and TV ads, students choose one of the advertisements, answering the following question: “What is the underlying message in the ad and what is the negative effect on the consumer?”</p>
<b>Resources and Materials</b>	<p style="text-align: center;"><b>(e.g., Textbook References, Multi-Media Sources, Additional Print Sources and Artifacts)</b></p> <p>“Merchants of Cool” video (see Task Three Resource Folder)</p> <p>“Manipulation of Teenagers through Advertising” article (see Task Three Resource Folder)</p> <p>“Black Friday” video (see Task Three Resource Folder)</p> <p>Cornell notes template (see Task One Resource Folder)</p>



## Strategies for Differentiation

All Students	SWD	ELs	Enrichment
<p>Take Cornell notes</p> <p>Write constructed response</p>	<p><b>Reference IEP</b></p> <p><i>Accommodations and Modifications</i></p> <p>See website for suggestions on accommodating based on specific IEPs:</p> <p><a href="http://www.alvordusdrccd.com/">http://www.alvordusdrccd.com/</a></p>	<p><b>Emerging</b></p> <p>Students may use symbols or drawings in notes.</p> <p>Students may enhance the information in their notes from a reliable peer.</p> <p>The student's constructed response may be dictated to the teacher.</p>	<p>Students will work in a small group sharing experiences how they have felt manipulated by advertising, and share the best story with the class.</p>
		<p><b>Expanding</b></p> <p>Students may enhance the information in their notes from a reliable peer.</p> <p>After discussion with a peer, student may write constructed response collaboratively.</p>	
		<p><b>Bridging</b></p> <p>Students are expected to take complete notes, but should be compared with a peer for completeness and accuracy.</p> <p>The student's constructed response may be proofread by a peer and corrected before submission to the teacher.</p>	

<b>Scoring Rubric</b>	<b>Score Point 3</b>	The response provides essential elements of an interpretation and/or analysis. It addresses the points applicable to the concept or task. It provides relevant evidence that information, reasoning, and conclusions have a logical relationship. It is focused and organized, showing relevance to the task.
	<b>Score Point 2</b>	The response provides a partial interpretation and/or analysis. It somewhat addresses the points applicable to the concept or task. It provides some evidence that information, reasoning, and conclusions have a relationship. It is relevant to the task, but there are gaps in focus and organization.
	<b>Score Point 1</b>	The response provides an unclear, inaccurate interpretation and/or analysis. It fails to address or omits significant aspects of the concept or task. It provides unrelated or unclear evidence that information, reasoning, and conclusions have a relationship. There is little evidence of focus or organization relevant to the task.
	<b>Score Point 0</b>	The response does not meet the criteria required to earn one point. The response indicates inadequate understanding of the task and/or concept needed to answer the item. It may only repeat information given in the test item. The response is inaccurate with no supportive information. The student may have written on a different topic or written "I don't know."

## Authentic Performance Task 4

<p><b>Task Description</b></p>	<p><u>Advertisement Proposal</u></p> <p>Students will write a proposal to a company outlining an advertising campaign they plan to develop and produce to sell a product. The proposal will include a description of the types of advertising they plan to create and will include a description of a social media campaign, print ad, and TV commercial. Students will include all three modes of persuasion, ethos, pathos, and logos, in their campaigns.</p>	<p><b>Suggested Length</b></p>	<p>Days: Five Mins/Day: 50</p>
<p><b>Standards Addressed</b></p>	<p><b>Priority Standard(s)</b></p>		
	<p>W 8.2: Write informative/explanatory texts, <b>including career development documents (e.g., simple business letters and job applications)</b>, to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. <b>CA</b></p> <ol style="list-style-type: none"> <li>Introduce a topic <b>or thesis statement</b> clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. <b>CA</b></li> <li>Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</li> <li>Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</li> <li>Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>Establish and maintain a formal style.</li> <li>Provide a concluding statement or section that follows from and supports the information or explanation presented.</li> </ol> <p>SL 8.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 8 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly.</p> <ol style="list-style-type: none"> <li>Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</li> <li>Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.</li> <li>Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.</li> <li>Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.</li> </ol>		

Supporting Standard(s)		
<p>SL 8.2 Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.</p> <p>L 8.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> <li>Use punctuation (comma, ellipsis, dash) to indicate a pause or break.</li> <li>Use an ellipsis to indicate an omission.</li> <li>Spell correctly.</li> </ol>		
Target ELD Standard(s)		
<p>Interpretive 5 Listening actively to spoken English in a range of social and academic context (SL8.1)</p> <p>Productive 10 Writing literary and informational texts to present, describe, and explain ideas and information, using appropriate technology (W8.2)</p>		
<b>Essential Question(s)</b>	<p><b>(W8.2)</b> <i>Why do we write informative/explanatory texts?</i></p> <p><b>(SL 8.1)</b> <i>Why are collaborative discussions important?</i></p>	
<b>Big Idea(s)</b>	<p><b>(W8.2)</b> <i>Informative/explanatory texts examine a topic and convey ideas, concepts, and information.</i></p> <p><b>(SL 8.1)</b> <i>Collaborative discussions enable us to express and develop ideas clearly.</i></p>	
Bloom's	DOK	Scoring Rubric
Level 6: Create	Level 3: Strategic Thinking/Reasoning Level 4: Extended Thinking	SBAC Four-point Explanatory Rubric

<b>Teaching and Learning Sequence</b>	<p style="text-align: center;"><b>(Suggested Instructional Strategies and Tasks)</b></p> <p>The teacher will show the class the Proposal Worksheet Sample (see Task 4 folder), read the descriptions aloud to the students, and show them the accompanying ads. The teacher should discuss how the proposal allows the readers to visualize what they will see in each ad based on the amount of description used. The class will then discuss how the writer utilizes ethos, pathos, and logos in their ads to complete the chart.</p> <p>After showing students a sample for them to use as a model, the teacher will break the class into groups of 3 and provide them with a product that they will advertise. They will write a proposal following the sample and identify the ethos, pathos, and logos they plan to use in each advertisement by filling out the Proposal Worksheet. (See Task 4 Resources)</p> <p>Encourage students to be as detailed as possible in their descriptions of the ads as they will use these proposals to complete the Engaging Scenario.</p>
<b>Resources and Materials</b>	<p style="text-align: center;"><b>(e.g., Textbook References, Multi-Media Sources, Additional Print Sources and Artifacts)</b></p> <p>*See Task 4 Resource Folder</p>

## Strategies for Differentiation

All Students	SWD	ELs	Enrichment
Advertisement Proposal Guide	<p data-bbox="537 237 708 264"><b>Reference IEP</b></p> <p data-bbox="516 304 729 331"><b>Accommodations</b></p> <p data-bbox="537 371 708 399"><b>Modifications</b></p> <p data-bbox="430 438 800 510">See website for suggestions on accommodating based on IEPs:</p> <p data-bbox="430 550 808 577"><a href="http://www.alvordusdrccd.com/">http://www.alvordusdrccd.com/</a></p>	<p data-bbox="951 237 1073 264"><b>Emerging</b></p> <p data-bbox="841 304 1179 659">Provide a more structured template and allow symbols or visual representations of the elements of advertisements. Students will be paired with partners who will help them organize and develop their thoughts.</p>	<p data-bbox="1203 237 1541 510">Present their advertising proposal to a panel of peers acting as CEOs of the company to identify strengths and weaknesses in their campaigns before the engaging scenario.</p>
		<p data-bbox="943 705 1081 732"><b>Expanding</b></p> <p data-bbox="841 772 1170 1079">Provide a less structured template and require short sentences and phrases to explain their ads. Students will be paired with partners who will help them organize and develop their thoughts.</p>	
		<p data-bbox="959 1125 1065 1152"><b>Bridging</b></p> <p data-bbox="841 1192 1175 1547">Give the students the original template, but require paragraphs to explain the ads rather than simple words or phrases. Students will be paired with partners who will help them organize and develop their thoughts.</p>	

## Scoring Rubric

SBAC Four-point Explanatory Rubric

**Engaging Scenario****Detailed Description (situation, challenge, role, audience, product or performance)****Part 1: Advertising Firm:**

The marketing firm WAVL has hired you and your group to come up with a campaign to promote their product. They're looking for new ideas because their products are so commonplace that they've lost appeal to their audience. You and your group will come up with fresh ideas to market their mundane product to their specific audience using the three methods of appeal: ethos, pathos and logos. First, you'll write a proposal discussing how you'll market using three different mediums (Task 4). Then, you and your group will determine which medium from your proposal you will turn into an actual advertisement. The actual advertisement can be a print ad, a commercial using PowToons.com, Movie Maker, or student filmed (it must be able to be shown in class), or a social media campaign. Since students will have pre-planned the advertisement in the proposal, students will just need time to produce then show their advertisement to the test group.

**Part 2: Test Group**

The test group can consist of students from that particular period or collected by the teacher to be shown to another period. As the test group of students watch and/or examine each ad, they will evaluate the persuasiveness. Then, each student will be given a voucher (can be a slip of paper or a sticky-note) to place his or her vote on the product that was most effectively marketed.

The winning group will have received the most votes from the student test group.

**Strategies for Differentiation**

All Students	SWD	ELs	Enrichment
<p>Students may create a radio ad script for chosen product, as an alternative to print ad, a commercial using PowToons.com, or Movie Maker.</p>	<p><b>Reference IEP</b></p> <p><i>Accommodations and Modifications</i></p> <p>See Website for suggestions on accommodating based on specific IEPs:</p> <p><a href="http://www.alvordusdrcd.com/">http://www.alvordusdrcd.com/</a></p>	<p><b>Emerging</b></p> <p>Student may contribute ideas for the ad campaign in native language, which will be translated into English. Student then writes translated ideas in notebook.</p>	<p>Students can be encouraged to develop all three of their campaigns.</p> <p>Students may record the radio ad based on the script they've written as a differentiation for "All Students"</p> <p>Students may search for other mundane products to advertise.</p>
		<p><b>Expanding</b></p> <p>Student must contribute at least one reason explaining how the ad campaign employs each medium effectively.</p>	
		<p><b>Bridging</b></p> <p>With assistance from a fellow group member, student must create one medium of the proposal, (either ethos, pathos, or logos) as his/her contribution to the finished product.</p>	

**Feedback to Curriculum Team**

Reflect on the teaching and learning process within this unit of study. What were some successes and challenges that might be helpful when refining this unit of study?

	Successes	Challenges
Student Perspective		
Teacher Perspective		



