Stoklosa – TGC Unit Plan

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| **Stage 1 Desired Results** |
| ESTABLISHED GOALS **Reading/Informational: All reading standards are addressed with emphasis on 1-6**1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.2.Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.3.Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).5.Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.6.Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.**Writing: All writing standards will be addressed with emphasis on 1,2,4, 6-9**1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.2. 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.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches e**!**ectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.**Speaking and Listening: Emphasis will be placed on standards 1-5**1.Initiate and participate e**!**ectively in a range of collaborative discussions (oneon-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics,texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.2.Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.3.Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points ofemphasis, and tone used.4. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.5.Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.**Language Standards 1-3 will be covered.**1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. | ***Transfer*** |
| *Students will be able to independently use their learning to…* -Research and analyze at least three cultures/countries outside of the United States and the advertising/branding of an international company or brand. -Draw conclusions about the rhetorical and literary choices utilized to sell brand/service within at least three countries outside of the United States. -Increase skills in the utilization of technology to conduct scholarly research-Effectively communicate ideas and analysis through writing and speaking.-Publish and critique ideas and analysis within an online forum.-Analyze visual messages using visual literacy techniques.  |
| ***Meaning*** |
| UNDERSTANDINGS *Students will understand that…*-Even within non-fiction texts writers often blur the line between fact and fiction and showcase bias to sway the reader.-Writers use literary and rhetorical devices to help convey themes, develop characters, and sway opinion. -Writers/artists must tailor their message to adapt to different cultural practices. -Culture directly impacts consumerism. | ESSENTIAL QUESTIONS -How can non-fiction works provide readers with an insight into a historical period/event?- What techniques do authors and speakers use to help drive opinion?-How can visual literacy techniques aid in understanding cultural practices?-Why do writers/artists use specific word choice to communicate information about a brand/service?-Why do cultural practices impact all aspects of society? |
| ***Acquisition*** |
| *Students will know…* -literary and rhetorical terms-basic information about cultural context-major events/issues within the culture/country- how to choose the best writing tools for audience/purpose-how to choose the best translation tools | *Students will be skilled at…* -recognizing how author purpose impacts reader perception of the text-analyzing why author chooses to use literary and rhetorical techniques-utilizing high level writing techniques to communicate ideas and create an argument- collaborating with others, in small and large groups, to make sense of texts and address performance challenges- using research techniques to find credible sources and integrating these sources into documents as tools of argumentation. |
| **Stage 2 - Evidence** |
| **Evaluative Criteria** | **Assessment Evidence** |
| 1. Identify rhetorical or propaganda techniques within advertisements and analyze possible effects of techniques upon viewers and consumption.
2. Demonstrates deep analysis and synthesis of materials through formal class discussion.
3. Illustrates research techniques through proper synthesizing and citing of information.

4. Creation of a website that publishes findings from research and provides an argument that strives to answer the chosen essential question. 5. Demonstrate effective digital communication practices with students from other countries in which the company/brand markets the product or service.  | 1. Identification of rhetorical/propaganda techniques: Students will showcase application of knowledge of rhetorical and propaganda techniques by finding samples of each major technique. 1. Socratic Seminar: Students will be required to read/annotate 3-4 articles, presentations or essays pertaining to global marketing. Students must create sample opening, core, closing questions before the seminar.

3. Company/Brand mini research presentation: Students will research and compile resources about a company or brand that is marketed internationally. All findings from research will be presented through a Voice Thread presentation that showcases necessary citations (both in-text and through works cited page) and conveys basic information about company/brand inception, evolution and present status worldwide. 4. “How does culture impact advertising and marketing?” research project: Students will research how culture impacts the advertising and marketing of chosen company/brand within two countries outside the United States. All findings will be presented on a website incorporating multimedia created by the student (video, audio, interactive presentation, etc.). 5. Blogging about research: Students will create a blog presenting research found throughout the duration of the project (9 weeks). All students must find and maintain an “epal” that lives in the chosen country that is being researched for the project. Communication between the student and epal will take place on the blog and center around the reflection questions that students create at the end of each blog post.  |
| Demonstrates deep analysis of the connections between cultural practices and consumer culture practices. Global competencies evolve throughout the duration of the project.  | OTHER EVIDENCE: 1. journal entries
2. observation
3. individual meetings between teacher and student
4. group discussions about evolving ideas of global citizenship
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| **Stage 3 – Learning Plan** |
| *Summary of Key Learning Events and Instruction***-Rhetorical and Propaganda Technique Activity:** Directions for this activity can be found at: <https://docs.google.com/document/d/1iS7_CfbnWh-6oA7hm4yD5jZccYkFC66VshLbtsNPLiA/edit?authkey=CM30l4wE>. Students will showcase application of knowledge of rhetorical and propaganda techniques by finding samples of each major technique online using the following sites:<http://www.adflip.com/><http://adage.com/><http://library.duke.edu/digitalcollections/adaccess/>After filling in a chart asking for students to analyze how the advertisement uses each technique listed, students will be asked to create their own advertisement using one main propaganda technique.**-Readings/Analysis:** Throughout the first week of the project students must read/view and annotate the following pieces:[Coca-Cola Launches Global Music Effort to Connect With Teens](http://adage.com/article/global-news/coca-cola-launches-global-music-effort-connect-teens/149204/)[Global Advertising](http://www.aef.com/on_campus/classroom/speaker_pres/data/3002)[Brands Across Borders](http://www.aef.com/on_campus/classroom/speaker_pres/data/6001)**-Socratic Seminar:** After completing readings and other activities students will engage in a formal seminar before which they must create opening, core and closing questions. Expectations for the Socratic Seminar can be accessed at: <https://docs.google.com/document/d/1RZjG9jipJKbEQr4OZ20Tc0z4KzNnuIGgfbEZDI9njOU/edit>**-Company/Brand mini research presentation:** Students will research and compile resources about a company or brand that is marketed internationally. All findings from research will be presented through a [Voice Thread](https://voicethread.com/) presentation that showcases necessary citations (both in-text and through works cited page) and conveys basic information about company/brand inception, evolution and present status worldwide. **-Voice Thread Critique:** All company/brand Voice Thread presentations will be made accessible to all students. Each student is responsible for completing a critique of at least three other presentations. The critique sheet can be accessed at: <https://docs.google.com/open?id=0B89qlQa9opXdbW5KODhTYmhia1U>**Research Project**: Within groups students will strive to answer the essential question, “How does culture impact advertising and marketing?” through an in depth research project. The project will include three major components – blogging/discussion, communication with epals and creating a website to host the project. 1. During the first portion of the project students will choose two countries in which their company markets the company or brand. They will research these countries and showcase this research through blog postings summarizing the resource and posing further questions to readers.
2. Students will find “epals” from within the two chosen countries and engage in online discussion about how the company or brand is perceived within the country.
3. Each group will create a website that will host all elements of research including analysis and conclusions addressing the essential question, multimedia resources that aid in analyzing the essential question, links to online discussions and blog.
4. After the project is complete students will write an essay during which they reflect upon the project and analyze how global competencies were developed through this process.

**Journal Entries:** Throughout the duration of the project students will discuss what they are learning as well as challenges that they had to overcome. All entries will be posted on the class journal/blogging site for all students to read.**Student – Teacher Meetings:** Each group must meet with the teacher at least three times during the duration of the project. During these meeting students will illustrate what they are learning through discussion and question/answer sessions. Students will be assessed on their participation and content knowledge. This will also be a time for groups to get individualized assistance with research or technology issues.  |