

Currey Lesson Plans
Week 9 March 18-22, 2024

	English II	English IV
Monday	<p><u>Objectives:</u> W.9-10.7 W.9-10.8</p> <p><u>Activities:</u> Students will participate in a discussion on ‘history’s mysteries’ and begin thinking about a topic for their research paper. Students should choose three options they’re interested in and complete the ‘Three mysteries’ assignment.</p> <p><u>Assessment:</u> ‘Three mysteries’ assignment</p>	<p><u>Objectives:</u> RI.11-12.5 SL.11-12.4</p> <p><u>Activities:</u> Students will begin mini-unit on media literacy, focusing on defining and recognizing propaganda. Students will work in groups to analyze a particular approach (simplification, exaggeration, exploitation, or division) to teach the rest of the class about.</p> <p><u>Assessment:</u> small group presentations on propaganda as assessed by a checklist</p>
Tuesday	<p><u>Objectives:</u> W.9-10.7 W.9-10.5</p> <p><u>Activities:</u> Students will review basics of writing a CEAL paragraph and will submit an outline to guide the writing of their research paper.</p> <p><u>Assessment:</u> research paper outline</p>	<p><u>Objectives:</u> RI.11-12.6 SL.11-12.4</p> <p><u>Activities:</u> Students will work in small groups to create a presentation on different techniques used in propaganda. Students will present their examples and lead a discussion with the class explaining the rationale behind their choices.</p> <p><u>Assessment:</u> propaganda presentations</p>
Wednesday	<p><u>Objectives:</u> W.9-10.1.b W.9-10.7</p> <p><u>Activities:</u> Mini lesson on identifying valid sources, refresher lesson on Gale Database, time for research and writing. Students will continue to research and write the 1st and 2nd CEAL paragraphs for their research paper.</p> <p><u>Assessment:</u> 1st and 2nd CEAL paragraphs due</p>	<p><u>Objectives:</u> RI.11-12.6 RI.11-12.5 W.11-12.2</p> <p><u>Activities:</u> Students will watch a video on the prevalence of propaganda techniques they experience every day. They will then participate in a discussion on the responsibility of sharing propaganda. Using the Mind Over Media website, students will rate contemporary examples of propaganda from beneficial to harmful and complete an analysis of five examples.</p> <p><u>Assessment:</u> propaganda sharing analysis</p>
Thursday	<p><u>Objectives:</u> : W.9-10.1.b W.9-10.7</p> <p><u>Activities:</u> Students will continue to research and write the 3rd CEAL paragraph for their research paper.</p> <p><u>Assessment:</u> CEAL paragraph</p>	<p><u>Objectives:</u> SL.11-12.1 SL.11-12.2</p> <p><u>Activities:</u> Students will watch a video on advertising techniques then work in small groups to develop an advertising campaign of their own, using one or more of the discussed techniques.</p> <p><u>Assessment:</u> formative on product pitch</p>
Friday	<p><u>Objectives:</u> RL.9-10.10</p> <p><u>Activities:</u> Students will set and submit an independent reading goal for the 4th quarter.</p> <p><u>Assessment:</u> 4th quarter independent reading goal</p> <p><i>End of 3rd Quarter</i></p>	<p><u>Objectives:</u> RL.11-12.10 SL.11-12.1</p> <p><u>Activities:</u> Students will present product pitches and offer audience feedback. They will then set and submit an independent reading goal for the 4th quarter.</p> <p><u>Assessment:</u> 4th quarter independent reading goal</p> <p><i>End of 3rd Quarter</i></p>