# English/Language Arts

| Unit/Timeframe: Social Media & Advertising / 2-3 weeks | Grade Level: 12 |
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| **Content Standards** | **2017 MA Literacy Framework** |
| RI.11-12.1 Cite strong and thorough textual evidence to support analysis of what a text state explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. RI.11-12.3 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. RI.11-12.4 Determine the meaning(s) of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines or revises the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10). RI.11-12.5 Analyze and evaluate the effectiveness of the structure an author uses in an exposition or argument, including whether the structure makes points clear, coherent, convincing, and engaging. RI.11-12.7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., charts, graphs, photographs, videos, maps) as well as in words in order to address a question or solve a problem. W.11-12.1 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. W.11-12.1a Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. W.11-12d Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing) while attending to the norms and conventions of the discipline in which they are writing. SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. SL.11-12.1a - 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.
SL.11-12.2 - 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.

| Essential Questions | Skills/Knowledge |
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| How does social media have a detrimental effect on traditional ways of communication?<br>What is brand loyalty?<br>What is the power of advertising and how does that impact individuals and society? | Students will be able to observe, understand and participate in a discourse community. |

| Common Resources | Common Assessments |
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| Primary texts:<br>Dreamland by Sam Quinones<br>Visual Intelligence by Amy Herman<br>Metoo Movement and other topical issues/articles<br>Formation by Beyonce and On 'Jackson Five Nostrils,' Creole vs. 'Negro' and Beefing Over Beyoncé's 'Formation' by Yaba Blay<br><br>Hillbilly Elegy by J.D. Vance | Discourse project<br>Student choice on either visual, moving or oral media format to analyze through a critical lens |

| Vocabulary |
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| Tier II: Discourse<br>Literary lens<br><br>Tier III: |

| Additional Notes |
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