

Template to Introduce the Unit

Unit Length	3 Weeks: 15 school days, 51 minutes class periods
Grade Level(s)/Subject(s)	9th, 10th, 11th ESL 3 - MYP Language Acquisition, year 4
Unit Overview	<p>The goal of this unit is to have students evaluate the messages they see all day, every day on screens. Often these messages are chosen by an algorithm, not the person who interacts with the message. Throughout the unit, students will be asked to reflect on whether technology is a tool or a distraction. Students will evaluate what the algorithm chooses for them through a project.</p> <p>In this project, students will be grouped based on a self-selected topic. They will read an aligned piece of Pulitzer Center reporting and then research that topic on their social media platforms. Students will analyze the reporting and the results of their social media searches using text analysis strategies. Finally, they will determine if bias was present in the information they interacted with throughout the unit. They will also determine if any of the messages drive reader/viewer action as a result of determining a social imperative. Students will summarize their findings in a presentation, ultimately reflecting on the role of social media in their lives.</p> <p><u>**Educator notes:</u></p> <p><i>An important element of this unit is metacognitive reflection. I want them to metacognitively reflect on how the technological tools impact them personally. Throughout this unit, students will be asked to track their daily phone use, and how much of that time is on social media. I also ask them to write how it makes them feel every day. On a personal level, I want them to start thinking about how to use their phones as a tool and I want them to evaluate the effect of screens on their lives, especially in their relationships, mental health, grades, and safety.</i></p> <p><i>Before starting this unit, spend time directly teaching text analysis by introducing the following: message, audience, purpose, speaker, and context. Introduce the text analysis technique through analyzing images, watching short videos, and reading speeches. Students should focus on evaluating the message, audience, purpose, speaker, and context through their analysis while reading the Pulitzer Center reporting and the research of their topic. We also watched the movie “The Social Dilemma” to introduce the idea of “the algorithm” and to help students begin reflecting on their relationship with social media.</i></p>

<p>Essential Questions & Objectives</p>	<p><u>Essential Questions:</u></p> <p>Factual:</p> <ul style="list-style-type: none"> • What is a fact? • What is bias? <p>Conceptual:</p> <ul style="list-style-type: none"> • Can facts be biased? • Can an issue truly be two-sided? • How does audience and context change how a person views an issue? • What should you do with information you encounter? • What is "too much" information? <p>Debatable:</p> <ul style="list-style-type: none"> • What is real? How do you know? • Is any information free of a social imperative? <p><u>Objectives:</u></p> <p>Students will be able to....</p> <ul style="list-style-type: none"> • Identify and analyze the source of a text and its message for an intended audience • Present findings of their analysis of print text and social media posts • Reflect on their relationship with news, technology, and social media
<p>Standards</p>	<p><u>Common Core Standards:</u></p> <p>RI.9-10.8: Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.</p> <p>W.9-10.1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>SL.9-10.3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</p> <p><u>SAT Skill and Score Range:</u></p> <p>RAG.01: The student will identify claims and counterclaims explicitly stated in text or determine implicit claims and counterclaims from text.</p>

	<p>LCON.01: The student will revise text as needed to improve the economy of word choice (i.e., to eliminate wordiness and redundancy).</p> <p>Middle Years Programme (MYP)</p> <p>CER B.iii (reading): analyze connections D. i(writing): communicate all the required information with a clear sense of audience and purpose to suit the context</p> <p>Presentation A.iii (listening): analyze connections C.i (speaking): use a wide range of vocabulary</p> <p>WIDA Standards</p> <p>ELD-LA.9-12.Argue. Interpretive Multilingual learners will interpret language arts arguments by analyzing use of text analysis and details to advance point of view or purpose.</p> <p>ELD-LA.9-12.Narrate. Expressive Multilingual learners will construct language arts narratives that orient audience to context and one or multiple point(s)* of view.</p>
<p>MYP Context and Statement of Inquiry</p>	<p>GLOBAL CONTEXT (+ possible exploration)</p> <ul style="list-style-type: none"> • globalization and sustainability: commonality, diversity, and interconnection <p>KEY CONCEPT</p> <ul style="list-style-type: none"> • communication <p>RELATED CONCEPTS</p> <ul style="list-style-type: none"> • purpose • audience <p>STATEMENT OF INQUIRY The presentation of commonality, diversity, and interconnection are communicated with a specific purpose and impacts audience reactions.</p> <p>MYP ATL Statements B.iii: thinking: recognize unstated assumptions and bias</p>

	<p>In order for students to analyze connections in reading for MAPS-C, students must be able to recognize unstated assumptions and bias.</p> <p>D.i: take effective notes in class In order for students to communicate all the required information with a clear sense of audience and purpose to suit the context to complete a MAPS-C analysis, students must take effective notes in class and while reading.</p> <p>A.iii: social: listen actively to other perspectives and ideas In order for students to analyze connections in listening during the small group discussions and presentations, students must listen actively to other perspectives and ideas.</p> <p>C.i: communication: negotiate ideas and knowledge with peers and teachers In order for students to use a wide range of vocabulary in small group discussions and presentations, students must negotiate ideas and knowledge with peers and teachers.</p>
<p>Unit Resources (star Pulitzer Center Resources)</p>	<p>"The Black Box." <i>Peering Into the Black Box</i> by Arijit Douglas Sen and Derêka Bennett for <i>The Dallas Morning News</i></p> <p>"Tracked: How Colleges Use AI To Monitor Student Protests." <i>Peering Into the Black Box</i> by Arijit Douglas Sen and Derêka Bennett for <i>The Dallas Morning News</i></p> <p>"Indigenous-Led Seed Bank Protects the Amazon's Biodiversity." <i>Seeds for a Sustainable Future: Hyperlocal Solutions in Indigenous Lands</i> by Amanda Magnani for <i>The Latin America News Dispatch</i></p> <p>"News Analysis: Illinois Protects Library Books; Missouri Removes Them." <i>From AI to Book Bans: What is the Role for Regulation and Its Impact?</i> by Jane Wiertel for <i>Gateway Journalism Review</i></p> <p>"In Taiwan, Finding Solace—and Identity—in Traditional Healing." <i>Portraits of Indigenous Health in Taiwan</i> by Brendan Ross and Nathaniel Brown for <i>The Washington Post</i></p> <p>"Migrants Face Uncertainty Throughout Journey—Even in the United States." <i>On the Border: Latin American Migrants on the Border</i> by Madison Powers for <i>The Pulitzer Center</i></p> <p>"Climate Change Is Driving a Global Youth Revolution." <i>The Climate Generation: Born Into Crisis, Building</i></p>

	<i>Solutions by Sara Miller Llana and Stephanie Hanes for The Christian Science Monitor</i>
Performance Task(s)	<p><u>Formative Assessments:</u></p> <p>Formative assessment #1: Pulitzer Center Reporting Analysis Tool [.docx][.pdf]. Students will complete this tool each time they analyze a piece of Pulitzer Center reporting. Students will use this slightly different Analysis tool for social media posts [.docx][.pdf]. These tools assess reading and writing.</p> <p>Formative assessment #2: Peer feedback on practice presentations [.docx][.pdf]. Students will practice presenting before the final presentation. Students will give each other feedback. This tool assesses speaking and listening.</p> <p><u>Summative Assessments:</u></p> <p>Summative Assessment: Fake News Analysis Project and Presentation [.docx][.pdf]. Students will choose an issue and read Pulitzer Center reporting on this topic. Then, students will conduct research on this topic through their social media platforms. All articles will be analyzed using text analysis strategies. The information will be curated and presented through a Google Slides presentation. Students will be required to present this to the class as a group. Students not presenting will be giving each group feedback. This project assesses reading, writing, speaking, and listening.</p> <p>Individual reflections: Students will complete individual reflections [.pdf] on how they can take action on their topic, on the social media algorithm's place in their lives and society, and on their relationship with social media.</p>
Assessment/Evaluation	<p>Students will be assessed with both formative assessments and summative assessments. The formative assessments will use the same rubrics as the summative assessment so students receive feedback before completing the summative assessment. Rubrics are included in the assignment documents (listed above).</p> <p>After the students are formally assessed using the rubrics, students will complete a reflection. This reflection will be a tool to evaluate student's thoughts on the role social media plays in their lives. This reflection serves as an SEL tool to gauge student's understanding of the practical application of the concepts introduced in the unit.</p>

UNIT PACING / DAILY LESSONS AND RESOURCES

Pacing	Focus text(s) / resource(s) for today's lesson	Lesson Materials	Lesson Objectives	Lesson / Activities
Week 1				
Day 1	“The Black Box,” <i>Peering Into the Black Box</i> by Arijit Douglas Sen and Derêka Bennett for <i>The Dallas Morning News</i>	The Black Box -Jigsaw article [.docx] [.pdf] Daily Google Slides: 2-6 [.pptx] [.pdf]	Students will be able to determine main points and form initial opinions on reporting by reading and annotating a section of “The Black Box.”	<u>Lesson Steps:</u> **Use the Daily Google Slides to implement the lesson. 1. Bellringer: Preview “The Black Box” and lead a see, think, wonder activity. 2. Introduce the unit 3. Begin jigsaw of “The Black Box.” Close read each section of the article. 4. Exit slip: initial reaction and screen time tracker
Day 2	“The Black Box,” <i>Peering Into the Black Box</i> by Arijit Douglas Sen and Derêka Bennett for <i>The Dallas Morning News</i>	The Black Box -Jigsaw article [.docx] [.pdf] Jigsaw note catcher [.docx] [.pdf] Daily Google Slides: 7-14 [.pptx] [.pdf]	Students will be able to analyze a section of The Black Box by identifying and determining the significance of the message, audience, purpose, context, and speaker	<u>Lesson Steps:</u> **Use the Daily Google Slides to implement the lesson. 1. Bellringer: see, think, wonder 2. Divide students into expert groups to continue reading or reviewing the Jigsaw of

				<p>The Black Box. Students should use the note catcher to analyze the article.</p> <p>3. Exit slip: What social imperative is present in this reporting?</p>
Day 3	<p>“The Black Box,” by Arijit Douglas Sen and Derêka Bennett for <i>The Dallas Morning News</i></p>	<p>The Black Box -Jigsaw article [.docx][.pdf]</p> <p>Daily Google Slides: 15-20 [.pptx][.pdf]</p>	<p>Students will be able to synthesize all sections of The Black Box to other groups by presenting expert group analysis.</p>	<p><u>Lesson Steps:</u> <i>**Use the Daily Google Slides to implement the lesson.</i></p> <ol style="list-style-type: none"> 1. Bellringer: see, think, wonder 2. Have students use the Black Box Jigsaw Note Catcher to analyze the remaining sections of the Jigsaw of the Black Box. Encourage students to go back and review sections they already read with the note catcher. 3. Exit slip: <ul style="list-style-type: none"> • What does this make you think about the role of AI and technology in our society? • How does this impact you personally?
Day 4	<p>“The Black Box,” by Arijit Douglas Sen and Derêka Bennett for <i>The Dallas Morning News</i></p> <p>Social Media posts</p>	<p>Social Media analysis form [.docx][.pdf]</p> <p>Topic Choice Form [.pdf]</p> <p>Daily Google Slide: 21-25 [.pptx][.pdf]</p>	<p>Students will be able to analyze and compare a social media post by identifying and determining the significance of the message, audience, purpose, context, and speaker.</p>	<p><u>Lesson Steps:</u> <i>**Use the Daily Google Slides to implement the lesson.</i></p> <ol style="list-style-type: none"> 1. Bellringer: see, think, wonder 2. Have students search a topic from “The Black Box” on social media (suggested search: “Social Media Surveillance”) 3. Have students analyze a post from their

				<p>search using the Social Media analysis form.</p> <ol style="list-style-type: none"> 4. Introduce the term <i>bias</i> and <i>reliability</i> 5. Have students complete the group choice google form.
Day 5		<p>Summative presentation assignment [.docx][.pdf]</p> <p>Sample presentation SEL & Norms [.pptx][.pdf]</p> <p>Pulitzer Center Reporting Small Group Articles - Links [.pdf][.docx]</p> <p>Daily Google Slides: 26-37 [.pptx][.pdf]</p>	<p>Students will be able to determine main points and form initial opinions on reporting by reading and annotating a section of group-read articles.</p>	<p><u>Lesson Steps:</u> **Use the Daily Google Slides to implement the lesson.</p> <ol style="list-style-type: none"> 1. Bell ringer - Free write: What is your reaction to The Black Box reporting? How does this affect your life? 2. Introduce the summative project: the Fake News Analysis project. 3. Review the sample presentation. 4. Team building: drawing game and group norms agreement 5. Exit slip: After looking at your article for the first time, what do you hope to learn about your topic?

Pacing	Focus text(s) / resource(s) for today's lesson	Lesson Materials	Lesson Objectives	Lesson / Activities
Week 2				
Day 6	<p>“Tracked: How Colleges Use AI To Monitor Student Protests.” Peering Into the Black Box by Arijit Douglas Sen and Derêka Bennett for <i>The Dallas Morning News</i> [.pdf]</p> <p>“Indigenous-Led Seed Bank Protects the Amazon’s Biodiversity.” Seeds for a Sustainable Future: Hyperlocal Solutions in Indigenous Lands by Amanda Magnani for <i>The Latin America News Dispatch</i> [.pdf]</p> <p>“News Analysis: Illinois Protects Library Books; Missouri Removes Them.” From AI to Book Bans: What is the Role for Regulation and Its Impact? by Jane Wiertel for <i>Gateway Journalism Review</i> [.pdf]</p>	<p>Printed articles (linked in the left-hand column)</p> <p>Pulitzer Center Reporting Analysis Tool[.docx][.pdf]</p> <p>Daily Google Slides: 38-41[.pptx][.pdf]</p>	Students will be able to individually read and analyze their chosen Pulitzer Article by identifying and determining the significance of the message, audience, purpose, context, and speaker.	<p><u>Lesson Steps:</u> **Use the Daily Google Slides to implement the lesson.</p> <ol style="list-style-type: none"> 1. Bellringer: See, think, wonder 2. Have students close read assigned/chosen articles in groups and complete a text analysis using the Analysis tool. 3. Exit slip: Share three things that stick out to you with your group.

	<p>“In Taiwan, Finding Solace—and Identity—in Traditional Healing,” <i>Portraits of Indigenous Health in Taiwan</i> by Brendan Ross and Nathaniel Brown for <i>The Washington Post</i> [.pdf]</p> <p>“Migrants Face Uncertainty Throughout Journey—Even in the United States,” <i>On the Border: Latin American Migrants on the Border</i> by Madison Powers for <i>The Pulitzer Center</i> [.pdf]</p> <p>“Climate Change Is Driving a Global Youth Revolution,” <i>The Climate Generation: Born Into Crisis, Building Solutions</i> by Sara Miller Llana and Stephanie Hanes for <i>The Christian Science Monitor</i> [.pdf]</p>			
Day 7	Articles listed on Day 6	<p>Social Media Analysis Tool [.docx][.pdf]</p> <p>Daily Google slides: 42-46 [.pptx][.pdf]</p>	Students will be able to research and analyze a social media post by identifying and determining the significance of the message, audience, purpose, context, and speaker.	<p>Lesson Steps: **Use the Daily Google Slides to implement the lesson.</p> <ol style="list-style-type: none"> 1. Have students search group topics on social media. 2. Students should analyze posts using social media analysis tool. 3. Submit results to a pre-determined class

				platform like Google Classroom.
Day 8	Articles listed on Day 6	<p>Pulitzer Center Reporting Analysis Tool [.docx][.pdf]</p> <p>Social Media Sharing Note Catcher [.docx][.pdf]</p> <p>Daily google slides: 47-51 [.pptx][.pdf]</p>	Students will be able to analyze and compare a social media post by identifying and determining the significance of the message, audience, purpose, context, and speaker.	<p><u>Lesson Steps:</u> <i>**Use the Daily Google Slides to implement the lesson.</i></p> <ol style="list-style-type: none"> 1. Bellringer: see, think, wonder 2. Students should use their social media sharing note catchers to compare their results from their social media to group members. <ol style="list-style-type: none"> a. Students should complete the reflection questions independently. b. The group should determine bias reliability by reviewing each person's response to the reflection questions. 3. Exit Slip: Is bias or an imperative present in this reporting?
Day 9		<p>Summative presentation assignment [.docx][.pdf]</p> <p>Sample presentation SEL & Norms [.pptx][.pdf]</p> <p>Daily Google slides: 52-58 [.pptx][.pdf]</p>	Students will be able to collaborate to create a presentation on group article and social media post analysis.	<p><u>Lesson Steps:</u> Use the Daily Google Slides to implement the lesson.</p> <ol style="list-style-type: none"> 1. Introduce options for the Fake News Analysis Project. <ol style="list-style-type: none"> a. Review the summative assessment b. Review the sample presentation: 2. Hold time for students to choose their

				presentation mode and make progress on their project.
Day 10		Summative presentation assignment [.docx] [.pdf] Daily Google Slides: 56-58 [.pptx] [.pdf]	Students will be able to collaborate to create a presentation on group articles and social media post analysis.	<u>Lesson Steps:</u> Use the Daily Google Slides to implement the lesson. Hold time for students to work in groups on their final projects and teacher conferences.

Pacing	Focus text(s) / resource(s) for today's lesson	Lesson Materials	Lesson Objective(s) or Essential Question(s)	Lesson / Activities
Week 3				
Day 11		Information Analysis Research Project: Peer Feedback Form [.docx] [.pdf] Daily Google Slides: 59-61 [.pptx] [.pdf]	<u>Objective:</u> Students will be able to prepare for presentations by practicing with another group and provide feedback to each other	<u>Lesson Steps:</u> 1. Hold time for groups to complete and revise presentations. 2. Have groups practice presentations with another group, providing feedback with the peer feedback form.
Day 12		Fake News Analysis Project [.docx] [.pdf] Daily Google Slides: 62-66 [.pptx] [.pdf]	Students will be able to present group articles and provide feedback for other groups.	<u>Lesson Steps:</u> 1. Have groups connect to finalize presentations. 2. Review norms, guidelines, and the listening form on page two of the Fake News Analysis handout. 3. Begin presentations. Encourage students who are listening to peer presentations to complete the listening form.
Day 13		Fake News Analysis Project [.docx] [.pdf] Reflection Form	Students will be able to present group articles and provide feedback for other	<u>Lesson Steps:</u>

		<p>[.pdf]</p> <p>Daily Google Slides: 67-70 [.pptx][.pdf]</p>	groups.	<ol style="list-style-type: none">1. Complete presentations and encourage students in the audience to fill out listening forms.2. Have all students complete the Reflection Form. <p><i>**Educator note: create a google form for students using the questions in the pdf</i></p> <ol style="list-style-type: none">3. Have students complete the Group work feedback & grade <p><i>**Note: rubrics and listening form in Fake News Analysis Project.</i></p>
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