

Grade 9

Distance Learning Module 2: Week of: 4/6/2020-4/9/2020

Literature & Writing - *Modified from* [Unit 4 - Independent Reading Research](#)

Targeted Goals from Stage 1: Desired Results

Content Knowledge: Author's bias can influence a reader's perspective about a topic

A research question is necessary in order to provide focus.

Vocabulary: bias, synthesizing, reliable resources, inquiry

Skills: Identifying bias by examining the author's word choice.

Distinguishing relevant from irrelevant information.

Synthesizing information from multiple sources in order to draw new conclusions.

Developing high-quality questions to guide discussion and possibly further inquiry-based research

Expectation: This week you will study infographics to identify relevant/irrelevant information. You will also learn about the author's bias.

Description of Task (s):	Resources and Materials:	Daily Checks (Return to Google Classroom or snapshots from a cell phone)
Monday: 1. Goal set for this week / begin this week's weekly summary sheet due by the end of THURSDAY (due to Friday's holiday) 2. QW: Workers Facing Risk Infographic 3. Summarize/analyze/ask questions (review from Module 1)	Weekly Reading Summary Sheet Workers Facing Risk Infographic	Students set up Weekly Reading Summary/Analysis Sheet (due Thursday) Infographic summary/analysis template
Tuesday: 1. ML: What is relevant/irrelevant	ML: Bias Quickwrite: allsides.com/bias	Students will submit a QW

Description of Task (s):	Resources and Materials:	Daily Checks (Return to Google Classroom or snapshots from a cell phone)
information in a graphic? 2. QW: allsides.com 3. Read		Teachers can checkr weekly reading/analysis summary sheets.
Wednesday: 1. QW: Open/seed. Respond to any seed about the crisis you find interesting. 2. Read	QW: Open/seed	Students will submit a QW Teachers can check in on weekly reading summary/analysis sheets.
Thursday: 1. QW: Summarize/Analyze/Ask questions about an infographic - secret life of an online teenager 2. Class Discussion (Students must answer the question and respond to one classmate): After analyzing several infographics, how does word choice and relevant/irrelevant information presented in the infographics affect you as the viewer? How does an author's bias influence a reader's perspective about a topic? 3. Read	Infographic Class discussion board on Google Classroom	Students submit summary/analysis of an infographic Students participate in Google Classroom discussion questions Weekly Reading Summary/Analysis Sheet due
Friday: Good Friday – No School		

Week criteria for success (attach student checklists or rubrics): see resources / daily checks

Supportive resources and tutorials for the week (plans for re-teaching): small group instruction / extra teacher modeling with allsides.com