

Stage 1: Identify Desired Results

Outcome(s)/Indicator(s):

CR8.1

- (a) View, listen to, read, and respond to a variety of visual, multimedia (including digital), oral, and print texts that address the grade-level themes and issues related to identity, social responsibility, and efficacy including those that reflect diverse personal identities, worldviews, and backgrounds (e.g., appearance, culture, socio-economic status, ability, age, gender, sexual orientation, language, career pathway). understanding the ideas: Clearly, completely, and accurately summarize and explain the ideas and implicit and explicit messages (including setting, main characters, conflicts, events) in texts; cite details that support the main ideas; make logical inferences; interpret obvious themes or author's message logically.
- (b) Explain the motivation of the characters in literary texts, providing evidence from each text.

- (k) Describe and give examples to explain personal criteria for assessing and responding to what is viewed, heard, or read.

Key Understandings: ('I Can' statements)

- I can express my thoughts on how we should react to breaking news.
- I can articulate reasons why individuals and news outlets strive to be the first to report news.
- I can contribute to a class discussion about the motivations behind being the first to report news.
- I can explain the relationship between technology, connectivity, and the speed of news dissemination.

Essential or Key Questions:

- How do you think individuals and communities should respond to breaking news?
- Why do you think being the first to report news is important for individuals and news outlets?
- What factors or motivations drive individuals or news organizations to break news first?
- What are the differences between reporting events in real time and reporting them after they have occurred?
- How might the timing of news reporting affect public perception?
- What information is crucial for making informed decisions in the context of a canceled concert?
- How can you apply your analytical skills to assess the given scenario?
- What reflections do you have after completing the 'canceled concert' handout?

<ul style="list-style-type: none"> - I can differentiate between reporting something as it happens and reporting after the fact. - I can submit my completed 'canceled concert' handout and participate in the lesson closure by completing the 3-2-1 reflection. - 	<ul style="list-style-type: none"> - How does your understanding of breaking news and information analysis contribute to your 3-2-1 reflection?
<p>Prerequisite Learning:</p> <ul style="list-style-type: none"> - Basic media literacy - Critical thinking skills - Discussion and communication skills - Understanding of current events 	
<p>Instructional Strategies:</p> <ul style="list-style-type: none"> - Interactive discussion - Visual aids - Think-pair-share - Handouts - Real world examples - Reflection 3-2-1 closure 	
<p>Stage 2: Determine Evidence for Assessing Learning</p>	
<p>Formative assessment:</p> <p>Two handouts</p> <ul style="list-style-type: none"> - Breaking News - Canceled Concert - 3-2-1 learning 	
<p>Stage 3: Build Learning Plan</p>	

Set (Engagement): Length of Time: 10 minutes

I will start the lesson by starting a discussion, I will ask the student, "How should we react to breaking news"? After getting a few students to speak I will then go to slide three and ask the students if they have ever seen a breaking news sign come up either on their phone or TV. I will then ask students if they have ever wanted to be the first one to be told the news.

Development Length of Time:

I will then Invite students to respond and explain that there are many reasons individuals and news outlets want to be first. Ask: Why do you think that is? Why do people want to be the first to report something? I will share my t-chart on the board but then I will also ask students for their ideas as well that I will write on the board. I will then explain that because of technology and everyone being connected all the time, being first means actually reporting something as it's happening, or at least right after. This creates the 24/7 news cycle, which refers to the 24-hour, seven-day-a-week investigating and reporting of news via television, radio, print, online, and mobile app devices. News outlets are battling to report the news first, which means we get news faster, but it also means we have to be more careful about making sure news is accurate. I will then hand out the "Breaking News" handout and show slide 7, I will allow students to write down their answers to the question on the board in the first three boxes. After giving students time to write down their answers for the first column of part 1 which is "What I Think is Happening" I will then ask for students to share some of their thoughts with the class. Then I will direct students to complete the second column which is "What Is Missing Or Inaccurate?" As I am talking and explaining the information posted on slide 10 students will fill out part three of the handout.

Learning Closure: Length of Time:

When all students have completed part three of the previous handout I will then hand out another handout that will be called "canceled concert" I will also show the important information that is on the handout on the PowerPoint. I will then explain what to

Materials/Resources:

- Slideshow
- Two handouts

Management Strategies:

- Clear expectations
- Engagement techniques
- Structured transitions
- Monitoring and circulating
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Safety Considerations:

- Privacy and personal boundaries
- Inclusivity
- Cultural awareness

do on the handout when all students are clear and know what to do on the handout they will work by them self to complete the handout. When they are done they will hand it to me at the front of the class and then complete their 3-2-1 for the lesson.

Stage 4: Reflection

(This part of the lesson is completed after the lesson has been delivered; this is where you can record how it went, what you would keep, and what would you change for next time)