

Stage 1: Identify Desired Results

Outcome(s)/Indicator(s):

CR 8.8 Read Grade 8 appropriate texts to increase fluency (140-180 wcpm orally; 180-230 silently) and expression.

(a) Demonstrate the behaviors of an effective and active reader including previewing text, anticipating the author's message, reading with purpose in mind, recognizing main ideas and relevant details for purpose, making jot notes to assist recall, considering the author's reasoning for creating text, analyzing and evaluating ideas and craft as one reads, and recognizing underlying biases, stereotypes, or prejudices in text.

(c) Interpret and report on information obtained from more than one source to inform others.

(g) Show understanding that the author's experience, background, and culture influenced the treatment of the theme.

CC 8.2 Create and present a group inquiry project related to a topic, theme, or issue studied in English language arts.

(a) Determine personal knowledge of a topic to generate possible areas of inquiry or research.

(e) Prepare and use a plan to access, gather, and record in your own words relevant information.

(f) Gather information from a variety of sources (e.g., interviews, print texts, CD-ROMs, Internet) and integrate ideas in analysis.

(h) Make notes in point form, summarizing major ideas and supporting details.

(k) Document cited resources within presentations and composition.

Key Understandings: ('I Can' statements)

- I can explain why it is important to stay informed about current events.
- I can identify reputable news sources and characteristics of trustworthy articles.
- I can choose a relevant and reliable news article.
- I can address common misconceptions about bias in news articles and understand the importance of diverse sources.
- I can use strategies such as identifying the main idea and key

Essential or Key Questions:

- Why do you think being informed about current events is important?
- What criteria would you use to determine if a news source is reputable?
- How did you decide that the news article you selected is both relevant and reliable?
- How would you address the misconception that all news articles are biased?
- Can you identify the main idea and key supporting details of the news article you chose?
- How did you approach delivering your presentation to ensure that your peers could understand and engage with your analysis?
- What did you discover when exploring additional news articles on the same topic? How did the perspectives differ?

<p>supporting details when summarizing news articles.</p> <ul style="list-style-type: none"> - I can deliver a presentation to my peers summarizing and analyzing the article. - I can explore additional news articles on the same topic and compare different perspectives and sources. - I can find a news article on a different current event topic and write a short summary, including key points and my own analysis. - I can read grade-appropriate texts to increase fluency and expression, demonstrating effective and active reading behaviors. 	<ul style="list-style-type: none"> - How did you select a news article on a different current event topic? What key points and analysis did you include in your summary? - How have you applied effective and active reading behaviors to increase your fluency and expression when reading grade-appropriate texts?
<p>Prerequisite Learning:</p> <ul style="list-style-type: none"> - Basic Reading Comprehension - Critical Thinking Skills - Research Skills - Understanding of Bias and Perspective - Presentation Skills - Digital Literacy - Understanding of News Sources - Reading Fluency 	
<p>Instructional Strategies:</p> <ul style="list-style-type: none"> - Brainstorming - Interactive Discussion - Reflection Journals 	
<p>Stage 2: Determine Evidence for Assessing Learning</p>	
<p>Formative assessment:</p> <p>3-2-1 Journal</p>	
<p>Stage 3: Build Learning Plan</p>	

Set (Engagement):**Length of Time: 5 minutes**

I will begin the lesson by asking students the following question: "Why is it important to stay informed about current events?" I will give examples to make students think about why is it important to stay informed about current events and awareness of the world around you

- Informed Decision-Making
- Critical Thinking
- Professional and Educational Relevance
- Understanding Global Interconnectedness

I will facilitate a brief discussion where students share their thoughts and generate ideas about the benefits of staying informed.

- Informed Decision-Making
- Critical Thinking Skills
- Intellectual Growth
- Global Awareness
- Social Connectivity

I will introduce the concept of analyzing news articles and explain that in this lesson, they will have the opportunity to present their findings to their classmates. I will then explain that the first step in the process is selecting a relevant and reliable news article. Show examples of reputable news sources and discuss the characteristics of a trustworthy article, I will share some resources that are great for news and are current news.

Development**Length of Time: 20 minutes**

I will then share a few articles of what would be a good article to choose and what would be a bad article to choose I will then teach students strategies for summarizing and analyzing news articles, such as identifying the main idea, key supporting details, and the author's perspective. I will model the process of summarizing and analyzing a sample article with the class, highlighting the key points, and going through the handout with the class so the students can get an idea of what the assignment will be about. We will then read the rubric outline as a class and discuss anything that needs to be discussed.

Learning Closure:**Length of Time: 30 minutes**

Students will then get a 30-minute period on computers searching for acceptable articles, when they have chosen an article they will have to write it on the "current event" sheet which will be located on the front of the classroom where I can check that the article is eligible and that there is not a

Materials/Resources:**Good examples of news articles:**

[\\$1,000 of damage for \\$5 worth of copper: Why EV charging stations are being targeted | CBC.ca](#)

[Idling rules could get tougher under bylaw changes | CBC News](#)

[The National | Canadians paying more for debt than ever | CBC.ca](#)

Bad articles of news articles:

[#TheMoment a Jeopardy! contestant hit the Canadian category jackpot | CBC.ca](#)

[This is how snakes survive Canadian winters | CBC.ca](#)

[A Grammys snub? Fans speculate on Taylor Swift's lack of on-stage interaction with Celine Dion](#)

Management Strategies:

- Establish Clear Expectations
- Positive Reinforcement
- Redirection Techniques
- Use of Technology
- Teacher Modeling

Safety Considerations:

- Online Safety

<p>repeat of an article. Students will have to have an article chosen and should have their handout completed by this lesson, students will also be available to check in with me when working on a handout for any guidance that is needed</p> <p>Next class, they will get a work period to work on typing out their Current Event and adjust anything that is needed with he feedback. The last session will be presentations throughout the day.</p>	<ul style="list-style-type: none">- Source Verification- Sensitive Topics- Cultural Sensitivity
Stage 4: Reflection	
<p><i>(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)</i></p>	