

# Unit 2: Digital Citizenship & Media Literacy (Weeks 9-17)

Content Area: **Template**  
Course(s):  
Time Period: **Full Year**  
Length: **9 Weeks**  
Status: **Published**

## **Unit 2: Digital Citizenship & Media Literacy (Weeks 9-17)**

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### **Unit Rationale:**

In this unit, students will be building on their comprehension skills while reading and writing about their understanding of Media Literacy in the world today. With this theme, students will practice reading non-fiction articles; they will use their reading strategies to gather credible information and evidence. Additionally, they will continue to review academic vocabulary and common usage errors in grammar practice.

### **Pre-Assessments**

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**To begin this unit, the teacher will use the following pre-assessments to gather data about the students taking this course:**

#### **Reading Comprehension:**

- Warm up: KWL on Media Literacy
- Commonlit Pre-Assessment Data

#### **Writing & Composition:**

- Warm-up written responses from Unit 1
- RACE review Reference Sheet

#### **Vocabulary Acquisition & Use :**

- Scholastic Inventory Data
- Vocabulary Quiz from Unit 1

#### **Grammar & Standards of English:**

- Noredink Planning Diagnostic for 8th/9th Grade
- Noredink Data from Unit 1

## **Instructional Plan**

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### **Unit 2 Instructional Plan:**

For this course, the teacher will be sharing a new unit of study and practice throughout each of the four Marking Periods during the school year. Students will have nine weeks throughout each marking period to complete elements of practice and review.

Throughout the week, the rotating schedule will help guide each day's emphasis and goal. The following structure will be used for practice and pacing throughout the school year:

A Day- Grammar Practice

B Day- Vocabulary / Prefixes / Suffixes Practice

C Day- Reading Practice

D Day- Writing / Analysis Practice

Throughout each Marking Period, in addition to the content introduced throughout the week, students will also be given structured class time to complete course work from their English Class. These work-day's will be built in at the teacher's discretion to allow students extra time to complete long-term or summative assignments given in their Content-Level English class.

### **Unit 2 will focus on the following Target Goals:**

#### **Overall Goals:**

- **Accelerate Literacy Skills:** Help students make significant progress in reading comprehension, writing proficiency, critical thinking, and communication skills.
- **Foster Lifelong Learning:** Equip students with skills and strategies that support continued growth in literacy and language arts beyond the classroom.
- **Promote Engagement and Inquiry:** Encourage curiosity, creativity, and a passion for exploring language, literature, and media in depth.

**Students will be able to:**

- Explain and define Media Literacy and its importance
- Identify Fact versus Opinion in various contexts
- Continue to use reading strategies (such as annotating and close reading) to build comprehension
- Demonstrate understanding of Media Literacy vocabulary and effectively use it in context
- Identify and correct common grammatical usage errors in writing
- Utilize prefixes and suffixes in identifying new words.

## **Unit 2: Grammar Lessons**

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### **Student Learning Intentions or We are learning to ...**

- We are learning to identify conjunctions and FANBOYS and use them correctly
- We are learning to identify Singular vs. Plural Possessives
- We are learning to use correct subject/verb agreement
- We are learning to correct fragments in our writing
- We are learning to fix run-on sentences in our writing

### **Student Success Criteria ... “I can statements”**

- I can Identify conjunctions and FANBOYS and use them in my writing
- I can identify singular and plural possessives
- I can fix sentences with the correct subject/verb agreement
- I can correct fragments in my writing
- I can correct run-ons in my writing

### **Instructional Strategies and Activities**

- Assign the following NoredInk Units for students to complete throughout the Marking Period
  - Identifying Conjunctions
  - FANBOYS (identifying and using)
  - Singular vs. Plural Possessives
  - Correcting Fragments
  - Correcting Run-ons
  - Common Usage Areas
- Grammar Lesson 1-7:
  - Lesson 1: Identifying Conjunctions (50 min)
    - Warm-up: Play the video "[Conjunction Junction](#)" and have students write down conjunctions that the video shows them.
    - Give students time to complete the Noredink topic on their chromebooks.

- Lesson 2: FANBOYS Practice (50-75 min)
  - Warm-up: Give 3 practice sentences for students to add in one of the FANBOYS conjunctions (give them the list)
  - Have students watch the [video on FANBOYS](#) and how to use them
  - Give students Additionally time to complete Noredink Topic
  - Exit Slip: Have students complete a Google Form answering " What does FANBOYS stand for?"
- Lesson 3: Singular vs. Plural Possessives (50-75 min)
  - Warm-up: Put 3 incorrect sentences (with incorrect singular/plural possessives) on the board and ask students to write down what they think is wrong. Review as a class.
  - Have students complete Noredink Unit on identifying Singular vs. Plural Possessives
  - [Kahoot Review Game](#)
- Lesson 4: Capitalization and Punctuation 1: (50 min)
  - Warm-up: Hapara the students into this [Website Game](#) on Capitalization. Have students race each other as an intro to this topic.
  - Have students look at the NoredInk Topic "Capitalization and Punctuation" Review the mini lesson with them together as a class.
- Lesson 5: Correcting Fragments (50-75 Min)
  - Warm-up: Give 3 practice sentences that are fragments
  - Have students complete the printed [Worksheet Practice](#)
  - Additional practice [Fragment and Run-on Worksheet Practice](#) and review in class
  - Allow students to use time to complete Noredink topic
- Lesson 6: Commas with Lists: (50 minutes)
  - Warm-up: Give a prompt that asks students to generate a list of things they would need to go camping.
  - Class Discussion: What punctuation do we need to have when we generate a list?
  - Have students complete the noredink topic on Commas with Lists
  - Use one or two of the [Commas Worksheets \(1-6\)](#) for additional review
- Lesson 7: Correcting Run-ons (50 minutes)
  - Warm-up: Hapara students to complete the [Edpuzzle Video](#) on Correcting Fragments
  - Have students complete the Noredink topic on correcting fragments

### **Formative Assessments:**

- Noredink Topics in Unit 2 completed
- Warm-ups
- Exit Slips
- Grammar Quizzes
- Kahoot Reviews
- Practice Worksheets

### **Instructional Materials and Resources**

- Noredink Topics assigned by teacher online
- Printed Grammar Worksheets (linked above)
- Warm-up Slideshow
- Student Warm-up papers
- Edpuzzle
- Chromebooks
- Gimkit

- Kahoot

## Reflections and Suggested Modifications

- To help with focusing with chromebook based assignments, I suggest using Hapara to lock-in students (especially for noredink or games)

## **Unit 2: Vocabulary & Prefix/Suffix Lessons**

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### **Student Learning Intentions or We are learning to ...**

- We are learning to understand vocabulary used in an academic and digital media context
- We are learning to use vocabulary correctly in our writing and speaking
- We are learning to identify prefixes and suffixes in unknown words

### **Student Success Criteria ... “I can statements”**

- I can use academic and digital media vocabulary correctly in different contexts
- I can identify the definitions of vocabulary
- I can demonstrate understanding of vocabulary by using the words in my own writing
- I can use prefixes and suffixes to help me identify meanings of unknown words

## **Instructional Strategies and Activities**

### **Unit 2: Vocabulary & Prefix/ Suffix**

#### **Lesson 1-2:** Intro to Vocab & Prefixes / Suffixes (75-90 minutes)

- Review the [Unit 2: Vocabulary and Prefixes / Suffixes terms](#) with students
  - Have students take notes on Definitions of terms
  - Have students write example sentences with vocabulary words
  - Have students write prefix and suffix meanings and example words

#### **Lesson 3:** Prefix and Suffix Practice 1 (50 minutes)

- Warm- up: Have a review of Prefixes and Suffixes. Ask students to list 3 they remember from unit 1.
- Review the Prefixes (7) and Suffixes (7)
- Have students complete [practice worksheet](#)

#### **Lesson 4:** Vocabulary Practice 1 (50 minutes)

- Warm-up: Have students write 3 example sentences that have blanks. Have them identify which vocab word fits in each sentence. Give them a word bank of possible vocab words.
- Have students review definitions of words with a practice Kahoot Quiz

### **Lesson 5:** Prefixes and Suffixes 2 (50 minutes)

- Warm-up: Have students write 3 example sentences that have blanks. Have them identify which prefix/suffix fits in each word.
- Have students review definitions of prefixes and suffixes with a practice Kahoot Quiz

### **Lesson 6:** Vocabulary Practice 2 (50 minutes)

- Warm-up: Have students write 3 of their own original sentences that include 3 vocabulary words.
- Have students review definitions of words with a practice Gimkit Quiz.

### **Lesson 7:** Prefixes and Suffixes 3 (50 minutes)

- Warm-up: Have students write 3 sentences that have blanks. Have them identify which prefix/suffix fits in each word.
- Have students review definitions of prefixes and suffixes with a practice Gimkit Quiz

### **Lesson 8:** Vocab / Prefix / Suffix Quiz (50 minutes)

- Have students complete the [Unit 2: Vocab/ Prefix/ Suffix Quiz](#)

### **Formative Assessments**

- Practice Worksheets on Prefix/Suffixes
- Warm-ups
- Exit Slips
- Kahoot Reviews
- Gimkit Reviews
- Vocabulary / Prefix/ Suffix Quiz

### **Instructional Materials and Resources**

- Chromebooks
- Warm-up Slideshow
- Kahoot
- Gimkit
- Printed Quizzes

### **Reflections and Suggested Modifications**

- Use consistent Vocabulary review as an extension to other lessons. For example, if students finish a Grammar Topic early and have time, allow them to practice / play review games of these vocabulary / prefixes / suffixes so that they are using their time wisely.

## **Unit 2: Reading Lessons**

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**Student Learning Intentions or We are learning to ...**

- We are learning to continue to use the annotation checklist and improve our reading comprehension
- We are learning to identify fact vs. opinion
- We are learning to use discernment on the internet and identify credible articles and authors
- We are learning to develop our media literacy by practicing fact-checking

### Student Success Criteria ... “I can statements”

- I can annotate a text using an annotation checklist
- I can read a passage closely, retaining information while reading
- I can distinguish fact vs. opinion
- I can identify credible resources on the internet
- I can discuss media literacy and its importance

### Instructional Strategies and Activities

#### Unit 2: Reading Lessons

##### Lesson 1: Intro to Media Literacy (50 min)

- Warm-up: KWL Chart- What do students know about Media Literacy?
- [Fact or Opinion Game](#): Give students facts or opinions and allow them to move to the side of the room that's labelled "fact" or "opinion"
- Have students complete the following Practice Worksheet: [Fact vs. Opinion Worksheet](#)

##### Lesson 2: Fact or Opinion (50 min)

- Warm-up: Have students write 1 fact and 1 opinion to start off the lesson.
- Have students complete the additional practice worksheet: [Identifying Fact vs Opinion Practice Worksheet](#)

##### Lesson 3: Internet Credibility (50-75 min)

- Warm-up: Give students a fake-news article and a real-news article. Have them guess which is which. Discuss.
- Have students review the [Using discernment on the internet \(credibility\) Practice Worksheet](#)
- Have students Read and annotate the Commonlit article: [Why you stink at fact-checking](#)

##### Lesson 4: Social Media (50-75 min)

- Warm-up: Hand out the Commonlit Article "[On Twitter, Fake News Has Greater Allure Than Truth Does](#)" as students are walking in
- Have them complete the first step of the annotation checklist- Make predictions based on the title
- Read the Article aloud together
- While reading, encourage students to refer to their annotation checklist, adding notes as they read
- Have students answer the guided questions Commonlit
- (Optional: Group Discussion of Article and the dangers of Social Media and people without

## Media Literacy)

### **Lesson 5:** Logical Fallacies (50 min)

- Warm-up: Hapara students into the [Logical Fallacy Game](#)
- Have students complete the [Logical Fallacies Worksheet](#)
- Discussion: Do Think/Pair/Share with students answering the question: Why should people know about logical fallacies in the age of social media?

### **Lesson 6:** Online Echo-Chambers (50-75 min)

- Warm-up: Hand out copies of the Article "[Anti-Social Networks? We're Just As Cliquesy Online](#)" and
- Have students write predictions based on the title and complete the first step of the annotation checklist
- Read the article aloud as a class OR have students read on their own.
- While reading, encourage students to refer to their annotation checklist, adding notes as they read
- Have students answer the guided questions Commonlit
- (Optional: Group Discussion of article. How do we see Cliques online?)

### **Lesson 7:** Media Literacy in Your life (50 min)

- Warm-up: Have students Write about how much time they spend on digital media?
- Have students watch the [Media Literacy Video](#) and take notes on 3 interesting facts they heard
- Think / Pair / Share: Have students reflect on their lives and the effect of media. Have a group discussion on how we can better navigate media?

### **Lesson 8:** The Darker Side of Media (50-75 min)

- Warm-up: Give the KWL chart to students and ask them to fill it out based on the following Media terms: Propaganda, Misinformation, and Disinformation
- Have students watch the video on [The Darker Side of Media](#)
- While watching students should write down 3 interesting facts
- Have students Write a response OR class discussion

### **Lesson 9:** Optional- Reading Comprehension Practice with short story (20-50 min)

- Warm-up: Hand out the short story [Through the Tunnel by Doris Lessing Reading and Questions](#)
- Give students the class period to complete the annotation checklist independently and answer questions

## **Formative Assessments**

- Student notes on annotation and close reading
- Practice Worksheets
- 4 Nonfiction Article Readings
- 1 Short Story Readings
- Comprehension and Guided Questions on Commonlit
- Annotation Checklists

## Instructional Materials and Resources

- Chromebooks
- Youtube videos
- Commonlit Articles and Stories
- Warm-up Slideshow
- Printed Stories

## Reflections and Suggested Modifications

- Pair these lessons with the Writing / Analysis Lessons for effectiveness

## Unit 2: Writing / Analysis Lessons

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### Student Learning Intentions or We are learning to ...

- We are learning to use the RACE response method for writing
- We are learning to use our Annotations / Close reading skills to help us gather evidence for writing
- We are learning to use our Sentence Starter Reference Sheet for writing responses
- We are learning to identify main ideas in reading passages

### Student Success Criteria ... “I can statements”

- I can identify the labels of the acronym RACE
- I can use the RACE strategy effectively in my writing
- I can reference my annotations in reading to help cite evidence in my writing
- I can apply the sentence starter reference sheet to my writing
- I can identify the main ideas of a text

## Instructional Strategies and Activities

### Unit 1: Writing and Analysis Lessons

#### Lesson 1: Main Idea 1 (50 min)

- Warm-up: Think of a movie you've seen recently. What was the main ideas of that movie?
- Have students complete the [Identifying Main Idea Practice Worksheet](#) individually
- Class Discussion: With a partner, review your answers. Then discuss as a class.

#### Lesson 2: Main Idea 2 (50 min)

- Warm-up: As students are entering hand them the printed [RACE Reference Sheet](#)
- Have students read and complete the [Main Idea Writing Practice Worksheet](#)
- Optional: Have them annotate the passage as well.
- Discuss as a Class afterwards OR Have them write a brief RACE response answering the

question: How do we identify the main idea of a passage

Lesson 3-4: [Why you stink at fact-checking](#) RACE (75-90 min)

- After reading and annotating the Article "[Why you stink at fact-checking](#)" have students use the reference RACE response sheet
- Have students reference their annotations and underline evidence in the text
- Using the Commonlit Discussion Questions, have students spend the class periods writing a response.

Lesson 5-6: [On Twitter, Fake News Has Greater Allure Than Truth Does](#) (75-90 min)

- After reading and annotating the Article "[On Twitter, Fake News Has Greater Allure Than Truth Does](#)" have students use the reference RACE response sheet
- Have students reference their annotations and underline evidence in the text
- Using the Commonlit Discussion Questions, have students spend the class periods writing a response.

Lesson 7-8: [Anti-Social Networks? We're Just As Cliques Online](#) (75-90 min)

- After reading and annotating the Nonfiction article [Anti-Social Networks? We're Just As Cliques Online](#) have students use the reference RACE response sheet
- Have students reference their annotations and underline evidence in the text
- Using the Commonlit Discussion Questions, have students spend the class periods writing a responses

Lesson 9: Optional: Identifying Setting (50 min)

- Warm up: Have students write about a setting from a book or movie they have seen/read.
- Have students complete the [Identifying Setting Worksheet](#)

### **Formative Assessments**

- Student notes on RACE
- Practice Worksheets with Written Responses
- 3 Nonfiction Article Readings with RACE Responses
- 1 Short Story Readings with RACE Responses
- Discussion Questions on Commonlit
- Annotation Checklists

### **Instructional Materials and Resources**

- Chromebooks
- Commonlit Articles and Stories
- RACE Response Reference Sheet

### **Reflections and Suggested Modifications**

- Pair these lessons with the Reading Lessons for effective learning

## **Modifications and/or Accommodations**

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### **Suggested Modifications (ELL, Sp. Ed, Gifted, At-risk of Failure)**

#### **English Language Learners**

**Native language support:** The teacher provides auditory or written content to students in their native language.

**Adjusted Speech:** The teacher changes speech patterns to increase student comprehension. This could include facing the students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly.

**Visuals:** The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand and comprehend the subjects at hand.

**Front-Loading Vocabulary:** The teacher front loads vocabulary. This means providing students with a list of important vocabulary words they will need to know for a book, lesson, etc. prior to the lesson being taught. Including pictures to go with the vocabulary words is also very beneficial for the students.

#### **Special Education Students**

**Chunking:** The teacher presents information in a way that makes it easy for students to understand and remember. Chunking is based on the presumption that our working memory is easily overloaded by excessive detail. The best way to deliver information is to organize it into meaningful units. Because students with special needs get overloaded easily, chunking is an effective strategy to use with them.

**Checking for Understanding:** It is important to constantly check for understanding, especially for students who have accommodations. Teachers want to make sure students understand the concepts being covered in a way that makes sense to them.

**Extra time:** The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

**Oral Reading:** The teacher will read work orally to students. Class work such as tests and literature circles may need to be read aloud to the student.

**Timers:** The teacher will use timers as an instructional tool. The use of timers is beneficial for students who have trouble completing tasks. Timers can be helpful so the student is aware of how much time they have to complete an assignment.

#### **Students with 504 Plans**

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and remember. Chunking is based on the presumption that our working memory is easily overloaded by excessive detail. The best way to deliver information is to organize it into meaningful units. Because students with special needs get overloaded easily, chunking is an effective strategy to use with them.

**Checking for Understanding:** It is important to constantly check for understanding, especially for students who have accommodations. Teachers want to make sure students understand the concepts being covered in a way that makes sense to them.

**Extra time:** The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

## **Gifted & Talented Strategies**

**Extensions/Enrichments:** Teachers will provide gifted and talented students with extension/enrichment projects. Students will be challenged to further their understanding, to apply acquired knowledge, and/or to produce something in reference to acquired knowledge.

**Modify/Change Activities:** Teachers will monitor and modify activities to accommodate those students who need to be challenged further. Additional reading, problem-solving, writing, or project work is necessary for those students who are ready to move on at a rate more accelerated than their peers. In this way, G & T students are provided the same opportunity for support as special needs students.

## **Students at Risk of School Failure**

**Directions or Instructions:** Make sure directions and/or instructions are given in limited numbers. Give directions/instructions verbally and in simple written format. Ask students to repeat the instructions or directions to ensure understanding occurs. Check back with the student to ensure he/she hasn't forgotten.

**Peer Support:** Peers can help build confidence in other students by assisting in peer learning. Many teachers use the 'ask 3 before me' approach. This is fine, however, a student at risk may have to have a specific student or two to ask. Set this up for the student so he/she knows who to ask for clarification before going to you.

**Alternate or Modified Assignments:** Always ask yourself, "How can I modify this assignment to ensure the students at risk are able to complete it?" Sometimes you'll simplify the task, reduce the length of the assignment or allow for a different mode of delivery. For instance, many students may hand something in, the at-risk student may jot notes and give you the information verbally. Or, it just may be that you will need to assign an alternate assignment.

**Increase One to One Time:** When other students are working, always touch base with your students at risk and find out if they're on track or needing some additional support. A few minutes here and there will go a long way to intervene as the need presents itself.

**Contracts:** It helps to have a working contract between you and your students at risk. This helps prioritize the tasks that need to be done and ensure completion happens. Each day write down what needs to be completed, as the tasks are done, provide a checkmark or happy face. The goal of

using contracts is to eventually have the student come to you for completion sign-offs.

**Hands On:** As much as possible, think in concrete terms and provide hands-on tasks. This means a child doing math may require a calculator or counters. The child may need to tape record comprehension activities instead of writing them. A child may have to listen to a story being read instead of reading it him/herself.

**Tests/Assessments:** Tests can be done orally if need be. Break tests down in smaller increments by having a portion of the test in the morning, another portion after lunch and the final part the next day.

**Seating:** Seat students near a helping peer or with quick access to the teacher. Those with hearing or sight issues need to be close to the instruction which often means near the front.

## **Integration of Diversity, Equity and Inclusion, Climate Change, Informational and Media Literacy**

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### **Integration of Diversity, Equity, and Inclusion, Climate Change, Informational and Media Literacy:**

#### **Reading Comprehension:**

##### [-Why You Stink at Fact-Checking](#)

- This article helps students understand how cognitive biases, such as confirmation bias and the Dunning-Kruger effect, can affect people from diverse backgrounds differently.
- Students can explore how diverse perspectives and experiences influence how people interpret information.
- This article allows students to discuss the inequalities of accessible information and how socio-economic status can affect people's access to information
- By understanding common pitfalls in fact-checking, students are encouraged to develop critical thinking skills, which is an inclusive practice that supports all students in becoming more informed and engaged citizens.
- Teachers can use this article to draw a direct connection to other topics, like Climate change. Climate change is a topic frequently surrounded by misinformation and scientific denial. The article's exploration of fact-checking challenges can be directly applied to discussions about how misinformation about climate change.
- This article can be used to teach students how to identify bias and misinformation in media sources, helping them develop a stronger understanding of Media Literacy.

##### [- On Twitter, Fake News Has Greater Allure Than Truth Does](#)

- This article can allow students to discuss how misinformation affects diverse communities and how different groups are targeted or impacted by misleading information.
- This article lends itself towards discussions about how equitable access to reliable news sources can be challenging, especially for marginalized communities who might be more susceptible to

misinformation due to limited resources.

- This article encourages inclusive practices by promoting media literacy as a universal skill.
- This article's focus on how fake news spreads is directly relevant to climate change, where misinformation and denialism are prevalent.
- Students can explore how critical thinking and fact-checking are essential for understanding complex topics like climate change.
- By understanding why fake news is more engaging, students can develop better media literacy skills, such as recognizing biased or misleading content and seeking out reliable sources.

- [Anti-Social Networks? We're Just As Cliques Online](#)

- Students can read this article and discuss how diverse communities are represented in online spaces and how cliques may perpetuate stereotypes or limit exposure to diverse viewpoints.
- Students can explore how social media cliques can reinforce existing power structures and social inequities, leading to barriers for underrepresented groups.
- By understanding the dynamics of online cliques, students can discuss strategies to create more inclusive online environments.
- Students can examine how climate change debates are influenced by online cliques and how this affects public perception and action on climate issues.
- To further their understanding of Media literacy, students can learn to recognize the signs of echo chambers and cliques, and understand how these can skew information and affect their perception of facts.

**Writing & Composition:**

- Writing RACE Responses to the Readings listed above

- Students can use discussion points from the topics listed above to write stronger RACE responses
- Students will complete structured annotated checklists, asking various questions and engaging with the text in their own, personal ways.

- Writing Warm-up Responses at the beginning of class

- Students are answering Warm-up questions related to literacy skills like annotation and close reading
- Using methods of annotation, students will develop their own strengths of writing
- Students will equally have access to resources for learning, including: Chromebooks, and reference sheets.
- Students will use Media literacy when responding to articles they have read.

**Vocabulary Acquisition & Use:**

- Students will learn about academic vocabulary words and how can I use them in and outside of school

- Vocabulary learned in this unit can be used in the real-world, helping students gain access to various jobs and careers
- Students will integrate these vocabulary words into their school and academic writing
- Students will practice informal and formal writing, which allows for home-languages and non-academic writing.
- Students will be able to discuss how all writing has value, regardless of its status as "grammatically correct"

- Students will learn about prefixes and suffixes and how use they can use them to identify the meanings of unknown words

- Students will read various articles and practice identifying words
- Students will see the diversity of language because prefixes and suffixes carry over into many different languages, not just English.

### **Grammar & Standards of English:**

- Students will identify complete and incomplete sentences

- Students will be able to discuss how stronger writing can be effective in communication in diverse formats
- Students will practice using complete sentences so that they can develop their writing for future careers
- Students will use Noredink, a digital platform, to practice their sentence construction

- Students will identify common grammatical errors and fix them in their writing

- Students will discuss the value of learning how to fix errors in their own writing for academic and real-world contexts
- Students will talk about "Code-Switching" and how using formal language in writing/speaking in various contexts can benefit their communication skills
- Students will use checklists for their writing to practice revising informal writing into formal writing

## **New Jersey Student Learning Standards: Content Area**

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### **Reading Comprehension State Standards:**

- NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
- NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- RL.9-10.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
- RL.9-10.5. Analyze how an author's choices concerning how to structure a text, order events within it (e.g.,

parallel plots), and manipulate time (e.g., pacing, flashbacks) create specific effects (e.g. mystery, tension, or surprise).

- RI.9-10.3. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
- RI.9-10.8. Describe 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 reasoning
- NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

### **Writing and Composition:**

- NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
- NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

### **Vocabulary Acquisition and Use:**

- NJSLSA.L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
- NJSLSA.L5. Demonstrate understanding of word relationships and nuances in word meanings.
- NJSLSA.L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

### **Grammar and Standards of English:**

- NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization,

punctuation, and spelling when writing.

## **Integration of Career Readiness, Life Literacies and Key Skills**

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### **Unit 2 Career Readiness, Life Literacies and Key Skills:**

#### **Career Readiness:**

NJSLSA.L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

- Students are practicing their Reading Comprehension so that in whatever career they pursue they are able to read and comprehend directions and various texts
- Students are preparing for various writing in future careers, including skills of summary and answering questions
- By practicing close-reading and annotating, students are learning how to properly engage with materials in order to learn and gather information
- Students are learning how to decipher language through prefixes and suffixes, allowing them to become stronger overall readers
- Students are learning vocabulary from media contexts, so throughout their academic careers they are able to identify and use strong vocabulary in media settings
- Students will use these Reading, Writing, Vocabulary, and Grammar skills in future careers, allowing them to be successful in whatever interests they pursue
- Students are learning how to develop their Digital Citizenship and use Media Literacy to discern fact from misinformation which is a life-long skill

#### **Life Literacies and Key Skills:**

- Students are developing the close-reading and annotation skills, allowing them to become stronger readers
- Students are practicing their RACE response writing, which encourages critical thinking and evidence based writing
- Students are preparing for their futures by reading various fiction and nonfiction texts while analyzing elements of writing and reading
- Students are becoming familiar with Media Literacy and what it means to think critically about media in real-life

CRP.K-12.CRP1

Act as a responsible and contributing citizen and employee.

CRP.K-12.CRP2

Apply appropriate academic and technical skills.

CRP.K-12.CRP3

Attend to personal health and financial well-being.

TECH.8.1.8.A.2

Create a document (e.g., newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for

usability.

TECH.8.1.8.A.4

Graph and calculate data within a spreadsheet and present a summary of the results.

## **Integration of Computer Science and Design Thinking**

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### **Unit 2: Integration of Computer Science and Design Thinking**

NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

- Students are utilizing Chromebooks to do reading, writing, and grammar practice in class
- Students are reading articles digitally and annotating them for close-reading
- Students are engaging with Articles that discuss Media Literacy and the importance of understanding digital citizenship
- Students are reviewing vocabulary and prefixes/suffixes through digital platforms including: Gimkit, Kahoot, and Quizlet
- Students are watching practice Videos on Youtube that cover RACE and Annotation tips
- Students are playing interactive games that review Grammar Concepts
- Students are using Noredink, a digital grammar software for online lessons and review

## **Interdisciplinary Connections: NJSL for ELA, Social Studies, Science and/or Math**

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### **Unit 2: Interdisciplinary Connections**

- Students will be reading articles that cover skills in media literacy, which applies to current events as well as historical events
- Students will be watching a video that covers the terms: Propaganda, Misinformation, and Disinformation
- Students are reading current, nonfiction texts that discuss issues of Bias and inequality
- Students are evaluating vocabulary and prefixes/suffixes that are used in various Math and Science classes
- Students will be discussing the term "echo chamber" and how it applies to scientific studies on things like Climate Change

MA.K-12.1

Make sense of problems and persevere in solving them.

Events have causes that generate observable patterns.

Patterns in the natural and human designed world can be observed and used as evidence.

Obtaining, evaluating, and communicating information in K–2 builds on prior experiences and uses observations and texts to communicate new information.

SOC.6.3.12.CS3

Collaboratively evaluate possible solutions to problems and conflicts that arise in an interconnected world.

SOC.6.3.12.CS6

Make informed and reasoned decisions and accept responsibility for the consequences of their actions and/or inactions.

## **21st Century Life and Career**

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### **Unit 2: Century Life and Career**

- Students are learning how to effectively increase their reading comprehension, which will be used in almost any future career and job
- Students are learning how to critically think, using evidence to back-up their beliefs
- Students are learning vocabulary and prefixes/suffixes that are cross-disciplinary and widely used in various Career Contexts
- Students are learning about the issues of Bias in Media

### **Essential Questions**

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#### **The Essential Questions for Unit 2: Digital Citizenship & Media Literacy**

#### **Reading Comprehension:**

- What is media literacy and how can I develop it?
- What is the difference between fact and opinion?
- How can annotating and close reading continue to help me with reading comprehension?

#### **Writing & Composition:**

- How can I use RACE to develop my understanding of Media Literacy?
- How can I write about a text's main idea?

#### **Vocabulary Acquisition & Use:**

- What are more academic vocabulary words and how can I use them in and outside of school?
- What are prefixes and suffixes and how can I use them to identify the meanings of unknown words?

#### **Grammar & Standards of English:**

- What are conjunctions and how can I use them to enhance my writing?
- What are fragments and how can I avoid using them in my writing?
- What are Run-ons and how can I correct them?
- What are some common grammar usage rules and how can I correct them?

## SEL Competencies

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SEL.PK-12.1	Self-Awareness
SEL.PK-12.1.1	Recognize one's feelings and thoughts
SEL.PK-12.1.3	Recognize one's personal traits, strengths, and limitations
SEL.PK-12.1.4	Recognize the importance of self-confidence in handling daily tasks and challenges
SEL.PK-12.3	Social Awareness
SEL.PK-12.3.1	Recognize and identify the thoughts, feelings, and perspectives of others
SEL.PK-12.3.2	Demonstrate and awareness of the differences among individuals, groups, and others' cultural backgrounds
SEL.PK-12.4	Responsible Decision-Making
SEL.PK-12.4.3	Evaluate personal, ethical, safety, and civic impact of decisions
SEL.PK-12.5.1	Establish and maintain healthy relationships
SEL.PK-12.5.2	Utilize positive communication and social skills to interact effectively with others