These digital plans have been designed by Georgia educators as examples of what’s working well for their students. When making curriculum decisions for your students, consult the guidelines of your local school and district.

Overview of Lesson Sequence:

**Introduction:**

*Media Literacy Through Informational Writing*

This ten-lesson mini unit teaches students media literacy skills through informational writing. This unit emphasizes the evaluation and analysis of online information for accuracy and purpose in support of the informational writing standard (W2). Students will actively engage with a variety of information media platforms, and they will respond with critical descriptions and evaluations in their online Writers Notebook. At the conclusion of the unit, students will create an infographic, along with a detailed analysis of their work.

**Theme:** Preparing Students to be Informed and Responsible Digital Citizens

**Skills**

- Students will be able to evaluate online information and write an analysis that is supported by evidence.
- Students will be able to fact-check resources and describe the information they found.
- Students will be able to use freely available design software to create digital infographic.

**NOTE:** This learning plan uses specific texts (e.g., written, performed, illustrated) as concrete examples of standards-based learning activities. These texts are not endorsements. The selection of classroom texts is completely a local decision and subject to local approval processes.
The 9-10 and 11-12 Georgia Standards of Excellence for English Language Arts encompass a dynamic skillset that steadily increases in sophistication, nuance, and complexity. All 42 ELA standards target important and specific skills that are interconnected and that spiral not only throughout students’ high school years but throughout their entire K-12 education. The ELA GSE are designed to be revisited and reinforced throughout every school year. High school students in Georgia regularly engage in the following holistic practices:

» Read texts of increasing sophistication and expand literary and cultural knowledge to better analyze and integrate references, inferences, allusions, and images.

» Make full use of diverse texts, resources, and evidence bases to support original ideas and evaluate intricate arguments.

» Address different aspects of the same topic and convey how complex ideas interact by putting texts and sources in conversation.

» Employ convincing examples and compelling evidence with cohesion to communicate knowledge, understanding, and perspective through a variety of well-reasoned writings, presentations, and discussions.

Of course, for students to expand their knowledge, increase their skills, and build lifelong literacy practices, they need to engage in focused instruction and participate in diverse educational experiences. Even when lessons require students to use an array of literacy skills and knowledgebases (as they always do), instruction must zero in on specific skills at specific times.

The lessons in this sequence are unified by STANDARD(s) with a special focus on writing informative and explanatory texts that explore information and media literacy topics. The lessons focus on evaluating information, writing detailed descriptions and analysis, and making evidentiary conclusions. Additional standards are leveraged when students are required to read or write using specific skills and practices.
Instructional Design

GaDOE’s Standards-based Classroom Instructional Framework

This learning plan supports the whole child and aligns to the coherent instruction system of Georgia’s Systems of Continuous Improvement. Each lesson of the sequence is designed in accordance with the standards-based classroom instructional framework put forth by the Georgia Department of Education’s Division of School & District Effectiveness.

This standards-based framework follows a workshop model of instruction and includes an opening, a brief transition, a work session, and a closing. Figure 1 shows general percentages of class time devoted to each segment of the instructional framework; however, it is important to note that these percentages will vary with the instructional focus. For a more detailed description of the teaching practices contained within each segment, visit the instructional framework page on GaDOE’s website.

Tovani (Tovani & Moje, 2017) puts forth a similar framework, which she calls the student engagement model (Figure 2). This model includes a catch segment during which the teacher refocuses the class by clarifying misunderstandings or introducing a new strategy. For more information, please see the professional learning study guide and framework template to design your own lesson: “TIME: Planning for Students to do the Work” (Tovani, 2020). Both frameworks are flexible, and any segment may serve as an entry point. While most class periods will incorporate all segments, this, too, will vary with the instructional focus.

Tovani also writes about the “Curriculum You Anticipate (CYA)” structures, comprised of the six Ts: topic, text, time, targets, task, and tending, to help facilitate deeper dives into the content (2021).
## Long-Term Plan

**TOPIC:** Informational Writing  
**TIME:** 10 lesson sequence

### Primary Unit Learning Targets

- I can **understand** how identity and bias influence the way individuals view and share information.  
- I can **analyze** an image.  
- I can **locate** reliable information and **evaluate** resources for reliability.  
- I can **identify** and **describe** the techniques used by propagandists.  
- I can **fact-check** resources for accuracy.  
- I can **describe** my role as a responsible digital citizen.  
- I can **craft** a message about an issue that is important to me.  
- I can **create** an infographic by following genre conventions.  
- I can **design** an aesthetic layout, incorporating images/media, shapes, symbols, fonts, and/or colors as appropriate.  
- I can **manipulate** online tools to create a professional-looking final document.  
- I can **provide** at least five facts (NOT opinions) to support my message.  
- I can **locate** and **reference** at least 2-3 credible sources to support my message.  
- I can **demonstrate** my thinking for how I evaluated my sources by attaching my Research Guide.  
- I can **capitalize**, **punctuate**, and **spell** correctly as a courtesy to readers.  
- I can **maintain** a respectful, authoritative tone in the information I share.

### Task

**Unit “Big Make”**

- **Infographic** with accompanying analysis (framed by Lesson Nine Research Guide)
- **Infographic Rubric**

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**TEXT:** Throughout the course of this unit, you should keep the focus on selecting accessible texts for your students, with an emphasis on text variety (both genres/types and perspectives connected to the topic), though the true focus should remain on selecting accessible texts for your students that will also be interesting. Various texts are identified throughout the unit as samples that could be utilized with any given task.

**Disclaimer:** The Georgia Department of Education (GaDOE) does not endorse any of the books, resources, websites, programs, products, and other materials that may be featured as part of the Remote Learning Plan units. Any use of books, resources, websites, programs, products and other materials are intended to serve as examples only. All curriculum decisions are made at the local level.

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**Tending** When tending to students’ individual needs, utilizing “catch and release” times in addition to the other scaffolds, supports, and accelerations in the Student Learning Support portions can increase your awareness of your students’ needs. For more information on engagement strategies for a variety of disinclined learners, check out Tovani’s *Why Do I Have to Read This? Literacy Strategies to Engage Our Most Reluctant Students* (2021).
Evidence-based Practices:

In addition, evidence-based practices have been identified throughout the Remote Learning Plan Reading Power lessons, by color-coding the evidence-based practices (EBP) and accompanying citation; these are practices that have been found to be effective at producing positive outcomes with adolescent student populations. For more specific information, please review the IES Practice Guide cited for each practice.

Lesson Sequence

Lesson 1 . . . Identity and Assumptions
Lesson 2 . . . Bias and Information
Lesson 3 . . . Facts Matter
Lesson 4 . . . Locating Information
Lesson 5 . . . Evaluation Information
Lesson 6 . . . News Information
Lesson 7 . . . Image Analysis: The Art of “Fauxtograpy”
Lesson 8 . . . Propaganda and Disinformation
Lesson 9 . . . Digital Citizenship: The Path to an Infographic
Lesson 10 . . . Digital Citizenship: Making a Difference
Learning Environments

Synchronous, Asynchronous, & Unplugged/Offline Distance Learning

This mini unit is written for face-to-face (f2f) or synchronous distance learning; however, guidance is provided for modifications, including ideas for supporting students who are learning asynchronously and those with little or no access to technology. Throughout the lessons, the various learning environment modifications can be identified through the color-coded label of Synchronous, Asynchronous, or Unplugged/Offline. If you are in a face-to-face setting, you will likely be able to follow this plan with minimal adjustments; however, utilizing chart paper to create Anchor charts as you move through the lessons could be an excellent addition to keep track of the thinking.

Materials

Student Materials: Access to a free online design platform (such as Canva or Adobe Creative Cloud Express), [Unplugged] Handouts for Offline/Unplugged students, Research Guide, Handouts

Teacher Materials: Computer, projector, Internet access, access to a free online design platform (such as Canva or Adobe Creative Cloud Express), Slideshows

You may also want to explore the Georgia Department of Education's “Digital Tips for Student Engagement” (2021) for additional ideas on digital tools to hopefully make your life easier!
# Evidence of Student Success

**Assessment Plan**: Teachers will monitor their students’ progress through class discussion and independent application. Students will complete the application segment of each lesson in their Writers’ Notebook and teachers will check to see that students are writing detailed responses and analysis. The Writers’ Notebooks will prepare students to complete the final “Big Make”—a digital information graphic and an analysis of their design.

**Formative Assessment (“Little Makes”)** Teachers will assess the students’ understanding of the lesson through class discussion, conferencing, “Small Makes, and Tickets-out-the-Door. The students’ Writers Notebooks will be monitored to determine if their writing is descriptive, organized, and shows evidential analysis.

- Possible Resources: [Guidance: Tips for Conferring to Maximize Student Engage](https://example.com), "[How to Create an Inclusive Virtual Classroom](https://example.com)" (Kern, 2020), "[Small Group & Conferencing Tips from Kate Roberts (2018)](https://example.com)"

**Summative/Post-assessment (“Big Make”)**

- [Infographic](https://example.com) with accompanying analysis (framed by [Lesson Nine Research Guide](https://example.com))
- [Infographic Rubric](https://example.com)
Mission: Research Infographic

An infographic can give a creative, simplified explanation of your message and supporting research!

1. Pick and focus a research topic
   - Limit the scope of what you want to include in the infographic. After you choose an umbrella topic, narrow it down. Then, determine what YOU want to say about it.

2. Research using credible sources
   - Focus on using credible informational sources for research to stay focused on your message!

3. Be creative with the layout
   - The structure of your infographic depends on the information you want to convey. Find the best layout that works for you and your content!

4. Use visual styles effectively
   - When words are not enough, use images and visual cues to help you explain the topic clearly. Choosing the appropriate icons, colors, and fonts can go a long way!

Ready?

Use this infographic as a guide to create your own.

References

Always cite your primary sources. If possible, always include the authors, title, publisher, and publication year. You can even hyperlink sources.

Don't forget to pay attention to your spelling, grammar, and punctuation!
Student Learning Supports

- At all levels, the English Language Arts standards encourage students to become critical thinkers and communicators. The following strategies are designed to support students who are either struggling to meet this lesson’s learning target and/or are exceeding and would benefit from enrichment.

- In this section of each plan, supports are identified for students who might struggle with conceptual processing, language, visual-spatial processing, organization, and/or memory.

- In addition, scaffolding and acceleration/extension are provided for use for each lesson.
  - For more information about evidence-based teaching practices and scaffolding, see this infographic (REL Southeast, 2017).

Engaging Families

- Aligning with your district’s family engagement plan to facilitate the most meaningful way to work with your families. At the secondary level, much of the communication occurs with the student serving as a liaison.

Drawing upon the research of Day (2013), Ferguson (2005), and LaRocque (2013), Jacques and Villegas (2018) argue that family engagement best occurs for parents when the following conditions are met:

- A relationship with a trusted staff person or teacher who is approachable, friendly, receptive to concerns, and a champion for the student and family. Perceptions that families are welcome and valued at the school. Receptivity, transparency, empathy, and flexibility from school staff regarding communication and collaborative efforts to support learning and success. (p. 1)
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