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| **LEVEL** 1-6 (BL-ADV) | **TOPIC/THEME:** Media Literacy and COVID-19 Vaccines | | | |
| **Guiding or Essential question(s) for the theme and/or unit of study:**   * What is Media Literacy? * How can we Analyze it? | | | | |
| **Objective:** *(What will learners be able to do at the end of the lesson?)*  Students will identify and answer the 10 Key Questions to help them acquire Media Literacy Skills. | | | | |
| **Proof of Learning**: (*How will you know they can do it?)*   * Students will answer the 10 Media Literacy questions to help them develop habits of inquiry. * Students will create their own Media Communication Artifact/Project at the end of the lesson (i.e. flyer, poster –digital or on paper.) | | | | |
| **Correlations (What performance objectives, standards, and competencies** **are learners working towards?)**   * ELPS: 1 construct meaning from oral presentations and literary and informational text through level-appropriate listening, reading, and viewing. * ELPS: 2 speak and write about level-appropriate complex literary and informational texts and topics * ELPS: 4 construct level-appropriate oral and written claims and support them with reasoning and evidence * ISTE Standards for Students 1: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.   1.3.a. plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits | | | | |
| **Lesson Materials:**   * WIPPEA Lesson Plan * LAUSD Media Flyers * Handout: “Developing Habits of Inquiry: Key Questions to Ask When Analyzing Media Messages” * Videos-: Media Literacy and ISTE Standard 1.3a- Click below (or find in Schoology):   + [Intro\_Video](https://www.youtube.com/watch?v=bBP_kswrtrw&list=PLC-psp4a5OptHCIH-YYTgvWtHTKaDlMqV&index=1)   + [ISTE\_Standard\_1.3a\_Knowledge Constructor\_Here](https://www.youtube.com/watch?v=mozpgvMm4zo&list=PL6aVN_9hcQEFq4c68zLLPjnkjCSSFlCjo&index=2) | | | | |
| **\*Vocabulary:** | | 1. **Literacy**: describes the ability to read and write. 2. **Media:** the means of communication that reach or influence people widely (for example; radio, television, newspapers, magazines, and the Internet). 3. **Media Literacy**: the ability to identify different types of media and understand the messages they are sending. Reading literacy and media literacy have a lot in common. 4. **Inquiry:** a request for information 5. **Authorship:**  the identity of the person who wrote something 6. **Purpose:** the reason why something is done or used 7. **Technique:** a way of doing something by using special knowledge or skill 8. **Context:** the situation in which something happens; the group of conditions that exist where and when something happens 9. **Effect:** a change that results when something is done or happens 10. **Economics:** the part of something that relates to money 11. **Credibility:** the quality of being believed or accepted as true, real, or honest 12. **Interpretation:** the act or result of explaining or interpreting something **:** the way something is explained or understood 13. **Evidence:** something which shows that something else exists or is true   \**Definitions from the Merriam-Webster Learner’s Dictionary* | |
| **What types of prompts will engage learners’ critical thinking?** | | * Higher-level thinking questions | * Categorizing, ranking, or rating * Strategic thinking in tasks * Other: | |
| **What academic discourse opportunities will be part of the lesson?** | | * Language prompts for team and pair discussions | * Checklists and rubrics * Other: | |

\*Note: Thank you to Lighthearted Learning for granting permission to adapt the Lesson Template.