**Grade: 6**

**Subject: Social Studies/Language Arts**

**Big Idea:**

• Media sources can both positively and negatively affect our understanding of important events and issues.

• Questioning what we hear, read, and view contributes to our ability to be educated and engaged citizens.

**Key Concepts:**

• perspective

**Content:**

• presentation techniques

• take stakeholders’ perspectives on issues, developments, or events by making inferences about their beliefs, values, and motivations

**Essential Questions:**

**•** Are photographs real?

• How does advertising effect our choices?

• Can media be unbiased?

**Curricular Competencies:**

• Respond to text in personal, creative, and critical ways

• Think critically, creatively, and reflectively to explore ideas within, between, and beyond texts

• Media technologies and coverage of current events

**Summative Performance Assessments:**

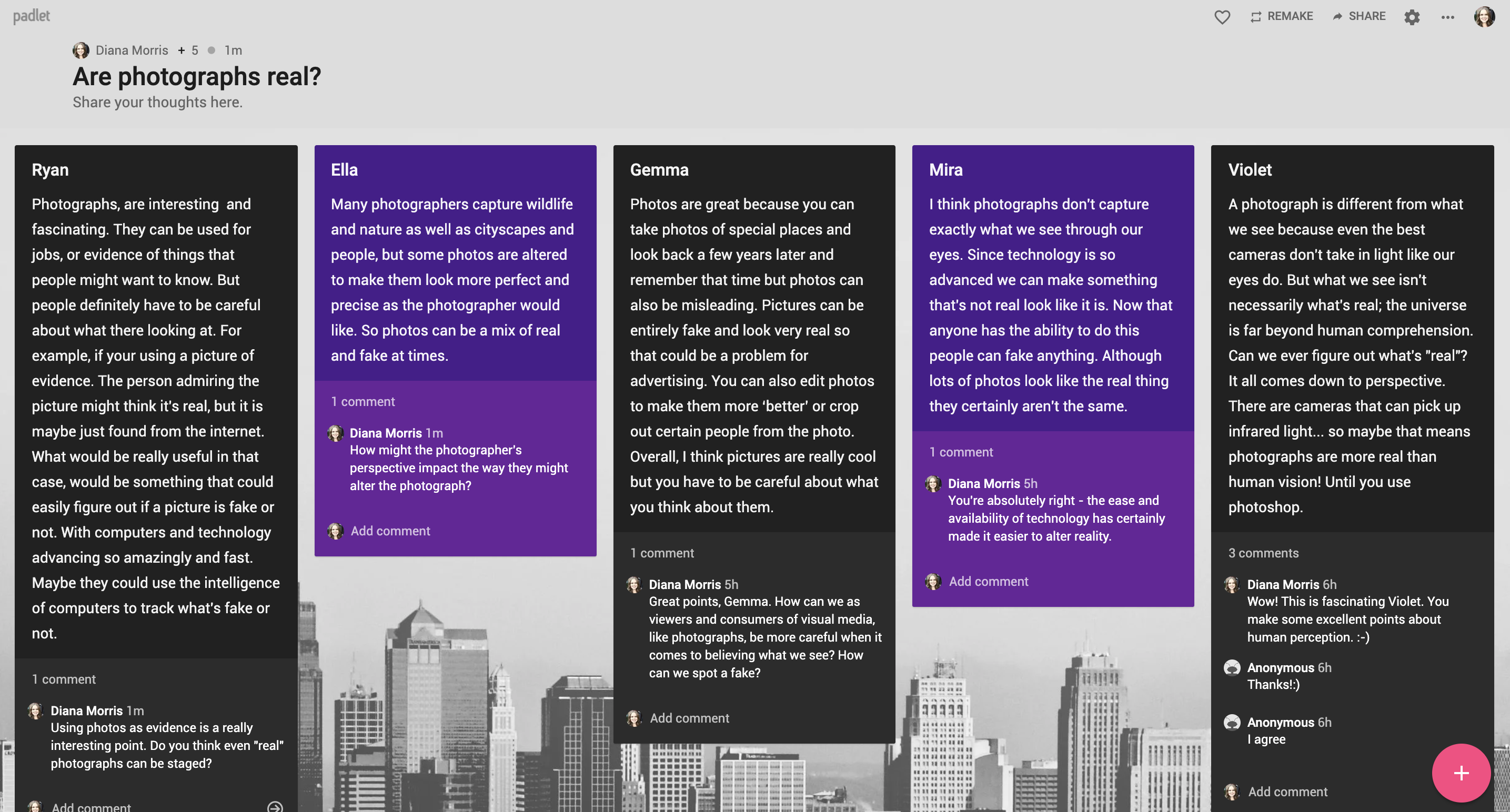
Students deconstruct an advertisement or news story.

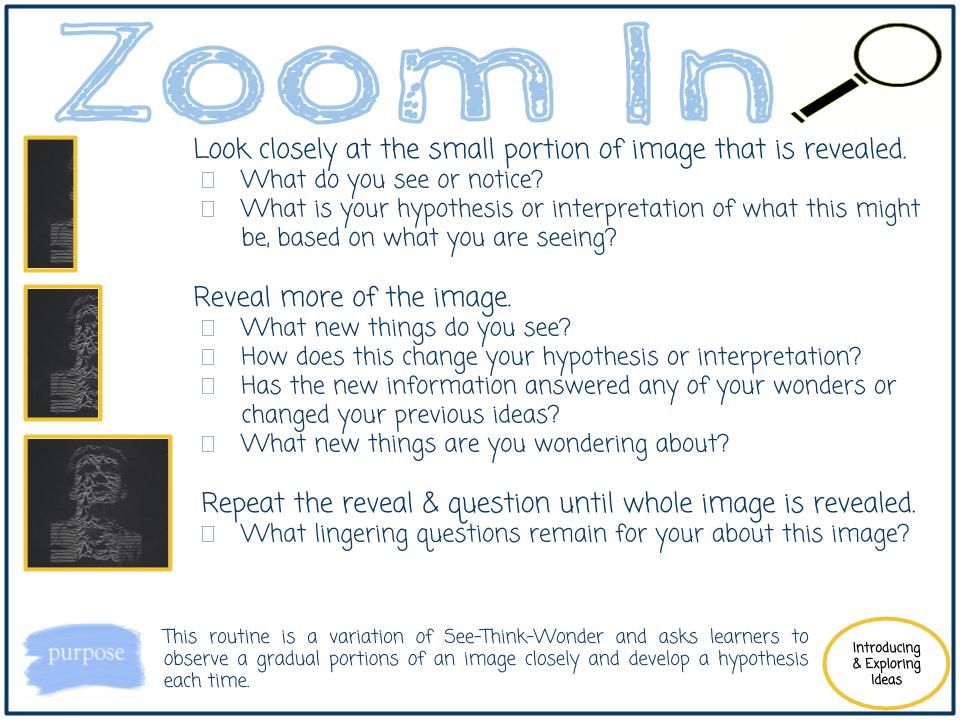
• students can show “unreal” elements that have been photoshopped or staged

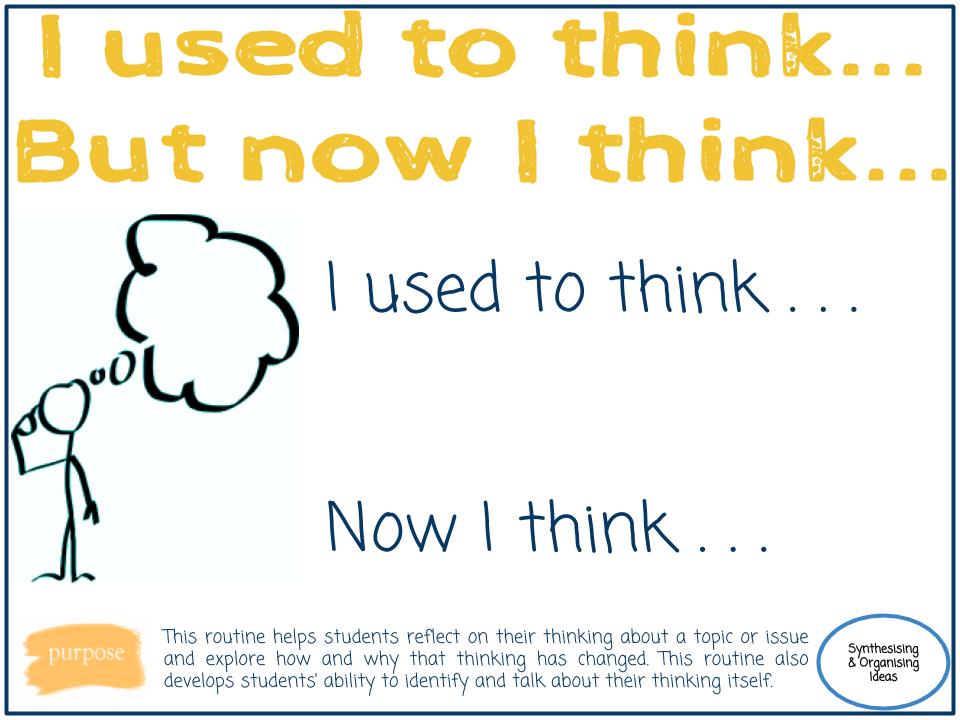
• students can reflect on the bias in the text and/or how the advertisement impacted their willingness or desire to buy a product

• students can identify bias/sensationalism in the ad

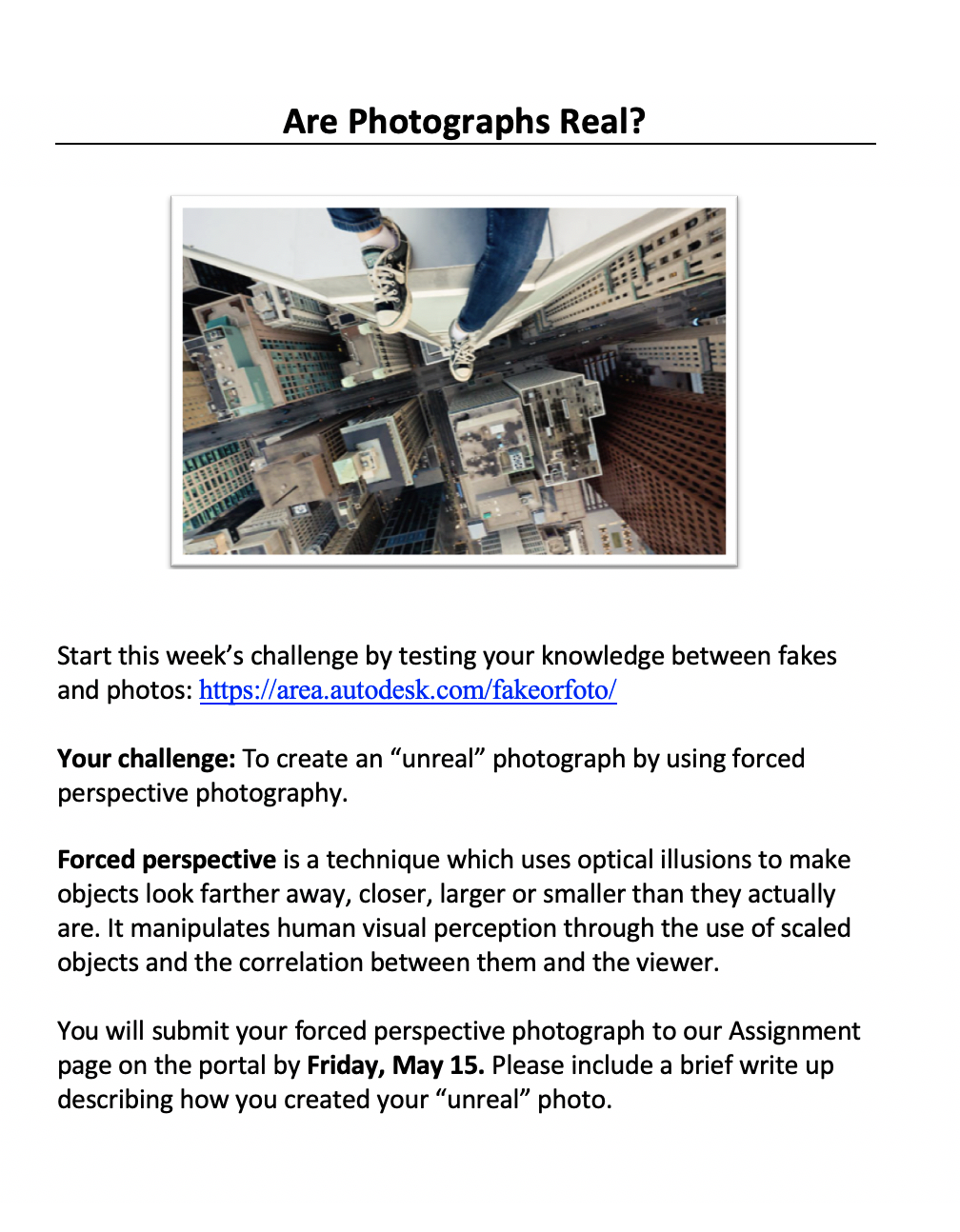
**Ideas to Promote Inquiry through e-Learning:**

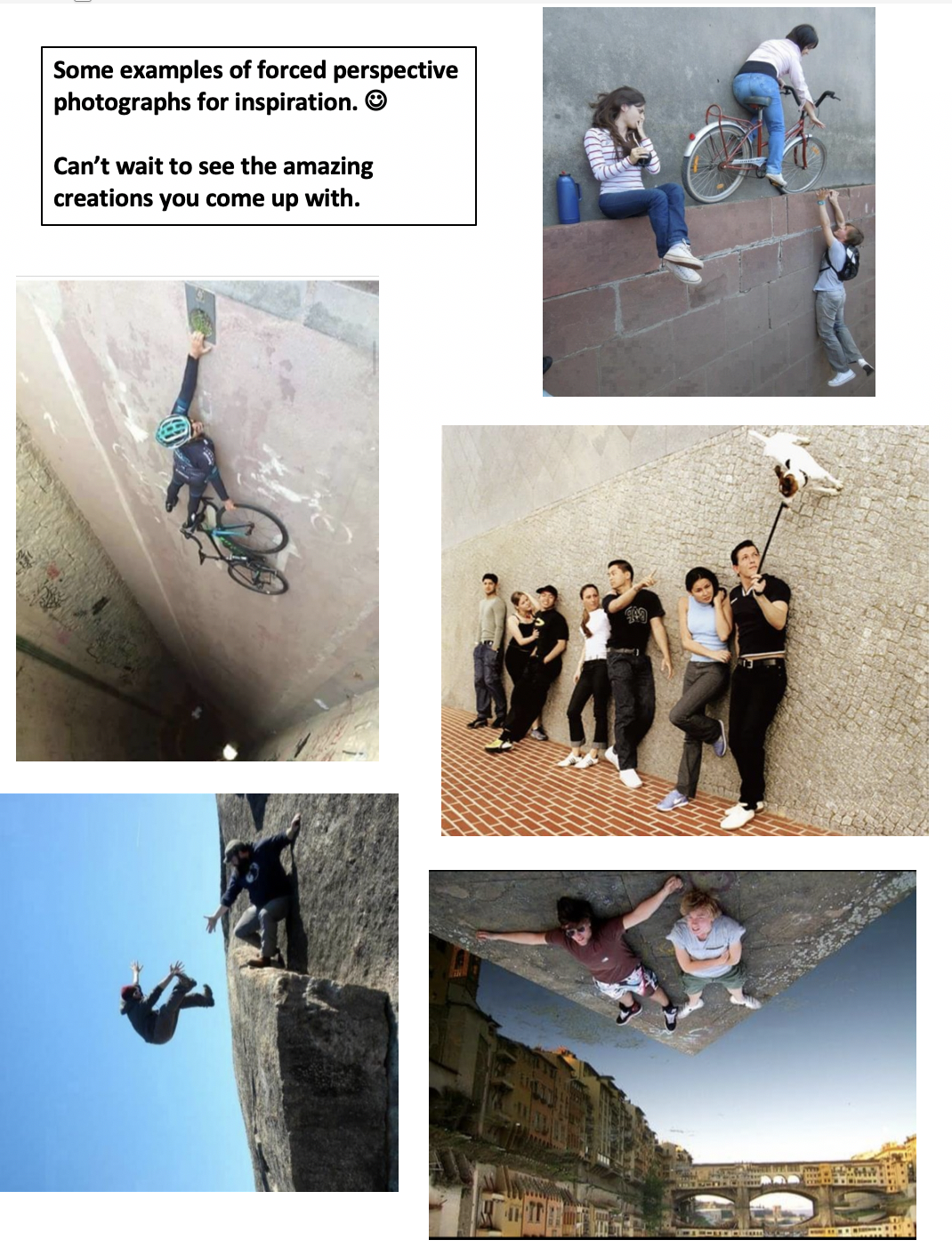
1. **Gather student questions and wonderings. You can use on online tool, like Padlet or Microsoft Teams.**
2. **Get students to reflect on their thinking using Thinking Routines. “Zoom In” and “I used to think… but now I think…” are two simple, but powerful routines that could be used throughout this unit.**





1. **Challenge your students to create “unreal” photographs using forced perspective photography. Later, have them reflect on their process and how they used perspective to make the viewer see something differently.**

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Questions to Consider:

* *What are the essential questions students need to answer?*
* *How are the essential questions connected to the performance/summative task?*
* *How can the summative task reflect authentic work connected to the areas of study/discipline?*
* *What problem will the students solve?*
* *Will the inquiry allow students to self-direct and have agency in their learning?*
* *How can you augment or redefine the use of technology*

*to enhance student learning?*

* *What will the students be able to transfer to their next inquiry?*

Online Instructional Model

**The TRUDACOT Protocol (4 Shifts Protocol)** assists educators with the (re)design of lessons, units, and instructional activities and to think about

* + - * deeper learning
* greater student agency
* more authentic work
* rich technology infusion.

Teaching Online:

**Beginning🡪Level 1:** Continue using mail messaging, class blogs, Power Point, e-books, you tube videos, Google images, etc. Begin to explore Microsoft Teams.

**Developing🡪Level 2:** Explore the functions of the Microsoft Teams platform (video, chat, meeting rooms, file sharing, etc.).

**Practicing🡪 Level 3:** Integrate additional digital technology tools (e.g. Padlet, Animoto, MindMup 2.0, Book Creator, Explain Everything, ShowMe, HaikuDeck, Camtasia, etc.) and explore educational streaming tools (e.g. Curio.ca).