# Grade Level/Subject 7 Unit 6

## Credibility and Bias: The Intersection of Reading, Writing, and Identity

## Phoenixville Area School District Understanding by Design Template

| Stage 1 Desired Results |
|---|

| **Overarching PA Core Standards:** | *Transfer* |
|---|---|
| CC.1.2.7.D- Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.<br><br>CC.1.2.7.H- Evaluate an author's argument, reasoning, and specific claims for the soundness of the argument and the relevance of the evidence.<br><br>CC.1.2.7.I- Analyze how two or more authors present and interpret facts on the same topic.<br><br>CC.1.2.7.K- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.<br><br>CC.1.2.7.L- Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.<br><br><br><br>CC.1.4.7.W- Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or | TRANSFER GOALS<br><br>*will be able to independently use their learning to…*<br><br>• Research to critically evaluate and analyze sources, synthesize concepts and evidence, and present conclusions with academic integrity.<br>• Explore, develop, and articulate personal and world views in the context of diverse social, historical, and cultural perspectives.<br>• Read closely and analytically to comprehend a range of increasing complex literary and informational text. |

| *Meaning* | |
|---|---|
| UNDERSTANDINGS | ESSENTIAL QUESTIONS |
| *Students will understand that…* | *Students will keep considering...* |
| - All individuals hold their own biases, and we can analyze word choice in writing to discover them<br>- Authors purposefully choose words and phrases to influence the thoughts and beliefs of their audience | How can individuals analyze specific word choice to develop an author's underlying biases?<br><br>How does an individual's identity influence their biases? How do we examine our own biases?<br><br>Does bias mean a source is not credible? How does bias impact credibility? |

| | | |
|---|---|---|
| paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.<br><br>CC.1.4.7.V - Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.<br><br>CC.1.4.7.F- Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. | - Sources need to be evaluated for credibility before trusting the information provided<br>- Credible sources still establish biases, and multiple sources should be referenced to create a big picture view of a topic.<br>- Writers must reflect on their own biases to better connect with an audience<br>- The English Language draws from Greek and Latin words, and knowledge of word parts can help decode new, unfamiliar words | How do I synthesize information from multiple sources to make sure I have a big-picture view of a topic or issue?<br><br>How can I use knowledge of Greek and Latin root words to determine the meaning of unfamiliar words? |

| *Knowledge and Skills Acquisition* |
|---|

| KNOWLEDGE | SKILLS |
|---|---|
| *Students will know…*<br><br>- Criteria for determining credible sources<br>- How to synthesize information on the same topic from multiple sources<br>- How to identify biases in nonfiction writing and evaluate how it influences the information provided<br>- Latin and/or Greek root word to develop knowledge of spelling and decoding<br><br>VOCABULARY<br><br>- Credibility<br>- Reliability<br>- Bias<br>- Greek and Latin Root Words | *Students will be skilled at…*<br><br>- Evaluating sources for credibility<br>- Finding biases in nonfiction work<br>- Determining how author's bias impacts the credibility and reliability of a source<br>- Identifying their own biases and factors of identity<br>- Using Greek and/or Latin root words to determine the meaning un unknown words. |

| Stage 2 – Evidence | | | |
|---|---|---|---|
| Code<br><br>A/M/T | Evaluative Criteria | Assessment Evidence | |
| T | *Success Criteria:*<br><br>Mini-research task<br><br>- Choose three to five articles on a provided topic and evaluate author's bias and source reliability | PERFORMANCE TASK(S)<br><br>**Bias Scale Article Project**<br><br>Students gather a collection of articles (3-5) and organize them in order based on level of credibility and bias, citing evidence from each as reasoning.<br><br>Mini-research project should include:<br><br>- Summary of (each) article<br>- Explanation of why the source is or is not reliable<br>- Explanation of what the author's biases are or which perspective they are swaying the reader towards<br>- A scale or ranked list of all articles according to level of bias with evidence<br>- Mode of presentation must include a visual (PowerPoint, Prezi, Poster etc.) | Differentiation Considerations:<br><br>-reference vocabulary notebook<br><br>-Graphic organizers<br><br>-Medium of project<br><br>-peer feedback<br><br>-length of project<br><br>-Rubrics |
| A<br><br>M | *Success Criteria:*<br><br>- Correctly identify the meaning of root words<br>- Correctly define unknown words based on knowledge of root words<br>- Explain how two articles on the | OTHER EVIDENCE<br><br><br>**Quizzes**<br><br>One quiz for each of the major unit components, including:<br><br>- Compare and contrast information in nonfiction texts (multiple choice)<br>- Latin/Greek root word knowledge (fill-in-the-blank, matching) | Differentiation Considerations:<br><br><br>-Graphic organizers<br><br>-reference vocab. notebook<br><br>-multiple choice limit (3 vs. 4)<br><br>-word banks |

| | | | |
|---|---|---|---|
| | same topic present different perspectives to readers<br><br>• A constructed response TDA evaluating students' ability to use text evidence supporting a clear claim with multiple body paragraphs, an introduction, and a conclusion | **Unit Test (Paired Text Set – TDA)**<br><br>Unit test will cover all unit learning objectives, including:<br><br>• Comparing information in two different texts on the same topic; analyzing how work choice, organization, and other literary elements helps readers discover biases (TDA) | -one body paragraph vs. Three body paragraphs |