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| **Authentic Instruction Continuum** |
| **1. Higher-Order Thinking**lower-order thinking only  higher-order thinking is centralDescription/Evidence: Finding the mean and median of numbers is lower-order thinking. However, applying this to propaganda involves higher-order thinking. Students will begin to synthesize the information they’ve learned in math and understand how numbers/statistics can be manipulated. In application, students will determine various ways they can manipulate numbers and the graphing of numbers.**2. Depth of Knowledge**knowledge is shallow  knowledge is deepDescription/Evidence: Students must take the information they’ve learned about numbers, graphing, and statistics in math classes and apply them to propaganda and purpose. This is more than a superficial understanding of averaging numbers. It involves constructing explanations for the choice for one statistic rather than another one. **3. Connectedness to the World Beyond the Classroom**no connection  connectedDescription/Evidence: Students will use real-world numbers used in advertisements and newspaper articles to apply the manipulation of numbers to convince audiences. Students will give examples of times they’ve heard “Research shows . . .” in advertisements. Real-world experiences and the connectedness of our propaganda unit with history and math will connect this unit to their real lives.**4. Substantive Conversation**no substantive conversation  high-level substantive conversationDescription/Evidence: First, in our “We Do,” students will see how the same results can be shown in a variety of different ways. In this whole class discussion, students will raise questions, share the impact numbers have on them, and then apply math concepts to propaganda. Next, as students participate in small groups in the “You Do,” they will once again have some controls in their discussion, but students will share insights and build coherently on each other’s experiences.**5. Social Support for Student Achievement**negative social support  positive social supportDescription/Evidence: Applying numbers and math allows students who may not be strong readers to find areas of strength. In our “We Do” discussion, all viewpoints will be validated and shared. Students will also find success in not only the modeling done in whole-class discussion but in a safer small-group setting. |