

Unit Title: Digital Literacy, Research and Presentation

Grade Level: (example: 9, 10, 11, 12 or 7-8) 6th grade

Subject Area: (example: Science, Physics; English, Short Stories) English and Literacy

Duration/Length/Number of class periods: (example: 5 class periods) 5 class periods

Description:

Students use Google Search and Google Docs to research information about a topic. Students will create presentations using a variety of tools such as PowerPoint, Prezi, Google Slides to present research on a project. There will be a focus on finding credible websites.

Established Goals (National, State, Local):

Reading:

6.5.1.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

6.5.2.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

6.5.3.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

6.5.6.6 Determine an author's point of view or purpose in a text and explain how it is conveyed in the text

6.5.7.7 Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

6.5.10.10 By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range. a. Self-select texts for personal enjoyment, interest, and academic tasks.

Writing:

6.7.2.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate transitions to clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from the information or explanation presented.

6.7.4.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade specific expectations for writing types are defined in standards 1–3 above.)

6.7.6.6 Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

6.7.7.7 Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

6.7.8.8 Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

9.7.2.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. d. Use precise language and domain-specific vocabulary to manage the complexity of the topic. e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

9.7.4.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

9.7.5.5 Use a writing process to develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10 on page 75.)

9.7.6.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

9.7.7.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

9.7.8.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

9.7.9.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

Speaking and Listening:

6.9.2.2 Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

6.9.3.3 Delineate a speaker's argument, specific claims, and intended audience, distinguishing claims that are supported by reasons and evidence from claims that are not.

6.9.4.4 Present claims and findings, respect intellectual properties, sequence ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

6.9.5.5 Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

6.9.7.7 Understand, analyze, and use different types of print, digital, and multimodal media. a. Evaluate mass media with regard to quality of production (e.g., film, television, radio, advertisements). b. Evaluate mass media with regard to accuracy of information, bias, stereotype, purpose, message and target audience (e.g., film, television, radio, video games, print and digital media, advertisements). c. Recognize ethical standards and safe practices in social and personal media communications.

6.9.8.8 As an individual or in collaboration, create an informative multimedia work or a piece of digital communication or contribute to an online collaboration for a specific purpose. a. Demonstrate a developmentally appropriate understanding of copyright, attribution, principles of Fair Use, Creative Commons licenses and the effect of genre on conventions of attribution and citation. b. Publish the work and share with an audience.

What Enduring Understandings are desired?

- I can define a problem, research question, or goal
- I can collaborate with others to conduct research and develop digital artifacts
- I can discuss and perform basic and advanced internet search strategies
- I can evaluate the bias of digital information sources and select sources of information for credibility, accuracy, and relevance
- I can present information clearly with visuals

What Essential Questions will be considered?

How do we know what's read online is truthful? How can we check a website or online resources credibility?

Students will know / be able to:

- Brainstorm a research topic
- Narrow topic
- Research topic using credible websites, understand bias of digital information sources
- Create presentation
- Understand proper presentation skills

Description <i>Units must include at least one of each formative, summative, introductory activity and learning activity. Check the appropriate box; one per row.</i>	Formative	Summative	Introductory Activity	Learning Activity	Student Technology Used	Teacher Technology Used	ISTE Standards
Log into Google and navigate to Google Classroom			x			x	1C
Google form to see what students understand about plagiarism, copyright, credible websites	x				x		2B, 2C
Review Google Applied Design Skills-Research and Development				x	x		3A,3B. 3C,3D
Create a presentation using a digital tool		x			x		4C,4D, 6A,6B, 6C,6D

Materials, tools and resources

Google Applied Design Skills-[Research and Develop a Topic](#)

Unit Plan Author (name, school and optional email address or hyperlink to teacher's web page)

Julie Loney, Annunciation Catholic School

Additional credit given to