

## DESE Model Curriculum

GRADE LEVEL/UNIT TITLE: 7/Finding, Evaluating, and Sharing Information

Course Code: ELA

### COURSE INTRODUCTION:

In seventh grade, students continue reading texts from numerous angles and for a variety of purposes. Through a wide and deep reading of literature and literary nonfiction, students read increasingly complex texts that extend across genres, cultures, and centuries in order to gain insights into the human condition. These texts serve as models for students' own thinking and writing. Students follow a process to write in a variety of genres, including responses to literature, reflective essays, stories, and short research projects. In addition, they create multimedia presentations and develop their skills of argumentation. They participate in class discussion, practice reading literature expressively, and deliver presentations. They demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas. By the end of seventh grade, students are ready to begin studying complex aspects of literature.

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<p><b>UNIT DESCRIPTION:</b></p> <p>This unit calls for the student to conduct research in an effort to answer a research question. Through identifying and evaluating potential sources, the student will acquire and synthesize information related to his question. The student will present his findings to an audience determined by the teacher. This unit could be used as part of a larger research unit and/or project or could be a precursor for a more formal, longer research paper. It could also be utilized in any content area.</p> <p>Diverse Learners</p> <p>Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at <a href="http://www.dese.mo.gov/divimprove/curriculum/UD-Model-Curriculum-Introduction-Sheet.pdf">http://www.dese.mo.gov/divimprove/curriculum/UD-Model-Curriculum-Introduction-Sheet.pdf</a>. Resources based on the Universal Design for Learning principles are available at <a href="http://www.cast.org">www.cast.org</a>.</p> <p><a href="#">Provide Feedback</a></p>		<p><b>SUGGESTED UNIT TIMELINE:</b> approx. 3 weeks</p> <p><b>CLASS PERIOD (min.):</b> 45-50 minutes daily</p>				
<p><b>ESSENTIAL QUESTIONS:</b></p> <ol style="list-style-type: none"> <li>1. How can today’s technology advance our purpose when seeking information and sharing ideas?</li> <li>2. Why is it necessary to consider a source’s reliability, and how does one know if a source of information is reliable or credible?</li> <li>3. How does one rightfully use the ideas of others to support his own thinking?</li> </ol>						
ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLEs/ CLEs	PS	CCSS	OTHER	DOK

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1. Craft key words and guiding questions to be used to conduct research	W.7: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.	I.1.A.7	1.1	W.7.7 W.7.8		2
2. Identify potential sources, both print and digital, and determine credibility and accuracy of those sources	W.8: Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	R.3.C.7. e I.1.B.7.b	1.2 1.4 1.7	W.7.8		2
3. Gather relevant information from credible, accurate sources	W.8: Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	I.1.B.7.b	1.2 3.5	W.7.8		2
4. Record information from sources using a reliable note-taking method and without plagiarizing	W.8: Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	I.1.C.7	1.4 1.6	W.7.8		2
5. Use technology to create a works cited page to record sources used in research	W.6: Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.	I.1.D.7	1.4	W.7.6		2
6. Integrate into presentation appropriate digital media and/or visual displays to help audience better understand information	SL.5: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.	L.2.A.7. b	1.8	SL.7.5		3

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7. Orally present findings of research in a logically organized manner and using format appropriate to audience and purpose	SL.4: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.	L.2.A.7. b	2.1	SL.7.4		3
<p><b>ASSESSMENT DESCRIPTIONS*:</b> (Write a brief overview here. Identify Formative/Summative. Actual assessments will be accessed by a link to PDF file or Word doc. )</p> <p><b>Formative –</b></p> <p><b>Objective 1, Activity 3:</b> “Evaluating Potential Research Questions” worksheet. Evaluate sample research questions based on characteristics of an effective research question.</p> <p><b>Objective 1, Activity 6:</b> “Identifying Potential Research Questions” graphic organizer. Identify several potential research topics. Restrict each potential research topic. Narrow each potential research topic. Use each narrowed research topic to create a research question related to it.</p> <p><b>Objective 1, Activity 8:</b> From each research question you previously generated, identify possible key words and phrases to be used to conduct research. Prioritize your potential research questions to indicate your first, second and third choices.</p> <p><b>Objective 2, Activity 5:</b> “Exploring Search Engines” worksheet. Use Google and at least one other search engine as well as a metasearch engine to compare those tools.</p> <p><b>Objective 2, Activity 7:</b> “Evaluating Potential Sources” graphic organizer. Evaluate at least three sources found when conducting an Internet search.</p> <p><b>Objective 2, Activity 8:</b> Identify credible sources with relevant information to answer your research question</p> <p><b>Objectives 3&amp;4, Activity 3:</b> Practice paraphrasing information, putting it in your own words to avoid plagiarism. Practice directly quoting information from a source.</p> <p><b>Objectives 3&amp;4, Activity 4:</b> Practice recording relevant information using an appropriate note-taking method approved by your teacher.</p> <p><b>Objectives 3&amp;4, Activity 5:</b> From sources identified as credible and relevant, use an appropriate note-taking method to record information useful in answering your research question.</p> <p><b>Objective 5, Activity 3:</b> Use a technological tool to create a works cited page to document sources used in your research.</p>						

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**Objective 6, Activity 3:** Consider your audience and purpose to determine an appropriate format for sharing your research findings. Plan your presentation, including incorporating appropriate digital media and/or visual display(s). Create the digital media and/or visual display(s) to accompany your presentation.

**Summative** – Orally present your findings related to your research question. Be certain to include an appropriate digital media or visual element to enhance and help your audience understand your presentation. You must also present documentation of the sources you used, per your teacher’s instructions.

\*A rubric for evaluating students’ performance during the research process as well as the final product can be found at <http://www2.uwstout.edu/content/profdev/rubrics/middlelschresearchrubric.html>. The teacher can revise as appropriate to reflect classroom or school district expectations. A rubric solely for evaluating the oral performance can be found at <http://www.ncsu.edu/midlink/rub.pres.html>.

**\*Attach Unit Summative Assessment, including Scoring Guides/Scoring Keys/Alignment Codes and DOK Levels for all items. Label each assessment according to the unit descriptions above ( i.e., Grade Level/Course Title/Course Code, Unit #.)**

<b>Obj. #1</b>	<p><b>INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)</b></p> <p><b>1.</b> Introduce the research process and this research project in particular. A good video explaining how to choose a topic is <i>What is Research: Choosing Your Topic</i>, which can be found at <a href="http://www.youtube.com/watch?v=5_cYq256YEA">http://www.youtube.com/watch?v=5_cYq256YEA</a>. (Not everything here is necessarily relevant to this lesson or middle school students; the teacher may want to create his or her own information/presentation.) Other good resources are “Writing Good Research Questions” from Hughes Middle School, found at <a href="http://lbhughes.schoolloop.com/researchquestions">http://lbhughes.schoolloop.com/researchquestions</a>, and “Why Write a Research Question,” found at <a href="http://www.slideshare.net/ljhardin/why-write-a-research-question">http://www.slideshare.net/ljhardin/why-write-a-research-question</a>.</p>
	<p><b>2.</b> Lead students in discussing the characteristics of an effective research question: relevant, feasible/realistic, original, clear/specific and simple (from the video), and open-ended (versus yes/no). A good resource regarding writing research questions can be found at <a href="http://lbhughes.schoolloop.com/researchquestions">http://lbhughes.schoolloop.com/researchquestions</a>; information from that source might also be useful when discussing the characteristics of an effective research question. Students need to understand that a good research question exists within a broad topic, narrows the topic by focusing on a specific aspect of the broad topic, and asks about a specific aspect of the broad topic. Also, a good research question is generally answered with a conclusion or thesis, which is based on an analysis and interpretation of relevant information. A good research question cannot be answered by a single fact or a single source.</p>

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	<p><b>3.</b> Provide several sample research questions and lead students in evaluating each based on the criteria discussed. (Some research questions are provided in the “Evaluating Potential Research Questions” document along with a graphic organizer for evaluating and reflecting on those.)</p>
	<p><b>4.</b> Use the think-aloud strategy to model brainstorming topics in which you (the teacher) are interested, restricting and then narrowing the topic, and then using the narrowed topic to develop a research question. The teacher may want to use a graphic organizer (chart) like the one in the video previously referenced. *When modeling restricting the topic, it may be appropriate to brainstorm a variety of ways to restrict it. The same may be true of narrowing the topic. To help students generate open-ended, deeper research questions, the teacher could model with the “Developing Research Questions” handout and process and then distribute to students to use to focus their own thinking in crafting questions. (Several examples are provided for the teacher in the document “Research question examples.”)</p>
	<p><b>5.</b> Have students suggest several possible topics that all can practice this process with. Put those into a chart like the one in the previously referenced video (such as the “Identifying potential research questions” document students will use when they practice independently). Have students work in pairs to restrict those topics, and then discuss their work as a whole class, correcting any weaknesses. Repeat that process with narrowing the topic and with developing a research question.</p>
	<p><b>6.</b> Have students apply the practiced process to their own potential research topics, recording their thinking in the “Identifying potential research questions” graphic organizer provided. (Note: The graphic organizer does not include subquestions, but the teacher may choose to add a row for that below the research question row and above key words, depending on whether the teacher has modeled that.) The teacher will need to circulate throughout the classroom and monitor students’ work and may very well want to have students complete the process in steps, all coming up with broad topics and restricting those and then sharing with a classmate, a small group of classmates, or the whole class and revising as necessary before moving on to the step of narrowing the topic. The same process might be repeated before students develop their research questions. At this point, students will only work through the research question; key words are addressed in the next step and students will write those after the teacher models how to do so.</p>
	<p><b>7.</b> Once again use the think-aloud process to model identifying key words appropriate to your research question. (Refer again to the previously referenced video.) The teacher may also want to discuss and model the construction of subquestions, or narrower questions that answer research questions. The “Research Questions and Subquestions” PowerPoint provides information about this. Again, the teacher might choose to add another row to the graphic organizer calling for subquestions before generating key words.</p>
	<p><b>8.</b> Have students apply the same process to identify key words related to their research question and then prioritize the three questions they are most interested in pursuing. Provide feedback to help each student choose an appropriate research question.</p>

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<b>Obj. #1</b>	<p><b>INSTRUCTIONAL ACTIVITIES: (What Students Do)</b></p> <ol style="list-style-type: none"> <li>1. Watch video and/or read materials provided by the teacher to understand how to choose a research topic.</li> <li>2. Help class identify the characteristics of an effective research question.</li> <li>3. Evaluate sample research questions based on characteristics of an effective research question.</li> <li>4. Watch teacher model process for identifying, restricting and narrowing a research topic and developing a research question.</li> <li>5. Work with a classmate to practice identifying, restricting, and narrowing a research topic and developing a research question.</li> <li>6. Identify several potential research topics. Restrict each potential research topic. Narrow each potential research topic. Use each narrowed research topic to create a research question related to it. Record in the graphic organizer provided.</li> <li>7. Watch teacher model process for identifying key words appropriate to a particular research question.</li> <li>8. From each research question previously generated, identify possible key words and phrases to be used to conduct research. Prioritize your potential research questions to indicate your first, second and third choices.</li> </ol>
<b>Obj. #2</b>	<p><b>INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)</b></p> <ol style="list-style-type: none"> <li>1. Outline for students the resources available to them at school. These might include print resources available in the library and/or classroom, a database to which the school subscribes, a collection of digital resources already compiled by the librarian or teacher, the Internet in general, etc.</li> <li>2. Guide the class in creating a Venn diagram to compare the Internet with more traditional information sources. An alternative would be to have students work with partners or in small groups to generate a list of similarities and differences between various types of research materials (depending on their previous experience with potential sources) and then share out their thinking. (There is information regarding this in the introductory slides in the “Wading Through the Web” PowerPoint by Sarah Dennis-Shaw, accessed through readwritethink.org at <a href="http://www.readwritethink.org/classroom-resources/lesson-plans/wading-through-teaching-internet-983.html?tab=3#tabs">http://www.readwritethink.org/classroom-resources/lesson-plans/wading-through-teaching-internet-983.html?tab=3#tabs</a> .) The teacher may use the segments of this PowerPoint as it currently exists or may choose to create his or her own materials.)</li> <li>3. Lead students in discussing what a search engine is and the difference between a regular and a metasearch search engine. These are discussed in Part 1 of the “Wading Through the Web” PowerPoint, which includes instructions for students to practice using various</li> </ol>

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	<p>search engines. Popular search engines the teacher may want to be certain to address and have students practice with include <a href="#">Bing</a>, <a href="#">Google</a>, and <a href="#">Yahoo</a>. Examples of metasearch engines include <a href="http://www.dogpile.com">www.dogpile.com</a> and <a href="http://search.yippy.com">http://search.yippy.com</a>. (A list of a variety of web research tools that the teacher use as a resource can be found at <a href="http://www.virtualsalt.com/search.htm">http://www.virtualsalt.com/search.htm</a>. Another such resource is <a href="http://www.philb.com/whichengine.htm">http://www.philb.com/whichengine.htm</a>. The teacher may also want to consult “The 10 Best Search Engines of 2012” at <a href="http://netforbeginners.about.com/od/navigatingthenet/tp/top_10_search_engines_for_beginners.htm">http://netforbeginners.about.com/od/navigatingthenet/tp/top_10_search_engines_for_beginners.htm</a>.)</p>
	<p><b>4.</b> Discuss/model how to conduct a search on the Internet. (Part 2 of the “Wading Through the Web” PowerPoint addresses this and provides activities for students to practice the skills discussed.) Model for students the different ways to use keywords generated to conduct an Internet search, such as using “and,” “or,” “and not,” etc. as well as searching with phrases. Good resources for this can be found at <a href="http://www.learnwebskills.com/search/engines.html">http://www.learnwebskills.com/search/engines.html</a> and <a href="http://www.internettutorials.net/basic-search-techniques.asp">http://www.internettutorials.net/basic-search-techniques.asp</a>.</p>
	<p><b>5.</b> Have students practice conducting a search on the Internet. They can use key words previously generated as a class for one of the research questions generated as a class, or they can use the term suggested in the “Exploring Search Engines” document, where they will record information about their experience.</p>
	<p><b>6.</b> Discuss and define the term credibility. Identify characteristics used to determine credibility. Lead a class discussion practicing determining credibility of example sources. A good source for questions to consider when evaluating a website is provided in the “Checklist for Evaluating Web Resources” available from the University of Maine at <a href="http://usm.maine.edu/library/checklist-evaluating-web-resources">http://usm.maine.edu/library/checklist-evaluating-web-resources</a>. A similar source is “Thinking Critically about Web 2.0 and Beyond,” found at <a href="http://www.library.ucla.edu/libraries/college/11605_12008.cfm">http://www.library.ucla.edu/libraries/college/11605_12008.cfm</a>. This is a UCLA Library document, so the teacher may want to revise it, narrowing the list of evaluative questions and/or re-wording some of those, to make it more appropriate for a middle school audience.) The teacher may also want to use the questions used in the “Evaluating potential sources” document.</p>
	<p><b>7.</b> Have students create a graphic organizer (or complete the “Evaluating potential sources” document) to record and evaluate at least three sources found in practicing conducting a search.</p>
	<p><b>8.</b> Outline for students the expectations of the research project, including how many sources are expected to be used and how many notes are or how much information is expected to be used from those. Provide time for students to conduct research to identify credible and relevant sources, assisting and guiding them as necessary. The teacher may want to provide a document for students to record basic information about resources consulted.</p>
<p><b>Obj. #2</b></p>	<p><b>INSTRUCTIONAL ACTIVITIES: (What Students Do)</b></p> <p><b>1.</b> Understand the kinds of resources available for researching a topic/question.</p>

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	2. Compare and contrast the Internet with more traditional information sources.
	3. Understand what a search engine and a metasearch engine are. Be able to identify examples of each.
	4. Watch teacher demonstrate how to conduct a search on the Internet.
	5. Practice using a variety of regular and metasearch search engines to conduct an Internet search. Record information about that in the “Exploring Search Engines” document. Be prepared to discuss how the results of those searches compare.
	6. Understand what is meant by “credibility” and identify the characteristics used to determine that. Practice determining credibility of sources provided.
	7. Use criteria discussed in class to evaluate at least three sources found when conducting an internet search. Record your findings in a graphic organizer.
	8. Use strategies learned to identify credible sources with relevant information to answer your research question. Record those sources for future reference.
<b>Obj. #3 4</b>	<p><b>INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)</b></p> <p>1. Define relevant and discuss examples of relevant information in various situations. (For example, the fact that you have a wart on your finger isn’t relevant when you’re going to the doctor for a sore throat.)</p>
	2. Using a think-aloud, from a source found when conducting research, model identifying relevant information related to the research question, including highlighting, underlining, and/or annotating that. Provide students with information related to a source for one of the previously generated research questions and have students practice identifying relevant information. Discuss their work.
	3. As appropriate, teach or review paraphrasing as a skill to help prevent plagiarizing. (A good lesson on paraphrasing is “I Used My Own Words! Paraphrasing Informational Texts,” which can be found at <a href="http://www.readwritethink.org/classroom-resources/lesson-plans/used-words-paraphrasing-informational-1177.html?tab=4#tabs">http://www.readwritethink.org/classroom-resources/lesson-plans/used-words-paraphrasing-informational-1177.html?tab=4#tabs</a> Though this lesson is designed for grades 3-5, its strategies are appropriate for older grades; the teacher may want to use different texts for instruction and practice of the skills. “Paraphrase Craze,” found at <a href="http://www.beaconlearningcenter.com/WebLessons/ParaphraseCraze/default.htm#page5">http://www.beaconlearningcenter.com/WebLessons/ParaphraseCraze/default.htm#page5</a> , is another good lesson on paraphrasing, as well as reviewing paraphrasing versus summarizing or directly quoting.) Provide opportunities for students to practice/review this skill. (Exercises/passages for practicing paraphrasing can be found at

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	<p><a href="http://owl.english.purdue.edu/owl/resource/619/02/">http://owl.english.purdue.edu/owl/resource/619/02/</a>, Discuss situations in which students might need to directly quote information rather than paraphrasing. Discuss and model the method for indicating that information is directly quoted from a source.</p>
	<p><b>4.</b> Introduce and model note-taking from sources. One method is to create note cards with one idea or piece of information on each card. A good resource for this method can be found at <a href="http://www.infoplease.com/homework/t4takingnotes.html">http://www.infoplease.com/homework/t4takingnotes.html</a>. Another similar method can be found in the “Taking Research Notes” PowerPoint. “Ideas about Note-taking and Citing Sources,” found at <a href="http://library.sasaustin.org/noteTaking.php">http://library.sasaustin.org/noteTaking.php</a>, includes information on digital note-taking tools (as well as information regarding paraphrasing and citing sources). General information about taking notes from resources as well as information about paraphrasing and plagiarizing can be found in the “Notetaking PowerPoint.”</p>
	<p><b>5.</b> Provide time for students to conduct research and record information related to their research questions, assisting and guiding them as necessary.</p>
<b>Obj. #3</b>	<p><b>INSTRUCTIONAL ACTIVITIES: (What Students Do)</b></p> <p><b>1.</b> Identify relevant information in sources</p>
<b>4</b>	<p><b>2.</b> Watch teacher demonstrate how to identify relevant information related to a search question. Practice identifying information from a source that is relevant to the research question.</p>
	<p><b>3.</b> Practice paraphrasing information, putting it in your own words to avoid plagiarism. Practice directly quoting information from a source.</p>
	<p><b>4.</b> Practice recording relevant information using an appropriate note-taking method approved by your teacher.</p>
	<p><b>5.</b> From sources identified as credible and relevant, use an appropriate note-taking method to record information useful in answering your research question.</p>
<b>Obj. #5</b>	<p><b>INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)</b></p> <p><b>1.</b> Discuss why it is important to give credit to sources used in research. Review plagiarism. Introduce the terms bibliography, works consulted, and works cited, and explain the difference between the two. (Session 3 of the “Wading Through the Web” PowerPoint discusses why and how to cite sources and provides an opportunity for students to practice that.)</p>

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	<p>2. As appropriate, discuss various citation formats, such as MLA (Modern Language Association), APA (American Psychological Association), etc.</p>
	<p>3. Introduce technological tools now available to aide in citing sources. These include <a href="http://www.easybib.com/">http://www.easybib.com/</a> , probably the most appropriate and easiest for middle-schoolers to use. Students may find it useful to use the “citation organizer” at <a href="http://www.readwritethink.org/files/resources/lesson_images/lesson983/organizer-form.pdf">http://www.readwritethink.org/files/resources/lesson_images/lesson983/organizer-form.pdf</a> to record information about sources. It can be completed on the web, printed and then reset to be used again, or the teacher could print it and provide students with copies as needed.</p>
<b>Obj. #5</b>	<p><b>INSTRUCTIONAL ACTIVITIES: (What Students Do)</b></p> <p>1. Explain why it is important to give credit to sources consulted and/or used in conducting research. Explain the difference between a bibliography, works consulted, and works cited and when/why you would use each.</p>
	<p>2. Understand what is meant by a citation format.</p>
	<p>3. Use a technological tool to create a works cited page to document sources used in your research.</p>
<b>Obj. #6</b>	<p><b>INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)</b></p> <p>1. Given the task assigned, brainstorm with students possible ways to share the findings of their research, noting that a required component for this project is an oral presentation. Take into consideration students’ experience with various organizational strategies and technological tools as well as what materials are readily available to them. Discuss the strengths and weaknesses of those as related to the assigned task. If possible, share with students examples of a variety of digital media and/or visual display options. Visual display options might include a model or diorama, a diagram, a poster or collage, a map, a slideshow such as PowerPoint, Keynote, etc. Digital media tools that might be used—some of which overlap as visual display options--include a video/movie, including using <a href="http://www.xtranormal.com">www.xtranormal.com</a>, <a href="http://www.animoto.com">www.animoto.com</a>, <a href="http://www.goanimate.com">www.goanimate.com</a>; an audio recording or podcast, including using <a href="http://www.voicethread.com">www.voicethread.com</a>, <a href="http://www.vocaroo.com">www.vocaroo.com</a>, etc.; a digital poster, such as <a href="http://www.glogster.com">www.glogster.com</a>; a digital slideshow such as <a href="http://www.prezi.com">www.prezi.com</a>; an animated comic strip, such as <a href="http://www.bitstrips.com">www.bitstrips.com</a> or <a href="http://www.toondo.com">www.toondo.com</a>; a digital storybook, such as <a href="http://www.zooburst.com">www.zooburst.com</a>; diagram-creation tools, such as <a href="http://www.cacoo.com">www.cacoo.com</a> or <a href="http://www.mindnode.com">www.mindnode.com</a>; etc.</p>
	<p>2. Provide opportunity for students to explore digital media tools and visual display options, attempting to identify those most appropriate for each student’s particular presentation.</p>

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	<p><b>3.</b> Conference with students regarding their plans for integrating digital media and/or visual displays and assist them with that as necessary.</p>
<b>Obj. #6</b>	<p><b>INSTRUCTIONAL ACTIVITIES: (What Students Do)</b></p> <p><b>1.</b> Brainstorm possible avenues for sharing findings of research. Consider digital media and visual display options that may be appropriate for sharing your research and that utilize your skills and talents. Considering the assigned task, identify strengths and weaknesses of each of those.</p>
	<p><b>2.</b> Explore digital media tools and visual display options, particularly those you’re considering using for your presentation.</p>
	<p><b>3.</b> Consider your audience and purpose to determine an appropriate format for sharing your research findings. Plan your presentation, including incorporating appropriate digital media and/or visual display(s). Create the digital media and/or visual display(s) to accompany your presentation.</p>
<b>Obj. #7</b>	<p><b>INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)</b></p> <p><b>1.</b> Share examples of effective and poor oral presentations. A good video for this can be found at <a href="http://www.youtube.com/watch?v=2UPsQRlyKck">http://www.youtube.com/watch?v=2UPsQRlyKck</a>, or the teacher may want to create his or her own. Discuss whether each would be considered good or bad and why. Another example of a poor presentation can be found at <a href="http://www.youtube.com/watch?v=ATfY8dvbuFg&amp;feature=related">http://www.youtube.com/watch?v=ATfY8dvbuFg&amp;feature=related</a>.</p>
	<p><b>2.</b> Show each example a second time, instructing students to take note of the specific characteristics that determine whether it is effective or not. Share out answers, making a t-chart to identify the characteristics of a strong and a weak presentation. This can serve as an anchor chart for students’ future reference.</p>
	<p><b>3.</b> The teacher may want to provide further instruction regarding effective oral presentations. Potential resources include the following: <i>Middle Schools Tips for Presenting in Class and Speaking in Front of a Group</i>, found at <a href="http://www.youtube.com/watch?v=onSqqgPFb14">http://www.youtube.com/watch?v=onSqqgPFb14</a>; <i>The Top Ten Things Not To Do When Giving a Speech</i>, found at <a href="http://www.youtube.com/watch?v=3Q1DMzJpW5E&amp;feature=related">http://www.youtube.com/watch?v=3Q1DMzJpW5E&amp;feature=related</a>; and “Oral Presentation Tips,” found at <a href="https://www.artskills.com/poster-help/poster-design-basics/poster-presentations/oral-presentation-tips.html">https://www.artskills.com/poster-help/poster-design-basics/poster-presentations/oral-presentation-tips.html</a>.</p>
	<p><b>4.</b> Establish an opportunity/system for students to orally share the findings of their research, using at least one digital and/or visual</p>

## DESE Model Curriculum

GRADE LEVEL/UNIT TITLE: 7/Finding, Evaluating, and Sharing Information

Course Code: ELA

	element.
<b>Obj. #7</b>	<p><b>INSTRUCTIONAL ACTIVITIES: (What Students Do)</b></p> <ol style="list-style-type: none"> <li>1. Practice presentation, including eye contact, voice, rate of speech, fluency, inflection, body language, and timing. Practice in front of a mirror, in front of an empty couch, in front of family members, etc.</li> </ol>
	<ol style="list-style-type: none"> <li>2. Practice your presentation several times, timing yourself and recording the length of the presentation each time. After several times, determine your average presentation time, and then practice again, slowing down and trying to extend your presentation time by 20-25%.</li> </ol>
	<ol style="list-style-type: none"> <li>3. Audio- and/or video-record your presentation and evaluate its strengths and weaknesses. Then make revisions to your presentation and your delivery of it and practice again.</li> </ol>
	<ol style="list-style-type: none"> <li>4. Deliver your presentation as instructed by the teacher.</li> </ol>
<p><b>UNIT RESOURCES: (include internet addresses for linking)</b></p> <p>(Internet links embedded within Instructional Activities)</p> <p>“Wading Through the Web” PowerPoint by Sarah Dennis-Shaw, accessed through readwritethink.org at <a href="http://www.readwritethink.org/classroom-resources/lesson-plans/wading-through-teaching-internet-983.html?tab=3#tabs">http://www.readwritethink.org/classroom-resources/lesson-plans/wading-through-teaching-internet-983.html?tab=3#tabs</a></p> <p>Another good resource, though no particular component is cited or used in this unit, can be found at <a href="http://www.sayreschool.org/uploaded/Academics/Library/Middle_Upper_School/MS_Research_Guide.pdf">http://www.sayreschool.org/uploaded/Academics/Library/Middle_Upper_School/MS_Research_Guide.pdf</a>. This unit, created in 2002 by Sayre Middle School teachers John Klus and Kristin Seymour with librarian Judy Offutt and then revised in 2011 by Offut, is designed especially for middle- schoolers and offers alternatives for many of the steps in the research process.</p>	