

# Unit 09: Online Research and Presentations

Content Area: **Template**  
Course(s):  
Time Period: **Full Year**  
Length: **FY**  
Status: **Published**

## Standards Alignment

---

### New Jersey Student Learning Standards

---

AAAA.K-12.1	Inquire, think critically, and gain knowledge.
AAAA.K-12.1.1	Skills
AAAA.K-12.1.1.1	Follow an inquiry-based process in seeking knowledge in curricular subjects, and make the real-world connection for using this process in own life.
AAAA.K-12.1.1.2	Use prior and background knowledge as context for new learning.
AAAA.K-12.1.1.3	Develop and refine a range of questions to frame the search for new understanding.
AAAA.K-12.1.1.4	Find, evaluate, and select appropriate sources to answer questions.
AAAA.K-12.1.1.6	Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.
AAAA.K-12.1.1.8	Demonstrate mastery of technology tools for accessing information and pursuing inquiry.
AAAA.K-12.1.1.9	Collaborate with others to broaden and deepen understanding.
AAAA.K-12.1.2	Dispositions in Action
AAAA.K-12.1.2.2	Demonstrate confidence and self- direction by making independent choices in the selection of resources and information.
AAAA.K-12.1.2.3	Demonstrate creativity by using multiple resources and formats.
AAAA.K-12.1.2.5	Demonstrate adaptability by changing the inquiry focus, questions, resources, or strategies when necessary to achieve success.
AAAA.K-12.1.2.6	Display emotional resilience by persisting in information searching despite challenges.
AAAA.K-12.1.2.7	Display persistence by continuing to pursue information to gain a broad perspective.
AAAA.K-12.1.3	Responsibilities
AAAA.K-12.1.3.2	Seek divergent perspectives during information gathering and assessment.
AAAA.K-12.1.3.5	Use information technology responsibly.
AAAA.K-12.1.4	Self-Assessment Strategies
AAAA.K-12.1.4.1	Monitor own information-seeking processes for effectiveness and progress, and adapt as necessary.
AAAA.K-12.1.4.4	Seek appropriate help when it is needed.
AAAA.K-12.2	Draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge.
AAAA.K-12.2.1	Skills
AAAA.K-12.2.1.1	Continue an inquiry- based research process by applying critical- thinking skills (analysis,

	synthesis, evaluation, organization) to information and knowledge in order to construct new understandings, draw conclusions, and create new knowledge.
AAAA.K-12.2.1.2	Organize knowledge so that it is useful.
AAAA.K-12.2.1.3	Use strategies to draw conclusions from information and apply knowledge to curricular areas, real-world situations, and further investigations.
AAAA.K-12.2.1.4	Use technology and other information tools to analyze and organize information.
AAAA.K-12.2.1.5	Collaborate with others to exchange ideas, develop new understandings, make decisions, and solve problems.
AAAA.K-12.2.1.6	Use the writing process, media and visual literacy, and technology skills to create products that express new understandings.
AAAA.K-12.2.2	Dispositions in Action
AAAA.K-12.2.2.1	Demonstrate flexibility in the use of resources by adapting information strategies to each specific resource and by seeking additional resources when clear conclusions cannot be drawn.
AAAA.K-12.2.2.3	Employ a critical stance in drawing conclusions by demonstrating that the pattern of evidence leads to a decision or conclusion.
AAAA.K-12.2.2.4	Demonstrate personal productivity by completing products to express learning.
AAAA.K-12.2.3	Responsibilities
AAAA.K-12.2.3.1	Connect understanding to the real world.
AAAA.K-12.2.3.3	Use valid information and reasoned conclusions to make ethical decisions.
AAAA.K-12.2.4	Self-Assessment Strategies
AAAA.K-12.2.4.1	Determine how to act on information (accept, reject, modify).
AAAA.K-12.2.4.3	Recognize new knowledge and understanding.
AAAA.K-12.2.4.4	Develop directions for future investigations.
AAAA.K-12.3	Share knowledge and participate ethically and productively as members of our democratic society.
AAAA.K-12.3.1	Skills
AAAA.K-12.3.1.1	Conclude an inquiry-based research process by sharing new understandings and reflecting on the learning.
AAAA.K-12.3.1.3	Use writing and speaking skills to communicate new understandings effectively.
AAAA.K-12.3.1.4	Use technology and other information tools to organize and display knowledge and understanding in ways that others can view, use, and assess.
AAAA.K-12.3.1.5	Connect learning to community issues.
AAAA.K-12.3.1.6	Use information and technology ethically and responsibly.
AAAA.K-12.3.2	Dispositions in Action
AAAA.K-12.3.2.1	Demonstrate leadership and confidence by presenting ideas to others in both formal and informal situations.
AAAA.K-12.3.2.2	Show social responsibility by participating actively with others in learning situations and by contributing questions and ideas during group discussions.
AAAA.K-12.3.2.3	Demonstrate teamwork by working productively with others.
AAAA.K-12.3.3	Responsibilities
AAAA.K-12.3.3.1	Solicit and respect diverse perspectives while searching for information, collaborating with others, and participating as a member of the community.
AAAA.K-12.3.3.2	Respect the differing interests and experiences of others, and seek a variety of viewpoints.

AAAA.K-12.3.3.3	Use knowledge and information skills and dispositions to engage in public conversation and debate around issues of common concern.
AAAA.K-12.4	Pursue personal and aesthetic growth.
AAAA.K-12.4.1	Skills
AAAA.K-12.4.1.1	Read, view, and listen for pleasure and personal growth.
AAAA.K-12.4.1.2	Read widely and fluently to make connections with self, the world, and previous reading.
AAAA.K-12.4.1.3	Respond to literature and creative expressions of ideas in various formats and genres.
AAAA.K-12.4.1.4	Seek information for personal learning in a variety of formats and genres.
AAAA.K-12.4.1.5	Connect ideas to own interests and previous knowledge and experience.
AAAA.K-12.4.1.6	Organize personal knowledge in a way that can be called upon easily.
AAAA.K-12.4.1.7	Use social networks and information tools to gather and share information.
AAAA.K-12.4.1.8	Use creative and artistic formats to express personal learning.
AAAA.K-12.4.2	Dispositions in Action
AAAA.K-12.4.2.1	Display curiosity by pursuing interests through multiple resources.
AAAA.K-12.4.2.2	Demonstrate motivation by seeking information to answer personal questions and interests, trying a variety of formats and genres, and displaying a willingness to go beyond academic requirements.
AAAA.K-12.4.2.3	Maintain openness to new ideas by considering divergent opinions, changing opinions or conclusions when evidence supports the change, and seeking information about new ideas encountered through academic or personal experiences.
AAAA.K-12.4.2.4	Show an appreciation for literature by electing to read for pleasure and expressing an interest in various literary genres.
AAAA.K-12.4.3	Responsibilities
AAAA.K-12.4.3.1	Participate in the social exchange of ideas, both electronically and in person.
AAAA.K-12.4.3.2	Recognize that resources are created for a variety of purposes.
AAAA.K-12.4.3.3	Seek opportunities for pursuing personal and aesthetic growth.
AAAA.K-12.4.3.4	Practice safe and ethical behaviors in personal electronic communication and interaction.
AAAA.K-12.4.4	Self-Assessment Strategies
AAAA.K-12.4.4.1	Identify own areas of interest.
AAAA.K-12.4.4.2	Recognize the limits of own personal knowledge.
AAAA.K-12.4.4.3	Recognize how to focus efforts in personal learning.
AAAA.K-12.4.4.4	Interpret new information based on cultural and social context.
AAAA.K-12.4.4.5	Develop personal criteria for gauging how effectively own ideas are expressed.
AAAA.K-12.4.4.6	Evaluate own ability to select resources that are engaging and appropriate for personal interests and needs.

## **Integration of Career Readiness, Life Literacies and Key Skills**

---

CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.
CRP.K-12.CRP2	Apply appropriate academic and technical skills.
CRP.K-12.CRP3	Attend to personal health and financial well-being.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.

CRP.K-12.CRP5	Consider the environmental, social and economic impacts of decisions.
CRP.K-12.CRP6	Demonstrate creativity and innovation.
CRP.K-12.CRP7	Employ valid and reliable research strategies.
CRP.K-12.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP.K-12.CRP9	Model integrity, ethical leadership and effective management.
CRP.K-12.CRP10	Plan education and career paths aligned to personal goals.
CRP.K-12.CRP11	Use technology to enhance productivity.
CRP.K-12.CRP12	Work productively in teams while using cultural global competence.

## **Technology / Integration of Computer Science and Design Thinking**

---

TECH.8.1.5	Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
TECH.8.1.5.A	Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.
TECH.8.1.5.A.1	Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
TECH.8.1.5.D	Digital Citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.
TECH.8.1.5.D.1	Understand the need for and use of copyrights.
TECH.8.1.5.D.3	Demonstrate an understanding of the need to practice cyber safety, cyber security, and cyber ethics when using technologies and social media.
TECH.8.1.5.D.4	Understand digital citizenship and demonstrate an understanding of the personal consequences of inappropriate use of technology and social media.
TECH.8.1.5.E	Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.
TECH.8.1.5.E.1	Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.
TECH.8.2.5	Technology Education, Engineering, Design, and Computational Thinking - Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.
TECH.8.2.5.E	Computational Thinking: Programming: Computational thinking builds and enhances problem solving, allowing students to move beyond using knowledge to creating knowledge.
TECH.8.2.5.E.1	Identify how computer programming impacts our everyday lives.

## **Interdisciplinary Connections: NJSL for ELA, Social Studies, Science and/or Math Section**

---

LA.RL.5	Reading Literature Text Key Ideas and Details
---------	--

LA.K-12.NJSLSA.R1	Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
LA.K-12.NJSLSA.R2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
LA.RL.5.2	Determine the key details in a story, drama or poem to identify the theme and to summarize the text.
LA.K-12.NJSLSA.R9	Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
	Range of Reading and Level of Text Complexity
LA.K-12.NJSLSA.R10	Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.
LA.RL.5.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.
LA.RI.5	Reading Informational Text
LA.RI.5.1	Quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
LA.K-12.NJSLSA.W	Writing
	Text Types and Purposes
LA.K-12.NJSLSA.W1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
LA.K-12.NJSLSA.W2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
LA.K-12.NJSLSA.W3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
	Production and Distribution of Writing
LA.K-12.NJSLSA.W4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LA.K-12.NJSLSA.W5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
LA.K-12.NJSLSA.W6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
LA.RI.5.9	Integrate and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) information from several texts on the same topic in order to write or speak about the subject knowledgeably.
	Research to Build and Present Knowledge
LA.K-12.NJSLSA.W7	Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.
LA.K-12.NJSLSA.W8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
LA.RI.5.10	By the end of year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.
LA.K-12.NJSLSA.W9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
LA.W.5.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and

information.

- LA.W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- LA.W.5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- LA.W.5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- LA.W.5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- LA.W.5.6 With some guidance and support from adults and peers, 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 two pages in a single sitting.
- LA.W.5.7 Conduct short research projects that use several sources to build knowledge through investigation of different perspectives of a topic.
- LA.W.5.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
- LA.W.5.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
- LA.W.5.10 Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

## **Integration of Diversity, Equity and Inclusion; Climate Change; Informational and Media Literacy** **New Section**

---

see Crosswalks

## **21st Century Life and Careers**

---

### **Stage I: Desired Results**

---

### **Transfer/Overview/Rationale**

---

#### **Transfer / Overview / Rationale**

Unit Rationale

The purpose of this unit...

21st Century learners explore jobs and careers for their future.

21st Century learners use presentation software to share books they want to promote

## Meaning

---

## Essential Questions

---

### Essential Questions

- In a world of constant change, what skills should we learn?
- How can students use technology to locate, evaluate, and collect information from a variety of sources?
- How can students evaluate and select new information resources and technological innovations based on the appropriateness for specific tasks?
- How can presentation software be used to collaborate, publish, and interact with peers, experts, and other audiences?
- How can we use a variety of media and formats to communicate information and ideas effectively to multiple audiences?

## Enduring Understanding/Indicators of Understanding

---

### Enduring Understanding/Indicators of Understanding

- Students use technology to locate, evaluate, and collect information from a variety of sources.
- Students evaluate and select new information resources and technological innovations based on the appropriateness for specific tasks.
- Students use productivity tools to collaborate in constructing technology-enhanced models, prepare publications, and produce other creative works.
- Students use presentation software to collaborate, publish, and interact with peers, experts, and other audiences.
- Students use a variety of media and formats to communicate information and ideas effectively to manipulate audiences.

## **Acquisition (Student Learning Objectives)**

---

### **Knowledge**

---

Knowledge

Students will know...

- Presentation software vocabulary (e.g. presentation, slide, show, transition, narration).
- Design principles of layout and font.

### **Skills**

---

Skills

Student will be skilled at ...

- Saving and retrieving work on a network.
- Communicating through a series of slides.
- Formatting a master slide.
- Adding text and graphics to slides.
- Adding transitions to slides.
- Adding narration to presentation.
- Adding sound effects and/or video/music.
- Using a digital camera.
- Exporting and importing slides into other applications.

## **Stage 3: Learning Plan**

---

### **Resource and Mentor Texts**

---

Resources and Mentor Texts

- Presentation software (e.g. Google Chrome)
- Web browser (e.g. Google Chrome)
- WeVideo - online editing software
- Creative Commons websites - see attached links
- Career research websites - see attached links

## **Formative Assessment Strategies**

---

### Formative Assessment Strategies

- Index card summaries/questions
- Hand signals
- Web or concept map
- Misconception check
- Student conference
- Observation
- Exit card
- Choral response
- Oral questioning

## **Learning Activities/Unit of Study**

---

### Learning Activities/Unit of Study

- Career research project
  - Students research possible career opportunities, including job responsibilities, average salary, and required education.
  - Students create a presentation, including images, narration, transitions, and data, to support their findings.
  
- Book trailers
  - Students select a book and create a movie trailer-themed presentation.
  - Students search for, locate, download, and save Creative Commons licensed images from the Internet.
  - Students import images into a presentation, add transitions (e.g. Ken Burns effect), add text, and add Creative Commons licensed and dramatic background music.

## **Modifications and/or Accommodations**

---

## **Suggested Modifications (ELL, Sp. Ed, Gifted, At-risk of Failure)**

### **English Language Learners**

**Native language support:** The teacher provides auditory or written content to students in their native language.

**Adjusted Speech:** The teacher changes speech patterns to increase student comprehension. This could include facing the students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly.

**Visuals:** The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand and comprehend the subjects at hand.

**Front-Loading Vocabulary:** The teacher front loads vocabulary. This means providing students with a list of important vocabulary words they will need to know for a book, lesson, etc. prior to the lesson being taught. Including pictures to go with the vocabulary words is also very beneficial for the students.

### **Special Education Students**

**Chunking:** The teacher presents information in a way that makes it easy for students to understand and remember. Chunking is based on the presumption that our working memory is easily overloaded by excessive detail. The best way to deliver information is to organize it into meaningful units. Because students with special needs get overloaded easily, chunking is an effective strategy to use with them.

**Checking for Understanding:** It is important to constantly check for understanding, especially for students who have accommodations. Teachers want to make sure students understand the concepts being covered in a way that makes sense to them.

**Extra time:** The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

**Oral Reading:** The teacher will read work orally to students. Class work such as tests and literature circles may need to be read aloud to the student.

**Timers:** The teacher will use timers as an instructional tool. The use of timers is beneficial for students who have trouble completing tasks. Timers can be helpful so the student is aware of how much time they have to complete an assignment.

### **Students with 504 Plans**

**Chunking:** The teacher presents information in a way that makes it easy for students to understand and remember. Chunking is based on the presumption that our working memory is easily overloaded by excessive detail. The best way to deliver information is to organize it into meaningful

units. Because students with special needs get overloaded easily, chunking is an effective strategy to use with them.

**Checking for Understanding:** It is important to constantly check for understanding, especially for students who have accommodations. Teachers want to make sure students understand the concepts being covered in a way that makes sense to them.

**Extra time:** The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

## **Gifted & Talented Strategies**

**Extensions/Enrichments:** Teachers will provide gifted and talented students with extension/enrichment projects. Students will be challenged to further their understanding, to apply acquired knowledge, and/or to produce something in reference to acquired knowledge.

**Modify/Change Activities:** Teachers will monitor and modify activities to accommodate those students who need to be challenged further. Additional reading, problem-solving, writing, or project work is necessary for those students who are ready to move on at a rate more accelerated than their peers. In this way, G & T students are provided the same opportunity for support as special needs students.

## **Students at Risk of School Failure**

**Directions or Instructions:** Make sure directions and/or instructions are given in limited numbers. Give directions/instructions verbally and in simple written format. Ask students to repeat the instructions or directions to ensure understanding occurs. Check back with the student to ensure he/she hasn't forgotten.

**Peer Support:** Peers can help build confidence in other students by assisting in peer learning. Many teachers use the 'ask 3 before me' approach. This is fine, however, a student at risk may have to have a specific student or two to ask. Set this up for the student so he/she knows who to ask for clarification before going to you.

**Alternate or Modified Assignments:** Always ask yourself, "How can I modify this assignment to ensure the students at risk are able to complete it?" Sometimes you'll simplify the task, reduce the length of the assignment or allow for a different mode of delivery. For instance, many students may hand something in, the at-risk student may jot notes and give you the information verbally. Or, it just may be that you will need to assign an alternate assignment.

**Increase One to One Time:** When other students are working, always touch base with your students at risk and find out if they're on track or needing some additional support. A few minutes here and there will go a long way to intervene as the need presents itself.

**Contracts:** It helps to have a working contract between you and your students at risk. This helps prioritize the tasks that need to be done and ensure completion happens. Each day write down what needs to be completed, as the tasks are done, provide a checkmark or happy face. The goal of using contracts is to eventually have the student come to you for completion sign-offs.

**Hands On:** As much as possible, think in concrete terms and provide hands-on tasks. This means a

child doing math may require a calculator or counters. The child may need to tape record comprehension activities instead of writing them. A child may have to listen to a story being read instead of reading it him/herself.

Tests/Assessments: Tests can be done orally if need be. Break tests down in smaller increments by having a portion of the test in the morning, another portion after lunch and the final part the next day.

Seating: Seat students near a helping peer or with quick access to the teacher. Those with hearing or sight issues need to be close to the instruction which often means near the front.