Research and Digital Literacy 6, 7, & 8

GRADE 6

Content Covered/Themes/Areas of Focus	PA Core / Common / National Standards or Eligible Content (Req: Keystone Courses)	Materials	Activities / Instructional Delivery	Formative Assessments	Summative Assessments
Students will 1) become familiar with class expectations and routines, 2) learn how to write a professional email, and (3) complete a community-building assignment.		Various	Various	Write properly formatted email to teacher. Practice submitting late work.	Write properly formatted email to teacher. Practice submitting late work.
Media Balance and Well-Being: How do we balance digital media use in our lives?	Common Core ELA L.6.1,L.6.2,L.6.2.B,L.6.3,L.6.3.A,L.6.3.B,L.6.4,L.6.6,SL.6.1,SL.6.1a,SL.6.1b,SL.6.1c,SL.6.1d,SL.6.2,SL.6.3,SL.6.4,SL.6.6,W.6.4,W.6.8,W.6.9,W.6.10	Handout, video, and slides	Video, pair-share, handout, share out, Digital Compass mini-game	Students develop a specific challenge in order to have more balance in their lives.	Lesson Quiz on Canvas
Internet Privacy and Security: How can you protect yourself from phishing and online scams?		Handout and slides Alternatively (p. 37-42)	Video, pair-share, handout, share out, Digital Compass mini-game	Students analyze examples of messages that use tricks to phish for information.	Lesson Quiz on Canvas
Online Friendships and Communication: How do you connect safely with people you meet online?		Handout, video, and slides Supplement: Who's talking to me? (p. 46-48)	Video, pair-share, handout, share out, Digital Compass mini-game	Students analyze fictitious dilemma using the "feelings and options" thinking strategy to brainstorm solutions to the dilemma.	Lesson Quiz on Canvas
Cyberbullying and Digital Drama: What can you do to deescalate digital drama?		Handout, video, and slides	Video, pair-share, handout, share out, Digital Compass mini-game	Students analyze fictitious dilemma from multiple perspectives and brainstorm solutions to the dilemma.	Lesson Quiz on Canvas
Project: Student can choose to create a poster, infographic, or trading cards to give **strategies for deescalating online drama.**		Be Internet Kind lessons, Google Slides, chromebooks, craft supplies, Canva	Handouts, whole class and small group discussion	Students use personal experience and text-to-life connections to come up with strategies to de escalate digital drama	Digital Literacy Project

Topic/Essential Questions	Standards	Resources	Instructional Strategies	Formative Assessment	Summative Assessment
Introduction to Research: What is research? Why is it important for students to learn research skills?	CC.1.2.6.A, CC.1.2.6.B, CC.1.2.6.C, CC.1.2.6.D, CC.1.2.6.E, CC.1.2.6.F, CC.1.2.6.G, CC.1.2.6.H, CC.1.2.6.I, CC.1.2.6.J, CC.1.2.6.K, CC.1.2.6.L, CC.1.2.7.A, CC.1.2.7.B, CC.1.2.7.C, CC.1.2.7.D, CC.1.2.7.E, CC.1.2.7.F, CC.1.2.7.G, CC.1.2.7.H, CC.1.2.7.I, CC.1.2.7.J, CC.1.2.7.K, CC.1.2.7.L, CC.1.2.8.A, CC.1.2.8.B, CC.1.2.8.C, CC.1.2.8.D, CC.1.2.8.E, CC.1.2.8.F, CC.1.2.8.G, CC.1.2.8.H,CC.1.2.8.I, CC.1.2.8.J, CC.1.2.8.K, CC.1.2.8.L,	Google Slides Guided Notes Adapted Notes	Guided notes Student participation	Exit Ticket	Exit Ticket
Identifying a research topic: Students identify topic they are interested in researching; complete KWL for topic		Text sets KWL Handout	Students read texts and select an area of research	KWL	Final Project (annotated bibliography and presentation)
News and Media Literacy: How do we find credible information on the internet? How do our own perspectives impact what we see?	L.6.1, L.6.2, L.6.3, L.6.4, L.6.6, RI.6.1, RI.6.10, RI.6.2, RI.6.4, RI.6.6, RI.6.8, SL.6.1, SL.6.1a, SL.6.1b, SL.6.1c, SL.6.1d, SL.6.2, SL.6.3, SL.6.4, SL.6.6, W.6.10, W.6.4, W.6.8, W.6.9, L.6.2.B, L.6.3.A, L.6.3.B	Handout and slides Lesson 2	Video, pair-share, handout, share out, Digital Compass mini-game	Students use an "Internet Investigator Checklist" and 5KQ to evaluate website credibility.	Research Quiz
Choosing the Right Sources: 5 Key Questions to ask about sources; Author's Purpose and Audience; Fact vs. Opinion	CC.1.2.6.A, CC.1.2.6.B, CC.1.2.6.C, CC.1.2.6.D, CC.1.2.6.E, CC.1.2.6.F, CC.1.2.6.G, CC.1.2.6.H, CC.1.2.6.I, CC.1.2.6.J, CC.1.2.6.K, CC.1.2.6.L, CC.1.2.7.A, CC.1.2.7.B, CC.1.2.7.C, CC.1.2.7.D, CC.1.2.7.E, CC.1.2.7.F, CC.1.2.7.G, CC.1.2.7.H, CC.1.2.7.I, CC.1.2.7.J, CC.1.2.7.K, CC.1.2.7.L, CC.1.2.8.A, CC.1.2.8.B, CC.1.2.8.C, CC.1.2.8.D, CC.1.2.8.E, CC.1.2.8.F, CC.1.2.8.G, CC.1.2.8.H,CC.1.2.8.I, CC.1.2.8.J, CC.1.2.8.K, CC.1.2.8.L,	Handout 1 Framework Lesson Handout 3	Small group discussion, group work, class discussion	Handouts Exit Ticket	Research quiz
Library Research: Get a library card, navigate the Delco libraries website, use ebooks to research		Video and Edpuzzle	Small group discussion, group work	Exit Ticket	Research quiz
Taking Notes and Organizing Research: How to take notes and organize research How to paraphrase		Video Digital Note Cards Text Sets Handout	Small group discussion, group work	Digital Note Cards	Final Project (annotated bibliography and presentation)
Citing Sources: Students learn what an annotated bibliography is and how to write one		Slides, Handout, Text sets	Presentation, direct instruction, guided practice, small group work	Annotated Bibliography handout	Final Project (annotated bibliography and presentation)

Writing to Inform: Students will use Mentor Texts to learn how to write an annotated biography. Students will be able to use paraphrasing to write their annotated bibliographies.		Lesson Plan Text sets Handouts	Modeling, guided practice, independent practice, pair-share	Students write an annotated bibliography by identifying key elements in a mentor text and modeling their writing based on the mentor text	Final Project (annotated bibliography and presentation)
Project: Students conduct research and create an informational presentation using their research. Students will complete an annotated bibliography of their resources.		chromebooks rubrics graphic organizers	Students work independently and in small groups to gather, record, and synthesize information	Teacher check-ins; exit tickets; checklists	Final Project (annotated bibliography and presentation)

GRADE 7

Content Covered/Themes/Areas of Focus	PA Core / Common / National Standards or Eligible Content (Req: Keystone Courses)	Materials	Activities / Instructional Delivery	Formative Assessments	Summative Assessments
Students will 1) become familiar with class expectations and routines, 2) learn how to write a professional email, and (3) complete a community-building assignment.		Various	Various	Write properly formatted email to teacher. Practice submitting late work.	Write properly formatted email to teacher. Practice submitting late work.
Media Balance and Well-Being: What is your strategy for finding media balance?	Common Core ELA L.6.1,L.6.2,L.6.2.B,L.6.3,L.6.3.A,L.6.3.B,L.6.4,L.6.6,SL.6.1,SL.6.1a,SL.6.1b,SL.6.1c,SL.6.1d,SL.6.2,SL.6.3,SL.6.4,SL.6.6,W.6.4,W.6.8,W.6.9,W.6.10	Slides, Handout	Video, pair-share, handout, share out, Digital Compass mini-game	Students develop a specific challenge for themselves in order to have more balance in their lives. Students will track their progress in sticking to the challenge.	Lesson Quiz on Canvas

Digital Footprint and Identity: How might our digital footprints affect our future?		Slides, Handout, and video	Video, pair-share, handout, share out, Digital Compass mini-game	Students role-play talent scouts and review two candidates' digital footprints for an online TV show host. Students will analyze how digital footprints affected the candidates.	Lesson Quiz on Canvas
Online Friendships and Communication: How does social media affect our relationships?		Slides, Handout, and video	Video, pair-share, handout, share out, Digital Compass mini-game	Students analyze fictitious dilemma using the "feelings and options" thinking strategy to brainstorm solutions to the dilemma.	Lesson Quiz on Canvas
Cyberbullying and Digital Drama: How can you respond when cyberbullying occurs?		Slides, Handout	Video, pair-share, handout, share out, Digital Compass mini-game	Students analyze fictitious dilemma from multiple perspectives and brainstorm solutions to the dilemma.	Lesson Quiz on Canvas
Project: Student can choose to create an infographic, annotated comic strip, or PSA to demonstrate the harms of cyberbullying and ways to be an upstander		Rubric Canva	Handouts, small group discussion, group work, independent work	Students use personal experience and text-to-life connections to come up with strategies to de escalate digital drama	Project

Introduction to Research: What is research? Why is it important for students to learn research skills?	CC.1.2.6.A, CC.1.2.6.B, CC.1.2.6.C, CC.1.2.6.D, CC.1.2.6.E, CC.1.2.6.F, CC.1.2.6.G, CC.1.2.6.H, CC.1.2.6.I, CC.1.2.6.J, CC.1.2.6.K, CC.1.2.6.L, CC.1.2.7.A, CC.1.2.7.B, CC.1.2.7.C, CC.1.2.7.D, CC.1.2.7.E, CC.1.2.7.F, CC.1.2.7.G, CC.1.2.7.H, CC.1.2.7.I, CC.1.2.7.J, CC.1.2.7.K, CC.1.2.7.L, CC.1.2.8.A, CC.1.2.8.B, CC.1.2.8.C, CC.1.2.8.D, CC.1.2.8.E, CC.1.2.8.F, CC.1.2.8.G, CC.1.2.8.H,CC.1.2.8.I, CC.1.2.8.J, CC.1.2.8.K, CC.1.2.8.L,	Google Slides Guided Notes Adapted Notes	Guided notes Student participation	Exit Ticket	Exit Ticket
Identifying a research topic: Students identify topic they are interested in researching; complete KWL for topic		Text sets KWL Handout	Students read texts and select an area of research	KWL	Final Project
How to conduct good internet searches. SWBAT navigate a search engine; practice searching for information about a topic; create search inquiries; change key words and notice differences in the results.		Video #1 Video #2 Handouts Chromebook Lesson Video Handouts Chromebook	Handouts Pair-share Group discussion	Handouts Exit Ticket	Research quiz
Evaluating Websites: What are the characteristics of a good website? How do you know a website is reliable?		Notes Guided Notes Handout	Notes, small group work, share out		Research quiz
Taking Notes and Organizing Research: How to take notes and organize research How to paraphrase		Video Digital Note Cards Text Sets Handout	Small group discussion, group work	Digital Note Cards	Final Project (annotated bibliography and presentation)
Citing Sources: Students write an annotated bibliography using in-text citations		Lesson, Slides, Handout, Text sets Website	Presentation, direct instruction, guided practice, small group work	Exit Ticket	Final Project (annotated bibliography and presentation)
Writing to Inform: Students create an informative presentation based on credible sources obtained from the internet		Lesson Plan Handouts Mentor text 1	Modeling pair-share	Digital Note Cards Annotated bibliography	Final Project (annotated bibliography and presentation)

GRADE 8					
Content Covered/Themes/Areas of Focus	**PA Core / Common / National Standards or Eligible Content (Req: Keystone Courses)**	**Materials**	**Activities / Instructional Delivery**	**Formative Assessments**	**Summative Assessments**
Students will 1) become familiar with class expectations and routines, 2) learn how to write a professional email, and (3) complete a community-building assignment.		Various	Various	Write properly formatted email to teacher. Practice submitting late work.	Write properly formatted email to teacher. Practice submitting late work.
Media Balance and Well-Being: Digital media and your brain. How does digital media try to hook you and what can you do about it?	Common Core ELA L.6.1,L.6.2,L.6.2.B,L.6.3,L.6.3.A,L.6.3.B,L.6.4,L.6.6,SL. 6.1,SL.6.1a,SL.6.1b,SL.6.1c,SL.6.1d,SL.6.2,SL.6.3,SL.6. 4,SL.6.6,W.6.4,W.6.8,W.6.9,W.6.10	Slides, handout, video	Video, pair-share, handout, share out, Digital Test Drive Module	Students choose an app they use in their lives and analyze the features to determine if they are "humanely" or "addictively" designed.	Lesson Quiz on Canvas
Digital Footprint and Identity: How does social media affect our digital footprints? How can you respect the privacy of others online?		Slides, handout, video	Video, pair-share, handout, share out, Digital Test Drive Module	Students analyze a fictitious scenario using the 1-2-3-1 Perspectives exercise to determine how different individuals are affected by social media posts.	Lesson Quiz on Canvas
Online Friendships and Communication: Chatting and Red Flags. How can you tell when an online friendship is risky?		Slides, handout, video	Video, pair-share, handout, share out, Digital Test Drive Module	Students analyze fictitious dilemma using the "feelings and options" thinking strategy to brainstorm solutions to the dilemma.	Lesson Quiz on Canvas
Cyberbullying and Digital Drama: How should you respond to online hate speech?		Slides, handout, video	Video, pair-share, handout, share out, Digital Test Drive Module	Students analyze fictitious dilemma from multiple perspectives and brainstorm solutions to the dilemma.	Lesson Quiz on Canvas

Project: Student will create an infographic, or trading cards to give **strategies for responding to online hate speech.**		Google Slides, chromebooks, craft supplies, Canva	Handouts, whole class and small group discussion	Students use research, personal experience and text-to-life connections to come up with strategies to respond to online hate speech	Unit 1 Project
Who creates media and what does it tell you about the people who created it? Students will read an excerpt from "The Arrangers of Marriage" and identify the character's preconceived notions about America and where they come from.		Map lesson Arrangers of Marriage Excerpt	Handouts, small group work or pair-share, share-out	Students will analyze a world map to draw illustrate how a resource's presentation effects the reader's understanding of the material.	Bias Quiz
Reading for Bias: Students will be able to explain the difference between news, opinion, and commentary. Students will identify bias by analyzing word choice in texts.		Notes Headlines and Text Graphic organizer Civically Engaged Classroom Book Book CEC p. 83, 85	Model critical reading with prompts, small group work, share-out	Students will compare various headlines for word choice and evaluate the impact of word choice. Students will write headlines or text demonstrating neutral and biased perspectives.	Bias quiz
News and Media Literacy: How should we react to breaking news? Students develop a critical eye for breaking news by following the checking, looking, and analyzing steps.	L.6.1, L.6.2, L.6.3, L.6.4, L.6.6, RI.6.1, RI.6.10, RI.6.2, RI.6.4, RI.6.6, RI.6.8, SL.6.1, SL.6.1a, SL.6.1b, SL.6.1c, SL.6.1d, SL.6.2, SL.6.3, SL.6.4, SL.6.6, W.6.10, W.6.4, W.6.8, W.6.9, L.6.2.B, L.6.3.A, L.6.3.B	Slides, handout, video	Video, pair-share, handout, share out, Digital Test Drive Module	Students use a graphic organizer to analyze breaking news alerts for missing or inaccurate information.	Bias quiz
Personal bias: How can people have vastly different understandings of the basic facts of a situation? What is confirmation bias and how does it relate to our implicit biases?		Lesson Video 1 NYT game Video 2	Videos or game, pair-share,	Students will identify the different ways words are used to persuade. Students will explain why it's so difficult to correct misinformation	Bias quiz

How to write persuasively: What is persuasive writing? What are the elements of persuasive writing?	CC.1.4.8.A, CC.1.4.8.B, CC.1.4.8.C, CC.1.4.8.D, CC.1.4.8.E, CC.1.4.8.F, CC.1.4.8.G, CC.1.4.8.H, CC.1.4.8.I, CC.1.4.8.J,CC.1.4.8.K, CC.1.4.8.L,	[Lesson](#) Handout presentation	Presentation, pair-share, share out	Students will identify the parts of a persuasive argument by completing a handout	Persuasive argument final project
Identifying evidence: Students will identify evidence in support of or opposition to an argument; students will paraphrase the evidence		[Lesson](#) Handout presentation [Handout 2](#)	Presentation small group work teacher check-ins	Students will create a graphic organizer identifying evidence in support of an argument from two perspectives	Persuasive argument final project
Text structure: Organization and structure of a persuasive argument		[Lesson](#) Handout presentation	Presentation small group work teacher check-ins	Students will use a graphic organizer to organize arguments and evidence	Persuasive argument final project
Choosing a Topic: Students choose an issue to write a persuasive argument about from the text sets provided.		Text Sets	independent work, teacher check-ins	Exit Ticket	Persuasive argument final project
Conducting research: Students will identify evidence to support their position and record that evidence on a graphic organizer.	CC.1.2.6.A, CC.1.2.6.B, CC.1.2.6.C, CC.1.2.6.D, CC.1.2.6.E, CC.1.2.6.F, CC.1.2.6.G, CC.1.2.6.H, CC.1.2.6.I, CC.1.2.6.J, CC.1.2.6.K, CC.1.2.6.L, CC.1.2.7.A, CC.1.2.7.B, CC.1.2.7.C, CC.1.2.7.D, CC.1.2.7.E, CC.1.2.7.F, CC.1.2.7.G, CC.1.2.7.H, CC.1.2.7.I, CC.1.2.7.J, CC.1.2.7.K, CC.1.2.7.L, CC.1.2.8.A, CC.1.2.8.B, CC.1.2.8.C, CC.1.2.8.D, CC.1.2.8.E, CC.1.2.8.F, CC.1.2.8.G, CC.1.2.8.H,CC.1.2.8.I, CC.1.2.8.J, CC.1.2.8.K, CC.1.2.8.L,	[Video](#) Text Sets post-its highlighters graphic organizers	Independent work, teacher check-ins, small group instruction	Students will identify key facts by marking up the text sets. Students will organize information on a graphic organizer.	Persuasive argument final project
Organizing an essay: Students will turn their research graphic organizer into an outline of their argument		Text sets, graphic organizers	Presentation Pair-Share	Students will complete an outline of their argument.	Persuasive argument final project
In-text citations and Works Cited: Students will identify a quote that supports their argument and learn to use in-text citations for the quote. Students will use a citation generator to create and format a works cited page.		[Website](#)	Escape Room	Escaping the room and providing the answers to the puzzles	

Recursive Writing: Students will learn what it means for writing to be a recursive process. Students will exchange drafts of their persuasive arguments and peer review before completing a final essay.		Peer review handouts; editing symbols handout; rubrics	Independent writing Peer review Revisions	Peer review handouts; Self-revisions	Persuasive argument final project