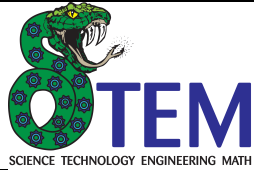


# Robotics – Science Fiction/Procedural Text Unit

Length: 6 Weeks



## Language Arts Unit Plan

Teacher: Mrs. Bolus

Grade: 9th

Course: English I

Unit 5: Robotics – Science Fiction/Procedural Text Unit

### LEARNING TARGETS

#### **PBL:**

**LT5: Text Types and Purposes:** 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. (CCSS.W9-10.2A)

**LT5: Text Types and Purposes:** Use precise language and domain-specific vocabulary to manage the complexity of the topic. (CCSS.W9-10.2D)

**LT11: Conventions of Standard English:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS.L9-10.1)

#### **Student-Led I, Robot Class Discussion:**

**LT 9: Comprehension and Collaboration:** Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. (CCSS.SL9-10.1A)

**LT 10: Presentation of Knowledge and Ideas:** Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task. (CCSS.SL9-10.4)

#### **Future of Robotics Epilogue Essay:**

**LT 6: Production and Distribution of Writing:** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (CCSS.W9-10.5)

**LT 8: Range of Writing:** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. (CCSS.W9-10.10)

**LT 3: Integration of Knowledge and Ideas:** Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning. (CCSS.RI9-10.8)

**LT 4: Range of Reading and Level of Text Complexity:** By the end of grade 9, read and comprehend literature and literacy nonfiction in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. (CCSS.RL9-10.10)

UNIT OVERVIEW		Overall summary of the unit, activities, tasks, and/or content.				
<p>The overall theme for Unit 5 is “How will ethics and the definition of humanity affect future technological advancements in robotics?” In Unit 5, students will evaluate the ethical considerations of technological advancements by analyzing the influence of Science Fiction literature on future technology and the themes these works of literature express through preparation and participation in weekly Independent Reading Science Fiction Literary Circles and Student-Led Class Discussions based on Isaac Asimov’s <i>I, Robot</i> short story collection. The unit will also focus on strategies used in the writing process, including analyzing prompts, prewriting, organizing ideas, editing, revising, and writing over short and extended time frames. Students will use these strategies to write an essay making predictions about future technological advancements in a specific field and their ethical considerations, including how these predictions are influenced by current technologies as well as Science Fiction literature. As part of the Robotics PBL, the unit will also focus on procedural text writing strategies through the creation of an Operations Manual for the Parallax Boe-Bot.</p>						
MOTIVATORS		Hooks for the unit and supplemental activities. (PBL scenarios, video clips, websites, literature)				
<p>~ At the beginning of the unit, the students will take a “Grit Survey” and determine their “Grit Score”, which they will use in the evaluation of the Procedural Text Activity. We will discuss as a class how their Grit Score, which determines how they handle problems and frustration, is a better measure of success than academic ability. <a href="http://www.authentic happiness.sas.upenn.edu/questionnaires.aspx">http://www.authentic happiness.sas.upenn.edu/questionnaires.aspx</a></p> <p>~ Students will then be introduced to verbal, written, and visual procedural text through an Origami Pencil Holder construction activity, evaluating which types and combinations of procedural text is most effective in the construction of the origami and applying this information to the planning of their Operations Manual. We will discuss their “Grit Score” again and whether their participation in this activity accurately represented their score and why.</p> <p>~ Video Clips and Presentations:</p> <ul style="list-style-type: none"> <li>• What is Science Fiction? - <a href="http://www.slideshare.net/jenna948/science-fiction-ppt-2013">http://www.slideshare.net/jenna948/science-fiction-ppt-2013</a></li> <li>• Isaac Asimov “Three Laws of Robotics” Video: <a href="http://youtu.be/AWJJnQybZlk">http://youtu.be/AWJJnQybZlk</a></li> <li>• Isaac Asimov - Revolution of Education: 1998 Interview - <a href="http://youtu.be/Zib6OC_yJxk">http://youtu.be/Zib6OC_yJxk</a></li> <li>• <i>I, Robot</i> Introduction Prezi - <a href="https://prezi.com/pmd9uobnt9f5/i-robot-intro/">https://prezi.com/pmd9uobnt9f5/i-robot-intro/</a></li> </ul>						
Week	Learning Targets	Materials & Resources	Instructional Procedures		Differentiated Instruction	Assessment
1	<p>LT5: Text Types and Purposes (W9-10.2D)</p> <p>LT 6: Production and Distribution of Writing (CCSS.W9-10.5)</p> <p>LT 9: Comprehension and Collaboration</p>	<p><u>Technology</u></p> <p>~ iPad</p> <p>~ Notability app for note taking</p> <p>~ Edmodo for daily class information and to turn in assignments</p> <p>~ Google Drive for documents, daily station work, writing,</p>	<p><b>Essential Questions:</b></p> <p>What is Science Fiction? How do I analyze and interpret a writing prompt as part of the writing process? What are the different types of procedural text, and which are the most effective? What is “Grit” and how is it used to predict academic success? What are some of the common themes found in Science Fiction? How do I effectively prepare for Literary Circle discussions about my Independent Reading Book? What are the expectations of students during Literary Circles in class?</p> <p><b>Set:</b></p> <p>~ The teacher will set up the English I Google Drive folder for Unit 5, using the student emails compiled earlier in the year to share the folder with all students.</p> <p>~ The teacher will add all station resources and material to the Google Drive folder for Week 1, having the students follow the procedure for finding the directions and resources</p>		<p><b>Remediation</b></p> <p>~ Lunch Remediation/RTI</p> <p>~ Individual conferencing</p> <p>~ Small group instruction</p> <p><b>Enrichment</b></p> <p>~ Students will apply these concepts to their Independent</p>	<p><b>Station 1:</b></p> <p>~ Individual participation and evaluation of the Pencil Box Origami Activity</p> <p><b>Station 2:</b></p> <p>~ <i>I, Robot</i> and Isaac Asimov background information</p> <p>Cornell Notes</p>

<p>(CCSS.SL9-10.1A)</p> <p>LT 10: Presentation of Knowledge and Ideas (SL9-10.4)</p>	<p>and peer proof-reading. ~ Prezi app for presentations ~ You Tube app for videos ~ iBooks or Kindle app for ebooks ~ Padlet for Warm-Up and Class Discussions</p>	<p>using Edmodo and Google Drive. ~ The teacher will have students choose partners for the <i>I, Robot</i> Student-Led Class Discussion Summative Assessment. ~ The teacher will have students download/purchase a ebook copy of <i>I, Robot</i> short story collection by Isaac Asimov for reading during the unit and have the students identify a Science Fiction Independent Reading book for approval through use of a Google Form. ~ The teacher will organize students in groups of 4-6, based on their <i>I, Robot</i> partner selections, for the Independent Reading Book Science Fiction Literary Circles held during extended blocks on Thursday and Friday each week. ~ The teacher will have the students brainstorm and compile norms for Literary Circles. The teacher will record and post these norms in the Unit 5 Google Drive folder for reference during the unit. ~ The teacher will load the Week 1 Literary Circles Preparation questions into the Unit 5: Week 1 Google Drive folder by the Friday before to allow the students time to prepare. ~ The teacher will assess the Literary Circle Preparation questions and students' participation in the Literary Circle Discussion, keeping a spreadsheet of the weekly assessments to be averaged at the end of the unit for both learning targets.</p> <p><b>Teaching Strategies:</b></p> <p><b>Station 1: PBL - Procedural Text Origami Activity and Evaluation</b> ~ Students will take a "Grit Survey" and get their Grit Score, and the teacher will lead a class discussion on the definition and importance of educational "Grit". <a href="http://www.authentic happiness.sas.upenn.edu/questionnaires.aspx">http://www.authentic happiness.sas.upenn.edu/questionnaires.aspx</a> ~ Students will use different types of procedural text to construct an Origami Pencil Box</p> <ol style="list-style-type: none"> <li>1. Verbal Directions, No Materials - Teacher will begin reading the Verbal Directions without passing out the origami paper (importance of necessary materials to procedural text). Then, pass out origami paper to students.</li> <li>2. Verbal Directions - Teacher will begin reading verbal directions with no pauses until students complain (discuss difficulty of activity with only verbal instructions for the origami activity; what would help make it easier).</li> <li>3. Written Directions - Teacher will distribute written directions with no visuals and read the directions aloud again (discuss difficulty of activity with these two types of instructions; what would help make it easier).</li> <li>4. Written Directions with Photo Diagrams - Teacher will distribute written instructions with photo diagrams and read aloud again (discuss difficulty of activity with these types of instructions; what would help make it easier).</li> <li>5. Video Instructions with Audio - Teacher will play YouTube video directions for the activity: <a href="https://www.youtube.com/watch?v=JsYa02Ixtno">https://www.youtube.com/watch?v=JsYa02Ixtno</a> (discuss difficulty/ease of activity with the added video instructions; why was this more helpful than the other types of procedural text?).</li> </ol> <p>~ When finished, students will answer activity evaluation questions in preparation for a class discussion on procedural text and Grit: <b>Origami Activity:</b></p> <ol style="list-style-type: none"> <li>1. What did you learn about Procedural Text from this activity?</li> <li>2. What does procedural text/instructions need to have to be successful?</li> <li>3. How can you apply/use this information in creating your own Operations Manual?</li> </ol> <p><b>Grit Survey:</b></p> <ol style="list-style-type: none"> <li>1. What did you learn about your GRIT? Do you have any?</li> <li>2. How quickly did you get frustrated? Give up?</li> </ol>	<p>Reading Book and Literary Circle Discussions.</p> <p><b>Learning Styles</b> ~ Spatial ~ Kinesthetic ~ Linguistic ~ Interpersonal ~ Intrapersonal</p>	<p><b>Station 3:</b> ~ Small Group and Independent practice of in class "Attack the Prompt" Activity.</p> <p><b>Station 4:</b> ~ Individual weekly check of Lit. Circle Preparation Questions; Teacher evaluation of Literary Circle Discussion Participation.</p>
--	---	--	---	--

3. Why? How can you improve this?

~ Teacher will lead a class discussion on the evaluation of the activity and what was learned about procedural text (more effective with visuals, more than one type of instructions), as well as what the activity showed about the students' "Grit" and how grit has been proven to be a better indicator of academic success than intelligence scores.

**Station 2 - Science Fiction: Introduction to *I, Robot* and Isaac Asimov**

~ Students will watch the following videos as they enter class as an introduction to Isaac Asimov: ~ Isaac Asimov Video: <http://youtu.be/AWJInQybZlk> - 3 Laws of Robotics

~ 1988 Video about the revolution of Education: Asimov Interview - [http://youtu.be/Zib6OC\\_yjxk](http://youtu.be/Zib6OC_yjxk)

~ Students will be researching background information about *I, Robot* and Isaac Asimov with their table groups, taking notes on a Cornell Notes template.

Table A: Asimov - Personal info

Table B: Asimov - Professional Career info

Table C: Asimov - Writing Career (Dates and Facts)

Table D: Asimov - Interesting Facts/Trivia

Table E: *I, Robot* info (Dates and Publication Info)

~ Students at each table will share their information with the class, and all students will add facts from each topic to their Cornell Notes as they present.

~ Students will choose Literary Partners and be organized in Literary Circles for Unit 5 - Week 1 Preparation Questions will be due by Thurs./Fri. - Introduce and review Literary Circles Preparation and Participation Formative Rubric Requirements for Assessment.

~ Students will watch "What is Science Fiction" Prezi and add 3-5 facts to Cornell Notes for submission on Wednesday: - <http://www.slideshare.net/jenna948/science-fiction-ppt-2013>

**Station 3 - Essay Writing Process: Attack the Prompt**

~ Students will post to the Padlet: "What do you consider to be the hardest part of writing an essay? Why?" (Discuss posts as a class - how to overcome writing struggles)

~ Mini-Lesson: A,B,C, and D of Writing - Attacking the Prompt

~ Whole Group Practice: A,B,C,D Worksheet on Notability - 1<sup>st</sup> prompt

A = Attack the Prompt

B = Brainstorming

C = Choose the Order and Organize Ideas

D = Detect Errors, Edit, and Revise

~ Small Group Practice: Attack the Prompt (2<sup>nd</sup> prompt) - Students will follow the same process with the 2<sup>nd</sup> prompt in pairs and share with the class.

~ Independent Practice: Attack the Prompt (3<sup>rd</sup> Prompt) - Students will follow the same process on their own using the prompt for their Unit 5 Epilogue Essay and share with the class. Then, students will review the Epilogue Rubric for standards and assessment level requirements.

~ Students will read *I, Robot* "Introduction" for Thurs./Fri. as well as come prepared for Literary Circles (20% of IRB read; Preparation Questions for Week 1 completed).

**Station 4: Independent Reading Science Fiction Literary Circles and *I, Robot***

~ Students will come to class prepared for the weekly Literary Circles by reading 20% of their Independent Reading Books and completing the preparation questions in the Week 1 Google Drive folder for class on Thursday/Friday:

1. Give a short summary of your chosen book to your partner - familiarize them

			<p>with the novel, characters, themes so far.</p> <p>2. What makes your IRB a science fiction? Use the information from the slide show above to help you. Identify an example from the text to prove this (direct quotation and page number).</p> <p>~ Students will post to the Padlet: "Identify a norm/procedure you would want in place for behavior/participation in Literary Circles for our class." (Discuss posts as class; list top suggestions as Class Norms to be added to Google Drive).</p> <p>~ Students will then use the answers to their preparation questions to begin discussion in their Literary Circle groups. (20-25 Minutes)</p> <p>~ After Literary Circles, students will complete a 4-5 questions reading check on the <i>I, Robot</i> "Introduction" while teacher circulates to check reading status.</p> <p>~ Mini-Lesson: <i>I, Robot</i> Introduction and Elements of Fiction - Students will use reading check answers to review/analyze the characters, setting, and point of view of the short story collection (especially a comparison of the time of the setting to the date published).</p> <p>~ Begin reading "Robbie" together, discussing themes of humanity and ethics of technology. (Finish reading for homework if necessary).</p> <p>~ Remind students that 40% of IRB and Literary Circles Week 2 questions will be required for preparation of next week's Literary Circles on Thursday/Friday.</p> <p><b>Summarizing Strategy:</b></p> <p>~ Students will evaluate effective types of procedural text through the Origami Activity Evaluation questions and class discussion.</p> <p>~ Students will show knowledge of background information about Isaac Asimov, Science Fiction, and <i>I, Robot</i> through their class Cornell Notes.</p> <p>~ Students will show mastery of the process used to analyze writing prompts through the whole group, small group, and individual "Attack The Prompt" practice activity.</p> <p>~ Students will show an understanding of good speaking and listening skills through preparation and participation in weekly Literary Circles.</p> <p>~ Students will show comprehension of <i>I, Robot</i> "Introduction" and "Robbie" through reading check questions and class discussion.</p> <p><b>Homework :</b></p> <p>~ Watch "What is Science Fiction" Prezi and add notes to Cornell Notes template.</p> <p>~ Preparation of Week 1 Literary Circle Preparation Questions for discussion on Thurs./Fri.</p> <p>~ Independent reading of "Introduction" and "Robbie" in <i>I, Robot</i> and 20% of Independent Reading Book.</p> <p>~ Preparation of Week 2 Literary Circle Preparation Questions for discussion next Thurs./Fri.</p>		
2	<p>LT 4: Range of Reading and Level of Text Complexity (CCSS.RL9-10.10)</p> <p>LT 6: Production and Distribution of Writing (CCSS.W9-10.5)</p>	<p><b>Technology:</b></p> <p>~ iPad</p> <p>~ Notability app for note taking</p> <p>~ Edmodo to turn in assignments</p> <p>~ Google Drive for documents, word processing and peer writing</p>	<p><b>Essential Questions:</b></p> <p>What makes someone/something human (the definition of humanity)? How should ethics determine the extent of robotic technology in the future? What types of strategies would help improve timed writing assessments? What are the characteristics of different nonfiction text types? How can I use signal words to identify different nonfiction text types? How can good preparation help the effectiveness of discussions like Literary Circles?</p> <p><b>Set:</b></p> <p>~ The teacher will prepare review/discussion questions for <i>I, Robot</i> #3 "Robbie".</p> <p>~ The teacher will add all station resources and material to the Google Drive folder for</p>	<p><b>Remediation</b></p> <p>~ Lunch Remediation/RTI</p> <p>~ Individual conferencing</p> <p>~ Small group instruction</p> <p><b>Enrichment</b></p> <p>~ Students will apply these</p>	<p><b>Station 1:</b></p> <p>~ Small group "Robbie" questions for in-class discussion</p> <p><b>Station 2:</b></p> <p>~ Text Types and Signal Words in-class practice and partner activity</p>

<p>LT 8: Range of Writing (CCSS.W9-10.5)</p> <p>LT 9: Comprehension and Collaboration (CCSS.SL9-10.1A)</p> <p>LT 10: Presentation of Knowledge and Ideas (SL9-10.4)</p>	<p>~ Prezi app for presentations ~ You Tube app for videos</p>	<p>Week 2, having the students follow the procedure for finding the directions and resources using Edmodo and Google Drive.</p> <p>~ The teacher will prepare "Text Scavenger Hunt" questions for <i>I, Robot</i> #2 "Runaround".</p> <p>~ The teacher will have students work collaboratively and individually on station activities.</p> <p>~ The teacher will load the Week 2 Literary Circles Preparation questions into the Unit 5: Week 2 Google Drive folder by the Friday before to allow the students time to prepare.</p> <p>~ The teacher will assess the Literary Circle Preparation questions and students' participation in the Literary Circle Discussion, keeping a spreadsheet of the weekly assessments to be averaged at the end of the unit for both learning targets.</p> <p><b>Teaching Strategies:</b></p> <p><b>Station 1 - Literary Circle Evaluation and "Robbie"</b></p> <p>~ Students will answer the question on Padlet: "What were some of the issues that you noticed in last week's Literary Circles? What roles do you think are needed for your group?"</p> <p>~ Students will meet with their Literary Circles for 10 minutes to discuss issues/needed roles or norms. (Teacher will float and assist as necessary; make suggestions).</p> <p>~ Class will discuss issues and their solutions, making amendments to norms if necessary.</p> <p>~ Students will return to seats and review the <i>I, Robot</i> Introduction Prezi, focusing on the themes of definition of humanity and ethics.</p> <p>~ Students will find a table partner to complete the "Robbie" questions with, finding text for each answer.</p> <p>~ Whole Class Discussion: "Robbie", focusing on the common themes of humanity and ethics.</p> <p>~ Students will read <i>I, Robot</i> #2 "Runaround" for Thursday/Friday</p> <p><b>Station 2 - Nonfiction: Text Types and Timed Writing Techniques</b></p> <p>~ Students will answer the question on Padlet: "What are some tips when writing an essay for a timed assessment?" (Discuss tips as a class)</p> <p>~ Mini-Lesson: Timed Writing Techniques - A,B,C,D of Writing: Use "Attack the Prompt" Activity from last week to discuss B, C, and D techniques, including time each step should take. (A, B, C = 15 min.; D = 5 min. after writing essay). Practice using the sample prompts.</p> <p>~ Mini-Lesson: Text Structures and Signal Words - Students will review the text structures types, graphic organizers, and signal words in the Week 2 Google Drive folder.</p> <p>~ Whole Class: Identify Signal Words, format, and text type of "History or Robotics" Article - <a href="http://www.robotshop.com/media/files/PDF/timeline.pdf">http://www.robotshop.com/media/files/PDF/timeline.pdf</a></p> <p>~ Students will find a partner and complete the Identifying Text Structures Exercises, identifying signal words in each selection; review with class when finished</p> <p>~ Class Discussion: How can you use text types and signal words to help with a timed writing (identify signal words and text type from prompt, type of graphic organizer to use, format of writing for the text type of the essay)</p> <p>~ Students will read <i>I, Robot</i> #2 "Runaround" for Thursday/Friday</p> <p><b>Station 3 - TCAP: Practice Timed Writing Assessment</b></p> <p>~ Students will participate in a practice TCAP Timed Writing to familiarize themselves with the MIST Portal and the timed writing setting.</p> <p>~ During the practice assessment, students will use the A,B,C,D Timed Writing Strategy, and the teacher will announce when each step should be completed to use time wisely (not able to do so during the actual assessment). Students will look for signal words in the</p>	<p>concepts to their Independent Reading Book and Literary Circles discussions.</p> <p><b>Learning Styles</b></p> <p>~ Linguistic ~ Interpersonal ~ Intrapersonal ~ Kinesthetic</p>	<p><b>Station 3:</b> TCAP Timed Writing Assessment Practice Prompt</p> <p><b>Station 4:</b> ~ Individual weekly check of Lit. Circle Preparation Questions; Teacher evaluation of Literary Circle Discussion Participation; <i>I, Robot</i> #2 questions and review</p>
---	--	---	---	---

			<p>prompt as clues to the text type and format of the graphic organizer and the essay.  ~ Students will review the Unit 5 Summative Assessment: <i>I, Robot</i> Partner Student-Led Class Discussion Rubric, highlighting important areas of requirements and assessment levels with their partner. Then, each group will share one important area with the class.  ~ Partner groups will choose which story from <i>I, Robot</i> they will lead in their class discussion, with the focus to be on the Science Fiction themes in the story.  ~ If time, students can finish reading “Runaround” or preparing for Literary Circles.</p> <p><b>Station 4: Literary Circles and <i>I, Robot</i> #2 “Runaround”</b>  ~ Students will come to class prepared for the weekly Literary Circles by reading 40% of their Independent Reading Books and completing the preparation questions in the Week 2 Google Drive folder for class on Thursday/Friday:</p> <ol style="list-style-type: none"> <li>1. Identify setting (time and place) and how it affects the story/plot.</li> <li>2. Find an example of indirect characterization - what does it tell you about this character and how he/she is important to the story?</li> </ol> <p>~ Students will then use the answers to their preparation questions to begin discussion in their Literary Circle groups. (20-25 Minutes)  ~ Text Scavenger Hunt: Students will choose a partner and participate in a “Text Scavenger Hunt” for the <i>I, Robot</i> #2 story “Runaround” (teacher reads questions, students hunt for text that shows the answer - no text, no prize!) This is used to review the story.  ~ Remind students that 60% of IRB and Literary Circles Week 3 questions will be required for preparation of next week’s Literary Circles on Thursday/Friday. (May read independently and work on next week’s questions if time left in class)</p> <p><b>Summarizing Strategy:</b>  ~ Students will show understanding of different types of text structures and their graphic organizers and signal words through the nonfiction text structure activity.  ~ Students will demonstrate effective strategies used during timed writing through the A,B,C,D Strategy exercises and TCAP Timed Writing Practice Prompt.  ~ Students will show an understanding of good speaking and listening skills through preparation and participation in weekly Literary Circles.  ~ Students will show comprehension of <i>I, Robot</i> “Runaround” and “Reason” through reading check questions and class discussion.</p> <p><b>Homework :</b>  ~ Completion of <i>I, Robot</i> #1 “Robbie” questions  ~ Independent reading of <i>I, Robot</i> #2 “Runaround” and #3 “Reason”  ~ Continue reading Independent Reading Book to 40% goal and working on Week 2 Literary Circle Preparation Questions</p>		
3	<p>LT 4: Rge of Reading and Level of Text Complexity (CCSS.RL9-10.10)</p> <p>LT5: Text Types and Purposes (W9-10.2D)</p>	<p><b>Technology:</b>  ~ iPad  ~ Notability app for note taking  ~ Edmodo to turn in assignments  ~ Google Drive for documents, word processing and peer writing</p>	<p><b>Essential Questions:</b>  What are the characteristics of procedural text? What is the difference between summarizing, paraphrasing, and quotations? How do I write effective simple procedural text? What strategies can I use when reading nonfiction to analyze the central idea and supporting details? What are the similarities between the works of Science Fiction being read in the Literary Circle?</p> <p><b>Set:</b>  ~ The teacher will add station resources and material to the Google Drive folders for Week 3, having the students use both Edmodo and Google Drive.  ~ The teacher will have students work collaboratively and individually on station</p>	<p><b>Remediation</b>  ~ Lunch Remediation/RTI  ~ Individual conferencing  ~ Small group instruction</p> <p><b>Enrichment</b>  ~ Students will apply these</p>	<p><b>Station 1:</b>  ~ <i>I, Robot</i> #3 Reading Check/Review Independent questions</p> <p><b>Station 2:</b>  ~ Summarizing, Paraphrasing, and Quotation</p>

<p>LT 6: Production and Distribution of Writing (CCSS.W9-10.5)</p> <p>LT 9: Comprehension and Collaboration (CCSS.SL9-10.1A)</p> <p>LT 10: Presentation of Knowledge and Ideas (SL9-10.4)</p>	<p>~ Prezi app for presentations ~ You Tube app for videos</p>	<p>activities. ~ The teacher will prepare the I, Robot #3 and #5 reading check/review questions and the Text Scavenger Hunt questions for #5 "Liar". ~ The teacher will load the Week 3 Literary Circles Preparation questions into the Unit 5: Week 3 Google Drive folder by the Friday before to allow the students time to prepare. ~ The teacher will assess the Literary Circle Preparation questions and students' participation in the Literary Circle Discussion, keeping a spreadsheet of the weekly assessments to be averaged at the end of the unit for both learning targets.</p> <p><b>Teaching Strategies:</b></p> <p><b>Station 1 - I, Robot #3 "Reason" and Unit 5 Epilogue Rubric Review</b> ~ Students will answer the question on Padlet: What makes someone/something human? Is it just biology or is it more than that? ~ Students will complete a short reading check on I, Robot #3 "Reason" - 5 questions, then use answers to review story with the class. Does the ability to believe in a "higher power" make someone/something human? ~ Unit 5 Epilogue Essay Rubric Review: Whole Class - Students will read through the Epilogue Essay rubric independently. Then, each table will be assigned 1 learning target, highlighting the important sections in each mastery level. ~ Each table will then present the learning target to the class, including what is being learned and how it will be assessed. ~ Read <i>I, Robot</i> #4 "Catch That Rabbit" for Wednesday, #5 "Liar" for Thurs./Fri.</p> <p><b>Station 2 - Nonfiction: Summarizing, Paraphrasing, and Quotations</b> ~ Students will review digital curriculum on Summarizing, Paraphrasing, and Quotations in the Week 3 Google Drive folder. ~ Mini-Lesson: What is the difference between Summarizing, Paraphrasing, or Quotations? Define and show examples to the class. ~ Students will pre-read both of the "Robotics in the Present" articles, choosing one to use for the S,P,Q Activity. (Robotics articles can also be used for the Epilogue Essay)</p> <ol style="list-style-type: none"> <li>1. NASA: <a href="http://gizmodo.com/5882725/the-miraculous-nasa-breakthrough-that-could-save-millions-of-lives">http://gizmodo.com/5882725/the-miraculous-nasa-breakthrough-that-could-save-millions-of-lives</a></li> <li>2. Unemployment: <a href="http://www.fool.com/investing/general/2013/07/13/will-robots-lead-to-75-unemployment.aspx">http://www.fool.com/investing/general/2013/07/13/will-robots-lead-to-75-unemployment.aspx</a></li> </ol> <p>~ Students will choose a section of the article and complete the S,P,Q activity, writing a summary, paraphrase, and quotation from the chosen section. ~ Students will work in pairs to check/evaluate answers - teacher will assist. Students will submit to Edmodo when finished.</p> <p><b>Station 3 - PBL: Procedural Text - Simple Instructions Activity</b> ~ Students will choose a partner at their table for the activity and review the digital curriculum on Procedural text in the Week 3 Google Drive folder. <a href="https://prezi.com/6js31bleaifa/copy-of-procedure-text/">https://prezi.com/6js31bleaifa/copy-of-procedure-text/</a> ~ Mini-Lesson: Characteristics of Procedural Text - 2<sup>nd</sup> person imperative, simple text ~ Students will choose to be either the "Robot" or the "Programmer" first (Programmer writes the instructions, and the Robot follows the instructions as written). ~ The Programmer chooses to write instructions for either "Tic Tac Toe" or "Dots and Boxes", and the Robot then tries to follow the written instructions without adding actions. ~ Students may then switch roles and game topic to try again. ~ Students will complete the Reflection Questions together, discussing the challenges and</p>	<p>concepts to their Independent Reading Book and Literary Circles discussions.</p> <p><b>Learning Styles</b> ~ Linguistic ~ Interpersonal ~ Intrapersonal ~ Kinesthetic</p>	<p>Independent Short Answer Activity</p> <p><b>Station 3:</b> ~ Simple Procedural Text Partner Activity and Reflection Questions</p> <p><b>Station 4:</b> ~ Individual weekly check of Lit. Circle Preparation Questions; Teacher evaluation of Literary Circle Discussion Participation; <i>I, Robot</i> #4 and #5 questions and review</p>
---	--	---	--	--



		<p>difficulties of writing even what seems to be simple Procedural text. Teacher will assess questions for each group and discuss:</p> <ol style="list-style-type: none"> <li>1. What was the most frustrating part of writing the directions for your “robot”?</li> <li>2. Which directions confused your “robot” the most?</li> <li>3. Which directions were the best for helping your “robot” complete the task?</li> <li>4. Was there a step that you forgot to include that made it difficult for your “robot” to complete the task? Explain.</li> <li>5. What did you learn from this activity that you can apply to the writing of your operations manual?</li> </ol> <p><b>Station 4: Literary Circles and <i>I, Robot</i> #4 “Catch That Rabbit” and #5 “Liar”</b></p> <p>~ Students will come to class prepared for the weekly Literary Circles by reading 60% of their Independent Reading Books and completing the preparation questions in the Week 3 Google Drive folder for class on Thursday/Friday:</p> <ol style="list-style-type: none"> <li>1. Is there a technological advancement that is at the center of your IRB? Is it helping society, causing trouble, or both?</li> <li>2. Identify one aspect of your IRB that you can compare to the <i>I, Robot</i> story collection - how is it similar/different in plot or theme?</li> </ol> <p>~ Students will then use the answers to their preparation questions to begin discussion in their Literary Circle groups. (20-25 Minutes)</p> <p>~ Students will complete Reading Check Questions for <i>I, Robot</i> #4 “Catch That Rabbit” while teacher checks Literary Circle Preparation questions; use as review for the story.</p> <p>~ Text Scavenger Hunt: Students will choose a partner and participate in a “Text Scavenger Hunt” for the <i>I, Robot</i> #5 story “Liar” (teacher reads questions, students hunt for text that shows the answer - no text, no prize!) This is used to review the story.</p> <p>~ Remind students that 80% of IRB and Literary Circles Week 4 questions will be required for preparation of next week’s Literary Circles on Thursday/Friday. (May read independently and work on next week’s questions if time left in class)</p> <p><b><u>Summarizing Strategy:</u></b></p> <p>~ Students will show understanding of the difference between summarizing, paraphrasing, and quotations through the S,P,Q mini-lesson and activity.</p> <p>~ Students will identify the characteristics of and effective strategies used when writing procedural text through the Simple Instructions Procedural Text Activity.</p> <p>~ Students will show an understanding of good speaking and listening skills through preparation and participation in weekly Literary Circles.</p> <p>~ Students will show comprehension of <i>I, Robot</i> stories #3 “Reason”, #4 “Catch That Rabbit”, and #5 “Liar” through reading check questions and class discussions.</p> <p><b><u>Homework :</u></b></p> <p>~ Independent reading of <i>I, Robot</i> #4 “Catch That Rabbit” and #5 “Liar”.</p> <p>~ Complete S,P,Q Practice Activity if not finished in class.</p> <p>~ Continue reading Independent Reading Book to 60% goal and working on Week 3 Literary Circle Preparation Questions.</p> <p>~ Students will read <i>I, Robot</i> #6 “Little Lost Robot” and #7 “Escape” for Monday.</p>		
--	--	---	--	--

<p>4</p>	<p>LT 4: Range of Reading and Level of Text Complexity (CCSS.RL9-10.10)</p> <p>LT5: Text Types and Purposes (SL9-10.4A)</p> <p>LT 9: Comprehension and Collaboration (CCSS.SL9-10.1A)</p> <p>LT 10: Presentation of Knowledge and Ideas (SL9-10.4)</p> <p>LT11: Conventions of Standard English (CCSS.L9-10.1)</p>	<p><u>Technology:</u></p> <p>~ iPad</p> <p>~ Notability app for note taking</p> <p>~ Edmodo to turn in assignments</p> <p>~ Google Drive for documents, word processing, and peer writing</p> <p>~ Prezi app for presentations</p> <p>~ You Tube app for videos</p>	<p><b>Essential Questions:</b></p> <p>What are the most important steps of the writing process? Why is it so important to plan and use prewriting strategies when writing research-based essays? How do I write effective simple procedural text? What strategies can I learn from Isaac Asimov’s predictions that can be used when making future predictions for my topic? What are some of the common conflicts that are found in Science Fiction text? What does Isaac Asimov express about the themes of “definition of humanity” and “ethics of technology” through the <i>I, Robot</i> short stories?</p> <p><b>Set:</b></p> <p>~ The teacher will add station resources and material to the Google Drive folders for Week 4, having the students use both Edmodo and Google Drive.</p> <p>~ The teacher will have students work collaboratively and individually on station activities.</p> <p>~ The teacher will prepare the Robot Maze Instructions and Reflect Questions.</p> <p>~ The teacher will load the Week 5 Literary Circles Preparation questions into the Unit 5: Week 5 Google Drive folder by the Friday before to allow the students time to prepare.</p> <p>~ The teacher will assess the Literary Circle Preparation questions and students’ participation in the Literary Circle Discussion, keeping a spreadsheet of the weekly assessments to be averaged at the end of the unit for both learning targets.</p> <p><b>Teaching Strategies:</b></p> <p><b>Station 1 - Epilogue Essay Writing Process: Prompt, Bibliography, and Research</b></p> <p>~ Students will answer the question on Padlet: “What is the most important step of the writing process? Why?” Teacher will lead a short discussion on the importance of prewriting and planning when writing for extended periods using research.</p> <p>~ Students will open the Epilogue Prewriting Activity in the Week 5 Google Drive folder.</p> <p>~ Students will use the “Attack the Prompt” strategies from Week 1 to analyze the prompt for the <i>I, Robot</i> Epilogue essay (Unit 5 Summative).</p> <p>~ Students will then choose an area of robotics the essay will focus on, listing it on the document and getting approval from the teacher.</p> <p>~ Students will then use their iPads to research articles/information about their specific area of robotics - past, present, and future - and list the websites in the Bibliography section. They may use any of the articles we have read this unit in class as well.</p> <p>~ Students will then use the Research T-Chart to gather 1-2 pieces of evidence from each source and start making future predictions for this area of robotics.</p> <p>~ When finished, the two documents should be submitted to the assignment in Edmodo.</p> <p><b>Station 2 - Nonfiction: Isaac Asimov’s World’s Fair Predictions and <i>I, Robot</i> Student-Led Class Discussion Rubric Review</b></p> <p>~ Students will choose one of the nonfiction articles about Isaac Asimov’s World’s Fair Predictions from 1964. (Proficient or Advanced text)</p> <ol style="list-style-type: none"> <li>1. Original Article by Asimov: (Advanced) <a href="http://www.nytimes.com/books/97/03/23/lifetimes/asi-v-fair.html">http://www.nytimes.com/books/97/03/23/lifetimes/asi-v-fair.html</a></li> <li>2. Summary of Article: (Proficient) <a href="http://mentalfloss.com/article/54343/12-predictions-isaac-asimov-made-about-2014-1964">http://mentalfloss.com/article/54343/12-predictions-isaac-asimov-made-about-2014-1964</a></li> </ol> <p>~ Students will complete the T-Chart with Asimov’s predictions for 2014 on one side and our present technology on the other. We will use the charts in a class discussion about</p>	<p><b>Remediation</b></p> <p>~ Lunch Remediation/RTI</p> <p>~ Individual conferencing</p> <p>~ Small group instruction</p> <p><b>Enrichment</b></p> <p>~ Students will apply these concepts to their Independent Reading Book and Literary Circles discussions.</p> <p><b>Learning Styles</b></p> <p>~ Spatial</p> <p>~ Linguistic</p> <p>~ Interpersonal</p> <p>~ Intrapersonal</p>	<p><b>Station 1:</b></p> <p>~ Epilogue Essay Prompt Analysis Bibliography, and Research T-Chart</p> <p><b>Station 2:</b></p> <p>~ Asimov predictions T-Chart and class discussion</p> <p><b>Station 3:</b></p> <p>~ Robot Maze Procedural Text Partner Reflection Questions and discussion</p> <p><b>Station 4:</b></p> <p>~ Individual weekly check of Lit. Circle Preparation Questions; Teacher evaluation of Literary Circle Discussion Participation; Literary Circle Peer Evaluation; Group Slide Presentations and Class Discussion of <i>I, Robot</i> Stories #6 and #7</p>
----------	--	---	---	--	---

		<p>making future predictions (using present day facts to make more accurate predictions).  ~ Students will open the <i>I, Robot</i> Student-Led Class Discussions Rubric in the Unit 5 Summative Google Drive Folder and highlight important words/elements of each mastery level for the two learning targets.  ~ Whole Class Review: Students will discuss each learning target requirements and the minimum requirements for this partner summative activity; teacher will choose students to highlight important information and add anything that may be missed.</p> <p><b>Station 3 - PBL: Procedural Text - Robot Maze Instructions Activity</b>  ~ Students will choose a partner at their table for the Robot Maze Activity.  ~ Students will decide which partner will be the “Programmer”, who creates the maze, and which will be the “Robot”, who will attempt the maze blindfolded.  ~ The Programmer will rearrange the tables and chairs in an available classroom (or common area) to create a small maze. Once finished, he/she will write instructions for completing the maze. (“Robot” must wait and not see the maze beforehand).  ~ The Programmer blindfolds the Robot and leads him carefully to the “Start” position of the maze. The Programmer then reads the directions, with the Robot completing the actions and attempting the maze. The Programmer must make corrections as needed.  ~ Students will switch roles and repeat the activity.  ~ Students will complete the Reflection Questions together, discussing the challenges and difficulties of writing even what seems to be simple Procedural text. Teacher will assess questions for each group and discuss:</p> <ol style="list-style-type: none"> <li>1. Did the need to read the instructions aloud make this task more difficult? Why?</li> <li>2. Which directions confused your “robot” the most?</li> <li>3. Which directions were the best for helping your “robot” complete the task?</li> <li>4. What did you need to revise/adjust in order to make your “robot” able to complete the maze?</li> <li>5. How will what you learned today help you when writing/creating your Operations Manual procedural text?</li> </ol> <p>~ When finished, the teacher will discuss these reflections with each group and the class.</p> <p><b>Station 4: Literary Circles and I, Robot #6 and #7 Group Review Activity</b>  ~ Students will come to class prepared for the weekly Literary Circles by reading 80% of their Independent Reading Books and completing the preparation questions in the Week 4 Google Drive folder for class on Thursday/Friday:</p> <ol style="list-style-type: none"> <li>1. How is the title of your book important to the story? Find evidence in the book to support this. If it had been your decision, what would you have titled the book instead and why?</li> <li>2. Identify one of the main conflicts in the story - what type of conflict is it (man vs man, man vs nature...)? What is the reason for the conflict? How do you think it is going to be resolved? Find evidence of this conflict in the text.</li> </ol> <p>~ Students will then use the answers to their preparation questions to begin discussion in their Literary Circle groups. (20-25 Minutes)  ~ During Literary Circle Discussions this week, students will complete a Peer Evaluation for 1 other circle member (person to the left) to help with evaluations and Assessment.  ~ Group Activity: Table groups will be assigned either <i>I, Robot</i> story #6 “Little Lost Robot” or #7 “Escape” to create a slide for presentation (Focus: either plot or theme; 2 groups/slides for each story). Slide must have visual and text evidence from the story  ~ Each group will present the slide to help review the story with the class.  ~ Remind students that 100% of IRB and Literary Circles Week 5 questions will be required for preparation of next week’s Literary Circles on Thursday/Friday. (May read</p>		
--	--	--	--	--

			<p>independently and work on next week's questions if time left in class)</p> <p><b>Summarizing Strategy:</b>  ~ Students will show understanding of the important elements of the writing process and their use through the Epilogue Essay Prompt Analysis, Bibliography, and Research T-Chart Activity.  ~ Students will identify the characteristics of and effective strategies used when writing procedural text through the Simple Instructions Procedural Text Activity.  ~ Students will compare and contrast Isaac Asimov's World's Fair predictions to the future predictions being made for their Epilogue Essays .  ~ Students will show comprehension of <i>I, Robot</i> stories #6 "Little Lost Robot", #7 "Escape" through the Group Presentation Review Activity and class discussion.</p> <p><b>Homework :</b>  ~ Independent reading of <i>I, Robot</i> #6 "Little Lost Robot" and #7 "Escape".  ~ Complete Epilogue Essay Prewriting: Prompt, Bibliography, and Research T-Chart  ~ Continue reading Independent Reading Book to 100% goal and working on Week 5 Literary Circle Preparation Questions.  ~ Students will read <i>I, Robot</i> #8 "Evidence" and #9 "Evitable Conflict" for Monday.</p>		
5	<p>LT 3: Integration of Knowledge and Ideas (CCSS.RI9-10.8)</p> <p>LT 4: Range of Reading and Level of Text Complexity (CCSS.RL9-10.10)</p> <p>LT 6: Production and Distribution of Writing (CCSS.W9-10.5)</p> <p>LT 8: Range of Writing (CCSS.W9-10.5)</p> <p>LT 9: Comprehension and Collaboration (CCSS.SL9-10.1A)</p> <p>LT 10: Presentation of Knowledge and Ideas (SL9-10.4)</p>	<p><b>Technology:</b>  ~ iPad  ~ Notability app for note taking  ~ Edmodo to turn in assignments  ~ Google Drive for documents, word processing, and peer writing  ~ Prezi app for presentations  ~ You Tube app for videos</p>	<p><b>Essential Questions:</b>  How do the future technologies and themes in Science Fiction influence technology in the future? How do I gather information from research for writing an essay? How can I use prewriting strategies to organize my ideas when writing? Do the themes contained in Science Fiction literature offer hope or a warning for the future? What ethical issues needs to be considered when developing technology and robotics for the future?</p> <p><b>Set:</b>  ~ The teacher will add station resources and material to the Google Drive folders for Week 5, having the students use both Edmodo and Google Drive.  ~ The teacher will have students work collaboratively and individually on station activities.  ~ The teacher will prepare the <i>I, Robot</i> #8 and #9 the Text Scavenger Hunt questions for class review activity.  ~ The teacher will load the Week 5 Literary Circles Preparation questions into the Unit 5: Week 5 Google Drive folder by the Friday before to allow the students time to prepare.  ~ The teacher will assess the Literary Circle Preparation questions and students' participation in the Literary Circle Discussion, keeping a spreadsheet of the weekly assessments to be averaged at the end of the unit for both learning targets.</p> <p><b>Teaching Strategies:</b></p> <p><b>Station 1 - <i>I, Robot</i> #8 "Evidence" and #9 "Evitable Conflict" Review</b>  ~ Teacher will lead a "Text Scavenger Hunt" for <i>I, Robot</i> stories #8 "Evidence" and #9 "Evitable Conflict" - students must find text evidence to answer questions and review.  ~ Whole Class Discussion: Evaluation of themes in the resolution of the <i>I, Robot</i> stories - what is Isaac Asimov's ideas about the "definition of humanity" and the "ethics of robotics"? How can you use the influence and themes in the literature in your future predictions for your Epilogue Essay?</p> <p><b>Station 2 - Epilogue Essay Writing Process: Theme/Thesis and Graphic Organizer</b></p>	<p><b>Remediation</b>  ~ Lunch Remediation/RTI  ~ Individual conferencing  ~ Small group instruction</p> <p><b>Enrichment</b>  ~ Students will apply these concepts to their Independent Reading Book and Literary Circles discussions.</p> <p><b>Learning Styles</b>  ~ Spatial  ~ Kinesthetic  ~ Linguistic  ~ Interpersonal  ~ Intrapersonal</p>	<p><b>Station 1:</b>  ~ <i>I, Robot</i> #8 and #8 Text Scavenger Hunt and Class Discussion Review</p> <p><b>Station 2:</b>  ~ Epilogue Essay Theme and Thesis Activity and Outline/Graphic Organizer Screen Shots</p> <p><b>Station 3:</b>  ~ <i>I, Robot</i> Student-Led Class Discussions Preparation and Planning Activities</p> <p><b>Station 4:</b>  ~ Individual weekly check of Lit. Circle Preparation Questions; Teacher evaluation of Literary Circle Discussion</p>

		<p>~ Students will open the Epilogue Prewriting documents in the Week 5 Google Drive folder - Epilogue Theme and Thesis questions</p> <p>~ Students will complete the Theme questions based on their chosen robotics essay topic, making connections about the influence of science fiction themes on these advancements.</p> <p>~ Students will open the Prompt, Bibliography, and Research prewriting to use in the planning of the Epilogue essay, using the information to write a thesis at the bottom of the Theme and Thesis Activity document.</p> <p>~ Students will download the free "Inspiration Maps" app, using it to plan the order of the information in the essay by creating an outline or web with the essay template in the app.</p> <p>~ Students will submit both the Theme and Thesis Document and screenshots of their outline or web to the assignment in Edmodo.</p> <p>~ Students will use ALL of these prewriting activities when writing the in-class Timed Epilogue Essay during the extended block on Thurs./Fri.</p> <p><b>Station 3 - I, Robot Partner Student-Led Class Discussions Preparations</b></p> <p>~ Students will sit with their I, Robot partners and open the <i>I, Robot</i> Student-Led Discussions Preparation Activities in the Week 5 Google Drive folder.</p> <p>~ Mini-Lesson: I, Robot Student-Led Discussion Tips</p> <ol style="list-style-type: none"> <li>1. At least of type of visual, as hook or closing (not slides throughout)</li> <li>2. Focus on sparking class discussion with questioning/topics, not presenting</li> <li>3. Use text from story to support points, do NOT support with opinion</li> <li>4. May use movies, other works, prior knowledge as connections</li> <li>5. Use good presentation skills - eye contact, volume, formal appropriate language</li> </ol> <p>~ Partners will complete at least one of the preparations documents for their assigned story, either the Plot Chart or Theme Questions.</p> <p>~ All groups MUST complete a planning sheet, either Proficient or Advanced, including text evidence to support points made in the discussion.</p> <p>~ Partners may use the class period to begin their plan for the discussion and work on the planning and preparation documents.</p> <p><b>Station 4: Literary Circles and Timed Writing of Epilogue Essay</b></p> <p>~ Epilogue Timed Writing: Students will come to class with completed prewriting activities from class to use when writing the in-class Timed Epilogue (60 minutes).</p> <p>~ Students will be given 60 minutes to write the First Draft of the Epilogue Essay in class and submit to Edmodo when finished.</p> <p>~ Students will come to class prepared for the weekly Literary Circles by reading 100% of their Independent Reading Books and completing the preparation questions in the Week 5 Google Drive folder for class on Thursday/Friday:</p> <ol style="list-style-type: none"> <li>1. Identify a theme in your Science Fiction novel and explain, giving evidence from the text as support. What is the author's position on this chosen theme?</li> <li>2. Does the story offer hope for humanity or is it a warning? Explain your conclusion, citing evidence from the text as support.</li> <li>3. Give a short review to the group - what you liked the best, bothered you the most, confused you the most, surprised you the most. Did you enjoy the science fiction genre or not this unit? Why or why not?</li> </ol> <p>~ Students will then use the answers to their preparation questions to begin discussion in their Literary Circle groups. (20-25 Minutes)</p> <p><b>Summarizing Strategy:</b></p> <p>~ Students will show understanding of the important elements of the writing process and their use through the Epilogue Essay Theme and Thesis Activity and Outline/Graphic</p>	<p>Participation; Timed Writing of Epilogue Essay First Draft</p>
--	--	---	---

			<p>Organizer from the Inspiration Maps app.  ~ Students will show comprehension of <i>I, Robot</i> stories #8 “Evidence” and #9 “Evitable Conflict” through the Text Scavenger Hunt and class discussion.  ~ Students will show analysis of the themes contained in Science Fiction literature through their preparation for the <i>I, Robot</i> partner Student-Led Class Discussion.  ~ Students will show understanding of strategies used when writing in a timed setting through the in-class Timed Writing for the Epilogue Essay.</p> <p><b>Homework :</b>  ~ Complete the Preparation and Planning Activities for the <i>I, Robot</i> Student-Led Class Discussions.  ~ Finish reading Independent Reading Books and prepare Week 5 Literary Circle questions for final discussions this week.  ~ Complete the Epilogue Essay Theme &amp; Thesis Activity and Outline/Graphic Organizer.  ~ Independent reading of <i>I, Robot</i> #8 “Evidence” and #9 “Evitable Conflict”.</p>		
6	<p>LT 3: Integration of Knowledge and Ideas (CCSS.RI9-10.8)</p> <p>LT 6: Production and Distribution of Writing (CCSS.W9-10.5)</p> <p>LT 8: Range of Writing (CCSS.W9-10.5)</p> <p>LT 9: Comprehension and Collaboration (CCSS.SL9-10.1A)</p> <p>LT 10: Presentation of Knowledge and Ideas (SL9-10.4)</p> <p>LT11: Conventions of Standard English (CCSS.L9-10.1)</p>	<p><b>Technology:</b>  ~ iPad  ~ Notability app for note taking  ~ Edmodo to turn in assignments  ~ Google Drive for documents, word processing, and peer writing  ~ Prezi app for presentations  ~ You Tube app for videos</p>	<p><b>Essential Questions:</b>  How do the future technologies and themes in Science Fiction influence technology in the future? How do I use information gathered from research for writing an essay? How can I use editing, revising, and proofreading strategies to improve my writing? How can I use MLA format to cite the information and sources used in my writing? How can I use effective speaking and listening strategies to express my ideas and encourage class discussions on a chosen topic? Do the themes contained in Science Fiction literature offer hope or a warning for the future? What ethical issues needs to be considered when developing technology and robotics for the future?</p> <p><b>Set:</b>  ~ The teacher will add station resources and material to the Google Drive folders for Week 6, having the students use both Edmodo and Google Drive.  ~ The teacher will have students work collaboratively and individually on station activities.  ~ The teacher will prepare the MLA Citation Worksheet and Digital Curriculum for the MLA In-Text Citation and Works Cited review activity.  ~ The teacher will add feedback to the Epilogue Essay Timed First Draft Google Documents in the students’ shared English I Google Drive folders to help with revisions for the Final Draft of the Epilogue Essay.  ~ The teacher will prepare an Epilogue Peer Edit Sheet for use when editing the content and grammar of their partner’s Epilogue Essay First Draft.</p> <p><b>Teaching Strategies:</b></p> <p><b>Station 1 - Epilogue Essay: MLA In-Text Citation and Works Cited Review</b>  ~ Students will open their prewriting activities and First Draft of the Epilogue Essay to use with the MLA Review Activities today, found in the Week 6 Google Drive folder.  ~ Students will review the MLA Digital Curriculum on the MLA Citation Worksheet, including in-text citations and Works Cited page format.  ~ Mini-Lesson: MLA In-Text Citation and Works Cited Review - Teacher will lead a whole group practice to review MLA in-text citation and Works Cited format.  ~ Students will do independent practice by using the MLA Citation Worksheet to create a Works Cited page for cited sources and add in-text citations to their Epilogue essays. The teacher will assist as necessary and discuss tips on MLA Citation Worksheet page.</p>	<p><b>Remediation</b>  ~ Lunch Remediation/RTI  ~ Individual conferencing  ~ Small group instruction</p> <p><b>Enrichment</b>  ~ Students will apply these concepts to their Independent Reading Book and Literary Circles discussions.</p> <p><b>Learning Styles</b>  ~ Spatial  ~ Linguistic  ~ Interpersonal  ~ Intrapersonal</p>	<p><b>Station 1:</b>  ~ MLA Citation Worksheet and In-Text Citations/ Works Cited page for the Epilogue Essay Final Draft</p> <p><b>Station 2:</b>  ~ Epilogue Essay Peer Edit Sheet and revisions to the Epilogue Essay First Draft</p> <p><b>Station 3:</b>  ~ <i>I, Robot</i> Student-Led Class Discussions Preparation and Planning Activities</p> <p><b>Station 4:</b>  ~ <i>I, Robot</i> Student-Led Class Discussions Presentations and Participation</p>

		<p>~ Students will work for the remainder of the period on making revisions and editing the MLA format and citations of the Epilogue Essay.</p> <p><b>Station 2 - Epilogue Essay Writing Process: Peer and Self Editing</b></p> <p>~ Students will open the Epilogue Edit Sheet in the Week 6 folder in Google Drive.</p> <p>~ Peer Editing: Students will find a partner to work with for editing, switching Epilogue Essays and reading the essay one time.</p> <p>~ Students will read their partner's essay a second time, editing for content ONLY, completing the first part of the Epilogue Edit sheet.</p> <p>~ Students will then read the essay a third time, editing for GRAMMAR only, completing the second part of the Peer Edit Sheet.</p> <p>~ Once the Peer Edit sheet is complete, students will discuss and begin making revisions and edits to the Epilogue Essay for the Final Draft, due by Friday. Teacher will assist.</p> <p><b>Station 3 - <i>I, Robot</i> Partner Student-Led Class Discussions Preparations</b></p> <p>~ Students will sit with their <i>I, Robot</i> partners and open the <i>I, Robot</i> Student-Led Discussions Preparation Activities from Week 5.</p> <p>~ Partners will work together to complete at least one of the preparations documents for their assigned story, either the Plot Chart or Theme Questions.</p> <p>~ All groups MUST complete a planning sheet, either Proficient or Advanced, including text evidence to support points made in the discussion.</p> <p>~ Partners may use the class period to begin their plan for the discussion and work on the planning and preparation documents. Discussions will begin on Thursday.</p> <p><b>Station 4: <i>I, Robot</i> Student-Led Class Discussion Presentation Day</b></p> <p>~ Student <i>I, Robot</i> partners will present their Student-Led Class Discussions on the assigned <i>I, Robot</i> story during the extended blocks on Thursday and Friday.</p> <p>~ The discussions will go in numerical order of the <i>I, Robot</i> stories so the students can make connections between the themes and content of the stories.</p> <p>~ The teacher will use the rubric to assess the students, asking for peer feedback and giving real-time feedback to the presenters after each story discussion.</p> <p>~ If not completed, discussions can continue the following week during class or extended lunch.</p> <p><b>Summarizing Strategy:</b></p> <p>~ Students will show understanding of MLA format for in-text citations and Works Cited through group practice and use in the Epilogue Final Draft.</p> <p>~ Students will show understanding of the writing process and standard English grammar and mechanics through completion of the Epilogue Essay Peer Edit sheet and Essay revisions.</p> <p>~ Students will show analysis of the themes contained in Science Fiction literature through their preparation for and participation in the <i>I, Robot</i> partner Student-Led Class Discussion.</p> <p>~ Students will show understanding of effective speaking and listening strategies through participation in the <i>I, Robot</i> partner Student-Led Class Discussions.</p> <p><b>Homework :</b></p> <p>~ Finish adding MLA in-text citations and a Works Cited page with citations to the Epilogue essay.</p> <p>~ Finish making edits and revisions to the Epilogue Essay First Draft from the Epilogue Peer Edit Sheet and teacher feedback to complete the Epilogue Essay Final Draft.</p>		
--	--	---	--	--

			~ Complete the preparation for the <i>I, Robot</i> Student-Led Class Discussions to participate in the presentations on Thursday and Friday.		
	Formative and Summative List		<p><b><u>UNIT 5 FORMATIVE AND SUMMATIVE ASSESSMENTS:</u></b></p> <ul style="list-style-type: none"> <li>• <b><u>Unit 5 Formative Assessment - Literary Circles</u></b></li> </ul> <p>*This will be an average of the weekly preparation assessments over the 6 week unit.</p> <p><b><u>Learning Target 9: Comprehension and Collaboration:</u></b> Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>*This will be an average of the weekly participation assessments over the 6 week unit.</p> <p><b><u>Learning Target 10: Presentation of Knowledge and Ideas:</u></b> Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p> <ul style="list-style-type: none"> <li>• <b><u>Unit 5 Summative Assessment - <i>I, Robot</i> Student-Led Class Discussions</u></b></li> </ul> <p>*This will be assessed through the preparation activities for the <i>I, Robot</i> Class Discussion.</p> <p><b><u>Learning Target 9: Comprehension and Collaboration:</u></b> Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>*This will be assessed through the participation in the <i>I, Robot</i> Class Discussion.</p> <p><b><u>Learning Target 10: Presentation of Knowledge and Ideas:</u></b> Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p> <ul style="list-style-type: none"> <li>• <b><u>Unit 5 Formative Assessment - Epilogue Essay Writing Process Activities</u></b></li> </ul> <p>*This will be a combination of Writing Process Assessments during the writing of the Epilogue.</p> <p><b><u>Learning Target 6: Production and Distribution of Writing:</u></b> Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <ul style="list-style-type: none"> <li>• <b><u>Unit 5 Formative Assessment - Epilogue Essay Timed First Draft</u></b></li> </ul>		<p><b><u>Formative and Summative Assessments:</u></b></p> <p>~ Unit 5 Formative: Literary Circles</p> <p>~ Unit 5 Summative: <i>I, Robot</i> Student-Led Class Discussions</p> <p>~ Unit 5 Formative: Epilogue Essay Writing Process Activities</p> <p>~ Unit 5 Formative: Epilogue Essay Timed Writing First Draft</p> <p>~ Unit 5 Summative: Epilogue Essay Final Draft</p>



			<p>*This will be assessed through the in class Timed Writing of the Epilogue First Draft.</p> <p><b>Learning Target 8: Range of Writing:</b> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p> <ul style="list-style-type: none"> <li>• <b>Unit 5 Summative Assessment - Epilogue Essay Extended Time Final Draft</b></li> </ul> <p>*This will be assessed through the extended time writing of the Epilogue Final Draft.</p> <p><b>Learning Target 8: Range of Writing:</b> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p> <p>*This will be assessed through the analyzing of nonfiction texts for use as evidence in the writing of the Epilogue Final Draft.</p> <p><b>Learning Target 3: Integration of Knowledge and Ideas:</b> Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.</p> <p>*This will be assessed through the use of fiction and nonfiction in the writing of the Epilogue Final Draft.</p> <p><b>Learning Target 4: Range of Reading and Level of Text Complexity:</b> By the end of grade 9, read and comprehend literature and literacy nonfiction in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>*This will be assessed through the use of MLA format to cite sources and evidence in the writing of the Epilogue Final Draft.</p> <p><b>Learning Target 12: Knowledge of Language:</b> Write and edit work so that it conforms to the guidelines in a style manual (e.g., <i>MLA Handbook</i>) appropriate for the discipline and writing type.</p>		
--	--	--	--	--	--