TO DRONE
OR NOT TO DRONE

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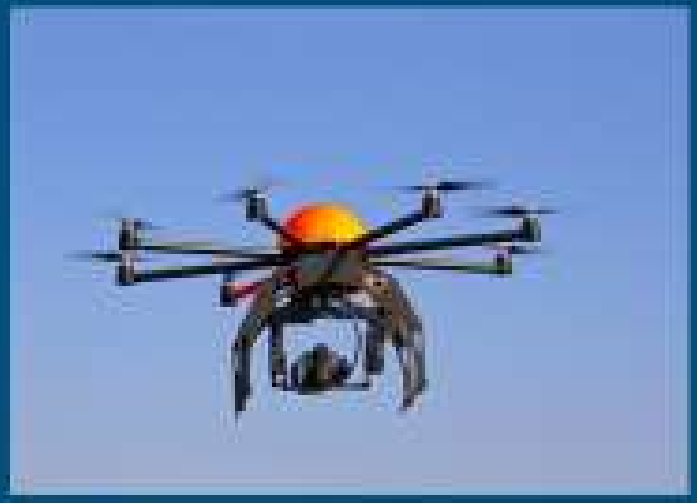
To Drone or Not to Drone?

Introduction: To Drone, or Not To Drone

The purpose of this unit is to help students hone their argumentative writing skills, using topics from a CTE class to help them translate their skills to classes outside of ELA. The unit was taught in a Microsoft Engineering II class, which is why we incorporated the topic of drone usage into the writing of an argumentative essay. To prepare students for the performance task, lessons were done to model how to synthesize information from multiple sources, including text and video. The sample topic was operating systems -- another CTE topic -- to help the students become familiar with note-taking skills, MLA citations, and the actual writing of an argumentative essay. These mini lessons prepared the students for the final performance task on the topic of drone usage for non-military purposes, hence, “to drone or not to drone.”

To Drone or Not to Drone



Robert Gibson - CTE teacher
Christina Scheffel - 10th grade ELA
Heidi Driscoll - 10th grade Special Education
Kelly De Leon - Library Media Specialist

PLANNING CHART #1

	Standard	DoK	Know	Do
Question 1:	RI 9-10.8 Evaluate and analyze evidence and choose the strongest evidence...	2	● specific textual evidence ● relevant, sufficient evidence ● how to justify	Cite evidence to support a claim Explain why the evidence supports the claim
Question 2:	RI 9-10.8 Evaluate and analyze evidence and choose the strongest evidence...	2	● specific textual evidence ● relevant, sufficient evidence ● how to justify	Cite evidence to support a claim Explain why the evidence supports the claim
Question 3:	RI 9-10.8 Delineate and evaluate an argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant	3	● how to identify relevant vs. irrelevant evidence ● how to determine whether evidence is sufficient and effective	Evaluate the evidence used to support a claim
Full Write:	W.9-10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	4	● how to make a claim based on evidence ● how to support arguments using sources ● how to identify the strongest evidence to support the claim	● Write an argument that states a claim ● Use evidence from sources to support the claim ● Cite relevant, sufficient evidence ● Address counterclaims and effectively refute them

PLANNING CHART #2

Standard:**CCSS.9-10.RI.7:** Analyze various accounts of a subject told in different mediums, determining which details are emphasized in each account.		
Targets	Learning Progressions	Formative Assessment Strategies
Analyze various accounts of a subject told in different mediums	Compare how different text/media present information about the same subject	Graphic organizer (Ex: venn diagram or T-chart)

Standard: .**CCSS.9-10.RI.8:** Delineate and evaluate an argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false and fallacious reasoning.		
Targets	Learning Progressions	Formative Assessment Strategies
Delineate and evaluate an argument and specific claims in a text	Identify the author's argument and specific claims as well as reasons/examples/evidence that support the author's argument and specific claims	Think/Pair/Share: Students identify the author's claim and highlight evidence, then share with a partner to check Teacher model: Class determines claim and teacher models an example of evidence
assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false and fallacious reasoning	Identify false statements and fallacious reasoning	T-Chart: Students review commercials and sort accurate vs. inaccurate claims

Standard: CCSS.9-10.W.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.		
Targets	Learning Progressions	Formative Assessment Strategies
(1a) Write arguments to support claims	Make claims and address counterclaims	Develop both a claim based upon pieces of evidence; share claim with a partner and with the class Teacher provides an essay without a counterclaim; students identify the error and correct it Students draft thesis and revise based on feedback from peers and teacher
(1b) Develop claims and counterclaims using evidence	Use evidence to fully develop claims and counterclaims	Students highlight evidence and justify why it is the most relevant to their claim

Standard: CCSS.9-10.W.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.		
Targets	Learning Progressions	Formative Assessment Strategies
integrate information into the text selectively to maintain the flow of ideas,	-Synthesize information from multiple sources to develop an argument	- Students highlight sentences from sources relevant to topic - Error analysis: Students read a sample essay and identify issues

		-Students see models of information correctly integrated into writing
avoiding plagiarism and following a standard format for citation.	-Correctly attribute evidence to sources	Students practice citing appropriately using a sample source Students see models of correct citation

School: SCHS Grade Level: 10

Scope and Sequence		
Lesson/Description	**Duration/ # of Days**	**Standards/Learning Progressions**
Lesson 1: Students will be given information on two operating systems, one presented by Macintosh and one by Windows. Information will be presented in charts, articles, and videos. Using a Graphic Organizer, students will take notes on the positive and negative aspects of this topic for comparison of each company.	1	CCSS.10.RI.7: **Analyze various accounts of a subject told in different mediums** (e.g., a person's life story in both print and multimedia), **determining which details are emphasized in each account.** CCSS.10.RI.8: **Delineate and evaluate the argument and specific claims in a text**, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
Lesson 2: Students have previously been taught how argumentative writing is structured. Students will make a claim about operating systems, an argumentative topic related to Microsoft Engineering introduced in Lesson 1. Students will differentiate between accurate and inaccurate information. Students will draft a thesis statement that states a claim and outlines relevant, valid evidence to support the claim.	1-2	CCSS.10.W.1:**Write arguments to support claims** in an analysis of substantive topics or texts, using **valid reasoning** and relevant and sufficient evidence. CCSS.10.W.1b:**Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims**, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
Lesson 3: Students will be given a set of sources. Students begin by identifying an argumentative source and will then evaluate the claim(s) made in the argumentative source. Students will	1-2	CCSS.10.W.8: Delineate and **evaluate the argument and specific claims in a text**, including the validity of the reasoning as well as the **relevance** and sufficiency of the evidence. ● Evaluate the claim made in

evaluate which information is most relevant to support the claim they made in the previous lesson.		a text ● Determine the relevance of a text to a claim CCSS.10.W.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; **assess the usefulness of each source in answering the research question**; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
Lesson 4: Students will practice correctly incorporating quotations into writing. Additionally, students will learn how to balance paraphrasing with their own original thought.	1	CCSS.10.W.8: Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and **integrate the information while avoiding plagiarism.**
Lesson 5: Students have previously written argumentative essays. Students will return to the notes they took in previous lessons. Students will develop an argument that supports the claim they made in the second lesson. Students will create an outline in which they do the following: ● Clearly state a claim ● Determine which evidence from their sources best supports their claim. ● Develop a counterclaim that fairly summarizes an opposing viewpoint	1	CCSS.10.W.: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient evidence. b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.

● Effectively refute the counterclaim using information from their sources.		

ELA & LITERACY PERFORMANCE TASK TEMPLATE

School/District: SCHS/IRSD

Team Members: Christina Scheffel, Robert Gibson, Kelly De Leon, Heidi Driscoll

Title:	To Drone or Not to Drone
Grade:	10th grade Design Technology/ELA
Standards	CCSS.10.RI.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. HYPERLINK "http://www.corestandards.org/ELA-Literacy/W/9-10/4/" \h CCSS.10.W.1: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. CCSS.10.RI.8: Delineate and evaluate an argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false and fallacious reasoning. CCCS.10.W.1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. CCSS10.W.8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
DOK:	4
UDL:	
Stimuli (Primary Text):	"Drones reshape US aviation policy: critics of expanding unmanned aircraft cite safety, privacy concerns" - Sept. 2013 "Unveiled at CES 2016, This Drone Could Fly You to and from Work" - Posted January 11, 2016 by Nick Mafi Videos: Promoting the Positive Use of Domestic Drones https://www.youtube.com/watch?v=DPoOBy6BL1s

	Why Amazon Delivery Drones Won't Work https://www.youtube.com/watch?v=WRrxOfgwFyw
Text Complexity:	See text complexity placemats

Task Overview:

Part 1: Before writing an essay in which they argue for or against the use of drones, students will watch two videos and read two informative texts on the uses of drones, complete a graphic organizer, and answer questions based on the stimuli. Students should also have access to all source materials throughout the task.

Part 2: Students will work individually to compose a full length argumentative essay either for or against the use of drones in non-military settings. Students may also refer to their notes, graphic organizer, videos, and passages.

Task Directions:

Part 1:

Your Assignment: The military has used drones for years, but are they safe for everyday people to own? You will watch two videos read two articles on the use of drones for non-military purposes. You will complete a graphic organizer, take notes, and answer questions. You will then write an argumentative essay justifying the use or non-use of drones for purposes other than military use.

Steps you will be following:

In order to plan and compose your essay, you will do all of the following:

-while watching the videos and reading the articles, complete the graphic organizer

-take notes on the article using the Cornell method or another method you know

-answer questions about your sources

-plan and write your essay

Directions for beginning:

You will watch two videos and read two sources on drones. While watching, analyzing, and reading your sources, you will complete the provided graphic organizer to help you take notes. You may refer to these sources, notes, and organizer when you write your essay. You may also refer to the sources as many times as needed to complete the notes and organizer.

Questions:

Answer the following questions to aid in your writing:

Selected and extended response:

1. What quote from your research most strongly supports the claim that drones should be used for non-military purposes? Explain how the quote supports the claim in the article or video.
2. What quote from your research most strongly supports the claim that drones should not be used? Explain how the quote supports the claim in the article or video.
3. Which source provides the most effective evidence relevant to the author's claim? Explain which source you feel makes the strongest claim and use evidence to support your response.

Part 2:

Your assignment: Should individuals be allowed to own and operate drones? If so, when? Write an argumentative essay supporting or negating the use of drones in non-military situations.

How your essay will be scored:

1. Statement of purpose/focus- how well you clearly state your claim on the topic, maintain your focus, and address the alternate and opposing claims

2. Organization- how well your ideas logically flow from the introduction to conclusion using effective transitions, and how well you stay on topic throughout the essay

3. Elaboration of evidence- how well you provide evidence from sources about your opinions and elaborate with specific information

4. Language and Vocabulary- how well you effectively express ideas using precise language that is appropriate for your audience and purpose

5. Conventions- how well you follow the rules of usage, punctuation, capitalization, and spelling

Now begin work on your essay. Manage your time carefully so that you can

- Plan your essay
- Write your essay
- Revise and edit for a final draft

Drones reshape US aviation policy

By Keith Laing from TheHill.com- 09/03/14 08:01 AM EDT

The next time you look out your airplane window, you might see a drone close by.

Such occurrences are rare now, but they could be more common if drone supporters get their way.

The Federal Aviation Administration (FAA) is under increasing pressure to quickly approve the use of non-military, unmanned drones alongside commercial airplanes and private jets. The agency has been testing the interaction between drones and other types of commercial and private airplanes at multiple sites across the country.

Online companies such as Amazon have clamored for the freedom to use drones soon to speed up delivery times, and Congress has mandated that the FAA complete testing by September 2015.

Transportation Secretary **Anthony Foxx** said in a July 17 speech at the National Press Club in Washington that he was confident the FAA would meet the deadline.

“As I understand it, we’re on track to meet our 2015 deadline on small [unmanned aerial systems]. And so we’ll keep working towards that,” Foxx said. “This is another convergence of technology and transportation, and it’s interesting and exciting, but we’ve got to figure out a way to do it safely, and that’s what we’re working towards.”

The Department of Transportation’s watchdog has expressed less confidence in the agency’s ability to meet the 2015 drone deadline, however.

The department’s inspector general said in a report that was released in late June that the FAA “is significantly behind schedule in meeting most of the [unmanned aerial systems] UAS-related provisions of the [2012] FAA Modernization and Reform Act.”

Foxx defended the agency’s progress with drone testing after the release of the critical report.

“What we’ve tried to do over the last few months has been to really step up the work on this,” Foxx told The Hill in early July.

“That’s why we have four of the six UAS test sites stood up,” Foxx continued. “We’ve worked to put forth some rules to this point, but we obviously have to work on this other rule here as well.”

The FAA has since announced the opening of the final two testing sites, giving it a full

complement of facilities to simulate increased drone use.

Drone-makers have ramped up the pressure on the FAA to quickly release its verdict on increasing their use.

“A lot of states would like their state to be the hub of this industry,” Association for Unmanned Vehicles Systems International general counsel Ben Gielow told The Hill in February. “Ultimately, this is about jobs. This is about innovation.”

Meanwhile, the FAA was forced earlier this year to clamp down on some private entities, including the Washington Nationals baseball team and a Minnesota beer company, found to be operating drones prematurely.

In May, the FAA noted that a near collision between a drone and a commercial airliner in Florida could have had “catastrophic” results.

Safety advocates and some lawmakers have raised privacy concerns about the increased use of drones.

“We need to build in strong personal privacy protections and public transparency measures before commercial drones take off, which is exactly what my amendment will do,” Sen. **Ed Markey** (D-Mass.) said in June. “This will allow the drone marketplace to evolve and mature, while at the same time we protect people’s privacy.”

Markey introduced an amendment to prohibit the FAA from approving the use of commercial drones unless the agency takes steps to protect U.S. residents’ privacy.

Foxx has said the agency will continue to crack down on rogue drone operators.

“Let’s be clear, commercial use of drones is not authorized unless the FAA says so,” Foxx said.

“When we find violators, we’re going to go after them,” Foxx added. “We will not allow folks to just treat this like the Wild West and do whatever they want because we think there’ll be some safety implications to that.”

The FAA has thus far only approved one commercial drone flight, which was operated by a contractor for oil company BP.

The agency has established sites to test drones in Texas, North Dakota, Alaska Nevada, New York and Virginia.

Unveiled at CES 2016, This Drone Could Fly You to and from Work

The EHang 184 can fly to heights of 11,000 feet without a pilot manning the controls

Text by Nick Mafi Photography By EHang

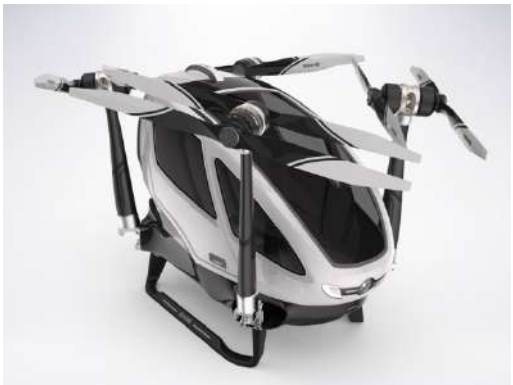
ArchitecturalDigest.com January 11, 2016

Drone technology is on the rise, literally and figuratively. And nowhere is this more apparent than on the floors of CES 2016. Of all the buzz these machines have generated, one drone manufacturer appears to have stolen the show. The Chinese company EHang unveiled a flying machine capable of seating one adult passenger while soaring some 11,000 feet in the air.

After stepping into the EHang 184, passengers will use a mobile application to enter their desired GPS destination and then press a launch button. From there, the 440-pound drone will lift off and begin flying. What's more, EHang says that its drone will be an extremely safe ride. Made from a composite material, carbon fiber, and epoxy, the flying machine is programed with multiple emergency plans that, in theory, have the ability to safely fly its passenger to the nearest landing location.

Although the cabin includes air conditioning and a reading light, passengers shouldn't get too cozy; the drone's 142-horsepower electric motor (which provides an average speed of 62 m.p.h.) can travel just 20 miles on a single charge. Those are a handful of short trips for the EHang 184's high price tag, reported at $200,000 to $300,000.

Passengers who ride inside the EHang 184 won't need a pilot's license, but that means stricter government agencies, such as the FAA, are unlikely to allow the flying machine to operate in their country's air space. Whether the drone will make it to the U.S. remains unknown. What is sure, however, is that if it does, morning commutes could become a lot more enjoyable.



Name: SCHS Team

Topic: Lesson 1: Compare and Contrast to Make a Claim

Prerequisite Standards:

RI1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9-10 reading and content*, choosing flexibly from a range of strategies.

Standards:

- RI.7: Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.
- RI.8: Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced. .

Students will Know:	**Students will Do:**
● How to determine key pieces of information from a written text. ● How to clearly determine which aspects can similarly be compared. ● How can we differentiate our findings into straight evidence based on collected data, vs. persuasive unnecessary marketing techniques?	● Compare how different texts present information about the same subject (operating systems) ● Identify aspects of a text that reveal an author's purpose ● Differentiate between claims that are supported by evidence and claims that are not (ie: marketing techniques) ● Differentiate between valid and invalid claims (subjective vs. objective analysis)

Essential Question: How are sources used to help gather information that might help determine which item or company a person might choose, as the better in question?

Activating Strategy: Students will each be given two separate car advertisements, each with specific breakdowns of different features that students may find desirable when looking for that first car purchase. They will then look at, and compare the two different 2016 car specification ads. They will be allowed to use highlighters, markers, pens, pencils etc. to decide on their findings. They will then determine what they find to be both positive and negative aspects of each. Based on these findings, students will then decide which car of the two, would be the car of their choice.

We will come back together as a class and discuss the following:

- What were items about each vehicle that you may have found more appealing than the other?

The teacher will have a pre-set table on the smartboard. She will take tallies from the students to determine if there was one clear choice of one car over the other. We will then discuss the following briefly:

- How was it determined which items should be compared, when looking at the two vehicles?
- Are all final choices made based specifically on gathered evidence? Or, are some of our decisions *subjective*?

Students will be asked to consider these last two questions as they move into the first Learning Activity.

Vocabulary Strategies: Analyze/Analysis, Subjective vs. Objective, Comparison.

Analyze/Analysis- The teacher will project the meaning of the term of analysis or to analyze on the board. (*Separation of substance by nature to determine their nature.)* We will then discuss as a class how this pertained to our warm up activity.

Comparison- To examine so as to note the likenesses or differences of. Students are aware of the term compare/comparison. Prior to the first Learning Activity, the teacher will project, and go over the definition verbally. Students will also be asked to explain how comparing pertains to the Graphic Organizer that they will be working with as they review the information on the two different operating systems.

Subjective vs. Objective- Subjective- Of or or existing within an individual's mind rather than outside. Objective- Of or relating to a material object rather than a mental concept. The teacher will project the meaning of these two terms on the board. We will briefly revisit our question from the warm-up. *"Are all final choices made based specifically on gathered evidence? Or are some of our decisions Subjective?"* The teacher will ask students for a quick THINK/PAIR/SHARE. We will come back together briefly. Students

will be allowed to share answers if they choose, with the class as a whole. They will again be reminded that this is a key question to be thinking about as they work on Learning Activity 1.

Operating System: The teacher will record the definition of operating system on the board: *Software that manages a computer's hardware and software.* The teacher will then ask students which operating system they use most often, Mac or Windows.

Learning Activity 1: Defining positive and Negative aspects of a certain product and or service.

Students will be given two specific web sites for articles related to operating systems, one on Windows, and the other on Macintosh. Each student will receive a Graphic Organizer with 4 columns, including a negative and positive column for Windows operating systems and a positive and negative column for Macintosh operating systems. Using their graphic organizers, students will find both positive and negative aspects of both company's systems.

Students will record what they find in their graphic organizers.

The teacher should make it clear that this needs to be detailed. This should include all similar and different information, including statistical information, any costs, values of products, availability dates, programs, memory, etc. If necessary, the teacher can provide an example on the board.

Assessment Prompt for Learning Activity 1: The teacher asks for volunteers to share answers. Alternately, the teacher can circulate the room and look at what students have recorded on their papers.

Student Look Fors Include textual evidence (ideally, direct quotes.) Answers may vary depending on students' opinions. Inappropriate answers include responses that are too general or responses based on students' outside knowledge.

Graphic Organizer – T-Chart

Texts:
http://www.valuewalk.com/2016/04/ios-10-what-new-features-to-expect-in-apples-new-os/

http://www.inquisitr.com/2991594/windows-10-roadmap-website-shows-users-new-features-of-operating-system/

Learning Activity 2:Analyzing and Comparing collected Data

Working in pairs students will analyze and compare what information **they** found important from each article and positive and negative aspects for each. Each partner takes a turn explaining what information they feel is the most important. They will then discuss **WHY** they may have had different opinions.

Questions that can be asked include the following:

- Can there be more than one factor to determine how and why an item may be more appealing to one person than another?
- Does this have to be a certain type of data? Or can it be a combination of things?

Assessment Prompt for Learning Activity 2:
Students should make notes on their graphic organizers as to what they may have found to be similar and different in their findings and opinions. The teacher asks for the class to come back together as a whole and for partners to share what they found important and why.

Discussion Questions Can Include the Following:

- Did students find that they had differences of opinions?
- Where these opinions based on different aspects of information, or did all students base their decisions on the same pieces of information?

Student Look Fors Include descriptions of what students think and logical justifications as to why. Justifications should be based on what students have read in the text. Inappropriate responses include answers based solely on students' personal

Assignment:

Students compose a paragraph response to the following prompt: Briefly describe the differences between objective and subjective analysis and how these pertain to the comparison of different items.

Students should provide a logical answer to the question and use specific textual evidence from the in-class activity to support their response.

experiences (EX: I use a MacBook and that's why Apple is better.)

……...

Learning Activity 3: Subjective vs. Objective Analysis

The teacher will then go back over the vocabulary strategies and definitions of Subjective vs Objective analysis. The class has a discussion about the activity that can include the following question:

- What type of information were compared?
- Did the articles cover the same specifications and information on both systems?
- Are there pieces of information that the students may have missed when reading their articles?

The students will then be asked to revisit the information on their Graphic Organizers one last time. The class has a discussion that can include the following questions:

- Were the same types of criteria compared from one operating system to the next?
- Did the two students paired together compare similar data, was each student looking at different pieces of information to determine their preference?

Assessment Prompt for Learning Activity 3:
Drawing inspiration from the class discussion, students respond to the questions at the bottom of the student's their graphic organizers. The teacher will briefly read responses to determine if students understand the concept; exemplars can be read aloud to the class

Student Look Fors include responses that cite specific details from students' analysis. For example, a student may note that one partner emphasized cost of the operating system, while the other emphasized

features of the operating system.

Summarizing Strategy:

Ticket out the Door/On a note card:

Which did you prefer? Macintosh or Windows? Students record a brief answer on an exit ticket. The teacher can record student responses and show students the data (ex: 14 said Macintosh while 10 said Windows.)

Burning Question: Did we acquire enough information to make an informed decision? And was the information used valid?

Lesson 1 Attachment 1: T-Chart Organizer

Windows	
Positive Attributes	**Negative Attributes**

Macintosh	
Positive Attributes	**Negative Attributes**

Name: SCHS Team

Topic: Lesson 2: Determining Valid Evidence

Prerequisite Standards

IR1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

L4: Determine or clarify the meaning of unknown and multiple-meaning words and

phrases based on *grades 9-10 reading and content*, choosing flexibly from a range of strategies.

RI:6: Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose

IR 8: 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.

Standards:

W.1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W.1.b: Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.

Know:	Do:
● Operating Systems ● Background information on differences between Mac OSX and Microsoft Windows	● Identify false statements and fallacious reasoning ● Write a claim based on sound evidence

Essential Question: How can I use evidence to support a claim as to which Operating System, Mac OSX or Microsoft Windows, is superior?

Activating Strategy: The teacher asks students to think of stereotypes regarding Windows and Apple operating systems. Volunteers are asked to name stereotypes and others add to the discussion based on their prior knowledge. Eventually, the teacher asks students to discuss advertisements they have seen for either Windows and Apple products. Students take turns sharing examples of commercials; if students cannot think of any, the teacher can provide an example. The teacher prompts students to describe the way the advertisements describe the product.

Questions that can be asked include the following:

- What did you see in the advertisement?
- What did they say about the product?
- Did you think it was persuasive? Why or why not?

Prerequisite Vocabulary:

Claim and Counterclaim: Students have been taught the term "claim" and "counterclaim" in previous lessons. If students seem lost, the teacher will ask for volunteers to restate the definition of each term. The teacher will ask students to show how well they understand the terms "claim" and "counterclaim" by using a fist-to-five survey. Students raise their hands and show, on a scale of 0-5 fingers, how well they remember the terms. If the teacher sees that multiple students are holding up low numbers, the class will rewrite the definitions on the board and provide examples of each.

Thesis Statement: Students should have previously written essays that have required thesis statements. If students do not seem to understand the term, the teacher can ask a student to provide a definition for the class. The teacher can ask students questions to prompt them, including questions like "Where do you find the thesis statement?" or "What does a thesis statement look like?"

Vocabulary Strategies:
Teacher Note: In the context of this class, students had already been exposed to the following terms in previous Microsoft Engineering classes. These terms, however, are not prerequisite to the lesson. The teacher can define the terms for students via direct instruction, or the teacher can lead a jigsaw in which students are assigned a term to define before sharing with the class.

operating systems (OS):A system software that manages a computer's hardware and software; examples include - but are not limited to - Windows and Macintosh
Domain: a group of computers on a network that follow a common set of rules
Driver: A program that controls devices attached to your computer.
Memory: Data storage

Requirements: The minimum specifications a computer must have in order to run certain programs

Learning Activity 1:

Students will watch a compilation youtube video of the "top ten" Mac vs. PC ads and complete a chart listing the accurate and inaccurate statements from each commercial. The teacher will play each video and pause in between to allow students to complete the chart. Pausing is also a chance for students to vet out implications and what is true or false.

Graphic Organizer - Chart: Accurate vs. Inaccurate Statements

This activity serves to introduce the topic in a light-hearted way which engages the students but also for them to learn critical thinking skills when faced with an advertisement. Students should understand that the ads are misleading. They should also be led, or will come to the conclusion on their own, that just because someone has a PC doesn't mean the have Windows as the operating system.

https://www.youtube.com/watch?v=p5Yt30wrbl4

Assessment Prompt for Learning Activity 1: Students share one accurate and one inaccurate statement with a partner. Students add to their lists if their partner shares something persuasive. The teacher asks for partners to share out as a class.

Student Look Fors include logical statements from the videos. For example, an accurate statement would be that Macs can run Microsoft Office, whereas an inaccurate statement would be that Macs don't get viruses. Students can justify their answers if they are not immediately clear (EX: Macs *rarely* get viruses, so a student could argue it is accurate to say viruses are not a problem.)

Inadequate responses would be inaccurate or not based on the text shown.

Learning Activity 2

Students are given two articles, one about the Microsoft Windows operating system and the other about the Mac operating system. Students are asked to read the articles independently. Before students read, the teacher reminds them to look for the author's claim and focus on the reasons behind the claim.

As they read, students can annotate the text to find evidence supporting their own opinions.

Assignment: Students will write a thesis statement that states their claim regarding which operating system is better. Students must include a detail from at least one of the texts in their thesis statements. The detail from the thesis statement should provide students with a basic outline for their future essay (i.e., it should give them

The class can discuss the articles. Questions that could be asked include the following:

- Did the articles reference any of the same things brought up in the commercials?
- Is there any information that surprised you?
- What additional information would you like to know that wasn't brought up in the articles?
- Who is the intended audience for these articles?
    - How would the articles be different if the audience was a computer science class?

10 reasons macs are better than pcs

A Mac User Falls for the PC Again

Assessment Prompt for LA2: Students determine which author they agree with. Students find a classmate who made the same decision and share out why they made their decision. Students then share responses with the class.

Student Look Fors include text-based answers, such as, "I think Macs are better because users don't need to worry about viruses as much." Inadequate answers include statements that don't make a claim, or statements based on inaccurate information (including the inaccurate claims made in the commercials.)

the topic for at least one body paragraph.)

Student Look Fors: Acceptable thesis statements will state a clear claim and will include a reason from one of the sources. The thesis statements are still in draft form, so they may be written in an informal tone.

Unacceptable thesis statements will not state a clear opinion (I don't know) or will use a reason that is not text-based.

Summarizing Strategy

Read another student's thesis statement.

If you **agree**, state evidence that would support the thesis.

If you **disagree**, state evidence that disproves the thesis *or*, state evidence you feel is stronger than that discussed in the thesis.

Lesson2 Attachment1: Accurate vs. Inaccurate Chart

Accurate and Inaccurate Statement from Mac vs. PC ads

Name of Ad	Inaccurate Statements	Accurate Statements	Implications	Corrections
Example: "The Sniffles"	Macs dont get viruses	There are a lot of viruses out there for Windows OS	Macs are immune to computer viruses and therefore safer than a Windows OS	Macs are not immune, however, hackers tend not to make malware for Macs as the Windows OS accounts for over 90% of the market.

Name: SCHS Team

Lesson 3: Evaluating Claims and Evidence

Prerequisite Standards

L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9-10 reading and content*, choosing flexibly from a range of strategies.

RI1:Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

SL1.D: Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

Standards:

- RI8: Delineate and **evaluate the argument and specific claims in a text**, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
- W.8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; **assess the usefulness of each source in answering the research question**; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

Know:	Do:
● how to identify a claim ● relevant vs. irrelevant information ● how to evaluate the rationale behind a claim	● Evaluate the claim made in a text ● Determine which information is most relevant to a claim made in response to a research question ● assess the usefulness of each source in answering the research question

Essential Question: How do I evaluate what information from a source is most relevant to my claim?

Activating Strategy

Wordsplash: The teacher projects the following statement on the board: *A good claim is…* Students use what they learned about making claims in previous lessons to fill in

the blank. The teacher writes students' answers on the board until there are a variety of answers. (Ex: A good claim is...researched, logical, persuasive, etc…)

Teacher Note: This activity can also be done electronically using a website like AnswerGarden.com

Prerequisite Vocabulary

Claim and Counterclaim: Students have been taught the term "claim" and "counterclaim" in previous lessons. The teacher will ask for volunteers to restate the definition of each term. The teacher will ask students to show how well they understand the terms "claim" and "counterclaim" by using a fist-to-five survey. Students raise their hands and show, on a scale of 0-5 fingers, how well they remember the terms. If the teacher sees that multiple students are holding up low numbers, the class will rewrite the definitions on the board and provide examples of each.

Vocabulary Strategies

Evaluate: The teacher provides the definition of *evaluate* on the board: "to judge the quality of something." Students record the definition on their note-taking sheet. The teacher provides one example of something that would need to be "evaluated;" students are evaluated on their academic progress four times per year when they receive report cards. Students brainstorm examples of additional things that are evaluated with a partner. Partners share with the class, and the teacher records additional examples on the board for students to copy onto their note-taking sheets.

Relevant: The teacher provides the definition of *relevant* on the board: "closely connected or related to the matter at hand." Students record the definition on their note-taking sheet. The teacher provides one example of a topic that is "relevant" to the class; for example, operating systems is something that relates to computer engineering. Students brainstorm additional topics that are relevant to class with a partner. Partners share with the class, and the teacher records additional examples on the board for students to copy onto their note-taking sheets.

Coding: The teacher provides the definition of *coding* on the board: "also called programming coding is the act of writing instructions for computer to make them do certain things. *Code* is a language that computers understand." Students brainstorm examples of things computers could be coded to do, or if they are more computer-literate, examples of coding languages (EX: C++.) The teacher records examples on the board for students to copy onto their note-taking sheets.

Learning Activity 1: Identifying claims

Learning Activity 1: Identifying claims

Teacher Note: Students may be able to skip the first part of the learning activity, where students determine which article states a claim; the teacher may be able to determine students' levels of prior knowledge based on the activating strategy and vocabulary preview.

Students are given copies of two short articles on coding. The articles were taken from online news sites, and were abridged to be one page.

Article 1
Article 2 (makes a claim)

Students are told they will read the article with a partner, and decide which partner will read which article.

Before reading the articles, the teacher instructs students that one makes a claim and one does not. Students will know their purpose is to determine which article makes a claim, and what that claim is.

Students read the articles with their partners. The teacher first asks students to decide which partner will read which article. Students are instructed to highlight at least three key details as they read to help them summarize the central idea of each article.

Questions that may be asked during the lesson include the following:

- Why has coding become a popular topic of conversations?
- Why might schools care about coding?
- [After determining the author's claim] Do you think there are disadvantages to teaching students to code?

Graphic Organizer

Note-taking sheet that includes the following:

- a chart that allows students to write the definition and examples for each vocabulary term
- Space for students to write written responses for each Assessment Prompt

Assessment Prompt for Learning Activity 1: On their note-taking sheets, students write a $2 summary of the claim made in the argumentative article. Students share their responses with a partner. Once all students have shared, partners share out with the class.

Students can also post their $2 responses as a discussion post on Schoology. The discussion board should be set so students can only view students' answers once they have posted their own response.

Teacher Note: Student Look Fors include brief summaries of the author's opinion. Students' should state that the author has a positive opinion of coding and discuss reasons mentioned in the text (EX: "coding helps people get jobs.") Students answers may begin with "the author thinks" or "the author's claim is."

Learning Activity 2: Evaluating how well a claim is supported in a text

Students return to the argumentative article they read for the previous assessment prompt.

Together, the class creates a list of reasons the author uses to support the claim. The class discusses how to evaluate the reasons by going through the following questions:

- Are the reasons logical? Do they make sense?
- Are the reasons *relevant?*
- Does the writer give the reader enough information about the reasons?

Because the article was abridged, not all of the author's reasons are included. This will give students more to talk about, because certain pieces are missing (for example, several counterclaims were left out.)

Assignment

Students return to the thesis statement they drafted about operating systems in a previous lesson.

Students read articles about operating systems. Students can choose an article from a few options based on their interests; they can also choose the articles they read in the previous lesson. Shortened or simplified texts can be provided for specific students at lower reading levels and for students who speak English as a second language.

Article Option 1

Students should be familiar with how to respond respectfully to their classmate and how to summarize their points of agreement or disagreement. If necessary, the teacher can review guidelines for class discussions.

If students struggle, the teacher can pull up the full article to show students examples of additional reasons.

Questions that may be asked during the lesson include the following:

- Which of the author's reasons do you think is strongest?
- Why is it important to make sure all reasons are relevant?
- How can you tell if your reader may need more background information on a topic?

Assessment Prompt for Learning Activity 2:
Quickwrite: Students have a T-Chart on their note-taking sheets. On one side of the chart, students list positive attributes of the argument. On the other side, students list attributes that could be added to make the argument stronger (ex: it needs more information about…) This activity can also be done as an online discussion using a class website like Schoology.

Teacher Note: Student Look Fors include reasons that are based on the text can be clearly understood. Student responses should contain vocabulary used in the module. For example, a student may write "relevant reasons to support the claim" as a satisfactory response for the positive side of the chart, and "needs to address a counterclaim" as a negative.

Article Option 2
Article Option 3

Students highlight one phrase or sentence that they feel is relevant to their claim. At the bottom of the page, students answer the following questions in complete sentences

1. Why is the detail you highlighted relevant to your claim?

2. How the detail you highlighted make your argument stronger?

3. What additional information might you need to include in your argument in order to make your argument stronger?

Learning Activity 3: Determining what information from a source is relevant to supporting a claim

The teacher shows students a sample claim regarding coding by projecting that claim on the board.

The teacher then models how to pull relevant information that supports the claim from the sources read previously. A paragraph from each source is projected on the board. The teacher highlights a relevant sentence and jots a brief summary on the board explaining how the sentence supports the sample claim.

Students highlight another relevant detail in one of the articles.

Assessment Prompt for Learning Activity 3: In the margins of the paper, students jot a brief summary explaining how the sentence supports the sample claim. Students share their responses with a partner, and pairs share out with the class.

Teacher Note: Student Look Fors include relevant details that are clearly connected to the claim. For example, if the sample claim is that learning to code will help a person find employment, the detail highlighted should involve employment statistics and the student's explanation should show the connection. Students should use vocabulary from the lessons (ex: claim, support, relevant, etc.)

Summarizing Strategy

Aha! and Huh?

Aha! Students are each given two sticky notes. On one sticky note, students write things they understand better now, or something that they will remember after class is over.

Huh? On the other sticky note, students write questions they still have. If students have

no questions, they can write a question another student might have and specify that it is not their own question.

The teacher can choose how to proceed depending on how many “huh?” questions they receive. For example, if there are only one or two questions, the teacher can address those questions directly at the beginning of the next class period. The teacher could also present those questions to the class during the next period and have students provide verbal answers.

If the same questions are asked by multiple students, students may not have fully mastered the learning targets. The teacher may need to re-teach certain parts of the lesson, or provide students with an additional practice activity. For example, if students consistently ask about what information from a source is relevant, the teacher may need to create an additional activity that helps students identify relevant information.

Lesson 3 Attachment 1

What is code?

From TheEconomist.com Sep 8th 2015

FROM lifts to cars to airliners to smartphones, modern civilization is powered by software, the digital instructions that allow computers, and the devices they control, to perform calculations and respond to their surroundings. How did that software get there? Someone had to write it. But code, the sequences of symbols painstakingly created by programmers, is not quite the same as software, the sequences of instructions that computers execute. So what exactly is it?

Coding, or programming, is a way of writing instructions for computers that bridges the gap between how humans like to express themselves and how computers actually work. Programming languages, of which there are hundreds, cannot generally be executed by computers directly. Instead, programs written in a particular "high level" language such as C++, Python or Java are translated by a special piece of software (a compiler or an interpreter) into low-level instructions which a computer can actually run. In some cases programmers write software in low-level instructions directly, but this is fiddly. It is usually much easier to use a high-level programming language, because such languages make it easier to express complex, abstract ideas or commands efficiently and accurately; they also absolve programmers from having to worry about tedious details relating to the innards of the particular computer on which the program will eventually run. A program written in a high-level language can therefore be made to run on all sorts of different computers.

Programming languages exist in many families and styles, rather like human languages. There are many dialects of C, for example; there are families of "functional" programming languages; and there are languages optimized for "parallel processing" (where several programs run alongside each other to accomplish a particular task, such as image processing or weather forecasting). As with human languages, these programming languages are all capable of expressing the same ideas, and in theory any program can be written in any language. But in practice some languages are better suited to some uses than others, just as French is traditionally used for diplomacy and English is the international language of business. And just as knowing a few different spoken languages makes it easier to learn another one, the same is true of programming languages. Once you understand common features (loops, recursion, conditionals, regular expressions and so on) you can usually pick up a new language quickly, particularly if it's reasonably close to another language you already know.

Lesson 3 Attachment 2

Want to prepare kids for the future? Teach them to code.

April 07, 2014|Adapted from Guy Hadas, guest blogger for the Los Angeles Times

We are experiencing a technology revolution, a new world in which coding is no longer for the anti-social, nerdy white males but for the cool kids. Figures like Facebook's Mark Zuckerberg have created a culture that embraces technical innovation and that has popularized the leaders behind the code.

The birth of this culture has inspired a movement to teach younger generations to code. While many parents, kids and entrepreneurs have already bought into the movement, the most critical piece of the puzzle has been left untouched: schools. Without the support of schools, students are simply not receiving enough assistance to learn how to code. Tech companies are desperately looking to hire students with the ability to code, yet schools have not been able to produce enough of these students. According to Code.org, by the year 2020 there are expected to be 1 million more computing jobs than students, which could leave an untapped market of $500 billion. The root of the issue is the lack of exposure and guidance that primary and secondary education gives to students. While some of the most in demand jobs today require coding knowledge, NPR reports that only an estimated 5% to 10% of schools offer AP Computer Science.

America has always prided itself on innovation and setting the bar for the rest of the world to compete with, yet when it comes to teaching computer science in schools, we are simply behind. Look at Britain. Not only is computer science education mandatory starting this year, but students will also start learning how to write code at 5 years old. If Britain can prioritize digital education, why can't we?

There are many benefits to integrating computer science into the curriculum of primary and secondary education.

For one thing, a much larger percentage of young students will be exposed to the various careers involving coding, thus yielding more computer science majors to fill the countless available positions. Even President Obama spread this message during his 2013 State of the Union address when he challenged the country "to redesign America's high schools so they better equip graduates for the demands of a high-tech economy." Additionally, it is becoming widely accepted that as software continues to expand in its presence around the world, reading and writing code will eventually become a new form of literacy. Preparing our younger generation for this technical revolution is crucial for their future and ours.

While many benefits support the argument to include computer science into the educational curriculum, there are myths that need to be cleared up.

Lesson 3 Attachment 3: Note-Taking Sheet
How do I evaluate what information from a source is most relevant to my claim?

Fill in the blank. A good claim is_____
.

Key Vocabulary: Fill in the Blanks		
Term	**Definition**	**Example**
Evaluate		
Relevant		
Coding		

$2.00 Summary (Each word costs $0.10): **Summarize the central idea of the argumentative article.**

_____
_____
_____
_____

Complete the following chart after the discussion of the argumentative article.

Positive Qualities of the Article	Things that could be done to improve the article

Lesson 3 Attachment 4: Article Option 1

Apple's Next Mac Operating System Might Include a Crucial Windows 10 Feature

By Sam Mattera for My SanAntonio

Apple will soon integrate its digital personal assistant, Siri, into its Mac operating system, according to a recent report from Mark Gurman. The update seems logical, and Gurman has an impeccable track record.

It should allow Apple's desktop platform to keep pace with its major competitors as, in recent months, both Microsoft andAlphabet's Google have integrated their own personal assistants into their respective desktop operating systems. It should also help Apple strengthen the bonds between its devices, and further enhance its hardware ecosystem.

The last frontier

Siri made her debut in 2011, launching with the iPhone 4s. Over the past four years, Apple has expanded Siri's reach to most of its device portfolio -- all current-generation iPads, iPhones, and iPod Touches include Siri, as does the Apple Watch and the fourth-generation Apple TV. Apple's Macs stand out as a notable exception.

Apple will allegedly include Siri in the next version of OS X, likely to be released in the fall. Siri will be integrated into the Mac Menu Bar, and will be accessed by clicking on an icon or, if connected to power, using the handsfree "Hey Siri" command. Newly released Macs should ship with the feature, while older devices could receive it through a free operating system update. Siri on the Mac could be just as useful as she is on the iPhone, answering questions, conducting searches, and tweaking settings.

Most Mac owners own iPhones, but most iPhone owners do not own Macs. In a study conducted between July 2012 and March 2014, Consumer Intelligence Research Partners found that, while 59% of Mac buyers owned iPhones, only 28% of iPhone buyers owned Macs. Convincing more iPhone owners to purchase Macs could help boost demand for Apple's computers.

The addition of Siri could play a key role, as she would further strengthen the bonds between Apple's products. Since 2014, the company has made a concentrated effort at enhancing the synergies between its various devices. 2014's OS X Yosemite,

for example, gave iPhone owners the ability to place and receive phone calls through their Mac. With the addition of Siri, they'll be able to call a contact completely hands-free.

Cortana comes to Windows 10

Microsoft's Cortana arrived almost three years after Siri's debut, but the company was quick to add Cortana to its desktop PCs. Its latest operating system, Windows 10, includes deep integration with Cortana, as does its web browser, Microsoft Edge. During Microsoft's October earnings call, CEO Satya Nadella noted that Windows 10 users had already asked Cortana more than 1 billion questions.

Cortana benefits Microsoft's search business, as it's powered by the Redmond tech giant's search engine, Bing. Last year, for the first time, Bing achieved profitability, fueled in part by Cortana's Windows 10 integration. But Microsoft has also used Cortana as selling point for Windows-powered computers. A recent Windows 10 ad emphasizes Cortana and notes that "even on the new Macs, they don't have that."

Lesson 3 Attachment 5: Article Option 2

Windows 10 or OS X? A Mac User Falls For the PC Again

By Joanna Stern for the Wall Street Journal

You can blame Vista and the constant pounding of Ctrl+Alt+Del that came with it. Or you can blame those clever Mac vs. PC ads. But about eight years ago, after growing up with Windows computers and countless games of "Solitaire," I bought my first Mac. And I never looked back.

Until now.

I've spent the past month solely using Windows 10, and I've fallen in love with Windows again. In fact, I've rarely missed Mac OS X. I'm more productive and faster at handling my many open windows on Microsoft's latest than on Apple's. If you had told me a year ago that I'd write those words, I'd have said you're on some mind-altering drug.

After unsuccessfully zigging for the past few years with Windows 8—which awkwardly layered a touch interface over old-school Windows—Microsoft has zagged back to the desktop it knows best with Windows 10.

Available starting Wednesday as a free upgrade on Windows 7 and 8 PCs, it takes the traditional underpinnings and spruces them up with a modern design, a helpful personal assistant and better windows-management tools. Unlike Windows 8, it stays out of your way, just letting you do what you need to do better. It's what Windows should be in 2015.

It's not surprising that I've fallen so hard for Windows 10. For nearly 30 years, the two computing rivals have picked and pulled features from each other. At this point, both Windows 10 and Apple's upcoming Mac OS X El Capitan have so many nearly identical functions that at times it can feel like playing "Can You Spot the Difference?"

Microsoft can at last boast that it does a superior job at many of the new tricks. There's just one little problem: the iPhone.

A Serious Multitasker

The resurrection of the Start menu, after being killed in Windows 8, was practically celebrated with all-night dancing by Windows users, but the real party should be for Task View. The feature, which displays a shrunken snapshot of all your open windows and programs, has been the single most important feature in my transition back to Windows.

That's because the Mac has, for years, had a similar function called Exposé (now Mission Control) that I use constantly to jump between programs. Just like with OS X, you can access Task View on Windows by swiping three fingers up on a trackpad—if that laptop has a "precision trackpad" like on the Surface Pro 3 or new Dell XPS 13, that

is.

But even on that impressive Dell, the trackpad seems to require the touch of an angel to consistently work correctly. So I've come to rely on the keyboard shortcut (Windows key + Tab). You can also click on the three-rectangle icon in the taskbar.

Ironically, I found my MacBook Air to be the best Windows 10 laptop. It may not have a touchscreen, but it was snappier, and beat the Dell and Surface for normal scrolling and navigating. (The three-finger swipe wasn't enabled during my tests, however.) Windows 10 is in desperate need of a worthy PC laptop.

Another thing that's made me a master Windows 10 multitasker is the ability to easily snap email to one side of the screen and a Web browser to the other. Microsoft included app-snapping in previous Windows versions, but now it suggests other open apps or windows to place next to it. It also lets you tile up to four windows on the screen. It's a huge time saver, especially when helping herd the stray windows on my external monitor.

The feature is so great, Apple put it in its next version of OS X and iOS for the iPad. But Microsoft's implementation is better, in part because it has addictive keyboard shortcuts (see chart).

Windows 10 includes virtual desktops that allow you to better organize your workspace: for instance, a zone for work (Excel and Outlook) and another for play (Twitter, Facebook and YouTube). I don't use them though, not even on a Mac, which has had virtual desktops for six years.

A Serious Assistant

I'm now the Usain Bolt of Windows multitasking, but I've had a little help from the sidelines—quite literally. On the taskbar lives Cortana, Microsoft's... Siri. But unlike Siri, Cortana predicts information you may want to know, based off of your email, calendar and searches. It's a lot like Google Now.

For instance, Cortana told me I had a workout class at 5:30 p.m. on my calendar and that I should leave in 15 minutes. However, she only has access to Microsoft's Mail app, not Outlook, where my corporate mail lives, so she didn't know I was flying to Hong Kong this week.

Cortana's greatest use to me has been in app launching and quick searches. She responds to spoken commands and questions when she hears her name—"Hey, Cortana, what's the weather in Hong Kong?" or "Hey, Cortana, launch Spotify"—though it's quicker to type. She can quickly search the Web (but only with Bing), and can answer some questions in the window.

Lesson 3 Attachment 6: Article Option 3

Ten Reasons Macs Are Better Than PCs
From PowerMax.com

There is a never-ending debate as to whether Macs are “better” than PC's. “Better” is of course a subjective term; for instance, while Macs are generally acknowledged to be easier to use, if you’re a long-time Windows user the first time you sit in front of a Mac, it certainly won’t seem that way.

In any case, here follows a list of differentiators… if nothing else, these are reasonable arguments as to why you should consider buying a Mac.

1. Macs are actually cheaper in the long run

Sure, you can buy a Windows PC for fewer up-front dollars. But the true cost of ownership should be calculated based on not only the acquisition cost, but the residual value after you sell it or trade it in. It’s the difference between those two numbers that really tells you what your computer costs to own. When you calculate the cost of ownership in that way, Macs win easily. All you have to do is compare the value of a Windows PC from, say, three years ago (which is often close to zero), and compare that to what you can get for your 3-year-old Mac. It’s virtually always no contest.

2. Macs are much easier to buy

We tried shopping for a PC just to compare, and after about 15 minutes our eyes glazed over. When you have so many choices, not only of manufacturers, but bells and whistles and speeds and sizes, it's almost impossible to know whether you're getting the right, or best, deal. With the Mac, it's much easier to narrow down your search quickly, PLUS, be assured you're getting a well-made and well-respected product, included being loaded with a whole bunch of great software you'd have to buy extra on a PC. On top of all that, there’s no equivalent to PowerMax in the PC world. Our friendly and expert staff is happy to help you through the entire process.

Note: We received a message from someone who took umbrage at the above, saying he thought it was "incredibly ignorant." We responded with the following, which may or may not appease those of you who share that opinion, but it is our opinion and we're sticking by it:

Simplicity isn't for everyone, of course, and many IT professionals and computer geeks will look at the plethora of options available in the Windows world and not only not *be fazed by them, but delight in the choices. Those same people often get frustrated that if you want to run the Mac OS, your choices are essentially limited to Apple, and then the limited choices they give you within that. But it sure makes it easier "for the rest of us" to make a decision, which is why we entitled that paragraph: "Macs are much easier to buy." Obviously, with either, you can just see one and click "buy," but with a PC, you'll never be sure whether Samsung or Dell or HP or Acer or Toshiba or who knows how many other brands to choose from was the "best" one, all with their different video cards and storage options and screen*

sizes, not to mention the presumed or expected quality. That's a lot of choices, and that makes it harder. That's all we're saying.

3. In general, when Apple makes assumptions with its software, it gets it right, Microsoft often gets it wrong

Surely this is subjective, but when you run Microsoft's software, even on a Mac, it loves to run interference, making assumptions as to what you're doing and trying to stay a step ahead. Most often, however, it just gets annoying. For instance, by default, if you type a "1)" in Entourage or Word, suddenly the next paragraph automatically starts with a "2)" even if you don't want it. Most people spend more time undoing the presumptions than benefitting by them... Microsoft is just horrible at getting in the way.

4. Viruses

While this has changed just a little as Apple has gained ground on Microsoft, Mac users are still living in relative bliss with the lack of viruses, spyware and malware. We're not saying they can't get them, but it's just far less of a problem for Mac users than it is for Windows users.

5. Time Machine and the Cloud

Not nearly enough people back up their hard drives (because it should be everyone), but Apple's Time Machine makes it so elegant and simple that all you really need to do is hook up a drive and turn Time Machine on. And it's not just a back-up, but you can go back in time to find a document you deleted. Apple is further assisting with backing up with the utilization of iCloud, something especially appreciated in this age of people using multiple devices, such as the iPhone and iPad.

6. When something goes wrong...

Microsoft makes the software. Dell, or Sony, or HP, or seemingly a million other manufacturers, make the Windows PC. Then you have third-party drivers and whatever else for all the peripherals. When you have a problem, everyone points a finger at everyone else. With the Mac, the issue rests more often just with Apple. Of course, any customer of PowerMax who has ever had a question or problem can attest to the friendly expertise we also provide to help sort it all out for them as well.

7. Apple makes upgrading its OS simple, Microsoft still keeps it complicated

Apple smoothly transitions its customers to its latest OS for free. Windows can't even use a consistent naming scheme: the versions include: 7, 8, XP, Vista, CE, NT, 98, 2000. The best we can say about that is that their scattered approach to naming matches their scattered approach to their OS.

8. Microsoft is for people who love tinkering with computers, Apple is for people who just want to get their work done

What's pretty much true is that the back-end, server-infrastructure kinds of things is well-handled by Microsoft, because it's in the "land of the geeks," who love to dig into the machinery and tinker with all the settings and understand all the acronyms. Those kind of people like Windows on the front end as well because they understand all the crazy intricacies and complications of the computer system. Apple isn't nearly as big in the IT world, and that's okay, because its front end user interface for "the rest of us" doesn't require us to be computer whizzes to get things done.

9. Let's face it, Apple understands style

While there are a zillion different styles of PC out there, pretty much everyone agrees that the style, elegance, and just plain "hipness" of the Mac has yet to be beat. They just look cool. Most importantly, because they can stay out of the “I can make it cheaper” fray in the PC world, Apple’s quality is second-to-none.

10. You can run Windows on a Mac anyway, so why not get the best of both worlds?

Apple allows Windows to be installed via its own Boot Camp, or you can use a third-party virtualization program, such as Parallels, VMWare Fusion or VirtualBox. So why not both save money in the long run and have access to virtually any desktop software you want?

Name: SCHS Team

Topic: Lesson 4 MLA Format

Prerequisite Standards:

RI1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9-10 reading and content*, choosing flexibly from a range of strategies.

Standards:

W.9-10.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, **avoiding plagiarism and following a standard format for citation.**

Know:	Do:
● MLA format ● What citations are ● What plagiarism is	● integrate information while avoiding plagiarism ● Create parenthetical citations, including citations where the author's name or article title is referenced in writing

Essential Question: How do I correctly use MLA format when writing a research paper?

Activating Strategy: https://www.youtube.com/watch?v=he7vaf1UKPY

The teacher will inform students that they will watch a video about writing a research paper. Before students view the video, they will be asked to consider which person they agree with, the student or the teacher. The class watches the video together; after the video is complete, the teacher posts the following questions on the board:

Questions that might be asked after the video include:

- "What did you hear in the video that you think is false?"

- “Why do you think that citing sources is important?”

Students turn to a partner and take turns sharing answers. After all students have had the opportunity to respond to the question, the teacher will ask for pairs to share out. The teacher should listening for comments such as “writing research papers is an important skill” and “citing sources is important so that you give ownership to the words you are using.” If necessary, the teacher can guide the conversation so it focuses on why citations are necessary.

Prerequisite Vocabulary:

Quoting/Quotations: Students have been taught to use quotations in their writing in previous lessons and in other classes. Students should already understand what is meant when the teacher talks about “quoting from the text” or “integrating quotations.” If some students do not understand the term, the teacher can elaborate when reviewing the definition of “paraphrase.”

Vocabulary Strategies:

Cite/Citations: Because some students may already know the definition of this term, the teacher asks for volunteers to define what it means to “cite.” The teacher records student responses on the board to create a definition.

Paraphrase: The teacher asks for a volunteer to summarize the video watched during the activating strategy. A quote from the video is displayed on the board; students are asked to discuss what the difference is between the summary and quote. The teacher then provides the definition of the word paraphrase: to summarize something in your own words.

Learning Activity 1: Using MLA formatting:

Students will view a short video on MLA formatting. The teacher distributes the graphic organizer entitled “Video Questions.” Students are told that during the video they will answer questions on a graphic organizer with a partner.

Students view the following video: **https://www.youtube.com/watch?v=pCC6jLkyJmg**

Students can begin answering the questions as they watch, but do not need to finish.

Graphic Organizer -

Video Questions

After the video, students are given time to complete the questions with a partner. Partners should first share what they recorded while watching the video, and fill in anything that is still blank. Once all students are finished, the teacher will ask for partners to share responses to the discussion question. The teacher can guide the conversation to ensure understanding of the vocabulary.

Questions that might be asked about the video:

- What does it mean to paraphrase?
- Why would you use parenthesis around the citation information?
- Why would a writer choose to paraphrase instead of including a quotation?

Assessment Prompt for Learning Activity 1:

Students will be given the activity titled "MLA Sample Sentences" and will determine in written responses whether the citation is correct or incorrect. Students must briefly justify their responses in writing. Students will share their answers with a partner, and then share out with the class once all are finished.

Teacher Note: Student Look Fors include students saying things like "the parentheses are not inside the punctuation."

Summarizing Strategy

In a one word summary, students search for one keyword to represent or summarize a concept for what they learned from the lesson. Students may work independently or in groups to come up with their one word. Students write their one word on the board to create a wordsplash.

The teacher can choose to prohibit students from

Assignment

Students will be given a writing piece without citations and will be instructed to create them in correct MLA format. Students will use the attached bibliography to create the citations. They may choose

repeating words. For example, if a student writes “cite” on the board, no other student can use that one word as their one word summary.	from any of the given sources. The locations for the citations are labeled 1, 2, 3, 4. Student work will be scored based on whether or not students correctly create citations.

Lesson 4 Attachment 1: Video Questions

Video Questions:

1. What is quoting?

2. What is paraphrasing?

3. What goes in parenthesis after the information?

4. If you don't know the author's last name, what do you do?

5. Do the parenthesis get placed BEFORE or AFTER the end punctuation?

Lesson 4 Attachment 2: MLA Sample Sentences

Directions: Determine whether the citation is correct. If it is correct, then write why. If the citation is not correct, correct it then write why it was not correct.

1 - Organized sports has turned into a “what can you do for me type of business”. (Monroe)

2 - I may just show up for the important games, like playoffs, if I want so what. I’m the best so I can. (Iverson 56)

3 - I doubt Terrell Owens would be taking hits over the middle for $10 an hour. He prefers to get his multimillion dollar salary (Monroe).

4 - According to Dr. Jones, tree bark actually has more nutritional benefit than the cucumber (34).

ANSWER KEY

Determine whether the citation is correct. If it is correct, then write why. If the citation is not correct, correct it then write why it was not correct.

1 - Organized sports has turned into a “what can you do for me type of business”. (Monroe) INCORRECT - citation is not inside the parenthesis

2 - I may just show up for the important games, like playoffs, if I want so what. I’m the best so I can. (Iverson 56) INCORRECT - citation is not inside the parenthesis

3 - I doubt Terrell Owens would be taking hits over the middle for $10 an hour. He prefers to get his multimillion dollar salary (Monroe). CORRECT - citation is inside the parenthesis

4 - According to Dr. Jones, tree bark actually has more nutritional benefit than the cucumber (34). CORRECT - because the author’s name is including in the citation, therefore only the page number needs to be cited

Lesson 4 Attachment 3: Assignment

THE POLITICS OF ORGANIZED SPORTS

You would think that when it comes to sports and competition, the best person gets the job whether it is playing, coaching or even being the water-boy. In today's world of organized sports, politics and favoritism sticks out like a sore thumb. It is not just on the professional level either. In college, high school and even as low as junior high, certain players are given special treatment for various reasons. Being the coach's son or daughter is a common reason along with your parent's status in the area, a player's athletic ability or even race in a few cases.

Organized sports has turned into a "what can you do for me type of business". **1** Some players have been so successful in their sport that they even expect to be treated better than everyone else:

Why do I have to go to practice every day, practice isn't important, it's what happens on the court. If I come out and score 50 points with practicing, why do I still need to practice? It's obvious that I don't and the rest of my team needs to just pass me the ball or go to another team. I may just show up for the important games like playoffs if I want so what, I'm the best so I can **2**

In the high school ranks, players are just getting their feet wet in the world of boosters, gifts under the table or losing a game on purpose. Sport's is definitely a game on and off the playing field or court. You have to take what you can get while the getting is good or you will be broke wondering what happened to your chance at being a star athlete. **3**

Today's athletes are pampered beyond belief and think they should be treated differently simply because they were given a chance to showcase their given talent. Even in the eyes of the law most athletes get a slap on the wrist for crimes that the average Joe would go to jail for. Maybe it is the way it is because we allow it. We wish or even strive to be like our favorite athletes to the point of where nothing else matters sometimes. I guess we just wish we could be treated different and were able to get out of any situation we got ourselves into by throwing money at it. I say let's pay the players $10 an hour and let's see if their mind set changes. I doubt Terrell Owens would be taking hits over the middle for $10 an hour. He prefers to get his multimillion dollar salary **4** Then again he did it in high school and college for free because he loved the game. I guess he doesn't love it as much anymore.

Bibliography:

Monroe, James. The Change of Sports Over Time. New Orleans: Bourbon Street Publishing, 2003

Bertman, Scott. “Are Players Above Their Sport?” ESPN Magazine. 12 December 2002: 55-60.

Fuller, Corey. “Striking While the Iron is Hot.” High School Sports World Online. 28 August 2005.
www.highschoolsportsworldonline.com.

Name: SCHS Team

Topic: Lesson 5: Writing an Argument

Prerequisite Standards

RI.1:Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

R.8: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

RI.9: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

W1:Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.

W.8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

Prerequisite Vocabulary: The vocabulary for this lesson has been covered in previous lessons.

Claim

Code/Coding

Counterclaim

Evaluate

Operating System

Relevant

Thesis Statement

Vocabulary Strategies

Students have covered vocabulary used in previous lessons in the unit. If many students are still unfamiliar with vocabulary, the teacher can redirect them to their previous notes or graphic organizers.

Students will be using texts they covered in previous classes for this lesson. Students may still encounter unfamiliar vocabulary. The teacher can instruct students to circle any unfamiliar words and define them by jotting the definition in the margin after consulting a dictionary or a classmate.

Standards:

CCSS.9.W.1.b: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient evidence.

Know:	Do:
● How to write a claim ● Valid vs. Invalid reasoning ● Relevant evidence ● How to address counterclaims	● Write an argument that supports a claim with relevant and sufficient evidence ● Develop a counterclaim that fairly summarizes an opposing viewpoint ● Effectively refute the counterclaim using information from sources

Essential Question: How do I write an effective argument?

Activating Strategy

Students are given sticky notes in two different colors. The teacher asks the class, based on what they have learned previously, what is the difference between a *good* argument and a *bad* argument. Students are instructed to write one quality of a good argument on one color sticky note, and one quality of a bad argument on the other color. Once students have responses, the teacher instructs students to share their answers with the person sitting next to them; students can adjust their responses if necessary, based on what their classmates say. Finally, students stick their sticky notes in a designated location to create a class list.

statement The teacher shows students a sample claim based on an article read in a previous class. *I think that the PC operating system is better.* The teacher models how to rewrite the claim so that it can be the thesis statement of a longer essay. The teacher rewrites the claim on the board, removing personal pronouns and adding supporting details that will later become topics covered in later paragraphs. *The PC operating system is better because it is better for computer users who need to multi-task.* The teacher points out that the reason is something that was referenced in one of the articles read in a previous lesson. Students return to the draft thesis statements they made about operating systems in Lesson 2. **Assessment Prompt for Learning Activity 1:** Students rewrite their claims so that they do not contain personal pronouns, and so that they briefly summarize the reasons behind their opinions. Students show their claims to a classmate, and classmates make constructive comments. **Student Look-For's:** No personal pronouns, clearly defined ideas, at least one reason summarized EX: Apple computers have a better operating system because it is more user-friendly. If there is nothing wrong with the thesis statement, student comments should cite specific positives. EX: "It's good that your thesis statement doesn't start with 'I'."	**Graphic Organizer** Sample essay (error analysis) Student-friendly rubric checklist Optional graphic organizer for writing: Struggling students will be offered a suggested graphic organizer, while proficient students can choose to create their own.
Learning Activity 2: Supporting a claim with relevant and sufficient evidence	**Assignment**

Students are given a sample essay. The sample essay is argumentative but not about operating systems to prevent students from intentionally or unintentionally copying information. Together, the class identifies the thesis statement of the essay that states the author's claim. The teacher assigns each student as either a 1 or a 2. 1's will focus on the first body paragraph, while 2's will focus on the second. The teacher instructs students to read their assigned paragraph and highlight or underline the evidence provided. In the margins of the paper, students should make comments about whether the evidence is relevant, whether quotations are incorporated correctly, and whether there is enough detail provided so the reader can understand. Students will be reminded to return to their notes from previous lessons if they are not sure what to do - each of these steps was covered in a previous lesson. After students are given time to silently read and comment on their own paragraph, the teacher instructs them to find someone with the other number (i.e., a 1 would find a 2.) Students share their responses with a partner and add additional comments if necessary. **Assessment Prompt for Learning Activity 2:** Students share their responses with the class; students can choose to share something their partner said if they feel more comfortable that way. This activity can also be done as a discussion on a website like Schoology. **Teacher Note**: Student Look Fors include comments directly related to the relevance or persuasiveness of the reasons. For example, a student may cite a quote and comment that it is directly related to the claim, making it relevant. Conversely, a student could cite a quote and comment that while it is	Students write a short argumentative essay that expands on the claim they made about operating systems in previous lessons. Students' essays should contain reasons from at least one of the sources, and should fairly address at least one counterclaim. Essay length is not important, but students' thoughts should be organized and all parts of an argument should be present. The essay should meet the requirements on DOE opinion/argument rubric. In addition to the DOE rubric, students will receive simplified rubric checklists.

related to the general topic, it is not relevant to the specific claim.	Students write a short argumentative essay that expands on the claim they made about operating systems in previous lessons. Students' essays should contain reasons from at least one of the sources, and should fairly address at least one counterclaim. Essay length is not important, but students' thoughts should be organized and all parts of an argument should be present.
Learning Activity 3: How to address counterclaims **Teacher Note:** The expectation is that students have already encountered counterclaims in previous lessons. This section can be expanded or condensed as necessary; for example, students may not need additional practice with counterclaims if it has been a regular expectation throughout the year. Other students may struggle and may benefit from additional examples. The class returns to the sample essay. Currently, the sample essay does not contain a counterclaim or rebuttal. The class brainstorms ideas for a possible counterclaim together; the teacher records ideas on the board. The class votes on a counterclaim to use. **Assessment Prompt for Learning Activity 3:** Students write a rebuttal for the counterclaim. Students share their answers with a partner and partners share with the class. **Teacher Note: Student Look Fors** include responses that directly address the counterclaim. **EX: Claim - Schools should teach students to code because it will help them get jobs in the future.** **Counterclaim - Not all students will get jobs in computer science fields.** **Rebuttal - However, students should be exposed to computer science in high school because computer science jobs are popular, and students may not know what job they will want in the future.**	The essay should meet the requirements on DOE opinion/argument rubric. In addition to the DOE rubric, students will receive simplified rubric checklists.

Inadequate responses would include additional reasons that may support the claim, but don't necessarily prove why the counterclaim is not a good enough reason to disprove the claim.

Summarizing Strategy

Give one, get one

Students are told that they will be independently writing an argument based on sources that we did not read together in class (the performance task.) Students are told to write one step of writing an argument on a piece of paper. For example, students could write that they need to state a clear claim, or that they need to address a counterclaim.

After each student has something written, they *give* their response to a classmate and *get* one response from that classmate. Students should give their responses to at least three classmates, and get at least three different responses. By the end of the activity, students should have a list of steps they will need to follow in order to complete the performance task.

Lesson 5 Attachment 1: Student-Friendly Essay Rubric Checklist

Directions: Write a brief argumentative essay that explains which operating system you feel is best and why. Use information from the sources we read in class to support your opinion. Use the following checklist to ensure that you meet all requirements.

Does my essay…

1. _____ Clearly introduce my claim?
2. _____ Explain reasons that support my claim?
3. _____ Provide textual evidence to support my claim and reasons?
4. _____ Clearly explain how all of my ideas are related?
5. _____ End with a concluding statement?
6. _____ Address counterclaims fairly?
7. _____ Integrate information from sources without plagiarizing?
8. _____ Maintain a formal tone?
9. _____ Have no major spelling or grammar mistakes?

Lesson 5 Attachment 2: Sample Essay for Error Analysis

Sample Student Essay Directions: Read the student's essay on coding. Identify one thing you thing was done well, and one thing that needs to be changed.

Coding is the practice of writing instructions for computers to make them do certain things. Learning to code is a valuable skill that can help a person get a computer-related job, but unfortunately, not all schools teach students to code. All high schools should introduce students to coding so that they will be able to continue with coding in college and eventually be eligible for jobs in the computer science field.

Though many computer science jobs have opened in the past decade, there are not enough people to fill those jobs. According to the article "Want to Prepare Kids for the Future," "By the year 2020, there are expected to be 1 million more computing jobs than students" (Hadas). There is clearly a need for more computer science professionals, and in order to make this happen, high schools need to introduce students to coding. If students wait until college to discover coding, it may take them more time to earn a computer science degree than a person who had learned to code earlier. Other students may not even consider computer science as a career option because it was never offered to them in high school.

Teaching coding is like teaching art or music. The end goal is to expose students to future career options and to help students become well-rounded individuals. If high schools offer computer science classes that focus on coding, they will help their students become more prepared for the future.

Lesson 5 Attachment 3: Optional Graphic Organizer for Struggling Students

Introductory Paragraph
Things the reader needs to know before I start: ● ● ● Thesis Statement: _____ _____ _____

Body Paragraphs
Reason that proves my thesis statement: _____ _____ _____ Quote that supports my reason: _____ _____ _____ Counterclaim (Some people may think…): _____ _____ _____ Rebuttal: _____ _____ _____

Conclusion
_____ _____ _____

Text Complexity Analysis of

"Drones Reshape US Aviation Policy"

by Keith Laing

Recommended Complexity Band: 9-10

Qualitative Measures

Meaning/Purpose:

The purpose of this article is to explain the potential effects of increased drone usage. The article describes potential steps that government agencies are taking to help control the usage of drones by companies and private citizens.

Text Structure:

The article explains the possible effects that increased usage of drones could have. It is written in short paragraphs typical of those seen in news articles. The article contains many quotes from interviewees.

Language Features:
Though the article is written in a conversational tone, some of the vocabulary is advanced. For example, the words "clamored," "mandated," and "convergence" appear toward the beginning of the article.

Knowledge Demands:
Readers need a basic understanding of what a drone is in order to comprehend the article. Though the article describes the new type of drone, it never defines what a drone is, and assumes the reader is familiar with drone technology and how it has been used. A student who is not technology-literate may struggle to understand the basic concept of the article.

Text Description

Briefly describe the text: The text describes the features of the EHang drone, a drone that is capable of transporting people. The article describes how the drone is operated, how it is made, and what it is capable of doing.

Quantitative Measure

Complexity Band Level (provide range): 9-10; 11-12

Lexile or Other Quantitative Measure of the Text: 1320L

Considerations for Reader and Task

Potential Challenges this Text Poses: Students may not understand the technical descriptions in the article without prior knowledge. Additionally, some students may struggle to grasp the concept of a drone if they are unfamiliar with what they are and how they work.

Major Instructional Areas of Focus (3-4 CCS Standards) for this Text:
CCSS.ELA-LITERACY.RI.9-10.1
Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
CCSS.ELA-LITERACY.RI.9-10.2
Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text
CCSS.ELA-LITERACY.RI.9-10.8
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.

Differentiation/Supports for Students: Students at lower levels may struggle with the Tier 3 vocabulary. Students who are familiar with vocabulary strategies can use a dictionary to look up these words, or can be shown how to prioritize which words are essential to understanding the article. Students do not necessarily need to read the entire article to understand the central idea; struggling students can be given an abridged version, while others receive the full text.

Recommended Placement

Briefly explain the recommended placement of the text in a particular grade band. This article belongs in the 9-10 lexile band *if* it is used with students who have background knowledge on the topic. The topic is content-specific and written at the appropriate lexile level. The amount of background knowledge it requires may make it challenging for students, especially those who are not technology-literate; it may be more appropriate in the 11-12 band for a group of students with little prior knowledge.

Text Complexity Analysis of

"Unveiled at CES 2016, This Drone Could Fly You to and from Work"

by Nick Mafi

Recommended Complexity Band: 9-10

Qualitative Measures

Meaning/Purpose:

The purpose of this informational text is to describe a specific type of drone that is capable of transporting people. The text describes the drone's specifications and provides pictures of what the drone looks like. After reading the text, readers should have an understanding of both why the drone is beneficial and why it is not widely used. The article is positively biased in favor of the drone's use.

Text Structure:
The article is written in a descriptive text structure. The text is organized into paragraphs that describe what the drone can do, what it looks like, and who can operate it. Additionally, the text provides photos to enhance the reader's understanding.

Language Features:
Though the article has a conversational tone, it uses specific technological vocabulary that the average reader may not understand. For example, the author explains that the drone is made from "composite material, carbon fiber, and epoxy."

Knowledge Demands:
Readers need a basic understanding of what a drone is in order to comprehend the article. Though the article describes the new type of drone, it never defines what a drone is, and assumes the reader is familiar with drone technology and how it has been used. A student who is not technology-literate may struggle to understand the basic concept of the article.

Text Description

Briefly describe the text: The text describes the features of the EHang drone, a drone that is capable of transporting people. The article describes how the drone is operated, how it is made, and what it is capable of doing.

Quantitative Measure

Complexity Band Level (provide range): 9-10

Lexile or Other Quantitative Measure of the Text: 1280L

Considerations for Reader and Task

Potential Challenges this Text Poses: Students may not understand the technical descriptions in the article without prior knowledge. Additionally, some students may struggle to grasp the concept of a drone if they are unfamiliar with what they are and how they work.

Major Instructional Areas of Focus (3-4 CCS Standards) for this Text:
CCSS.ELA-LITERACY.RI.9-10.1
Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
CCSS.ELA-LITERACY.RI.9-10.2
Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text
CCSS.ELA-LITERACY.RI.9-10.8
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.

Differentiation/Supports for Students: Students at lower levels may struggle with the Tier 3 vocabulary. Students who are familiar with vocabulary strategies can use a dictionary to look up these words, or can be shown how to prioritize which words are essential to understanding the article. Additionally, this article can be chunked to help struggling readers focus on one paragraph at a time.

Recommended Placement

Briefly explain the recommended placement of the text in a particular grade band. This article belongs in the 9-10 lexile band. Though the article is short, the topic is content-specific and written at the appropriate lexile level. The amount of background knowledge it requires makes it challenging for students, especially those who are not technology-literate.