[Skills *vs* Tools], by T. Martin

Total Number of Lessons: Up to you
Total Estimated Time for Module: as few as 5 min, up to 30 min

Section 1: Module Overview and Curricular Connections – Required

- **Module goal**:
  a. SWBAT define AI and identify how it is used in real life.
  b. SWBAT write a persuasive piece answering the question, "Why should I use AI for _____?"

- **Connection to standards**:
  4.RC.1: Refer to details and examples in a text when explaining what a text says explicitly and when drawing inferences from the text. (E)
  4.RC.5: Determine the main idea of a text and explain how it is supported by key details; summarize the text. (E)
  4.RC.6: Apply knowledge of text features to locate information and gain meaning from a text (e.g., charts, tables, graphs, headings, subheadings, font/format).
  4.RC.8: Distinguish between fact and opinion; explain how an author uses reasons and evidence to support a statement or position (claim) in a text.
  4.RC.9: Combine information from two texts on the same topic in order to demonstrate knowledge about the subject.
  4.W.1: Write persuasive compositions in a variety of forms that: a. In an introductory statement, clearly state an opinion to a particular audience. b. Support the opinion with facts and details from various sources, including texts. c. Use an organizational structure to group related ideas that support the purpose. d. Connect opinion and reasons using words and phrases. e. Provide a concluding statement or section related to the position presented. (E)
- 4.W.5: Conduct research on a topic. a. Identify a specific question to address (e.g., What is the history of the Indy 500?). b. Use organizational features of print and digital sources to efficiently locate further information. c. Determine the reliability of the sources. d. Summarize and organize information in their own words, giving credit to the source. e. Present the research information, choosing from a variety of formats. (E)

- **RET materials/ideas to be leveraged**:

See list of articles and resources learned about through RET.
https://www.almendron.com/tribuna/wp-content/uploads/2023/09/falling-asleep-at-the-whee.pdf
https://www.youtube.com/watch?v=osupkpRF7kQ
https://www.youtube.com/watch?v=wLuzHSZOkzM
https://www.youtube.com/watch?v=daGCfL0-JTU
https://www.youtube.com/watch?v=wLuzHSZOkzM
https://spyforkids.com/what-is-artificial-intelligence-a-kid-friendly-guide/

Section 2: Overview of Module Framework – Required

- **Real-world context**: [Describe in 1-2 paragraphs]

    - **Possible Lesson Ideas**:

Lesson 1: Define AI: Use a video to introduce what AI really is and some ways it can be used. Give students one grade level article about AI (hopefully, still looking for a decent one). Have students create a definition of AI. Work in FRAYER routine and post.

Lesson 2: How do we use AI? Begin with posing the question. Give students 5-10 minutes to research uses for AI and applications that are or use AI. Teach informative writing. Use Fast and Curious routine to introduce topics and answers. Have students write about ways they may be using AI without really thinking about it.

Lesson 3: Share resources about AI and its use. Pose the question "Why should I use AI for _____?" Give students time to explore the materials, (see list above). Teach persuasive writing. Have students complete a writing piece about using AI after exploring the materials.

- **Background STEM content**: [Describe in 1-2 paragraphs]

    - **Possible Lesson Ideas**:

Supplemental Lesson: Chat GPT: Introduce Chat GPT. Have students play with it to create images based around a list of topics (teacher choice for safety). Run a discussion about what students were able to do. Ask, "What else could I do with this?" Give students time to process and write a short answer. Model using Chat GPT to do something academic. Give students a chance to do the same. Have them write a reflection about what they did, making sure to include an answer to "Why should I use AI for _____?".

- **Description of Main Activity/Project**: [Describe in 1-3 paragraphs]

    - **Possible Final Activity/Project Ideas**:

The primary project for this module is a research report based on the question, "Why should I use AI for _____?" Students will engage with a number of resources and potentially search for their own to determine their own answer. They will then have to determine their answer and convince us how it should be used or why they should be able to use it. This is meant to be a worthwhile topic based around teaching persuasive writing.

- Ideas for formative Assessment:
    - Eduprotocols: Fast and Curious (good for checking in about readings)
    - Frayer Models (excellent for when you need to define things)
    - Use Chat GPT
    - Grade Chat GPT

Section 3: Module Sequencing and Assessment – Required

- **Brief description of sequenced learning objectives**: [How do learning objectives build from lesson to lesson to meet the module goal?]
    - The goal of any objectives in this module is to build competent writers, but also to start students thinking about future issues such as the use of AI. Ultimately the goal is to develop critical thinkers who are capable of knowing why to use a tool.

- **Brief description of formative and summative assessment approaches**: [When/what techniques will you use to assess student progress towards objectives during and at the end of the module?]
    - Recommended: Use the same rubric from ILEARN to assess the final report
        - or build a rubric based on the language from 4.W.1
    - Optional: Create projects and presentations to share final reports.
        - Options: Shark Tank, slide shows, etc

- **Recommendations for implementation**: [Describe any "safety tips" or advice you have for other educators who might implement this module, including logistical considerations.]
    - If you choose to teach this, do it with your students. Understand what it all means and generate your own report/project. Use AI for something you don't know and learn about it afterward.
    - Be prepared for what happens if you open the box. Once you do some of this you can't put it back.

Section 4: Module Files – Optional

Sample Tasks:

Minilesson statement: I can explain what AI is. **Learning target:** SWBAT define AI and provide examples. **Vocabulary:** AI **Task:** 1. Share article about AI. 2. Fast and Curious protocol 3. Discuss	**Minilesson statement:** I can identify example of AI. **Learning target:** Students will be able to find examples of AI that can be accessed in the classroom. **Vocabulary:** task, AI, search engine **Task:** 1. Pose the question "How does a search engine work?" 2. Have student turn&talk. 3. Have students do a quick internet walk and find places where they are seeing AI. 4. Discuss	**Minilesson statement:** I can describe what Chat GPT does. **Learning target:** SWBAT describe tasks they can use Chat GPT and what Chat GPT did. (We are not going technical, just surface level) **Vocabulary:** Chat GPT **Task:** 1. Show Chat GPT. 2. Show how to access. 3. Model using it. 4. Present a task classroom relevant to let students try it. 5. Ask students how they can prove it works.	**Minilesson statement:** I can find examples of facial recognition (FR) being used to erroneously lead police to an innocent individual. I can share my opinion of what happened. **Learning target:** SWBAT use a search engine to find an example of FR being used improperly. SWBAT share their own opinion of what they found. **Vocabulary:** facial recognition **Task:** 1. Present the prompt to the students. 2. Give them time to research. 3. Allow them time to share their thoughts with the class.