Future Ready Project -Co-Spaces Creations: Bringing Student Memoirs to Life!

Teacher Name:		Duration (in minutes): 120- 200 min.
Grade Level(s): 8th	Subject/Course: 8th grade ELA	Unit: Memoir
Resources needed: (On-site people, facilities, tools, technology, materials, community connections)	• Student Chromebooks 1:1 • Projector • Co-Spaces Licenses for all students • Completed Student Memoirs • Access to Canva	
Learning Standards: (content + CS & DF)	**7-8.DL.4 (Digital Literacy)** Select and use digital tools to create, revise, and publish digital artifacts. *Clarifying Statement*: Teachers should designate a school-approved location for students to publish artifacts for an audience to view. Advanced digital tools may refer to the tool itself (i.e. the tool is more advanced) or to the utilization of more advanced features on a tool. **7-8.DL.5** Transfer knowledge of technology in order to explore new technologies. *Clarifying Statement*: New technologies could include different tools for collaboration, creation, etc. that the student has not used before. **7-8.NSD.3 (Networks & Systems Design)** Identify and fix problems with computing devices and their components using a systematic troubleshooting method or guide. *Clarifying Statement*: The focus is on identifying the source of a problem by using a structured process such as a checklist or flowchart to systematically try solutions that may fix the problem. **7-8.CT.4 (Computational Thinking: Abstraction and Decomposition))** Write a program using functions or procedures whose names or other documentation convey their purpose within the larger task. *Clarifying Statement*: The focus is on identifying where there is potential to use a function or procedure to create a reusable computation.	
Big Idea:	Allow students to explore and learn a basic coding program with a pre-existing piece of personal writing, thereby bringing it to life via Co-Spaces, and sharing their creations with fellow creators.	
Authentic Purpose: (Why does this matter to your students?)	8th graders are at just the right age to teach cooperative skills and to access their creativity through storytelling. When they have an audience and a project opportunity, they see their presentations as very authentic as their peers will be “assessing” them. It also introduces the students to the idea of computational ethics as they search to create images of themselves from a pre-established library	

	of images. For ex., if the library has a diverse collection. Lastly, students see the importance of technology in their lives on a daily basis, so introducing them to technology tools in ELA connects with their personal worlds.
Future-Ready Competencies: __x_Collaboration __x_Communication __x_Critical thinking/Problem Solving __x_Creativity & Innovation __x_Other: Empathy	**Objectives**: Students will be able to use computational thinking as they explore Co-Spaces to program a virtual representation of their Memoirs to act out their stories in a sequence of events that happened, focusing on the main character image of themselves, the main conflict and how that was resolved. They will be able to choose from a menu of pre-made "expressions" that represent a step that fits into a pre-made "statement," resulting in a "character" action, depicting an actual event from their lives as written in their memoirs. Students will help one another when they have learned the process or gone beyond to a more difficult level, thereby **collaborating** and using **critical thinking skills** in their **communication** with one another to complete the task. Their choices in their creative worlds show their **creativity and innovation**. Beyond helping a peer, the students will develop **empathy** as they learn how others have been affected by their experiences, such as the ELLs traveling to America, and leaving loved ones behind.
Project Statement: (Include: issue, problem or challenge; student role, purpose, beneficiary, and desired outcomes)	**Project Statement:** Program Co-Spaces to reenact Student Memoirs **Challenge**: Students must learn a new way to visualize stories in ELA by programming a virtual world to accurately depict their experiences **Student Role:** Learn computer programming basics, language, and problem-solving skills to access Co-Spaces full potential to create a virtual animation of their real-life experiences, focusing on the conflict and its resolution. They will also apply their knowledge to help others overcome problems in their virtual creations **Purpose:** To reinforce the basic elements of the narrative arc, learn how to do basic computer programming, which in turn reinforces computational thinking, creating step-by-step instructions for the program to follow, and digital literacy, using terms like expressions and statements to understand the language of computation **Beneficiary:** The students themselves and their peers who will be learning how to "translate" written language into computer language, and learn from their peers' computer "expertise" **Desired Outcome:** 1. Development of a functioning computer program using Co-Spaces

	1. Demonstrate the main conflict and resolution of the students' memoirs in a virtual setting with an imported AI image from Canva while displaying digital citizenship as they give feedback to others 2. Evaluation of the student's abilities to create accurate representations of themselves, their conflict, setting, and 3 digital artifacts that are correctly coded to perform a unique action 3. Contribution to the student's digital citizenship, digital literacy, and their classroom culture
Empathy Anchor: (How will students develop empathy and care about this problem)	Students will develop empathy as they learn to listen to their peers' ideas and offer supportive feedback, respectfully questioning their purpose and strategies to help them. They will care about the project because they need to navigate the exploration aspect of the Co-Spaces program independently, as well as with peer support, technology is seen by most of the students as a fun alternative to traditional ELA lessons, and finally, the audience's response to their finished project during class presentations.
Public Audience & Reveal: (Experts, audiences, or product users students will engage with during and at the end of project)	Class Presentations, Inter-class Presentations, and Future Ready Community Project Showcase
Knowledge Construction: (How are students going to construct content knowledge and practice it)	Student Assessment: *See below
Design Process: 1. Discover 2. Research & Empathize 3. Brainstorm 4. Choose 5. Build 6. Test 7. Communicate 8. Redesign	Describe what (& how) students are going to do in each step: 1. **Discover**: They will **discover** how to use Co-Spaces computer program to bring their Memoir's setting, conflict and resolution to virtual life. 2. **Research & Empathize**: The students will begin by researching the available Artificial Intelligence images available to them and how to use a three-step process of using a subject, description and style to generate an accurate AI image of themselves. Next, they will transition to Co-Spaces and learn the step-by-step process of programming a unique action using "expressions" within "statements" and building "blocks" of layered instructions. By allowing the students to explore the program, share their ideas, their learning and to view each other's stories, they will empathize with their peers' experiences in real life and in the act of creating a virtual

	experience. 3. **Brainstorm:** students will brainstorm ways to create accurate AI images through precise language choices, they will brainstorm ways to accurately depict their memoir setting with the given choices of Co-Spaces, and they will brainstorm solutions to their problems of developing the program 4. **Choose:** Students chose the memory about which to write, the components of their setting and resolution, and the 3 artifacts that would perform a unique action. 5. **Build**: Students "built" a virtual world to reenact their memoirs 6. **Test**: Students tested each AI image generation through a series of trial and error, they tested the action of their artifacts in Co-Spaces by pressing "play." 7. **Communicate:** Students received peer and teacher communications, as well as visual feedback from the program, witnessing their artifacts moving or not moving as they intended them to do. Their finished products communicated their memoir's conflict and resolution. 8. **Redesign:** Students returned to the coding to revise, add, or delete code for the desired effect.

Criteria	5 Points	4 Points	3 Points	2 Points	1 Point
Main Conflict Scene	Vivid, accurate depiction of the main conflict with clear understanding and creativity.	Represents the main conflict with minor inaccuracies or lacks some details.	Somewhat represents main conflict but has notable inaccuracies or lacks detail.	Vaguely represents the main conflict, lacking in clarity and detail.	Present but does not relate clearly to the main conflict or is poorly represented.
Setting (Artifacts)	3 artifacts, each creatively and correctly coded to perform a unique action.	3 artifacts, but one or more have minor coding issues or relevance problems.	2 properly coded artifacts, or 3 with somewhat inaccurate or irrelevant coding.	Only 1 properly coded artifact, or multiple poorly executed.	Artifacts are present but either not coded or coding does not function as intended.
Main Character	Detailed, accurate representation of you, created with creativity and personalizatio n.	Closely represents you but lacks some detail or creativity.	Represents you but is missing significant details or creativity.	Present but does not clearly represent you or lacks significant detail.	Barely recognizable or relevant as a representation of you.
Digital Citizenship	Exceptional respect and consideration for others' projects, and positive contribution to the digital environment.	Generally respectful and considerate with minor lapses.	Basic level of respect and consideration but needs improvement.	Lack of consistent respect or consideration, some disruptive behavior to the digital environment.	Disruptive or disrespectful behavior in the digital space which impacts the environment.