

High School English IMPACT Redefined Extension Task/Summative Activity

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| Your Name: A. Andrepont | Subject: English I | Unit #/Lesson: Extension Task- The Odyssey |
| What is the extension task/summative activity that you want to modify today? If available, copy and paste it below. | | |
| <p>Students read two texts and engage in a Socratic seminar to discuss: "What about the human experience is revealed through the various depictions of the quest motif of the unit texts?" Then students write a personal narrative essay modeled after the experiences and structure of a selected character or story from the unit: "Tell the story of your own personal quest or a challenge you faced and how, like Odysseus with the Sirens, Penelope with the suitors, or Phoenix with the woods, you grew from the challenge to reach a desired goal. Develop a theme through the narrative that reflects the value you place on the journey or the goal."</p> | | |
| Why do you want to work with this extension task/summative activity? (Is it your favorite? Student least favorite? Most challenging?) | | |
| I enjoy giving students the opportunity to share personal stories. | | |
| Describe this extension task/summative activity as it is currently designed. | | |
| How long does it last? | Including the Socratic seminar before, students have three days. | |
| Is it cross-curricular? | No | |
| Do students have a choice in the work they complete or in how they demonstrate their understanding? | No | |
| Do they use technology to complete the task? | No | |
| Do they collaborate? | Yes, in the Socratic seminar | |
| How do you assess their knowledge? | Socratic seminar participation and personal narrative | |
| What modifications can be made to this current extension task/summative activity to DIFFERENTIATE the work for students? Provide specific examples of suitable tools/resources where applicable. | | |
| How can you meet individual needs? | Letting students write an experience of their choice and share it with the class without fear of speaking in front of the class | |
| What tools can you use that can be customized by each student? | Recording website/app to create a podcast of their experience | |
| How can you allow for choice? | Students' can choose different text to use a guide for their personal narrative | |
| What modifications can be made to this current extension writing task/summative activity improve the EFFICIENCY of your work and students' work? Provide specific examples of suitable tools/resources where applicable. | | |
| What parts might have timing issues? | Some students might need more than one day to write a personal narrative | |
| What tools can help you and students be more efficient to avoid spending prolonged time? | Classroomscreen.com to keep the students organized and on task | |
| Do you feel you waste school resources (paper, etc.) in this extension task/summative activity? | Paper | |
| What tools can help your students be more efficient with their work? | Setting timers in class to keep students on track and constant monitoring | |
| What modifications can be made to this current extension task/summative activity to DELOCALIZE the work for students? Provide specific examples of suitable tools/resources where applicable. | | |
| How could students collaborate? | Peer edit | |

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| Are there any experts in the community who could provide deeper knowledge or feedback to your students? How can you connect with them? | No |
| Are there other classrooms in your community or outside your community who you could connect with to enhance the extension task/summative activity? | Yes, they could share similar experiences with anyone in the community |
| What modifications can be made to this extension task/summative activity to STRATEGIZE your work and the work of your students? Provide specific examples of suitable tools/resources where applicable. | |
| What criteria will you use to evaluate the quality of students' work? Is there a rubric provided? Provide a link to one if there is. | There is a rubric on learnzillion.com |
| How can you make students aware of the criteria in advance? | Upload the rubric to the class notebook or blackboard |
| How can you provide instructions in multiple ways to meet all the needs of all learners? | Discuss the assignment in class, provide directions on the class website/notebook, post class reminders on the board/classroomscreen.com |
| How can you differentiate instruction so that all learners succeed? | See answers to above question |
| What accessibility tools can you use to help students with learning differences? | Blackboard/Class Notebook, auditory and visual instructions, essay maps to help organize his/her ideas |
| What modifications can be made to this extension task/summative activity to ENGAGE students? Provide specific examples of suitable tools/resources where applicable. | |
| How could it be engaging? | By opening up the audience to include peers, students' will be more engaged in what they are wrting |
| What tool(s) could be used to make it more engaging for students? | Online-voice-recorder.com or RecordHQ app |

REDEFINE this extension task/summative activity based upon your reflections above. Provide detailed written instructions for a student to follow that would follow to complete the task/activity. Be sure to integrate tech tools and resources that meet the different levels of SAMR.

- Instructions for Students:**
1. **Thinking about on the stories and poetry we read this nine-weeks, draft a personal narrative essay modeled after the experiences and structure of a selected character or story from the unit. Consider a personal challenge or quest you faced and how, like characters we discussed this nine weeks, you grew from the challenge to achieve a desired goal. Make sure to reflect on the value you place on the journey or the goal.**
 2. **Once your personal narrative was checked by me, visit <https://online-voice-recorder.com/> to record your experience as a podcast to share with the class. *A previous mini lesson would be done on podcast and the class would listen to an example of one.**
 3. **You will perform a gallery walk to listen to other students' podcast using your headphones. You must listen to at least 5 podcast and complete the Podcast Peer Edit sheet.**
 4. **Finally, we will conduct a whole class discussion to review the podcasts, what we learned, what we liked, who had similar personal experiences, if we thought these experiences would be similar to those of different cultures (for example: Could a student in another state/country relate to our personal experiences? Why or why not?), etc.**

(Document adapted from Microsoft's Innovative Educator Community's adaptation of the 21CLD Learning Activity.)