

High School English IMPACT Redefined Extension Task/Summative Activity

Your Name: B. Ann Lowe	Subject: English IV	Politics Unit #2/Lesson 38: Publishing a research paper Politics, Unit 2, Lesson
What is the extension task/summative activity that you want to modify today? If available, copy and paste it below.		
<p>Politics Extension Task</p> <p>After reading the article “Words That Shouldn’t Be?: Sez Who?,” investigate how language has evolved in society to mislead, confuse, stigmatize, or devalue others.</p> <p>Possible topics:</p> <ul style="list-style-type: none"> • The use of doublespeak, euphemisms, or professional jargon in the English language. • The decline or evolution of taboo language or dialects of English (e.g., Cajun French, Native American languages). <p>Gather relevant information from multiple authoritative print and digital sources on your chosen topic.</p> <p>Write a multi-paragraph essay that first describes your researched topic and then explains the effects of this decline or evolution on society in general, politics, or on a specific group.</p>		
Why do you want to work with this extension task/summative activity? (Is it your favorite? Student least favorite? Most challenging?)		
This extension task brings the language aspect of the Politics and the English Language to the forefront instead of simply focusing on George Orwell’s essay entitled “Politics and the English Language.”		
Describe this extension task/summative activity as it is currently designed.		
How long does it last?	This would last, from research question selection to publishing, approximately 2 weeks.	
Is it cross-curricular?	It can be, if students include a brief history of their chosen language dialect.	
Do students have a choice in the work they complete or in how they demonstrate their understanding?	No, they must write an essay.	
Do they use technology to complete the task?	Yes, to type the essay.	
Do they collaborate?	No, the essay is meant to be written individually.	
How do you assess their knowledge?	With a writing rubric.	
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?	<ul style="list-style-type: none"> • Task cards with tips to complete the work, including checklists and the tools they can use to complete the work. • Task card with instructions on how to use the tools available to the students. 	
What tools can you use that can be customized by each student?	Sway. Students can choose areas to focus in to move into Sway and present to the class. Essay Snap.	
How can you allow for choice?	Give student a list of technology resources to modify the task after writing the essay to present the work.	
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?	Research	

What tools can help you and students be more efficient to avoid spending prolonged time?	Gale Resources for research only
Do you feel you waste school resources (paper, etc.) in this extension task/summative activity?	No
What tools can help your students be more efficient with their work?	Laptops
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 editing using Padlet and Essay Snap.
Are there any experts in the community who could provide deeper knowledge or feedback to your students? How can you connect with them?	Bring linguists from local dialects from the area or language professors from McNeese
Are there other classrooms in your community or outside your community who you could connect with to enhance the extension task/summative activity?	Skype with other classrooms on the same unit to discuss their extension task topics and what research they found.
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.	A rubric for the extension task written section: https://www.csun.edu/sites/default/files/Common%20Core%20Rubrics_Gr11-12_turn_it_in_0.pdf A rubric for the presentation section using Sway.
How can you make students aware of the criteria in advance?	Give them a copy of the rubrics. Make it available as a paper copy, through Remind, and through Blackboard.
How can you provide instructions in multiple ways to meet all the needs of all learners?	Hard copies and electronic copies on Blackboard and Remind.
How can you differentiate instruction so that all learners succeed?	Create stations that have different areas of progress. As students move from one part of the project to another, they can move to a different station. By doing this, I know which students are struggling and really need assistance and which ones might be available to help others.
What accessibility tools can you use to help students with learning differences?	Zoom. Larger print on hard copy instructions.
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?	I would make this lesson engaging two ways: Partner peer editing during the rough draft process in which students focus on two things: MLA and researched evidence to support their research question. Secondly, I would use Sway to make a modified presentation to show to the class.

What tool(s) could be used to make it more engaging for students?

Sway, Padlet, and Essay Snap.

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. Partner Peer Editing using Padlet and Essay Snap (Snap Collage):

- Students will break into partners and exchange papers.
- They will take pictures of three areas of improvement for MLA and annotate them using Snap Collage.
- They will take picture of two areas of evidence that need improvement and annotate them using Snap Collage. Improvement can be needed evidence, irrelevant evidence, or more connection of the evidence to the
- Choose two parts from selected sections that are positive and comment.
- Post to Padlet.

2. Presentation of Information using Sway:

- Once the final draft of the essay is complete, create a Sway project by uploading a document in Sway.
- From each paragraph (including the introduction and conclusion), pick 4 pieces of information that are the most interesting and/or relevant to your research question and create a bulleted list under labeled headings.
- Label your headings.
- Choose a picture to go with each section. Don't forget to select your focal points!
- Choose one video that you feel covers your topic to play before you begin your presentation.
- Go to Design and then choose "Slides" as the style.
- Pick your background, but nothing distracting.
- Present!

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