Unit Title: Who Are We, and Why Does Writing Matter?
Grade Level: Grade 9
Subject Area: English
Duration/Length/Number of class periods: 4 Class Periods
Description: This is a beginning unit that welcomes students to a learning community and allows them to share about themselves in a meanful way while they review/learn about basic academic writing skills. It will utilize technology tools which allows students to interact with each other, helping to build a community.
Established Goals (National, State, Local): Collaborate and feel part of a community of scholars/people who are helping each other Communicate knowledge and ideas through a variety of presentation styles Demonstrate knowledge and mechanics to express ideas in writing

What **Enduring Understandings** are desired? I learn best and am more successful when I am part of a group in an authentic way. Writing well helps me communicate clearly and ultimately gives me more influence in the world.
What **Essential Questions** will be considered? 1. Why is it important that people know key things about my personality? 2. Why do I need to write well for different purposes? 3. How is informal communication different than writing as a scholar or professional? 4. How can I creatively express myself using technology tools I know and new tools?
Students will know / be able to: 1. Use different technology tools to complete assignments and to discuss ideas with one another respectfully. 2. Write about themselves and their experiences using two different levels of diction, one being a level appropriate for academic or professional use. 3. Create a project that reflects who they are using various technology tools that we have reviewed in class.

Description	Formative	Summative	Introductory Activity	Learning Activity	Student Technology Used	Teacher Technology Used	ISTE Standards
1. Students will begin by doing a Flipgrid assignment showing a pet, a sibling, a favorite food, or a favorite object. (Not their phone.) They will have to respond to at least two other student's videos. https://admin.flipgrid.com/manage/grids/5163815/topics/14605407			X		Flipgrid video	Flipgrid	Creative Communicator
2. Students will view a lesson about levels of diction through a teacher created Loom video, a Youtube video, Google Slides and Google Keep. They will describe in writing an experience using two levels of diction and share these in slides with other classmates. They will write comments to at least two classmates. https://www.youtube.com/watch?v=VpLQmyS7-jw (Code Switching Video) https://www.yesmagazine.org/opinion/2019/12/17/culture-code-switching/				X	Viewing Videos Google slides	Recording instruction using Loom and Google Keep	Knowledge Constructor
3. Students will take a Google Form quiz on two levels of diction that will involve writing answers in response to questions. https://docs.google.com/forms/d/1HrGwdccxOqBDcuHlGkWh3qKd9Fhwv5HRpN2B1e-y3MI/edit	X				Google Forms	Google Forms	Knowledge Constructor
4. Students will create a poster or video about themselves that reflects how they would like to b seen as a scholar and as a human being on this planet. (MYP Rubric will be created for this.) They can use one of the formats we have reviewed in class. They will need to include two levels of diction. (I cannot authentically create this assignment yet because I have more tools to explore. I am attaching a rough version.) https://docs.google.com/document/d/1SOyJzU9tjPm_O2TrAktjppo08cXW5Hs9luTiA_jVy-4/edit		X			vidoe creation; Canva	Video creation; Canva instruction and examples	Innovative designer; digital citizen

Materials, tools and resources: (Google Classroom, Google Slide Deck, Google Keep, Flipgrid, Wakelet, Loom, tutorials on all of these tools.)
https://www.youtube.com/watch?v=VpLQmyS7-jw - Video about "code switching" for Black Americans
https://www.yesmagazine.org/opinion/2019/12/17/culture-code-switching/ Article about code-switching and survival

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Additional credit given to: The TIW Integrate Technology Workshop 2020

Day to day plans?

*When beginning the lesson on diction, I will start with a question about how diction developed. I will somehow address the idea that "white English" is what is used for academic language and business and the inequities it can create. I will let students reflect on this as a class in some format or another. (Will seek input from my non-white colleagues.)

1. **Lesson 1 of Unit:** This wil included an initial lesson in recording and responding in Flipgrid. Then students will creare a Flipgrid video and view other student videos.

2. **Lesson 2:** Initial lesson about diction. Examples familiar to all of us no matter what culture. Origins of language.

3. **Lesson 3:** Discussion about code switinching and language used to isolate cultures and races economically. (article, video)

4. **Lesson 4:** Practice code switching between slang/informal language and academic language.

5. **Lesson 5:** Lessons on using Canva or Wakelet to create a poster.

6. **Lesson 6:** Review assignment and rubrics.

7. **Lesson 7:** Create project, peer reviews, turn it in.