

**High Stakes Assignment #3 – Preparing for “the Sub”**

*Due Wednesday May 11 by 1pm*

**Overview of the Task**

1. You will be out for a week (attending a TESOL conference in San Diego, CA). Therefore, you need to leave a series of detailed lesson plans designed around an Instructional Unit (or chapter of a textbook) for your long term sub.
2. To carry out this assignment, you will be given a predetermined chapter from a textbook -- based on your content area -- around which the instructional unit can be prepared. You will prepare one 50-minute lesson plan. Yes, this is a change from the 3 lesson plans originally assigned.
3. Refer to the rubric associated with this task for information on how the task will be graded.
4. This task is due on Wednesday, 5.11.16 by 1pm. It is worth 30 points -- or 30% of your total grade. **Students participating in the Italy Study Abroad must submit their assignment before leaving.**

**The Instructional Unit will consist of the following components:**

1. Letter to the Sub -- Part 1 (4pts). Provide background on your ELL, your description and assessment of your learner, and how the issues of language, register, etc, motivation, L1 knowledge all shape the type of adaptations you have made and will indicate in the week-long unit you have left behind. For this assignment, the ELLs will be the population of student referred to as “Parachute Kids”. See articles about this category of ELL which have been uploaded to Blackboard.
2. Letter to the Sub -- Part 2 (4pts). In this section of the letter to the sub, you will introduce the lesson plan you have attached by providing a summary introducing the connections the sub will find in the lessons between key theories of second language pedagogy (Chapters 1, 2), rights and responsibilities in working with ELLs (Chapters 3, 4, 9), and making content teaching accessible to ELLs (Chapters, 5, 6, 7).
3. 1 lesson plan (12pts). Create one (1) well-scoped and sequenced lesson plan (4pts), with detailed consideration of the content and language objectives (4pts) and scaffolding, differentiation between learners, and adaptations to be made for ELLs (4pts). Be sure your lesson plans reflect key theories, strategies and approaches discussed in the course.
4. Assessments (4pts). Formative assessments throughout and ending in a culminating summative assessment (4pts).
5. Additional Resources / Materials (4pts). You must include the selection of one reference not provided to you by Dr. Thomas. This reference must be incorporated into one of your lessons and you must provide a footnote explaining to the sub why this particular tool is appropriate for the lesson and students in your class. This can include the incorporation of technology as a vehicle for extended learning, practice or deeper knowledge
6. Mechanics / Spelling (2pts). Make sure you edit your paper.

You can work as an individual, a pair, or a group of no more than three individuals to prepare your Instructional Unit; however, each student must submit their individual unit. Please indicate on your Instructional Unit if you have worked alone or with a partner/group.