

Newark Montclair Urban Teacher Residency Social Justice Integrated Curriculum Unit (SJU)

**Bree Picower
Spring 2016**

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PART 1: UNIT OVERVIEW

Your Name: Annmarie DeMarzo

Unit Title: Creating a Fair Space

Topic: Fairness/Disability

Grade level: Preschool

Themes/ Big Ideas:

1) Fairness/ Equality

2) Diversity

3) Collective Action

4) Standing up for yourself and others

5) Community

6) Disability/Access

Enduring Understandings / Learning Objectives

What do you want students to remember 10 years from now?

1. SWUT all people deserve to be treated with respect and dignity.
2. SWUT they can and should stand up for themselves and others.
3. SWUT they need to look beyond themselves to see the needs of others.
4. SWUT fair does *not* always mean equal; fair means that everyone gets what they need in order to be successful.

Essential Questions

What questions will create the “doorway” to your study and set the stage for high-level thinking?

- 1) What does it mean to be a good friend?
- 2) Why is it important to advocate for ourselves and other members of our community?
- 3) How can we change/respond to things that are unfair in our community?
- 4) How can we create an environment which is accessible to all people?

Implementation Dates: 4/18-4/22

PART 2: PLANNING WITH STANDARDS

Your Name: Annmarie DeMarzo

NJS Standards Addressed: Using both the **2009 Social Studies standards** and the Language Arts Literacy **2010 Core Common standards**, find standards that cover your unit. <http://www.state.nj.us/education/cccs/>. Feel free to use any other content standards that fit your unit.

2009 Social Studies:

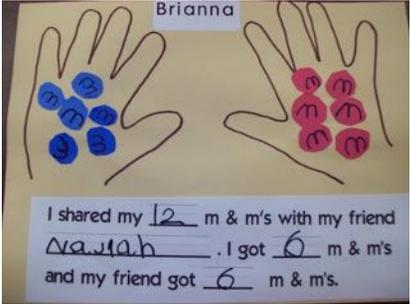
- 6.1.P.A.1 Demonstrate an understanding of rules by following most classroom routines.
- 6.1.P.A.3 Demonstrate appropriate behavior when collaborating with others
- 6.1.P.D Learn about and respect other cultures within the classroom and community.
- 6.3.4.A.1 Determine what makes a good rule or law and apply this understanding to rules and laws in your school or community (e.g., bike helmet, recycling).
- 6.3.4.D.1 Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.

Preschool Standards:

- W.PK.2 Use a combination of drawings, dictation, scribble writing, letter-strings, or invented spelling to share information during play or other activities.
- SL.PK.1 Participate in conversations and interactions with peers and adults individually and in small and large groups.
- SL.PK.6 With guidance and support, speak, audibly and express thoughts, feelings, and ideas.
- 9.4 Children apply what they have learned to new situations.
- 1.4.5 Demonstrate planning, persistence, and problem-solving skills while working independently, or with others, during the creative process.
- 0.5.5 Demonstrate understanding the concept of sharing by attempting to share.

PART 3: THEMATIC WEB

Your Name: Annmarie DeMarzo

<p><u>Math</u></p> <ul style="list-style-type: none"> Fair-sharing math problems 	<p><u>Arts (visual, music, drama)</u></p> <ul style="list-style-type: none"> Creating Braille signs for the classroom/hallways Produce guided video-tour of the room with the students explaining why we made adaptations to the room. Creating an audio/video-book as an additional component of our "Things We Love about Our School" class book. 	<p><u>Science and Technology</u></p> <ul style="list-style-type: none"> Students will be exposed to various forms of Assistive technology and discuss the function of each Plant experiment (reveal to students that although both are plants, they have slightly different needs)
<p><u>Other/Field Trip</u></p> <ul style="list-style-type: none"> Walking tour of the school to search for features which make the school accessible/inaccessible to children with disabilities 	<p><u>TOPIC:</u></p> <p>Fairness/Disability</p>	<p><u>Literature, Reading</u></p> <ul style="list-style-type: none"> <u>Read Alouds:</u> <ul style="list-style-type: none"> <i>It's Not Fair</i> <i>The Black Book of Colors</i> <i>Arnie & The New Kid</i> <i>Some Kids are Blind</i> <i>Secret Code</i>
<p><u>Social Action</u></p> <ul style="list-style-type: none"> Students will create and post signs in braille around our classroom, and then lead us on a guided video-tour of the room (during which they will explain their reasons for the adaptations they have created within the environment). Students will create an audio-video version of their class book which is accessible to all children. 	<p><u>Social Studies/history</u></p> <ul style="list-style-type: none"> Students will engage in guided discovery sessions relating to the topic of fairness. 	<p><u>Writing</u></p> <ul style="list-style-type: none"> Anchor charts will be created for the definitions of fairness, unfairness, disability, and access. Students will write/dictate their understanding of each story, as well as giving their ideas for how we can make the environment for accessible.

PART 4: CURRICULUM UNIT WORKSHEET

Your Name: Annmarie DeMarzo

Unit Title: Fairness/Disability		Teacher: DeMarzo	Grade: Pre-K
<p>Unit Description In this unit, children will be guided toward an understanding of what it means to be fair. Students will explore and discuss what they believe to be fair and unfair in their daily lives, but will also focus on what make the environment fair and unfair for students with disabilities. Students will engage in discussions, explore different forms of adaptation and assistive technology, and generate solutions for making their classroom/school more accessible to children of all abilities.</p>		<p>Standards Addressed: NJ Social Studies Standards: 6.1.P.A.1 Demonstrate an understanding of rules by following most classroom routines. 6.1.P.A.3 Demonstrate appropriate behavior when collaborating with others 6.1.P.D Learn about and respect other cultures within the classroom and community. 6.3.4.A.1 Determine what makes a good rule or law and apply this understanding to rules and laws in your school or community (e.g., bike helmet, recycling). 6.3.4.D.1 Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.</p> <p>Preschool Standards: W.PK.2 Use a combination of drawings, dictation, scribble writing, letter-strings, or invented spelling to share information during play or other activities. SL.PK.1 Participate in conversations and interactions with peers and adults individually and in small and large groups. SL.PK.6 With guidance and support, speak, audibly and express thoughts, feelings, and ideas. 9.4 Children apply what they have learned to new situations. 1.4.5 Demonstrate planning, persistence, and problem-solving skills while working independently, or with others, during the creative process. 0.5.5 Demonstrate understanding the concept of sharing by attempting to share.</p>	
Enduring Understandings	Essential Questions	Subjects Integrated:	
1. SWUT all people deserve to be treated with respect and dignity.	1. What does it mean to be a good friend? 2. Why is it important to advocate for ourselves and other members of our community?	Language Arts Math Art	

Day 2	<p>4/27/16</p> <ul style="list-style-type: none"> ● Read Aloud: <i>It's Not Fair</i> <ul style="list-style-type: none"> ○ Create anchor chart: What is unfair? ○ Turn and Talk with a partner about a time when you thought something was unfair. Ask students to also think about what they did to make it fair again? ● Modeled Writing <ul style="list-style-type: none"> ○ What are things that are fair in our classroom? unfair in our classroom? What can we do to change the things that are unfair? 	<ul style="list-style-type: none"> ● Students will demonstrate understanding of an understanding of what it means to be unfair by sharing appropriate examples of things that are unfair when prompted.
Day 3	<p>5/2/16-5/4/16</p> <ul style="list-style-type: none"> ● “Fair doesn’t always mean equal” (Guided Discovery) <ul style="list-style-type: none"> ○ Briefly discuss plants experiment and the fact that they were both plants, but had slightly different needs (Activating Prior Knowledge). ○ Enact Demonstration: <i>I will place two cookies up high so that only one of the teachers can reach them. I will then use a stepstool so that both teachers can reach their cookie.</i> ○ Discuss with students what they think it means. <ul style="list-style-type: none"> ■ Guide students to recognize that although one teacher is given the stepstool, this is fair because the other teacher didn’t need it. Scaffold them to understand that fair does not always mean that everyone gets the same thing, but instead means that everyone gets an equal opportunity to be successful and to get what they need. ● Read Aloud: <i>The Secret Code</i> <ul style="list-style-type: none"> ○ Discuss the main characters, and the fact that they both read and write, but one needs Braille 	<ul style="list-style-type: none"> ● Students will demonstrate an understanding of “fair” and “equal” by identifying and discussing the difference between the two concepts.

	<p>and the other writes using the English Alphabet.</p> <ul style="list-style-type: none"> ● “What if Oscar were a student in our classroom?” <ul style="list-style-type: none"> ○ Discuss with students that Oscar has a disability: he is blind. This means that he has cannot see with his eyes. ○ Present the word “Access” & discuss with students. ○ Ask: If you went some place new, what would be the most important places that you would need to find? 	<ul style="list-style-type: none"> ● Students will demonstrate understanding by identifying that Oscar was not treated equally and be asked to discuss whether this was fair or unfair.
<p>Day 4</p>	<p>5/6</p> <ul style="list-style-type: none"> ● Social Action: <ul style="list-style-type: none"> ○ Ask students to close their eyes. Can they read the words on the pages of my book? What about the words on the signs in our areas? What are other ways that Oscar could read the signs in our school if he were to come and visit us? ○ Discuss assistive technologies/adaptations to the environment and then focus primarily on Braille and how it is used. ● Modeled Writing: <ul style="list-style-type: none"> ○ Show examples of Braille in the environment that I’ve observed (photos from other schools, public places, etc.) ● Tour the School: <ul style="list-style-type: none"> ○ Take walking tour of our school (take pictures of points of access and points which are not accessible to everyone. Focus on the bathroom signs or other important signs in the school.) ● Creating Signs in Braille <ul style="list-style-type: none"> ○ In small groups, we will create signs in Braille for our school. 	<ul style="list-style-type: none"> ● Students will demonstrate understanding by engaging in a discussion about the alternative ways we can make books accessible for students with disabilities. ● Students will demonstrate understanding by writing/drawing new labels for vital places in the school using braille.

Day 5	<p>5/9/16</p> <ul style="list-style-type: none"> ● Putting up our Signs & Discussion: <ul style="list-style-type: none"> ○ Once signs have been completed, we will put up our signs and have students explain why they have created the signs. Students will be prompted to identify how this will make the school more accessible to all students. ● Extension: <ul style="list-style-type: none"> ○ Students will also be creating an audio book, time permitting, later in May. 	<ul style="list-style-type: none"> ● Students will demonstrate understanding by explaining the reasons for the new accommodations that we have created.

PART 5: INITIAL TWO LESSON PLANS

Lesson 1

Name: Annmarie DeMarzo		Topic/Title: Fairness & Disability/ “Creating a Fair Space”		Grade Level/CT: Pre-K	
VIS ION -SE TTI NG: KN OW , SO, SH OW	1a. STANDARD: NJ Common Core Standards 1.4.5 Demonstrate planning, persistence, and problem-solving skills while working independently, or with others, during the creative process. 0.5.5 Demonstrate understanding the concept of sharing by attempting to share.		1b. ENDURING UNDERSTANDINGS 1. SWUT all people deserve to be treated with respect and dignity. 2. SWUT they can and should stand up for themselves and others. 3. SWUT they need to look beyond themselves to see the needs of others.		
	2a. STUDENT LEARNING OBJECTIVES <ul style="list-style-type: none"> SWBAT demonstrate an understanding of the term “fairness” while engaging in an introductory demonstration and discussion by expressing their definition of “fair.” SWBAT demonstrate an understanding of what it means to be fair by sharing appropriate examples of things they do/see that are fair when prompted. 		2b. TEACHER CONTENT KNOWLEDGE (necessary prior knowledge) <ul style="list-style-type: none"> Fair <ul style="list-style-type: none"> Treating people in a way that does not favor some people over others. Doesn’t mean you always get what you want; it means you always get what you need. Equality <ul style="list-style-type: none"> The quality or state of being equal; the quality or state of having the same rights, social status, etc. Equity <ul style="list-style-type: none"> Fairness or justice in the way people are treated 		
	3. ASSESSMENT Students will demonstrate their understanding of “fairness” by responding to verbal prompting during the initial demonstration. Students will then be asked to further describe their understanding of fairness, and their responses will be recorded in writing as they respond.				
	4. ADAPTATIONS AND ACCOMMODATIONS Students will be engaged both visually and auditorally, and be offered an appropriate range of seating options for the carpet.				
PROCEDURE AND PRACTICE					
ME TH OD S: GO	TEACHER’S ROLE Questions to Ask		WHAT ARE STUDENTS DOING?		MATERIALS
	1. Anticaptory Set (2 min.) <ol style="list-style-type: none"> Students will be seated on the carpet in a circle around a plate with 8 doughnuts on it. I will tell the students that I wanted to bring in a treat for the class, but that they only had 8 doughnuts left at the bakery. 		Students will be seated on the carpet in a circle, and be prompted to verbally respond to the scenario presented to them.		8 doughnuts
2. INTRODUCTION OF NEW MATERIAL (10 min.) <ol style="list-style-type: none"> Engage students in a discussion using the followin guiding questions: <ol style="list-style-type: none"> Are there enough for the whole class? Can I just give some kids doughnuts and not other kids? 		Students will be seated on the carpet in a circle, and be prompted to verbally respond to the scenario presented to them.		8 doughnuts Student response log	

	<ul style="list-style-type: none"> c. What if I pick out all the kids who are wearing green and just give them doughnuts (“<i>This is my favorite color, after all!</i>”)? d. Is this fair or unfair? e. What could we do to make it fair? 		
	<p>3. GUIDED PRACTICE/EXPLORATION/ACTIVITY (3 min.)</p> <ul style="list-style-type: none"> 1. Explain the connection between the doughnut demonstration and our new unit. 2. Turn and Talk: Share a time when you have been fair to someone or seen something happen that was fair. 3. Students will then share their ideas about what fairness looks like with the whole group (through their own personal examples). 	Students will engage in a turn & talk with their peers, and then share their examples with the whole group.	Chart Paper Markers
	<p>4. INDEPENDENT PRACTICE (5 min.)</p> <ul style="list-style-type: none"> 1. Students will then be asked to tell me what they think the word “fair” means. 2. We will co-create an anchor chart during Modeled Writing which is titled, “What does it mean to be Fair?” 	Students will participate in the Modeled Writing of the definition of fair.	Chart Paper Markers
	<p>5. CLOSING (2 min.)</p> <p>Tell students that we will continue to explore the idea of fairness throughout the next week or so. We will conclude by reviewing our group’s definition of fair.</p>	Students will re-read the definition aloud.	Chart Paper Markers
REI NF OR CE- ME NT	<p>HOMEWORK/FOLLOW UP ACTIVITY (if appropriate).</p> <p>Ask students to be on the lookout for other ways that they see their friends being fair throughout the day at school.</p>	N/A	

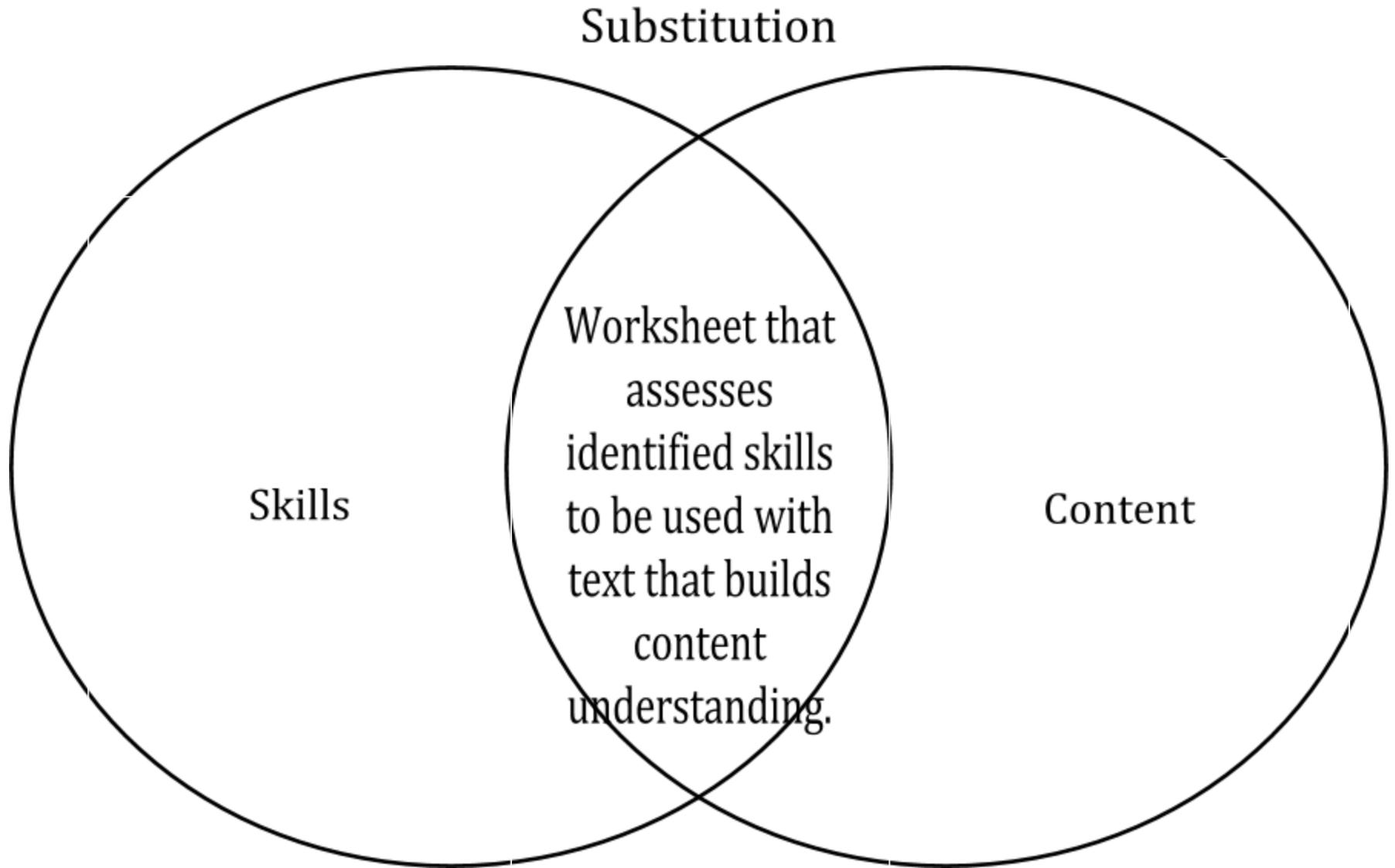
Lesson 2

Name: Annmarie DeMarzo		Topic/Title: Fairness & Disability/ “Creating a Fair Space”		Grade Level/CT: Pre-K	
VIS ION -SE TTI NG: KN OW , SO, SH OW	1a. STANDARD: NJ Common Core Standards 1.4.5 Demonstrate planning, persistence, and problem-solving skills while working independently, or with others, during the creative process. 0.5.5 Demonstrate understanding the concept of sharing by attempting to share.		1b. ENDURING UNDERSTANDINGS 1. SWUT all people deserve to be treated with respect and dignity. 2. SWUT they can and should stand up for themselves and others. 3. SWUT they need to look beyond themselves to see the needs of others.		
	2a. STUDENT LEARNING OBJECTIVES <ul style="list-style-type: none"> SWBAT demonstrate an understanding of what it means to be unfair by sharing appropriate examples of things that are unfair when prompted. 		2b. TEACHER CONTENT KNOWLEDGE (necessary prior knowledge) <ul style="list-style-type: none"> Fair <ul style="list-style-type: none"> Treating people in a way that does not favor some people over others. Doesn’t mean you always get what you want; it means you always get what you need. Equality <ul style="list-style-type: none"> The quality or state of being equal; the quality or state of having the same rights, social status, etc. Equity <ul style="list-style-type: none"> Fairness or justice in the way people are treated 		
	3. ASSESSMENT Students will demonstrate evidence of new learning by contributing to our discussion about the meaning of “unfair,” as well as by successfully identifying the difference between “fair” and “unfair” using their popsicle sticks during the independent practice portion of the lesson.				
	4. ADAPTATIONS AND ACCOMMODATIONS (During CL I and II, indicate which individual children need adaptation or accommodation.) Students will have visual access to anchor charts. Students will be engaged kinesthetically as well, through the use of popsicle sticks.				
PROCEDURE AND PRACTICE					
ME TH OD S: GO	TEACHER’S ROLE Questions to Ask		WHAT ARE STUDENTS DOING?		MATERIALS
	1 STARTER/ANTICIPATORY SET (2 min.) 1. Say: Yesterday, we talked about what it means when something is fair. What about when something is unfair? Have you ever had something that is unfair happen to you?		Students will be seated on the rug and respond verbally to prompting.		Anchor chart (What does it mean to be Fair?)
	2. INTRODUCTION OF NEW MATERIAL (8 min.) 1. Read Aloud: <i>It’s Not Fair</i> a. Students will be asked to make text-self connections throughout the story.		Students will listen to the story & be asked to make text-self connections throughout the story		<i>It’s Not Fair</i> , by Amy Krouse Rosenthal & Tom Lichtenheld
3. GUIDED PRACTICE/EXPLORATION/ACTIVITY (10 min.)		Students will engage in a turn and talk, sharing a relevant example of something that was “unfair”		Chart Paper Markers	

	<ol style="list-style-type: none"> 1. Turn & Talk: Share a time when you experienced something or saw something that was unfair. (selected students will then share with the whole group) 2. (Modeled Writing) Anchor Chart, titled: “What does it mean to be Unfair?” <ol style="list-style-type: none"> a. Ask students to think of things that they see that are unfair in their school/classroom. b. From these examples, what do we think that “unfair” means? 	with a partner. Students will then share with the group, and be asked to participate as we co-write an anchor chart titled, “What does it mean to be Unfair?”	
	<p>4. INDEPENDENT PRACTICE (5 min.)</p> <ol style="list-style-type: none"> 1. Students will stand up and each be given a popsicle stick with a happy face that reads “fair” on one side, and a sad face that read “unfair” on the opposite side. 2. Students will then listen to the following list of examples, and will be asked to decide whether they are fair or unfair, by holding up the appropriate face/term. <ol style="list-style-type: none"> a. Amy brings in cupcakes for her birthday, but doesn’t bring enough for everyone in the class. She gives them out to only 6 of her friends, and leave 5 friends with no cupcakes. Is this fair? b. Ashley was playing with the blocks for a long time. Thomas asked her if he could play too, so she gave him a turn and went to find a different toy. c. All of the kids in room 1 decided to play a game outside together. d. Ben is having a birthday party this weekend. He comes to school and tells all his friends about the party, but only invited 4 of them to the party. e. Jack can’t eat ice cream because it makes his tummy hurt. All of the other kids in his class get an ice cream treat, but Jack gets a piece of cake instead. Is this fair or unfair? 	Students will be prompted to identify if the given scenarios are fair or unfair using their popsicle sticks.	Popsicle sticks with faces/terms
	<p>5. CLOSING (2 min.)</p> <p>We will conclude the lesson by re-reading the deffinition of “unfair” as a group.</p>	Students will put down their popsicle sticks and reread the group’s deffinition of “unfair.”	Anchor Chart
REI NF OR CE- ME NT	HOMEWORK/FOLLOW UP ACTIVITY (if appropriate). N/A		

PART 6: INTEGRATING TEST PREP AND ACADEMIC SKILLS VENN DIAGRAM

Your Name: Annmarie DeMarzo



PART 6: INTEGRATING TEST PREP AND ACADEMIC SKILLS WORKSHEET

Now that you have created the Venn that identifies the unit content and the required skills, create a worksheet for your students that follows the process of substitution. Identify or create a developmentally appropriate text that supports your students' content understanding. Create your own questions for this text that assesses skills that you have identified as required or that will be tested. This page is blank so that you can design this learning tool in a way that most fits and reflects your class.

PART 7: RUBRIC

Your Name: Annmarie DeMarzo

Category	3 point	2 points	1 points	Score
Listening	Student consistently and independently has eyes on speaker, is sitting still, has voice off, and hands to self.	Student needs a few reminders to keep eyes on speaker, sit still, keep hands to self, and voice off.	Student needs consistent prompting from an adult to keep eyes on speaker, sit still, keep hands to self, and voice off.	
Communication	Student makes appropriate connections to the topic, and identifies appropriate examples of fairness with 80% accuracy.	Student frequently makes appropriate connections to fairness with little redirection and with 50% accuracy.	Student makes some connections to fairness with much redirection.	
Engagement	Student is actively engaged at all times.	Student is frequently engaged.	Student is somewhat engaged.	
Writing	Student is able to write label independently.	Student is able to write label with minimal scaffolding, with little redirection, and with 50% accuracy.	Student is able to trace-write label, and/or does not provide a label, and requires much redirection during task.	
Drawing	Student is able to illustrate their example of fairness with a relevant image, and uses the materials successfully to complete the task.	Student is able to provide an illustration, but is not able to explain the connection between their image and fairness, and/or does not use the materials successfully to complete the task.	Student is not able to illustrate their example and/or does not use the materials successfully to complete the task.	
Total Score				

PART 8: ANALYZING STUDENT WORK

Your Name: Annmarie DeMarzo

This six-step process is a way for you to assess whether or not students understand the main idea of your ongoing project. You can use this process to assess any learning goal, but we are focusing today on the *social justice aim* of your action projects. You will not be using this process to *grade* your students, rather it is a check in for your own instruction.

Step one: Identify the criteria you are using to assess.

If a student “get’s it”, what would you expect to see in this assignment?

- Students correctly identify examples of fairness in their everyday lives.
- Students explain that fair means that everyone has equal access.
- Student is able to provide a concrete example of fairness.

Step Two: Sort. Sort assignments into piles and write students names in boxes below. Remember- nothing bad will happen to your students based on the boxes you choose.

Below	Approaching	Meeting	Exceeding
Elijah	Johanna Madison Taheem Olivia Aliyyah	Zoe Kori Zayden	Laila Nurreyah Tajier Mason
Total #: 1	Total #:5	Total #:3	Total #:4

Step Three: Focus In. Choose a student that best represents each category. Describe their work and how it fits that category. Don’t judge what you don’t see- describe what is there.

Below	Approaching	Meeting	Exceeding
Student was disengaged during our meeting, and drew a picture of himself and his family. Student could	Student draws a picture of her and her brother. She explains, “If I get one apple and my brother gets one apple, that would be	Student draws a picture of all of the kids at school and explains, “fair means that I follow the rules when we play games	Student draws a picture of herself and the rest of her school. She writes on her drawing, “it

not identify an example of how he could show fairness at home or at school.	fair.” Student does not attempt to label her illustration.	together.” Student labels herself and a few of her friends, but does not attempt to provide a written description to go with her drawing.	means treating all people nicely.”
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Step Four: Identify Needs. Looking at this focus student’s work, what specific skills or understandings would this student need in order to meet the criteria you identified in step one.

Below	Approaching	Meeting	Exceeding
Student needs a more individualized approach, as far as the explanation of the meaning of fairness. Student requires more concrete explanation and examples.	Student needs to understanding that fair does not always mean equal.	Student needs to understand that following the rules of the game makes it fair because it allows everyone to get an equal opportunity to play.	Student can be pushed to think about how this make look differently for different people.

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Step Five: Plan for Differentiation. Now that you have identified needed understandings or skills, how will you plan instruction so that identified students/groups have the social justice knowledge they need to better participate in this project?

Below	Approaching	Meeting	Exceeding
Discuss and model concrete examples of when fair does not mean equal. Use examples that are directly relevant to student's life.	Discuss and model concrete examples of when fair does not mean equal.	Discuss examples of times when it is not in the best interest of the group to follow the rules, and what they can do to change the rules of the game when they aren't fair to everyone.	Discuss with these students how we can ensure that everyone is treated nicely at school, and talk about how everyone's needs are unique.

Step Six: Reflect

How does this analysis inform instruction? What have you learned about how your students understand the project? How does this inform your next steps?

This formative assessment allowed me to stop and gauge the level of understanding my students have at this point in the unit. The information gained from this assessment has helped me to plan out the final steps of the unit, and to find places to build in opportunities for carefully planned demonstrations that will aide those students who are currently below, approaching, or just meeting the objectives. This analysis has allowed me to craft the next

portion of the unit, and find a meaningful way connect the idea of fairness to that of disability. I have realized that perhaps at the onset of the unit, I did not provide nearly enough concrete example of fairness, or allow students to draw meaningful connections to their own lives. This assessment has greatly informed my decisions about where to go next in our unit, as we will now move to discussing more relevant examples of fairness in our classroom and school, as well as providing more opportunities for students to observe demonstrations of fairness in our classroom.

PART 9: UNIT REFLECTION

Your Name: Annmarie DeMarzo

You have now had the experience of planning a social justice unit using backwards design and thematic planning. You have planned the unit as a whole as well as individual lessons integrating standards and specific skills. You have had the opportunity to begin implementing the unit and to assess student work as part of this process.

Please reflect on the experience of this process from planning to teaching that you have undergone this semester. Use these prompts as a guide, but feel free to include other themes. 2-3 pages.

- What were your expectations in the planning?
- What was the relationship between what you planned and what happened when you actually taught the lessons?
- How did implementing the unit impact how you are moving forward?
- What larger lessons have you learned about curriculum design and teaching?

Throughout the entire process that I underwent to plan, implement, and assess my social justice unit, there were many moments at which my expectations drastically shifted. During the initial planning phase, I knew that the topic of “fairness” was something which would surely resonate with my students. Many of our students frequently expressed their disdain for other children not playing by the rules or taking more food for themselves than everyone else got during snack time or lunch time. Then, of course there is the ever prevalent exclamation of, “That’s not fair!” Since this is such a commonly used phrase in our classroom, I felt that this would provide the perfect entry for our unit.

When I started to plan, I knew that I wanted to spend some time with students teaching them about the meaning of the words, *fair* and *unfair*; however, I was unsure of where the unit would ultimately lead us, as far as the social action portion of it was concerned. I think this was perhaps one of the biggest pieces of new learning for me, because I realized that letting my students’ curiosities and passions lead us would allow me to teach students about something that was truly meaningful and relevant to their lives. Initially, I planned to discuss general issues around fairness, and how they perceive fairness to be overtly exhibited or, at times, lacking in our own classroom. Though my initial plan was to structure a unit around character building, and look at the ways that we could promote a classroom culture of kindness and tolerance, the unit gradually shifted to focus on issues surrounding universal access and how we can ensure that our school is a fair place for people of all abilities.

In response to my students growing interest in this particular domain of fairness, we began to discuss and define “access,” and ended up going back to revise our initial definition of the word, fairness. At the onset of the unit, our students defined fairness in the following way: “Fairness

means that everyone gets the same thing or the same amount.” Once we started to read books that cast children with special needs as the central characters, and I demonstrated an example of how complete equality does not always create a situation which is fair for all, our students decided that we needed to adjust our definition of fairness. We ultimately arrived at the following definition of fairness: “Fairness does not always mean equal. Fairness means that everyone has access to the things that they need to be successful.”

Throughout the remainder of the unit, we explored different modes of assistive technology, interacted with Braille books and toys during play time, read various books about individuals with special needs, and discussed the ways which we could make sure that our school is accessible to everyone. For the action portion of our unit, we first took a walk around our school and our students took photos of the places they thought that everyone needed to have equal access to and be able to locate. These locations included bathrooms, fire alarms, exits, the main office, and the nurse’s office. We compared the pictures of the signs at our school to signs which provide universal access to all. Our students discussed ways that we could modify the existing signs to allow universal access, and we ultimately decided to create our own signs for some of these locations in our school. In small groups, we scaffolded our students to allow them to create new signs for the bathrooms and fire alarm (as these were deemed to be the most important places by students) using both Standard English and Braille.

Overall, the process of implementing this unit has allowed me to grow in my ability to be flexible and responsive to my students in a number of different ways. This process has greatly improved my ability to thoroughly think through the planning process that is required when designing a unit of study. I have also greatly improved my ability to differentiate and scaffold for a diverse group of learners. Throughout the unit, there were many opportunities which allowed me to customize the given tasks to meet the needs of each student. For instance, at one point, students were asked to write or dictate an example of fairness and to draw an illustration to explain their example. For some of my students, this proved to be an easy task. A select group of my students were even able to write a sentence or a few words explaining their thinking. For other students though, this task was far too abstract. To create a more concrete form of structure, I modeled examples and non-examples for students, and asked them to select the

example that was most appropriate for explaining the meaning of fairness. Students were then scaffolded further to find a way to depict their example, whether it be in pictures, words, or through role play. Meeting each student where they are is truly critical to creating an environment in which all levels of understanding are celebrated and encouraged to grow. This was also one of the central themes of our unit, and provided a wonderful opportunity to be very transparent with students about the importance of honoring and respecting all forms of knowledge.

Another key element which has helped me to think more deeply about the process of curriculum design was the process of determining the essential questions and enduring understandings. Throughout the unit, we constantly referred back to these questions and objectives to ensure that we were moving in the right direction. The process of learning how to backwards plan has not only helped me with this unit, but has helped me tremendously in all of my transdisciplinary unit-planning endeavors since the planning of this unit. Starting with the end-goal in mind, and then figuring out the methods of getting there is extremely beneficial, especially when attempting to plan a unit around such a seemingly abstract topic. However, having the goals of the unit in mind allowed me to consistently reflect upon the effectiveness of each lesson, and to thoughtfully determine how to adjust my methods of instruction when necessary.

Finally, the entire experience of planning and implementing a unit around social justice issues has inspired me to continue to find ways to ignite this same level of passion and awareness in my future classes going forward. Though I've only known my current group of students for a very short time, I have been able to tap into experiences and issues which are directly relevant to their own lives through having sincere and meaningful conversations. This, I believe, is the key to sparking opportunities for genuine and significant learning. Going forward, it is my goal to be able to provide this level of responsive planning and instruction, and to always take the time to tailor the content and my instruction to each and every one of my students.

PART 10: FINAL RUBRIC

Criteria	Does not meet expectations	Meets expectations	Exceeds expectations	Score
	(1)	(2)	(3)	
<i>1. Unit Overview:</i> Choice of topic reflects students' interests and is relevant to students' lives	The unit does not show how the topic is of interest to students' or relevant to their lives.	The unit does explain how the topic is of interest to students' or relevant to their lives.	The unit clearly demonstrates how and why the topic is of interest to students' or relevant to their lives.	
<i>1a. Critical Reframing:</i> Topic has been reframed so that it focuses on systemic rather than individual issues.	Topic is framed in such a way that it represents a deficit view that blames individuals for issues of injustice they may experience.	Topic is framed in such a way that it looks to systems of oppressions as root causes rather than blame individuals for the conditions they experience.	Topic carefully examines systems of oppressions as root causes. Students examine ways to take action to change conditions of injustice.	
<i>1c. Enduring Understandings:</i> Learning objectives are measurable and aligned to goals	The enduring understandings are not overarching and/or are too numerous. The unit as whole does not build towards these EU's.	The enduring understandings are overarching and/or are limited in number. The unit as a whole somewhat build towards these EU's.	Enduring understandings are overarching and limited in number. The entire unit clearly builds towards these EU's.	
<i>1d. Essential Questions</i> Essential questions reflect meaningful learning goals	Essential questions are too broad or too narrow for the chosen topic.	The unit is framed by meaningful and effective essential questions that capture the scope of the goals and objectives of the unit.	The unit is framed meaningful, effective, and hierarchical essential questions that clearly capture the scope of the goals and objectives of the unit.	
<i>2. Planning with Standards:</i> Demonstrates knowledge of state/district standards	The standards selected are too numerous or too few and are not represented by what happens in the unit.	The standards selected are of an appropriate amount and represent the learning goals of the unit.	The standards selected are of an appropriate amount and each one clearly represents the learning goals of the unit.	
<i>3. Thematic Web:</i> Integration of content areas	Brainstormed thematic web is incomplete and actually implemented activities do not integrate various content areas and limited in number.	Brainstormed thematic web has ideas relevant activities in each area. Implemented activities integrate various content areas and are appropriate in number for the length of the unit.	Brainstormed thematic web has ideas that build toward the EU's in each area. Implemented activities integrate various content areas extensively and are appropriate in number for the length of the unit. Activities are interdisciplinary.	

4a. <i>Curricular Unit- Subject matter knowledge:</i> Demonstrates subject matter knowledge	The unit does not reflect content and/or pedagogical knowledge about the chosen topic.	The unit reflects content and pedagogical knowledge about the chosen topic.	The unit reflects strong content and pedagogical knowledge about the chosen topic.	
4b. <i>Curricular Unit- Scope and Sequence:</i> Planning/scheduling of learning experiences is appropriate	The curricular unit does not include all activities, is inappropriate in length, is incomplete or is not included.	The curricular unit provides the sequence of activities, is appropriate in length, reflects all planned activities, and is realistic.	The curricular unit provides the sequence of activities, demonstrating how learning is building throughout the unit . The planning calendar is appropriate in length, reflects all planned activities, and is realistic.	
4c. <i>Curricular Unit- Design of learning activities:</i> Activities advance the identified learning goals (EU's and EQ's)	Activities do not advance the identified learning goals and/or are not varied in approach.	Activities advance the identified learning goals and are varied in approach.	Activities advance the identified learning goals and are extensive and varied in approach. Activities are well organized and specific to the unit's/lesson's goals and objectives.	
4d. <i>Curricular Unit- Content relevance and meaning to students:</i> Integration of culturally relevant teaching/learning	Activities do not demonstrate the integration of culturally relevant teaching and learning. Resources do not represent the identities of students or the diversity in society in general.	Activities demonstrate the integration of culturally relevant teaching and learning and incorporate multicultural curriculum. Resources represent identities of students and reflect diversity of society in general.	Activities demonstrate the integration of culturally relevant teaching and learning and incorporate multicultural curriculum, resources, and materials in all subjects and at school . Resources represent multiple identities of students and are broadly reflect diversity of society in general.	
5a. <i>Lesson Plans:</i> Integration of multiple teaching/learning strategies	Activities do not integrate multiple teaching/learning strategies and are not student-centered.	Activities integrate multiple teaching/learning strategies and are student-centered.	Activities integrate multiple and well conceptualized teaching/learning strategies and are student-centered.	
5b. <i>Lesson Plans- Resources:</i> Effective integration of various learning and instructional materials	Resources are limited in number and/or variety or are not identified.	Identified resources include a broad range of learning and instructional materials, such as print, technology, school, and community sources for both student and teacher.	Identified resources include broad and extensive range of learning & instructional materials: print, tech, school, and community sources for student and teacher.	
6. <i>Integration of content and test prep:</i> Unit integrates	Unit as a whole, Venn diagram and integration worksheet do not integrate topic content with	Unit as a whole, Venn diagram and integration worksheet integrate topic content with academic skills. Some	Unit as a whole, Venn diagram and integration worksheet coherently integrate topic content with	

social justice and interdisciplinary content with required test and academic skills.	academic skills or prepare students to be successful on required tests.	activities prepare students to be successful on required tests.	academic skills. Students are prepared to be successful on required tests while deepening understanding of the topic.	
<i>7a. Effective assessment:</i> Assessment strategies are aligned with objectives and effectively measure student knowledge and abilities	Assessment strategies are not included in the unit plan, are inappropriate for the objectives, and/or do not reflect understanding of measuring student learning. Not phrased correctly as “students will demonstrate understanding of X as evidenced by Y.”	Assessment strategies are included for each day in the unit plan, are appropriate for the objectives, and reflect understanding of measuring student knowledge and abilities. Phrased correctly.	Assessment strategies are included for each day in the unit plan, are appropriate for the objectives, and clearly reflect understanding of measuring student knowledge and abilities. Assessment strategies are designed to evaluate the student outcomes effectively . Phrased correctly.	
<i>7b. Rubric Construction:</i> Creation of Rubric	Rubric is not aligned to the most important parts of the unit to be assessed. Categories of the rubric are not the appropriate for the grade level or the skills needed to be assessed.	Rubric is aligned with the important parts of the unit. Categories of the rubric are appropriate for the grade level and for the skills most needed to be assessed.	Rubric is carefully aligned with the important parts of the unit. Categories of the rubric are clearly appropriate for the grade level and for all the skills needed to be assessed.	
<i>9a. Overall quality:</i> Professional presented, free of spelling errors, grammatically correct, and contains all sections	The unit contains some grammatical/spelling errors and/or is unprofessionally presented. The unit does not contain all required sections and/or does not reflect a serious commitment to the unit.	The unit is professionally presented, free of spelling errors, and grammatically correct. The unit reflects a serious effort by the student, and an understanding of young children.	The unit is professionally presented, free of spelling errors, and grammatically correct. The unit reflects a serious effort by the student, an understanding of young children, and the allocation of sufficient time to the unit .	
<i>10. Reflection:</i> Unit reflection shows professional growth and critical self-reflection.	Final reflection does not demonstrate critical self-reflection or growth as a professional.	Final reflection shows critical self-reflection and demonstrates professional growth.	Final reflection shows deep critical self-reflection and demonstrates how the process of designing and implementing the unit has supported professional growth.	
			TOTAL SCORE	/51