

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: Kat Benevento

Unit Title: Let's All Celebrate

Topic: Holidays

Grade level: PreK

Themes/ Big Ideas:

- | | | | |
|-------------|-----------------|-------------------|-----------------------|
| 1) Holidays | 2) Communities | 3) Religion | |
| 4) Fairness | 5) Celebrations | 6) School Culture | 7) Cultural diversity |

Enduring Understandings / Learning Objectives

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

- 1) SWUT some cultural and religious groups are under-represented in school celebrations and the larger society.
- 2) SWUT cultures are diverse but everyone deserves a fair representation
- 3) SWUT they can play a role in affecting change and restructuring systems and policy

Essential Questions

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

- 1) Who decides what holidays we celebrate in school
- 2) Does everyone celebrate holidays?
- 3) What does it mean to be fair?
- 4) Are school celebrations fair?
- 5) How can we make school celebrations fair?
- 6) How can we include people in the greater community?

Implementation Date

Discuss with your mentor teacher when you can carve out time to teach this 1-3 week unit. Given our planning schedule, the best time to teach it will be between 3/6- 4/11.

Implementation Dates:

PART 2: PLANNING WITH STANDARDS

Your Name:

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:

6.1.4.A.3: Determine how “fairness,” “equality,” and the “common good” have influenced new laws and policies over time at the local and national levels of United States government.

6.1.P.D.3: Express individuality and cultural diversity.

6.1.P.D.4: Learn about and respect other cultures within the classroom and community

2014 Preschool Teaching and Learning 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.

W.PK.6: With guidance and support, use digital tools to express ideas.

SL.PK.2: Ask and answer questions about a text or other information read aloud or presented orally.

9.3.4: Reflect on, evaluate, and communicate what was learned

2010 Core Common Standards for Language Arts:

Focus on the Kindergarten- 5th grade standards. Read the intro for each category and then search within your grade level for the reading (3), writing, speaking/listening, language and range standards. Cut and paste below the standards that are covered in your unit.

PART 3: THEMATIC WEB

Your Name: Kat Benevento

<p style="text-align: center;"><u>Math</u></p> <ul style="list-style-type: none"> ● Create a chart numerating the holidays in each month. ● Create a survey to distribute in school community (start with 1 K class and slowly add more if desired) i.e. What holidays do you celebrate in each season ● Then, use a bar graph to represent how many people celebrate the holidays ● Create a graph around holidays represented in classroom literature 	<p style="text-align: center;"><u>Arts (visual, music, drama)</u></p> <ul style="list-style-type: none"> ● Create a classroom calendar that marks all the holidays discussed. ● Create a drawing of what inclusive celebrations might look like. 	<p style="text-align: center;"><u>Science and Technology</u></p> <ul style="list-style-type: none"> ● Video record themselves sharing their learning and ideas about holidays ● Use technology to research different holidays ● Use technology (RW) to access articles about holidays in schools [the decision to eliminate holidays altogether in certain schools.
<p style="text-align: center;"><u>Other/Field Trip</u></p>	<p style="text-align: center;"><u>TOPIC:</u></p> <p style="text-align: center;">Holidays</p>	<p style="text-align: center;"><u>Literature, Reading</u></p> <ul style="list-style-type: none"> ● <u>Children Just Like Me: Celebrations</u>, Kindersley, Anabel ● <u>Let's Celebrate!</u>, Chatterjee, Debjani ● Do a literature search in classroom library for books about holidays <ul style="list-style-type: none"> ○ Model searching through teacher books. What should I look for? How do I know this fits? ○ Let them search through their books. ● Review <i>current</i> newspaper articles about holidays in schools
<p style="text-align: center;"><u>Social Action</u></p>	<p style="text-align: center;"><u>Social Studies/history/</u></p>	<p style="text-align: center;"><u>Writing</u></p>

<ul style="list-style-type: none"> ● Create video explaining how current celebrations don't seem to align to school norms & provide alternative through multiple representations <ul style="list-style-type: none"> ○ Book, video recording, dramatic skit ○ If we do a book, display the book in our classroom library and digitize it to share with school. Video recording to share with teachers, admin, maybe other classes? ○ Dramatic skit for families and other classes. 	<ul style="list-style-type: none"> ● Learn about their own holidays and the history behind them ● Learn about the history of nationally recognized holidays ● Learn about the history of different cultural groups 	<ul style="list-style-type: none"> ● Create a holiday/celebration ABC book? ● Write an explanation to accompany survey. Why are we asking? ● Write/illustrate a story about our ideal school celebration ● Create ideal world class book?
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PART 4: CURRICULUM UNIT WORKSHEET

Your Name: Kat Benevento

Unit Title: Let's Celebrate!		Teacher: Kat Benevento	Grade: PreK
<p>Unit Description: Holidays are celebrated by different cultural groups all over the world for different reasons. In the United States, some holidays are nationally recognized, others recognized in schools, and others not represented at all. To develop deeper multicultural understanding and respect for differences, a variety of cultures must be represented and celebrated. This unit explores the different holidays celebrated in our community and the representation of groups in celebration across the school. Students will be challenged to analyze the fairness of the system and recreate a utopia.</p>		<p>Standards Addressed:</p> <p>6.1.4.A.3: Determine how “fairness,” “equality,” and the “common good” have influenced new laws and policies over time at the local and national levels of United States government.</p> <p>6.1.P.D.3: Express individuality and cultural diversity.</p> <p>6.1.P.D.4: Learn about and respect other cultures within the classroom and community</p> <p>W.PK.2: Use a combination of drawings, dictation, scribble writing, letter-strings, or invented spelling to share information during play or other activities.</p> <p>W.PK.6: With guidance and support, use digital tools to express ideas.</p> <p>SL.PK.2: Ask and answer questions about a text or other information read aloud or presented orally.</p> <p>9.3.4: Reflect on, evaluate, and communicate what was learned</p>	
Enduring Understandings	Essential Questions	Subjects Integrated:	
<p>SWUT some cultural and religious groups are under-represented in school celebrations.</p> <p>SWUT cultures are diverse and everyone deserves a fair representation</p> <p>SWUT they can play a role in affecting change and restructuring systems and</p>	<p>Who decides what holidays we celebrate in school</p> <p>Does everyone celebrate holidays?</p> <p>What does it mean to be fair?</p> <p>Are school celebrations fair?</p> <p>How can we make school celebrations fair?</p> <p>How can we include people in the greater community?</p>	<p>Math, art, technology, reading, writing, social studies, social action</p>	

policy		
Day	Daily Lesson Summary	Assessment: Phrased as: “Students will demonstrate understanding of (CONTENT) as evidenced by (PRODUCT)”
Day 1	<ul style="list-style-type: none"> ● Teach ‘What is a holiday? What is a celebration?’ ● Read Aloud - “Children Just Like Me: Celebrations” ● Discuss characteristics seen in celebrations in book. ● Start a KWL chart. What do we know? - Ask students about their own celebrations. ● In K, talk about context of those celebrations (Family, culture, religion). ● Illustrate their favorite celebration. 	<p>Students will demonstrate their understanding of the classroom community’s identity as evidenced by a chart marking the celebrations they celebrate.</p> <p>Students will demonstrate understanding of their cultural identity as evidence by drawings of a familiar holiday.</p> <p>Students will demonstrate understanding of holidays as evidenced by K of KWL chart.</p>
Day 2	<ul style="list-style-type: none"> ● Revisit the K of KWL chart. ● ‘How do we celebrate holidays at home?’ ● Students share illustrations of their celebrations. ● Complete Home celebration circle of Venn ● Go through school holiday calendar. ● Complete School celebration circle of Venn ● ‘How do we celebrate holidays at school?’ ● Show pictures of school celebrations. ● Potentially explore fairness and representation (if brought up by the kids). ● Complete W of KWL chart. 	<p>SWDU about own holidays as evidenced by share out.</p> <p>SWDU of the diversity of celebrations as evidenced by W of KWL chart.</p>
Day 3	<ul style="list-style-type: none"> ● Revisit using a picture walk “Children Just Like Me: Celebrations” ● Complete Book circle of Venn ● Explore questions: <ul style="list-style-type: none"> ○ Do our holiday celebrations represent everyone in the school community? ○ Should school celebrations represent the whole school community? ● Is it fair that some holidays are celebrated in school and some are not? 	<p>SWDU of diversity of celebrations as evidenced by completion of Book Circle of Venn diagram.</p> <p>SWDU of inequity as evidenced by drawings of another child being excluded.</p>

	<ul style="list-style-type: none"> ○ No. Some members of the school community might celebrate different holidays. ○ How would it feel if the celebration in school didn't include your celebration? ● Students will draw what a school celebration might look like for a child in the book whose holiday isn't being celebrated OR draw a celebration that includes everyone 	
Day 4	<ul style="list-style-type: none"> ● Lead in: Yesterday, we talked about how it isn't fair that some holidays get celebrated in schools and others do not get celebrated in school. I want us to look at 2 holidays that are close together on the calendar and learn about them. We are going to see if they have anything in common and then we are going to think more about the unfairness of some holidays being celebrated while others aren't. ● Vote on 2 holidays close together chronologically <ul style="list-style-type: none"> ○ Kwanzaa & Christmas ○ Holi & Easter ● Do a read aloud around 1 of the specific holidays <ul style="list-style-type: none"> ○ Kwanzaa or Holi ● Fill in information chart (Label both holidays as columns, have question word rows [who, what, where, when, why, how], also include school celebration yes/no) ● Teach about African American culture (7 principles) or teach about Hinduism <ul style="list-style-type: none"> ○ Who? Principles? Where in the world? 	SWDU of 1 specific holidays as evidenced by completion of table
Day 5	<ul style="list-style-type: none"> ● Do a read aloud around 1 of the specific holidays <ul style="list-style-type: none"> ○ Christmas & Easter ● Fill in information chart (Label both holidays as columns, have question word rows [who, what, where, when, why, how], also include school celebration yes/no) ● Teach about Christmas and/or Easter 	SWDU of 2nd holiday as evidenced by completion table.

	<ul style="list-style-type: none"> ○ Who? Principles? Where in the world? ● Use table for comparison <ul style="list-style-type: none"> ○ Both holidays are around the same time ○ Both share similar values (ex. Kwanzaa/Christmas: family, thankfulness; Easter/Holi: new beginnings) ○ Both are celebrated by some people in the school ○ One is celebrated in school - one is not (Even though there are people who celebrate both in the school) ○ Is it fair that some holidays are celebrated in school and others aren't? ○ Why are some holidays celebrated but others aren't? -- Who decides what holidays get celebrated in school -- Power 	
Day 6	<ul style="list-style-type: none"> ● Teach about power. <ul style="list-style-type: none"> ○ What is it? -- The ability to make decisions and rules that other people have to follow ● Read Aloud: Click Clack Moo - Is it fair that someone makes all the decisions? ● Teach about power. <ul style="list-style-type: none"> ○ Who has it in the classroom community? <ul style="list-style-type: none"> ■ During group meeting? ■ During small group? ■ During center time? ○ Why do they have it/need it? ○ Is it fair? ● Teach strategies for dealing with unfairness in the classroom. <ul style="list-style-type: none"> ○ Examples: There only being a certain amount of people who can play in areas. People not sharing toys. Decision being made by small group. ○ Model different situations of inequity in the classroom. 	<p>SWDU of beginning to affect change as evidenced by strategies to diminish inequity.</p> <p>SWDU of power structures as evidenced by describing who has power in the classroom.</p>

	<ul style="list-style-type: none"> ○ Introduce the helping box - Strategies for when you feel like someone has treated you unfairly. ○ Introduce beginnings of action research strategy - Making the space more democratic - sharing power in the classroom. 	
Day 7	<ul style="list-style-type: none"> ● Teach about power. <ul style="list-style-type: none"> ○ Who has it in the school community? ● Introduce the question: We have learned that celebrating some holidays and not others can be unfair. Do you think we can do something to change things that are unfair? ● We CAN do something to change things that are unfair like some holidays being celebrated and not others. We are going to read a story about an animal that thought things were unfair and we are going to see what they did to change it. ● Read 'Click Clack Moo' - Talk about how the cow thought that something wasn't fair and what they did ● Revisit question: What can we do to change things that are unfair? ● Teach: <ul style="list-style-type: none"> ○ There are things that happen that are happen in the classroom but they are things that one person does to another person. Some are fair and some are not fair. Give examples. <ul style="list-style-type: none"> ■ I take someones toy. I pick morning center last because i finished breakfast last. I cut the line for snack. I get chosen out of the small group can. ■ These are things that one person does. If one person cuts in line we talk to that one person. If on person takes a toy, you talk to that person. 	<p>SWDU of power structures as evidenced by describing who has power in the classroom.</p> <p>SWDU of affecting change in a system as evidenced by strategies to diminish systemic inequity.</p>

	<ul style="list-style-type: none"> ○ There are things that happen in a larger community that are not done by a single person. Some are fair some are not fair. Give examples. <ul style="list-style-type: none"> ■ Some kids play outside for 10 minutes, some play outside for 30 minutes. People only eat lunch during their lunch time. ■ The school decides how long different classes can play outside through the schedule. The school decides who has lunch at what time through the schedule. ■ When we talk about holiday celebrations, we are talking about the whole school, not one person like in the classroom. In order to change how we think holiday celebrations are unfair, we have to try to change it in the school not just one person or one classroom. ● Ask questions to guide social action. <ul style="list-style-type: none"> ○ What do we want to change? ○ Who has the power? ○ How can we change it? 	
Day 8	<ul style="list-style-type: none"> ● Offer up options for a social action project; <ul style="list-style-type: none"> ○ Skit ○ Book ○ Video recording ● Work on social action project. 	SWDU of social action as evidence by their social action project.

PART 5: INITIAL TWO LESSON PLANS

Lesson 1

Name	Topic/Title		Grade Level/CT
Kat Benevento	Holidays		PreK
VIS ION -SE TTI NG: KN OW , SO, SH OW	1a. STANDARD: NJ Common Core Standards 6.1.P.D.3: Express individuality and cultural diversity. 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.2: Ask and answer questions about a text or other information read aloud or presented orally. 9.3.4: Reflect on, evaluate, and communicate what was learned		1b. ENDURING UNDERSTANDINGS SWUT some cultural and religious groups are under-represented in school celebrations. SWUT cultures are diverse but everyone deserves a fair representation
	2a. STUDENT LEARNING OBJECTIVES TLWBAT identify the celebrations their classroom community engages in. TLWBAT recall their prior knowledge around celebrations. TLWBAT illustrate a celebration their family engages in.		2b. TEACHER CONTENT KNOWLEDGE (necessary prior knowledge) Holidays discussed in book 'Children Just Like Me: Celebrations' Knowledge of what holidays are represented in my classroom.
	3. ASSESSMENT Accurate completion of chart depicting celebrations & correct analysis of which holiday is celebrated the most and the least. Contribution to K of KWL chart around celebrations. Relevant illustration of own celebrations.		
	4. ADAPTATIONS AND ACCOMMODATIONS (During CL I and II, indicate which individual children need adaptation or accommodation.) Index cards containing only illustrations of holidays in book. Pictorial representations of holidays celebrated by classroom community.		
PROCEDURE AND PRACTICE			
ME TH OD S: GO	TEACHER'S ROLE Questions to Ask	WHAT ARE STUDENTS DOING?	MATERIALS
	1 STARTER/ANTICIPATORY SET (Morning Meeting Think Aloud) (7 min.) There have been so many celebrations that we've had at school so far this year. We are going to read a book about celebrations that some kids celebrate. Before we do that, I want us to think about what holidays some of us have celebrated. Let's start in September (Go through every month from September through present with pointer from left to right) When you see something that was celebrated say STOP! and put your hand out in front of you. (As they stop me, reveal Holidays on chart)	Coming to the carpet. Putting their hands out in front to stop me.	Premade big calendars depicting the holidays celebrated in school.
	2 INTRODUCTION OF NEW MATERIAL (Guided Instruction/Procedure/Exploration) (Shared Writing) (10 min.) There have been SO many celebrations. I want to know, what do you know about holidays. I want everyone to think about what they want to share and I'm going to pick a few friends to share. You need to listen when your friends share because I need a thumbs	Engaging in shared writing strategies. Thumbs up Thumbs down. 'Pick me pick me' Helping to create the can magic.	Blank posterboard to write what they say.

	<p>up if you agree or a thumbs down if you disagree. We're going to put all the things we talk about into a KWL chart. This will be the K, the things we know. When you are in centers, I'm going to call friends one by one to put their names on the chart next to what they celebrate.</p>		
	<p>3. GUIDED PRACTICE/EXPLORATION/ACTIVITY (Read Aloud) (15-20 min.) We are going to read 'Children Just Like Me: Celebrations'. I want you to listen to see if there are any celebrations these children had that we didn't in school. If you hear something you celebrate, raise your hand. I know you are excited to share but while we're reading, I want everyone to try to keep voices quiet. <i>Read the book. Stop throughout pointing out celebrations that don't mesh throughout.</i></p> <p>Questions: Do we celebrate the same things? Do we celebrate the same way?</p>	<p>Sitting on carpet. Hand raising during book. Quiet whispering to each other out of excitement.</p>	<p>Book. Post its on pages that I want to stop at.</p>
	<p>4. INDEPENDENT PRACTICE (Centers) (45 min.) When you are in your centers, I want my friends to draw pictures of the celebrations they have been to at home or with their families. When we are all done, we can put them into a book for us to share our different celebrations.</p>	<p>Transitioning in between centers. Playing different games in different areas.</p>	<p>20 construction paper cut outs with instructions.</p>
	<p>5. CLOSING (Transition to Prep) (5 min.) What did we learn about celebrations today? Tomorrow we are going to share out about our own celebrations. If you didn't finish your illustrations today, they are in your folders for you to finish at home.</p>	<p>Sitting on the carpet. Getting coats & book bags on. Fussing with their coats.</p>	
<p>REINFORCEMENT</p>	<p>HOMEWORK/FOLLOW UP ACTIVITY (if appropriate). Finishing illustrations.</p>		

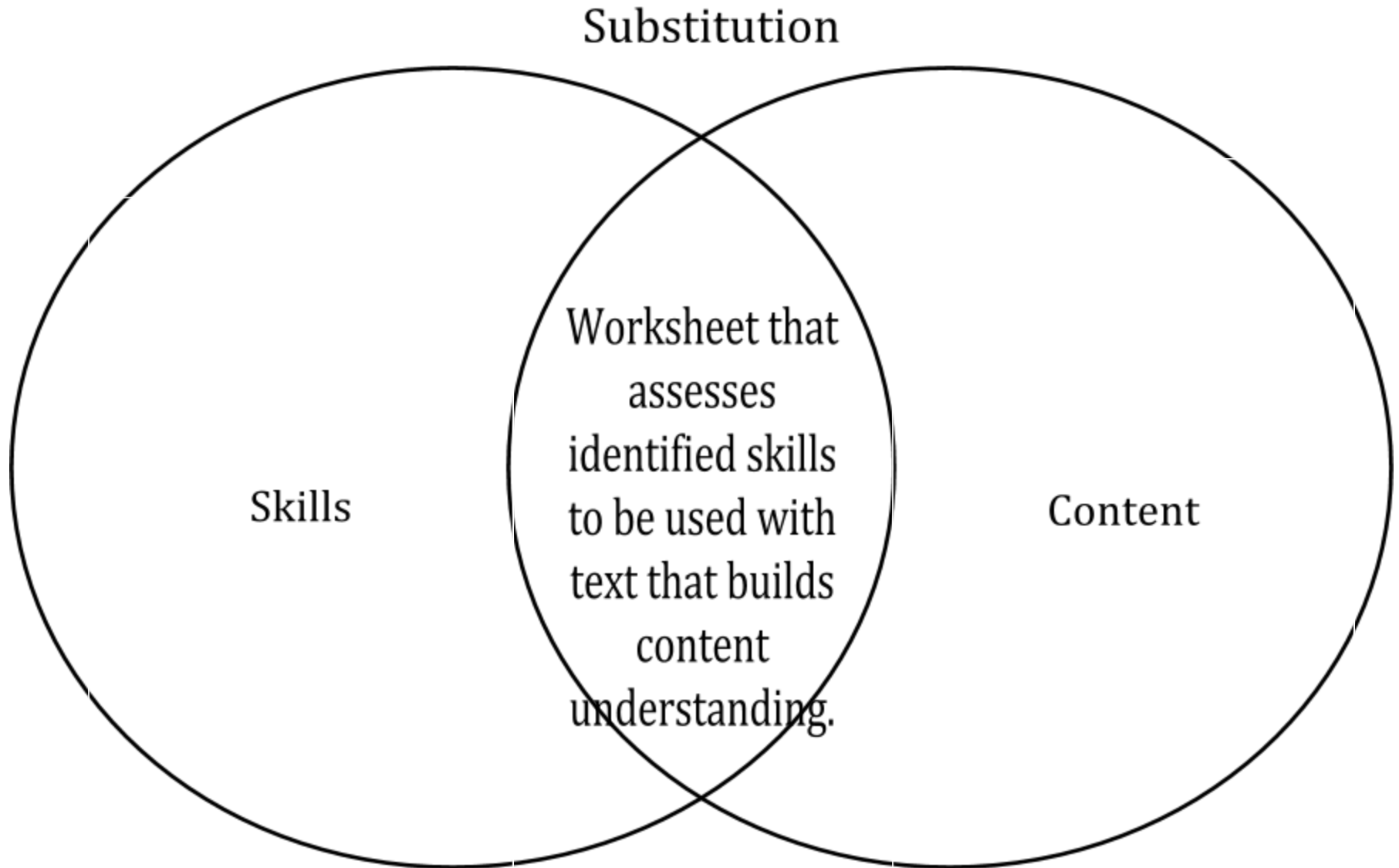
Lesson 2

Name		Topic/Title		Grade Level/CT
Kat Benevento		Celebrations		PreK
VISION-SETTING: KNOW, SO, SHOW	1a. STANDARD: NJ Common Core Standards		1b. ENDURING UNDERSTANDINGS SWUT some cultural and religious groups are under-represented in school celebrations. SWUT cultures are diverse but everyone deserves a fair representation	
	2a. STUDENT LEARNING OBJECTIVES TLWBAT describe unique or shared characteristics about own celebrations. TLWBAT develop questions around the diversity of celebrations.		2b. TEACHER CONTENT KNOWLEDGE (<i>necessary prior knowledge</i>)	
	3. ASSESSMENT Appropriate description of their own holiday celebrations using their illustrations to start. Contribution to W of KWL chart.			
	4. ADAPTATIONS AND ACCOMMODATIONS (During CL I and II, indicate which individual children need adaptation or accommodation.)			
PROCEDURE AND PRACTICE				
METHODS: GO	TEACHER'S ROLE Questions to Ask		WHAT ARE STUDENTS DOING?	MATERIALS
	1. STARTER/ANTICIPATORY SET (<i>Morning Meeting Think Aloud</i>) (3 min.) Yesterday we talked about all of the things we know about celebrations, but when we read our book there were a lot of celebrations we didn't know about. I want us to share our illustrations before they become a book and to talk about our celebrations at home. After someone shares, I'm going to call on someone to say what that person shared in a different way. When we are all done, I want us to revisit our book and look at holidays that we haven't talked about and see if there are things we are wondering.		Sitting at the carpet. Looking at their pictures.	
	2. INTRODUCTION OF NEW MATERIAL (<i>Guided Instruction/Procedure/Exploration</i>) (<i>Shared Writing</i>) (15min.) Share out What are some similarities you heard between the celebrations our friends described? What are some differences you observed? Do these similarities and differences make you think of anything you might be wondering about the holidays we weren't familiar with?		Listening to the speaker to be able to share.	
3. GUIDED PRACTICE/EXPLORATION/ACTIVITY (<i>Read Aloud</i>) (20 min.)				

	<p>There are some books on the table about the holidays that we talked about earlier. I want you to go from table to table and look for similarities and difference from what we talked about earlier.</p>		
	<p>4. INDEPENDENT PRACTICE (Centers) (45 min.) In the centers, there is representations of a lot of the holidays we talked about. I want my friends to explore the materials in the centers and make observations. After lunch we are going to talk about the different celebrations in school.</p>		
	<p>5. CLOSING (Transition to Prep) (5 min.) We talked some more about holidays today. Are all holidays the same? I'm going to read our wonderings about celebrations before we go to prep. I want you to think about the celebrations we saw and think about what its might be like to not be allowed to participate.</p>		
<p>REI NF OR CE- ME NT</p>	<p>HOMEWORK/FOLLOW UP ACTIVITY (if appropriate).</p>		

PART 6: INTEGRATING TEST PREP AND ACADEMIC SKILLS VENN DIAGRAM

Your Name:



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: Kathleen Benevento

Category	3 point	2 points	1 points	Score
Drawing - Connection to task	Drawing represents no unrelated details.	Drawing represents 2 or fewer unrelated details.	Drawing contains 3 or more unrelated details or is not completed at all.	
Drawing - Quality & Effort	Drawing represents much care and extensive effort in their attempt to represent inclusive celebration.	Drawing represents care and effort in their attempt to represent inclusive celebration.	Drawing represents little or no care and effort in their attempt to represent inclusive celebration or is not completed.	
Drawing - Degree of inclusion	Drawing includes 4 or more nonspecific or shared characteristics of Kwanzaa and Christmas.	Drawing includes 2-3 non specific or shared characteristics of Kwanzaa and Christmas.	Drawing includes 0-1 non specific or shared characteristics of Kwanzaa and Christmas.	
Explanation	Student identifies unfairness of single audience school celebrations/fairness of inclusive school celebrations and explains reasoning.	Student identifies unfairness of single audience school celebrations/fairness of inclusive school celebrations but cannot explain reasoning.	Student does not identify unfairness of single audience school celebrations.	
Total Score				

PART 8: ANALYZING STUDENT WORK

Your Name:

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?

- The student draws & describes an inclusive celebration
- The student can explain what makes it inclusive

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
JS (boy) JC	BS LM CF KF JB JS	AC EM KC AB	YS MR NH
Total #: 2	Total #: 6	Total #: 4	Total #: 3

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
Drawing only include direct relatives of student.	Their drawing includes multiple members of their peer group. Drawing includes specific holiday decorations and acknowledges	Their drawing includes all members of peer group. Student includes aspects of both holidays in drawing and/or description. Other	Their drawing includes all members of peer group. Student includes aspects of both holidays in drawing and/or

	feelings potentially caused by them.	aspects of drawing are holiday nonspecific.	description. Other aspects of drawing are holiday nonspecific. Student describes feelings associated with fairness or unfairness
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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
Students need to identify that including should involve all members of a group. Students need to connect inclusion with representation.	Students need to identify that having specific representations of one and not another makes people feel excluded.	-Ext. - Being able to identify emotions associated with being excluded.	-Ext. - Being able to identify that it is wrong to be excluded. Being able to identify that it is right to include.

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
Direct teaching around what it means to include. Providing different images that include	Providing different images that include or exclude and ask to identify. Describe aspects of pictures that are	Roleplaying situations and have them identify how you might feel if you are excluding.	Roleplaying situations that exclude w/ wanting to include. Situations that

or exclude and ask to identify. Describe aspects of pictures that are including/excluding.	including/excluding . Having more images and asking kids to identify what aspects are including and which are not.		exclude and don't want to include.
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Below	Approaching	Meeting	Exceeding
Direct teaching around what it means to include. Providing different images that include or exclude and ask to identify. Describe aspects of pictures that are including/excluding.	Providing different images that include or exclude and ask to identify. Describe aspects of pictures that are including/excluding. Having more images and asking kids to identify what aspects are including and which are not.	Roleplaying situations and have them identify how you might feel if you are excluding.	Roleplaying situations that exclude w/ wanting to include. Situations that exclude and don't want to include.

words words

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?

Before this analysis, I had never looked at different levels of understanding with specific descriptions of each category. To think of what would really show me that the students were meeting the objective allowed me to plan for extensions more specifically. Categorizing what was approaching the objective and what was below the objective helped me specifically outline what I needed to do for those students to meet the objective. Prior to this, I had thought of all of the students who were not meeting the objective as needing the same things. Using this analysis, I was able to prepare for the heavier lift of moving students below to the objective and bridging the gaps for students already approaching.

I have learned that the majority of my students are on the trajectory to understand the objectives of the unit. What stood out to me was that, of every category, the largest group of students fit into approaching. To me, this said that there was more groundwork that needs to be laid for the student. I think if I had assessed their understanding earlier, by this assessment, more of them would have made the lift to meeting the objective. Similarly, had I known earlier how far below the objective my two students categorized as below for this assessment, I would have better scaffolded their development to this point.

Moving forward, seeing which students have met the objective and exceeded the objective forces me to evaluate how I will support them moving forward. I am now planning on how to extend the understanding of these students. I see now that if I continue working towards the same objective, there is a high likelihood that I'd lose the engagement of the students who have already achieved the goal. Having clear expectations for what it means to be meeting the objective helps me more easily identify the steps I need to take to help all of my students achieve the objective.

PART 9: UNIT REFLECTION

Your Name:

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?

During the planning portion of this unit, I had visualized what the unit would look like during the implementation phase. I thought back on the reasons why I chose to proceed with this unit, holidays and the fairness of how we celebrate in schools. In December, we learned about community and the reality that different communities celebrate different things. During a transition to prep class on the third day of Hanukkah, the students noticed that the school had a Christmas tree on display and not a menorah. The observation may have partially been prompted by a conversation about Hanukkah and the presence of Hanukkah on our classroom calendar. Their comments included references to it not being fair that there was one and not the other as well as remarks about how members of our school community who celebrate Hanukkah or Kwanzaa would feel because they aren't represented. I purposefully planned the unit with these in mind. Because I had built the unit with their input, I expected a high level of engagement from the students. With this high level of engagement, I expected to move through the unit at a particular pace. All of these expectations stem from the feedback I received from them.

When I began the unit, I found that the feedback originally received from the students was not enough to justify these expectations. By April, the connection they had made between fair and unfair representation in December were too far removed. We talked about what had happened as I prompted them around what they had originally shared. The original reaction occurred just weeks after our work together on community and community building as well as our lessons around Hanukkah, Kwanzaa, and Christmas. The freshness of these lessons to the holiday stimulus fostered strong connections that did not come back up even with prompting. To some degree, I expected to have to do some work to refresh them around their reaction but even with reminders about the holidays and planned accordingly.

The first chunk of my unit involved a lot of background work, covering what a holiday was generally before looking deeply at two particular holidays. I aimed to reconnect them to the lens of fairness by reading a book that included a variety of holidays and comparing it to a school

calendar of the holidays we've celebrated. Despite having children in our class who have been unable to participate in certain holiday celebrations, the students could not meaningfully connect what that meant. After reflecting, I realized that part of this could be due to the lengths we take as classroom teachers to create events in the classroom where everyone is able to participate, leading to students missing the larger problem.

I continued trying to reach the larger problem by looking more deeply at the two holidays that had caused a little confusion in December, Christmas and Kwanzaa. I spent two days deeply exploring each and comparing them for similarities and differences. The students participated in the lessons, citing similarities and differences but continued missing the implications of fairness in the school. When I asked them to draw fair representations, they could not step outside of themselves for a pretend situation and design an inclusive celebration. From there, I decided to find a way to connect their learning to something that was more current and concrete, the Week of the Young Child.

Leading up to the Week of the Young Child, the class did a lot of work learning about what the celebration was and who it involved. They learned that the premise of the celebration was to honor young children, their families, and their teachers. I changed the direction of the lesson to provide some current context and asked if it would be fair if only PreK was allowed to party. From there, the kids ran with it, coming up with ideas of what could be a fair way to celebrate so everyone could participate, brainstorming schoolwide celebration ideas. Jumping from a real, current celebration helped them analyze fair and unfairness. The ability to brainstorm real ideas that could be implemented provided the perfect opportunity to talk about who they had to present their ideas to and discuss power.

We jumped back into the unit and talked about power by analyzing *Click, Clack, Moo* from different perspectives and problematizing what it meant to have power and share power. I posed the question is it fair for one person to be the only one with the power to make decisions. Their inability to talk about fair and unfair showed me I had to delve into that before moving forward. Again, we spent days sidetracked from the original

unit plan in order to meaningfully continue talking about the lessons. When the students started demonstrating an understanding of fair and unfair during their play, I moved forward with the rest of the lesson.

Having made it through the bulk of my unit, I realize that for lesson and unit planning to be consistently successful, I need to analyze them more deeply before their implementation. If I'd brought a more critical eye to my unit plan, I think I could have task analyzed better and seen where there might have been gaps in my students understanding. Predicting these gaps, or outlining possible gaps, could have helped me plan for them in advance and be able to transition without having to lose instructional time. Before implementing this unit next year, I want to look through the work I've done with my students and see if I have enough evidence that they've mastered the prerequisite knowledge before jumping in and having to stop throughout.

I think that the students did take a lot away from the unit, but I feel that it would've felt more meaningful if we didn't spend such a bulk of it playing catch up. Because teaching involves other humans with their own thoughts, feelings, and connections, I can never plan exactly how it may go. With that in mind, I can use what I already know about my students to better prepare them and my lesson and unit plans so they can all be as successful as possible.

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 a 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 social justice and interdisciplinary content with required test and academic skills.	Unit as a whole, Venn diagram and integration worksheet do not integrate topic content with academic skills or prepare students to be successful on required tests.	Unit as a whole, Venn diagram and integration worksheet integrate topic content with academic skills. Some activities prepare students to be successful on required tests.	Unit as a whole, Venn diagram and integration worksheet coherently integrate topic content with academic skills. Students are prepared to be successful on required tests while deepening understanding of the topic.	
7a. <i>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.	
7b. <i>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.	
9a. <i>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 .	

10. <i>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