

**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: Carla Nisbett

Unit Title: This is My City: R-E-S-P-E-C-T It!

Topic: Environmental Racism

Grade level: Kindergarten

Themes/ Big Ideas:

- 1)Pollution
- 2)Clean Community
- 3) Healthy Environment
- 4)Fairness
- 5) Environmental Hazards
- 6)Environmental Disparities

### **Enduring Understandings / Learning Objectives**

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

- 1)Students will understand that many neighborhoods are faced with environmental hazards/ pollution due to the lack of enforcement of environmental rules and regulations.
- 2)Students will understand that environmental hazards/ pollution not only affects their community/city but the entire earth and all of its inhabitants (greenery, animals etc.)
- 3)Students will understand that they can take action to affect change regarding things that are unfair (classroom, school, neighborhood).

### **Essential Questions**

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

- 1)Why do you think people litter?
- 2) Who’s responsible for making sure we keep our community clean?

2) How does a community stay clean?

3) Why is it important to live in a clean environment?

**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: 3/29/16- 4/12/16

**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.

<p><b>2009 Social Studies:</b></p> <p>Use the “By the end of 4<sup>th</sup> grade” standards for the different content areas. Cut and paste below the “Standard” and the related “Content Statement” that covers your unit.</p> <p>6.1.P.B., 6.1.P.B.21: Everyone is part of a larger neighborhood and community.</p> <p>6.1.4.C.1, 6.1.4.C.2: People make decisions based on their needs, wants, and the availability of resources.</p> <p>6.3.4.A.1, 6.3.4.A.2, 6.3.4.A.3: Recognize that people have different perspectives based on their beliefs, values, traditions, culture, and experiences. Identify stereotyping, bias, prejudice, and discrimination in their lives and communities. Are aware of their relationships to people, places, and resources in the local community and beyond. Make informed and reasoned</p>
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decisions by seeking and assessing information, asking questions, and evaluating alternate solutions. Develop strategies to reach consensus and resolve conflict. Demonstrate understanding of the need for fairness and take appropriate action against unfairness.

### **2010 Core Common Standards for Language Arts:**

Focus on the Kindergarten- 5<sup>th</sup> 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.

CCSS.ELA-LITERACY.RL.K.1

With prompting and support, ask and answer questions about key details in a text.

CCSS.ELA-LITERACY.RL.K.3

With prompting and support, identify characters, settings, and major events in a story.

CCSS.ELA-LITERACY.RL.K.10

Actively engage in group reading activities with purpose and understanding.

[CCSS.ELA-LITERACY.RI.K.3](#)

With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text

CCSS.ELA-LITERACY.RI.K.7

With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).

CCSS.ELA-LITERACY.W.K.1

Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., *My favorite book is...*).

CCSS.ELA-LITERACY.W.K.2

Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

CCSS.ELA-LITERACY.W.K.5

With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.

CCSS.ELA-LITERACY.W.K.7

Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).

CCSS.ELA-LITERACY.W.K.8

With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

CCSS.MATH.CONTENT.K.MD.A.1

Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object



**PART 3: THEMATIC WEB**

Your Name:

<p align="center"><b><u>Math</u></b></p> <p>~How many days a week do the garbage men pick up garbage?          ~ How many days does the street sweeper pass through?          ~ How many public garbage cans did you count on the way home?          ~ How far are the chemical plants and garbage dumps in Newark from Abington Ave. school? ( Measuring distance)</p>	<p align="center"><b><u>Arts (visual, music, drama)</u></b></p> <p>~ Wall-E , Happy Feet          ~ Take pictures of the environment around our school inside and outside, take pictures around your neighborhood          ~Draw a picture of how you envision your neighborhood</p>	<p align="center"><b><u>Science and Technology</u></b></p> <p>~ What effects does pollution have on the earth, living creatures, your community, your family and community members?           ~ How has pollution already affected the earth?           ~Engineering trash collectors with materials around us</p>
<p align="center"><b><u>Other/Field Trip</u></b></p> <p>~Walk around the blocks of the school and take pictures of cleanliness of neighborhood           ~ Examine cleanliness of hallways, classrooms, cafeteria in school, play ground           ~ Going outside to see what the garbage men do and what the street cleaner does           ~ Google Earth (can we see the garbage cans?)</p>	<p align="center"><b><u>TOPIC:</u></b></p> <p align="center"><b><u>Environmental Racism</u></b></p>	<p align="center"><b><u>Literature, Reading</u></b></p> <p>~ <i>Trashy Town</i>          ~ <i>We Need Custodians</i>          ~ <i>The Mighty Street Sweeper</i>          ~ <i>Our Earth Keeping it Clean</i></p>
<p align="center"><b><u>Social Action</u></b></p> <p>~ What actions can we take to keep the school community and neighborhood clean?</p>	<p align="center"><b><u>Social Studies/history/</u></b></p> <p>~Interview Custodial workers, garbage man, street cleaners, community members</p>	<p align="center"><b><u>Writing</u></b></p>



<p>~ Write the city and request that more garbage cans be placed in the area.</p> <p>~ Start a Do Something team at the school that's geared toward keeping the school community and greater community clean</p> <p>~ Clean-up Saturdays once a month; students go out into the community with garbage bags and pick up the liter from the neighborhood.</p>	<p>~ Go outside to see what happens when the street cleaners and garbage men come through</p> <p>~ Find out whether the area has a history of suffering from environmental racism</p>	<p>~ Write the Northward councilman; class letter to advocate for placing more garbage cans around the neighborhood</p> <p>~ If you could do one thing to help keep the community clean what would it be?</p> <p>~ Write letter to the principal; class letter to advocate for more garbage cans around the school</p>
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**PART 4: CURRICULUM UNIT WORKSHEET**

Your Name: Carla Nisbett

<p><b>Unit Title: This is our Community: R-E-S-P-E-C-T it!!!</b></p>	<p>Teacher: Ms. Nisbett</p>	<p>Grade: Kindergarten</p>
<p><b>Unit Description</b></p>	<p><b>Standards Addressed:</b> 6.1.P.B., 6.1.P.B.21: Everyone is part of a larger neighborhood and community.</p>	

**Students will continue to build upon environmental awareness by understanding pollution and cleanliness within their immediate environments ( classroom, school, neighborhood). Students will ultimately be introduced to environmental racism and how it has affected their neighborhood. They will also come up with some actions that we could all take to fight against environmental racism in the neighborhood.**

6.1.4.C.1, 6.1.4.C.2: People make decisions based on their needs, wants, and the availability of resources.

6.3.4.A.1, 6.3.4.A.2, 6.3.4.A.3: Recognize that people have different perspectives based on their beliefs, values, traditions, culture, and experiences. Identify stereotyping, bias, prejudice, and discrimination in their lives and communities. Are aware of their relationships to people, places, and resources in the local community and beyond. Make informed and reasoned decisions by seeking and assessing information, asking questions, and evaluating alternate solutions. Develop strategies to reach consensus and resolve conflict. Demonstrate understanding of the need for fairness and take appropriate action against unfairness.

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CCSS.ELA-LITERACY.RI.K.7

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CCSS.ELA-LITERACY.W.K.2

Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

CCSS.ELA-LITERACY.W.K.5

With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.

CCSS.ELA-LITERACY.W.K.7

Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).

CCSS.ELA-LITERACY.W.K.8

With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

CCSS.MATH.CONTENT.K.MD.A.1

Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object

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CCSS.ELA-LITERACY.W.K.2

Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they

	<p>name what they are writing about and supply some information about the topic.</p> <p>CCSS.ELA-LITERACY.W.K.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.</p> <p>CCSS.ELA-LITERACY.W.K.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).</p> <p>CCSS.ELA-LITERACY.W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p>CCSS.MATH.CONTENT.K.MD.A.1 Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object</p>
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Enduring Understandings	Essential Questions	Subjects Integrated:
1)Students will understand that many neighborhoods are faced with environmental hazards/ pollution due to the lack of enforcement of environmental rules and regulations.	1)Why do people litter?  2)Who is responsible for making sure our community is clean?  2) How does a community stay clean?	Math, Literacy, Science, Arts, Social Studies, History, writing.

<p>2) Students will understand that environmental hazards/ pollution not only affects their community/city but the entire earth and all of its inhabitants (greenery, animals etc.)</p> <p>3) Students will understand that they can take action to affect change regarding things that are unfair (classroom, school, neighborhood).</p> <p>4) Students will understand the roles community members(classroom, school, neighborhood; this includes students) play in contributing to the cleanliness of environment.</p>	<p>3) Why is it important to live in a clean environment?</p>	
<b>Day</b>	<b>Daily Lesson Summary</b>	<b>Assessment: Phrased as: “Students will demonstrate understanding of (CONTENT) as evidenced by (PRODUCT)”</b>
<p>Day 1</p>	<p>~ Gather students on rug show picture of messy classroom, discuss what we think about the students in this classroom (Chart responses)</p> <p>~ Give students brown paper bag with cracker and napkin inside ( eat the cracker, then throw out the contents)</p> <p>~paper bag, napkin, cracker experiment (Garbage/ no garbage)</p> <p>~ Take garbage can away</p> <p>~ Ask students to clean-up and throw things away</p> <p>~ Do side by side viewing/examination of original picture and our classroom pic after removal of garbage can</p> <p>~ Discuss the experiment; overall feelings and what differences/ difficulties we faced throughout the experiment</p> <p>~ Chart responses of post discussion</p>	<p>Students will demonstrate understanding of why people litter as evidenced by classroom observation and discussion pre-experiment, doing experiment with no trash cans in classroom and post-experiment discussion and observations of classrooms.</p>

<p>Day 2</p>	<p>~ Walk around the school take pictures of what we see; inside and outside (discussion around our findings)  ~ Put pictures of school courtyard, hallways, classrooms etc. up on smart board; What do we notice?  ~ What are some things you think we need in place in our school to make sure we are not littering inside or outside of our building?  ~Do whole group problem solving on smart board using pics and placing garbage cans in places that need them</p> <p>~ Read Aloud: <i>We Need Custodians</i>; Introduce the book (picture walk)  ~ During reading ask students comprehension questions about information being presented  ~ After reading ask students if they would like to speak with one of the custodians at the school.  ~ If they do...figure out some questions they would want to ask the custodian as a group (chart questions)  ~Teach question words (who, what, where, how,when)  ~then figure out how we would like to invite the custodian to our classroom and create invitation to give to custodian.</p>	<p>Students will demonstrate understanding of who is responsible for making sure our school community is clean evidenced by discussing read aloud and creating interview questions and invitation for school custodian.</p>
<p>Day 3</p>	<p>~ Gather students on rug tell students we will be discussing the pictures that we took yesterday around the school but before we start our discussion do quick reread  ~Draw students' attention to the water fountains in our school (introduce pictures that I took of the water fountains during our walk around yesterday)  ~ Ask students if they know why we can not drink out of the fountains (What's lead? How can it affect our health?)</p>	<p>Students will demonstrate understanding that we are affected by land and water pollution by making connections to our school environment as evidenced by discussion around cleanliness of our school community and water issue in Newark.</p>

	<p>~ What kind of pollution did we find on the ground around the school? What kind of pollution are we facing with the water fountains? ( land and water pollution)</p> <p>~ Let students know that its not just in our school but in 29 other schools in the district</p> <p>~ What did we learn about custodians yesterday?( they help keep our school safe and clean) maybe they would be able to help us understand more about what is happening with our water fountains</p> <p>~ 2nd read of <i>We Need Custodians</i> as a refresher</p> <p>~ Yesterday we said that we would like to invite a custodian into our classroom; how are we going to invite them, what questions would we like to ask? What do we want to know about their jobs and how the roles we play in that? Would they be able to help us understand what's happening with the water or how we can help keep our school physically clean?</p> <p>~ What do we want to focus on because there are 2 issues that we've discussed (let students vote to decide)</p> <p>~ Make whole class invitation to custodian ( Shared writing) include what we would like to speak about in invitation</p>	
Day 4	<p>~ Students gather on rug, we review interview questions for custodian</p> <p>~ Proceed with interviewing school custodian (meeting time will be placed on invite)</p> <p>~ Show custodian ideas we discussed about litter and water issue</p> <p>~ Ask custodian for their input and support in our effort to learn more about the issues around our school</p> <p>~ Maybe we could start a petition and get signatures of the teachers and students in the school to advocate for placing more garbage cans in the school or we could learn about water filtration systems and make filters in our class to filter and test the water from our school</p>	Students will demonstrate understanding of who is responsible for making sure our school community is clean by participating in interviewing custodian and presenting ideas to custodian.



	<p>(help students understand how filtration works and what the water in new and old pipes may pass through)  ~ Maybe raise money to purchase more garbage cans or water fountain filters (use recycled items as garbage cans?)  ~ Write a letter  ~We will come to a consensus by the end of our talk with the custodian</p>	
Day 5	<p>~Walking trip around perimeter of school (Abington ave., 6th ave, and 7th ave.)  ~ Take pictures while we walk around  ~ prompt students to observe the area for litter  ~ Come back to classroom, settle in, gather on rug and display pictures taken  ~ Allow students to make observations of what they see in the pictures  ~ Try to create a link between the experiment on the first day with no trash cans and what we saw around the neighborhood  ~Google Earth ( Can we see the garbage cans within 5mile radius up the road; from Newark-Bloomfield-Montclair?)</p> <p>~Expand the petition to the neighborhood and get signatures of people in the school plus people in the neighborhood (their families; create fliers for students to take home to inform their families of initiative) ask for their support</p>	<p>Students will demonstrate understanding of the importance of living in a clean environment evidenced by discussion around observations made about neighborhood community cleanliness and lack of municipal concern by scarce garbage can placement within the neighborhood.</p>
Day 6	<p>~ Line class up, tell students that we are going to go outside to see the sanitation workers and maybe we could talk to them about the rules about throwing out trash properly. ( If this is not possible I could do an interview on my own and bring it in for the students to hear from the neighborhood sanitation worker) I can also ask them who enforces the rules (behind throwing</p>	<p>Students will demonstrate understanding of who is responsible for keep our neighborhood clean evidenced by speaking with sanitation workers and seeing how they service the community and discussing what the similarities and differences of the sanitation worker in the book and the real one we spoke with.</p>

	<p>trash out properly) if they have not been correctly followed.</p> <p>~Go outside to talk to sanitation workers (This may happen before we actually meet for Social Studies; has to be timed according to when sanitation worker come through 7th ave.)</p> <p>~ Come back in, gather on the rug, introduce book <i>Trashy Town</i> Read Aloud (Day 1)</p> <p>~Post discussion will be about what we have learned from the sanitation worker and how that related to the sanitation worker in the book</p>	
Day 7	<p>~ Gather students on rug, review learning thus far and start making connections (school environment, neighborhood environment, the city, the state, the earth)</p> <p>~ litter in the school, litter in the neighborhood, pollution in the city, pollution in the state, pollution and the earth</p> <p>~Create list of all of the municipal services in place to keep neighborhood clean (make weekly schedule of garbage/bulk/recyclable pick-ups based on the Northward schedule compare to bordering township of Bloomfield)</p> <p>~Review the affects of pollution on the earth</p> <p>~find where garbage dumps(public land fills), chemical plants are in NJ ( Show students google map)</p> <p>~ Have discussion about the location of these different places and their locations in NJ; Introduce Environmental Racism</p>	<p>Students will demonstrate understanding that pollution/ environmental hazards are concentrated in certain areas as viewed on the maps evidenced by making connections from environment at Abington to the greater environment and comparing the differences of policy and enforcement of policy in different areas.</p>
Day 8	<p>~Gather students on rug review findings and learning from Day7; Review what Environmental Racism is with regards to Newark (location, pollution,city enforcement of environmental rules and regulations)</p> <p>~ <i>Our Earth keeping it Clean</i> Read Aloud</p>	<p>Students will demonstrate understanding that environmental hazards/ pollution not only affects their community/city but the entire earth and all of its inhabitants (greenery, animals etc) evidenced by post discussion/ brainstorming about how students can reach out to local government to make sure that</p>

	<p>~ Post reading discussion: What can we do to make that our city is officials are keeping us safe from environmental hazards/pollutions?</p> <p>~ Who should we contact?(the mayor, councilman, community environment advocate groups) (urban environmental institute in Newark Nj)</p> <p>~How do we want to get Their attention? What is our mission?</p> <p>~How do you picture your community? (Draw a picture)</p> <p>~Start drafting ideas</p>	<p>they are doing their part to keep Newark clean. Students will also demonstrate understanding that they can take action regarding things that are unfair evidenced by</p>
Day 9	<p>~The next 2days (Day9 and 10) will be determined by how the students decide to get the message out to the city</p> <p>~ Continue and finish drafts ( write letter to school principal( more garbage cans around school inside and outside) councilman/ mayor, reach out to environmental advocacy groups to see how we could join the movement on our side of town, make posters in our school and throughout the neighborhood advocating for clean environment and enforcement of rules and regulations)</p>	<p>Students will demonstrate understanding that they can take action regarding things are are not fair evidenced by the writing of a letter to local government official, “ Keep our city/ community clean” poster, or “picture your community” drawing.</p>
Day10	<p>~ Final day to edit and finish posters, letters, pictures etc...</p> <p>~ Let students know that with permission of administration I will go around the school inside and outside and hang their posters up (if possible)</p>	<p>Students will demonstrate understanding that they can take action regarding things are are not fair evidenced by the writing of a letter to local government official, “ Keep our city/ community clean” poster, or “picture your community” drawing.</p>

**PART 5: INITIAL TWO LESSON PLANS**

Lesson 1

<b>Name</b> Carla Nisbett	<b>Topic/Title</b> This is Our Community: R-E-S-P-E-C-T it!!!		<b>Grade Level/CT</b> Kindergarten/ Ms. Furman
<b>VIS ION -SE TTI NG: KN OW  , SO, SH OW</b>	<b>1a. STANDARD:</b> NJ Common Core Standards  CCSS.ELA-LITERACY.W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	<b>1b. ENDURING UNDERSTANDINGS</b>  Students will understand the roles community members(classroom, school, neighborhood; this includes students) play in contributing to the cleanliness of environment.	
	<b>2a. STUDENT LEARNING OBJECTIVES</b>  <b>SWBAT:</b>  ~Make observations about cleanliness of classrooms ~List some reasons people litter ~Make connections between their personal experiences and assimilated experiment	<b>2b. TEACHER CONTENT KNOWLEDGE (necessary prior knowledge)</b>  I would have to understand and be aware of the systems behind environmental racism and how it affects certain communities.	
	<b>3. ASSESSMENT</b> The discussion that we will have before, during, and after the experiment will be the way I assess student understanding. I will also assess it by the questions they ask me.		
	<b>4. ADAPTATIONS AND ACCOMMODATIONS (During CL I and II, indicate which individual children need adaptation or accommodation.)</b> I know that some students feel more comfortable answering certain questions however, I don't want to limit them by just calling on them to respond to those easier questions. I am going to think about the language that I am using to ask the questions and find alternative ways to ask the questions without sacrificing the content.		
<b>PROCEDURE AND PRACTICE</b>			
<b>ME TH OD S: GO</b>	<b>TEACHER'S ROLE</b> Questions to Ask	<b>WHAT ARE STUDENTS DOING?</b>	<b>MATERIALS</b>

<p><b>1 STARTER/ANTICIPATORY SET (3-4min.)</b></p> <p>~Gather students on the rug ask them to sit in 3 rows.</p> <p>~Present picture of messy classroom on the smart board. Start discussion:  “ Let’s take a look at this picture up here. Take a moment and think if what we see in the picture...What do we think about the students in the classroom?” ( Give students a chance to organize thoughts)</p> <p>~Ask for students opinions</p> <p>~ Let them know that while they are sharing I will write down some of their thoughts/ responses</p> <p>“ We will call this list the Before list because after we do our experiment we will take another look at this picture and I will ask you the same question.”</p>	<p>Watching, listening, engaging in conversation and appropriately asking and answering questions about topic.</p>	<p>Picture of messy classroom. Smart board, chart paper, dry erase maker</p>
<p><b>2. INTRODUCTION OF NEW MATERIAL (Guided Instruction/Procedure/Exploration) (5-8 min.)</b></p> <p>~Present the paper bag, napkin, and cracker. Explain to students that we are going to do an experiment and that I am going to need them to listen very carefully for directions.</p> <p>~“I am holding a paper bag with a cracker wrapped in a napkin on the inside. Everyone will get one. When you get your bag open it, take the napkin and cracker out and eat the cracker. Then wait, I will call you row by row to throw out your trash. This is silent activity you will do this without talking to anyone, including me.”</p>	<p>Watching, listening, engaging in conversation and appropriately asking and answering questions about topic.</p>	<p>26 Paper bags with contents</p>

<p>~ <b>At this time the garbage cans ( in bathroom and classroom) would have already been removed from the classroom</b></p>		
<p><b>3. GUIDED PRACTICE/EXPLORATION/ACTIVITY (15-20 min.)</b>  “ Before I give out the bags, let’s review what to do. Can someone tell us what we are going to do after we get our bags?”</p> <p>( Call on student to give directions again, then proceed with experiment)</p> <p>~ Pass paper bags out to each child, they can eat the contents in the bag</p> <p>~ Call students in the back row to throw their things out, call students in the middle row to throw their things out, call students in the front row to throw their things out</p> <p>~ Students will realize that there are no garbage cans in the class and will ultimately have to make a decision of what to do with the trash</p> <p>~ Students will return to rug and this is when we will have our conversation about what happened.  (Put first picture back up on smart board)</p> <p>Remind students of the original list we created about the photograph... read back what they thought about the students in the classroom</p> <p>Scaffolding questions:  ~ What did you decide to do with your trash?  ~ Now what do we think about the students in this classroom? ( Chart responses “After List”)  ~Why do people litter?</p> <p>At this time the discussion will be done as a dialogic culture circle (we would have had already established clear rules and practiced within those rules)</p>	<p>Students will also have to do a retell of the directions before doing the experiment.</p> <p>Students will then engage in experiment and post-discussion about how they felt about what happened.</p>	<p>26 Paper bags with contents</p> <p>Chart paper with “Before list” and maker</p>

	<b>4. INDEPENDENT PRACTICE ( _ min.)</b>  N/A		
	<b>5. CLOSING (3-5min.)</b>  Today we learned something really important about thinking we know why people do what they do, when sometimes we don't really know the reason why , like littering.  And what did we learn about why people litter at times?  ( Call on 3-4 students to answer)  Well we will take a closer look at who is responsible for keeping the school community clean tomorrow. There are some really special people that keep our school clean. I'm not sure if you know who they are or what they are called we will dig into it tomorrow. Great work today.	Watching, listening, engaging in conversation and appropriately asking and answering questions about topic.  Creating a connection to and reasons why something happens and not blaming the people but looking at the larger picture of the systems in place to help the people.	
<b>REI NF OR CE- ME NT</b>	<b>HOMEWORK/FOLLOW UP ACTIVITY (if appropriate).</b> N/A		

Lesson 2

<b>Name:</b> Carla Nisbett	<b>Topic/Title:</b> This is Our Community: R-E-S-P-E-C-T it!!!	<b>Grade Level/CT:</b> Kindergarten/ Ms. Furman
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<b>VIS ION -SE TTI NG: KN OW , SO, SH OW</b>	<p><b>1a. STANDARD:</b> NJ Common Core Standards</p> <p>CCSS.ELA-LITERACY.RL.K.1 With prompting and support, ask and answer questions about key details in a text.</p> <p>CCSS.ELA-LITERACY.RL.K.10 Actively engage in group reading activities with purpose and understanding.</p> <p>CCSS.ELA-LITERACY.RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text</p> <p>CCSS.ELA-LITERACY.RI.K.7 With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).</p>	<p><b>1b. ENDURING UNDERSTANDINGS</b></p> <p>Students will understand the roles community members(classroom, school, neighborhood; this includes students) play in contributing to the cleanliness of environment.</p>
	<p><b>2a. STUDENT LEARNING OBJECTIVES</b></p> <p>SWBAT:</p> <p>~Make observations of school community. ~Define who and what a custodian is and does ~ Make connection between yesterday’s assimilated experiment and what we see around the school today</p>	<p><b>2b. TEACHER CONTENT KNOWLEDGE</b> (<i>necessary prior knowledge</i>)</p> <p>I will need to know where I want to do our school walk through, more specifically, the places where I feel like we would see litter and lack of garbage cans. I will need to know what a custodian is and does and also how I want the students to make the connection to our activity the day before.</p>
	<p><b>3. ASSESSMENT</b> Students’ responses to questions and participation in discussion will be how I assess this lesson.</p>	
	<p><b>4. ADAPTATIONS AND ACCOMMODATIONS</b> (During CL I and II, indicate which individual children need adaptation or accommodation.) I know that some students feel more comfortable answering certain questions however, I don’t want to limit them by just calling on them to respond to those easier questions. I am going to think about the language that I am using to ask the questions and find alternative ways to ask the questions without sacrificing the content.</p>	
<p><b>PROCEDURE AND PRACTICE</b></p>		



ME TH OD S: GO	TEACHER'S ROLE Questions to Ask	WHAT ARE STUDENTS DOING?	MATERIALS
	<p><b>1 STARTER/ANTICIPATORY SET (5-8min.)</b></p> <p>~ Gather students on the rug, explain that we are going to take a little tour around the school ( inside and outside) to examine the cleanliness of our school environment. Inform them that I will be taking some pictures for us to make observations.</p> <p>~ Line students up, walk through cafeteria, 1st and 2nd floor stairwell, first floor hallways and the playground.</p> <p>~ Walk around the school take pictures of what we see; inside and outside (discussion around our findings)</p>	<p>Watching, listening, Making observations, telling me what they think I should take a picture of, making connections</p>	<p>Camera</p>
	<p><b>2. INTRODUCTION OF NEW MATERIAL (Guided Instruction/Procedure/Exploration) (10min.)</b></p> <p>~ <b>Gather students on rug put the pictures of our school and what we observed up on smart board</b></p> <p><b>Yesterday we did a little experiment in our classroom, can we think about what happened? ( We took garbage cans out of the classroom) Then what did I ask you to do? ( throw trash away) As a result what happened with the trash? ( We had to put it down somewhere) and ultimately that caused us to litter in our classroom.</b></p> <p><b>Let's take a look at the pictures we took today and try to make some connections with what we experienced yesterday and the reason why we found litter on the floor today.</b></p> <p>~ <b>Have a quick discussion about the lack of garbage cans around the school</b></p> <p>~ Bring students' attention Read Aloud</p>	<p>Watching, listening, engaging in conversation and appropriately asking and answering questions about topic.</p> <p>Making suggestions about where we can place garbage cans in the different areas that we visited.</p>	<p>pictures, smart board, recording device to capture the natural flow of the conversation (ipad and swivl)</p>
	<p><b>3. GUIDED PRACTICE/EXPLORATION/ACTIVITY (15min.)</b></p> <p>We are going to read a book called <i>We Need Custodians</i>. Yesterday at the end of our lesson I mentioned that today we will speak about some special people in our school that help keep it clean. They are called custodians.</p>	<p>Watching, listening to informational text, engaging in conversation and appropriately asking and answering questions about topic.</p>	

<p>Say it with me... ( custodians). Have you seen them around? What are some things we see them do? (We see them around the school picking up the garbage, sweeping, taking out the trash, and making sure we do our part to help keep our school environment clean.) This book describes custodians and their role in taking care of and maintaining schools.</p> <p>Let's read to learn more about who custodians are and what they do for our school community</p> <p>~Read book, stop in between to ask check questions about information being presented</p> <p>Post-reading discussion questions:</p> <p>~What did we learn about custodians from this book?</p> <p>~ How does this book connect to the experiment we did yesterday? ( There are higher powers that are working within rules and regulations in order for us to have a clean school environment)</p> <p>~ If the custodians don't have everything they need for us to have a clean environment who should we tell?</p>	<p>Making connections with prior experiences and knowledge about the topic.</p> <p>Thinking critically about responding to the situations presented.</p>	<p>Book : <i>We Need Custodians</i></p>
<p><b>4. INDEPENDENT PRACTICE ( _ min.)</b> N/A</p>		
<p><b>5. CLOSING (5-8 min.)</b> I was thinking maybe we could invite the head custodian into our classroom for an interview about what him and his crew do for us everyday. What do you all think about that? Maybe we could brainstorm a few questions that we would ask the custodian when they come in to speak with us. Let's think about some things we could ask and tomorrow we will write some of them down. If you have a questions right now I</p>	<p>Watching, listening, engaging in conversation and appropriately asking and answering questions about topic.</p>	

	could take it but, I wanted to give you all some thinking time. What do you think about that?		
<b>REI NF OR CE- ME NT</b>	<b>HOMEWORK/FOLLOW UP ACTIVITY (if appropriate).</b> N/A	N/A	

**PART 6: INTEGRATING TEST PREP AND ACADEMIC SKILLS VENN DIAGRAM**

Your Name:

## Substitution

Skills

Worksheet that  
assesses  
identified skills  
to be used with  
text that builds  
content  
understanding.

Content

## **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:

<b>Category</b>	<b>3 point</b>	<b>2 points</b>	<b>1 points</b>	<b>Score</b>
Litter Sign (Picture)	Picture on sign is neatly drawn with details and clearly represents the message that is written. The picture fills up most of the space on the “picture” side of the sign and is brightly colored to stand out.	Picture on the sign is somewhat neat, drawn with some details, and somewhat represents the message that is written. The picture fills some of the space on “picture” side of the sign and has some bright coloring to stand out.	Picture on the sign is not neat, drawn with little detail, and does not clearly represent the message that is written. The picture fills a small space on the “picture” side of the sign and has little to no bright coloring.	
Litter sign (words)	Words are written neatly and large enough to be seen in a glimpse. Words fill up most of the space on the “words” side of the sign. Most of the words are spelled correctly and have enough space between them for legibility. Student’s name is written on the back of the sign.	Words are written somewhat neatly and large enough to be seen if you stop and read sign. Words fill up some of the space on the “ words” side of the sign. Most of the words are spelled correctly and have enough space between them for legibility. Student’s name is written on the back of sign.	Words are not written neatly or large enough to be seen even if you stop and read sign. Words do not fill up the “words” side of the sign. Most of the words are spelled correctly but do not have enough space between them for legibility. Student’s name is not on back of sign.	

			<b>Total Score</b>	

**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?
<ul style="list-style-type: none"> <li>● Students will understand that all trash should go into the garbage can.</li> <li>●</li> <li>●</li> <li>●</li> </ul>

**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
	Kamora Jalyn Mark	Angie Gabriel    Jadalyn Keyla      John Khloe      Keisha Jayvin     Jordan Jaya        Jamie Alexandra   Melvin Kendall     Manuel Jayden      Melsia Natalia Leena	Alejandro
Total #:	Total #:3	Total #:19	Total #:1

**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
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	<p>Kamora- This student's work was not representative of understanding that all trash should go into the garbage can. However, she can verbalize the idea of throwing trash into the garbage can. The picture was a row of colorful squares (garbage cans) brown squares (paper) over it in the grass above it.</p>	<p>Khloe- This student's work has clearly shown that she understands that trash should go into the garbage can. There is one person throwing a piece of litter into the garbage can. Even though the picture is simple it is still representative of the student's thought process behind the idea of throwing trash into the garbage can.</p>	<p>Alejandro- This student's work showed clear understanding of the idea that trash should go into the garbage can. His picture of a person throwing all different kinds of trash into the garbage can and his verbalized explanation of the earth and arrows representing a recycling sign, further informs me about his understanding around trash and its connection to the environment/ earth.</p>
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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.

<b>Below</b>	<b>Approaching</b>	<b>Meeting</b>	<b>Exceeding</b>
	<p>Kamora- This student still needs more teaching around placing litter into the garbage can. Even though she can verbalize throwing trash into the trash can. Some more</p>	<p>Khloe- This student has met the criteria identified and can use some help extending her idea of different types of litter other than paper.</p>	<p>Alejandro- This student would be able to grasp the concept of recycling and composting. The items that he drew to represent the trash, shows that he has background</p>

	learning around why that is important is necessary.		knowledge on biodegradable items.
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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?

<b>Below</b>	<b>Approaching</b>	<b>Meeting</b>	<b>Exceeding</b>
	I would revisit some of the initial teaching with students by finding more Read-aloud books and information that would help students understand why it is important to place their trash into the garbage can. I would connect it to their direct environment and even draw on how it makes them feel about living in an area that is not kept clean.	I would continue the learning for these students by creating more connections to why it's important to keep our environment clean and have them look into the positive and negative effects it has on the earth. I would then focus their learning on recycling, reducing and reusing different materials in the environment.	I would push this student's thinking to understand environmental racism through doing a neighborhood study in Newark, Bloomfield and Montclair. I would ask him to point out the difference in cleanliness of the neighborhoods and the difference in the number of trash cans he sights in each area. Then I would ask him why he thinks there is a difference of city upkeep in these areas. I will help

			him make more connections to the systems and how they have failed to
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**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 analysis helps me figure out where my teaching was lacking or flaud and it actually makes me think about how I would clear up any misconceptions. It also made take a deeper look at how I would cater to students whose understanding exceeds my teaching. I had not taken that into consideration. I would not have had anything planned for a student in that category. By completing this process I would have more direction for the students who are at either extreme.

## **PART 9: UNIT REFLECTION**

Your Name: Carla Nisbett

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?

I had not thought that picking a topic for the unit would be difficult but, when I actually stopped and thought about how I could develop my unit I hit a road block. I did not want my unit to be so abstract that my students would not understand but, I wanted to challenge their thinking. I started the unit with one idea and changed it midway through the planning process. Going into the process of planning the unit I had not anticipated most of my students feeling strongly about the unkept state of their environment. I had not heard them express any concern prior to me bringing it up but, they were never given the space to express how they really felt. After bringing up the conversation, they all expressed upset about living in a neighbor that was not kept clean. They began to speak out about the trash they see lining the streets and how they thought it was “disgusting.” While planning I wanted the students to understand the fact there are laws that enforce the cleanliness of an environment. I wanted them to see the difference in suburban areas and to understand the fact that these same laws that should apply in every area are not enforced in urban areas. I did not expect for the unit to last 10 days but as I began to lay out the planning, I noticed that I had to break some of the days into smaller lessons in order for the students to truly grasp the enduring understandings.

I tried to stick as closely as possible to the lessons that I planned and what actually happened. Days 1 and 2 were executed for the most part exactly how I planned them in the unit. However, days 3-6 were not as clear cut and I noticed that my teaching was planned in response to where my students' interests were expressed. I also feel like the fact that when implementing the unit we were not in our classrooms consistently due to the UTR responsibilities, I had to make many adjustments to the unit and I was not able to complete it the way it was originally thought out. When teaching even the most well designed plan has its challenges.

I was extremely nervous to implement the unit. I was not sure whether I had thought the lessons through thoroughly enough to preserve the integrity of the content. Teaching small children about racism and hoping that they come away from the situation feeling empowered and ready to make a decision on what kind of action they should take to fight for their beliefs seemed intimidating. My unit was designed to move the students through a process of exploring their immediate school environment, their neighborhood, and the greater community (Newark-Bloomfield-Montclair). I felt disappointed that we could not take our knowledge outside of our school community because the students would have definitely seen exactly what my unit was trying to highlight. I feel like they understand for the most part that trash belongs in trash cans and even though there are systems set up to keep our environment clean, we also have a responsibility to our environment and the earth. The students made a great connection to the unit since we had recently finished our science unit on different types of pollution and the negative effects they have on the earth. However, showing them one form of pollution in their immediate environment, in which they recognized for themselves as land pollution, really brought their attention to the cleanliness of our school, inside and out. I truly allowed the students to make the decisions on how we should move forward with the unit instead of trying to have a concrete plan in place. Although I had this guide, I found myself more willing to deviate from it in order to give the students what they needed to create more connection to what was being taught.

Cirriculum design should be well thought out but, beyond that it should be in with the audience in mind. Teaching the students about an issue that was happening directly in front of them had a great impact on their own actions and thinking. I hear them speaking to each other about picking up litter and keeping the environment clean. One of my students even made a direct connection to the unit and one of the books that my mentor was reading to them and was able to explain what it meant to have a “neat street.” When I heard them on the playground speaking with each other about the litter and trash they saw on the ground and brainstorming ideas on how we could stop it, that is when I knew that they got the point. I had not known what type of action we would take but, my students were very thoughtful in choosing; wrtie a letter to the principal requesting more garbage cans around the school, advocate for a clean-up day, and make signs telling our fellow student body to be mindful of their actions to place their trash in the trash cans. They wanted to learn more and to more. When designing and teaching from a cirriculum those are the responses that it should yeild. It needs to be connected personally in order to impact student learning.

**PART 10: FINAL RUBRIC**

Criteria	Does not meet expectations	Meets expectations	Exceeds expectations	Score
	(1)	(2)	(3)	
<i>1. Unit Overview: Choice of topic reflects students’</i>	The unit does not show how the topic is of interest to students’ or relevant to their lives.	The unit does explains 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.	

interests and is relevant to students' 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 <b>meaningful, effective, and hierarchical</b> essential questions that <b>clearly</b> 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 <b>extensively</b> and are appropriate in number for the length of the unit. <b>Activities are interdisciplinary.</b>	
<i>4a. 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 <b>strong</b> content and pedagogical knowledge about the chosen topic.	

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



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 <b>clearly</b> reflect understanding of measuring student knowledge and abilities. Assessment strategies are designed to evaluate the student outcomes <b>effectively</b> . 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 <b>the allocation of sufficient time to the unit</b> .	
<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