

**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: [Tatiana Pereyra](#)

Unit Title: [Welcome to the Neighborhood](#)

Topic: [Being the Change in Our Communities](#)

Grade level: [Second](#)

Themes/ Big Ideas:

- 1) [Neighborhood](#)
- 2) [Change in the Community](#)
- 3) [Observation](#)
- 4) [Having a platform for your voice](#)

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

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

- 1) [Students will understand that there is beauty in our neighborhoods all around us. Sometimes you just have to take the time to really look.](#)
- 2) [Students will understand that if there are things that they want to change, there are ways to organize and plan to implement that change.](#)

### **Essential Questions**

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

- 1) [What is a neighborhood? What elements of a neighborhood change? Which may stay the same?](#)
- 2) [How can we help ourselves? How can we help others?](#)

### **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:

The unit and projects will be introduced on March 14th. The week of March 14th through the 18th, we will have daily read alouds around neighborhood. Each day after the read aloud, students will have a prompt to think about in regards to their neighborhoods. The students will write in their journals in response to the prompt.

Monday 3/14 - *Welcome to my Neighborhood: A Barrio ABC* by Quiara Alegria Hudes

Tuesday 3/15 - *Last Stop on Market Street* by Matt de la Pena

Wednesday 3/16 - *All About Me: Brianna's Neighborhood* by Sahar Simmons (first half)

Thursday 3/17 - *All About Me: Brianna's Neighborhood* by Sahar Simmons (second half)

Friday 3/18 - *Neighborhood Walk: City* by Peggy Pancella

On Thursday, March 17th, students will be given a packet which includes a letter to the families with the Spring Break project information, templates and images that the students may use in creating a map of their neighborhoods. Students will also be given poster board and crayons.

When we return from Spring Break, we will begin the portion of the unit in which we look at our school neighborhood collectively. We will go on a neighborhood walk on Wednesday, March 30th. At that time we will take pictures of things we like and things we don't like about our school neighborhood. The pictures will eventually be used to create a book. Those dates have not yet been established.

## 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:**

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.

#### Standard

6.3 Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

#### Content Statement

Active citizens in the 21st century:

- 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.

## **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.W.2.6**  
With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
- **CCSS.ELA-LITERACY.SL.2.1.A**  
Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
- **CCSS.ELA-LITERACY.SL.2.2**  
Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
- **CCSS.ELA-LITERACY.W.2.8**  
Recall information from experiences or gather information from provided sources to answer a question.

**PART 3: THEMATIC WEB**

Your Name:

<p><b><u>Math</u></b></p>	<p><b><u>Arts (visual, music, drama)</u></b></p> <ul style="list-style-type: none"> <li>• Photography</li> </ul>	<p><b><u>Science and Technology</u></b></p> <ul style="list-style-type: none"> <li>• Creating a blog that students can access             <ul style="list-style-type: none"> <li>• Creating videos</li> </ul> </li> <li>• Google Earth neighborhood walk</li> </ul>
<p><b><u>Other/Field Trip</u></b></p> <ul style="list-style-type: none"> <li>• School neighborhood walk</li> </ul>	<p><b><u>TOPIC:</u></b></p> <p>Welcome to the Neighborhood</p>	<p><b><u>Literature, Reading</u></b></p> <ul style="list-style-type: none"> <li>• Neighborhood book</li> <li>• Adjectives describing your neighborhood</li> <li>• Daily read alouds around neighborhood theme</li> </ul>
<p><b><u>Social Action</u></b></p> <ul style="list-style-type: none"> <li>• Blogging book to create social awareness</li> <li>• Contacting officials in our communities</li> </ul>	<p><b><u>Social Studies/history/</u></b></p> <ul style="list-style-type: none"> <li>• Characteristics of your neighborhood             <ul style="list-style-type: none"> <li>• Map of your neighborhood</li> </ul> </li> </ul>	<p><b><u>Writing</u></b></p> <ul style="list-style-type: none"> <li>• Text/photo essay to go along with pictures in book</li> </ul>

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**PART 4: CURRICULUM UNIT WORKSHEET**

Your Name:

<b>Unit Title: Our Community</b>	Teacher: Tatiana Pereyra	Grade: Second
<p><b>Unit Description</b></p> <ul style="list-style-type: none"> <li>This unit is about the students seeing themselves as vehicles for change in their neighborhoods. The unit will begin with the students looking around their individual neighborhoods and taking note of things that stand out to them. We will have discussions around what each students has noticed and what others have noticed in sharing our findings. Students will have the opportunity to learn more about their peers while learning to listen to the preferences and experiences of others respectfully. The goal of the unit is to have students observe what is going on around them in their neighborhoods. Students will have the opportunity to discuss and reflect on things they love communities as well as to find things that they don't necessarily like and explore and understand reasonings behind our findings. For example, why are there so many empty lots? The social movements/change/action piece will be around how we can organize and collectively get our ideas heard.</li> </ul>	<p><b>Standards Addressed:</b></p> <ul style="list-style-type: none"> <li><b>CCSS.ELA-LITERACY.W.2.6</b> With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</li> <li><b>CCSS.ELA-LITERACY.W.2.8</b> Recall information from experiences or gather information from provided sources to answer a question.</li> <li><b>CCSS.ELA-LITERACY.SL.2.1.A</b> Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</li> <li><b>CCSS.ELA-LITERACY.SL.2.2</b> Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</li> </ul>	

		<ul style="list-style-type: none"> <li>● <b>6.3 Active Citizenship in the 21st Century:</b> All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world. <ul style="list-style-type: none"> <li>○ Active citizens in the 21st century: <ul style="list-style-type: none"> <li>■ Are aware of their relationships to people, places, and resources in the local community and beyond.</li> <li>■ Make informed and reasoned decisions by seeking and assessing information, asking questions, and evaluating alternate solutions.</li> </ul> </li> </ul> </li> </ul>	
<b>Enduring Understandings</b>		<b>Essential Questions</b>	<b>Subjects Integrated:</b>
<ul style="list-style-type: none"> <li>● Students will understand that there is beauty in our neighborhoods all around us. Sometimes you just have to take the time to really look.</li> <li>● Students will understand that if there are things that they want to change, there are ways to organize and plan to implement that change.</li> </ul>		<ul style="list-style-type: none"> <li>● What is a neighborhood? What elements of a neighborhood change? Which stay the same?</li> <li>● How can we help ourselves? How can we help others?</li> </ul>	<ul style="list-style-type: none"> <li>● Field trip, arts, technology, literature, reading, writing, social studies, history, social action</li> </ul>
<b>Day</b>	<b>Daily Lesson Summary</b>		<b>Assessment: Phrased as: “Students will demonstrate understanding of (CONTENT) as evidenced by (PRODUCT)”</b>
Day 1 (Mon)	<ul style="list-style-type: none"> <li>● We will begin the day with a discussion around the Spring Break assignment which was for students to create a map of their neighborhoods. Students will have the opportunity to present their projects during morning meeting and talk about how they decided what to include on their maps.</li> <li>● During the allocated period, we will use Google Earth to take a look at our school neighborhood. We will discuss</li> </ul>		Students will demonstrate understanding of using their senses during the neighborhood walk as evidenced by what predictions they make on their recording sheets.

d a y 1	<p>some of the things we have noticed in walking to and from school. We will discuss things that may have changed since the images were captured by Google. The Google Earth route will mirror that of our neighborhood walk scheduled for the following day.</p> <ul style="list-style-type: none"> <li>● We will read <i>Last Stop on Market Street</i> again. This time we will focus on the senses that CJ uses and the observations he makes while traveling with his grandmother from church to the soup kitchen.</li> <li>● Students will be given a recording sheet and prompted to make predictions on what they will see, what they will hear and what they will smell on the walk tomorrow.</li> </ul>	
D a y 2	<ul style="list-style-type: none"> <li>● Before we go on our neighborhood walk of the school community, students will be prompted to observe using their senses. Students will take notes in their journals as they look for one thing they like and one thing they dislike in the school neighborhood.</li> <li>● Class will be broken up into 2 or 3 groups. Each group will have their own disposable camera so that students can take their own pictures. Students will also have notepads to capture thoughts on what they're taking pictures of.</li> <li>● Each student will have the opportunity to take a picture of one thing they like and one thing they dislike within our school neighborhood.</li> <li>● Small group discussions during neighborhood walk, will be around why students choose the images that they did. What senses they used and how the image that you captured makes you feel.</li> </ul>	Students will demonstrate understanding of finding beauty in the school community by discussing things they like and dislike and why as evidenced by their discussion around what they take pictures of.
D a y 3	<ul style="list-style-type: none"> <li>● Photographs will be developed the day before.</li> <li>● Students will use their notes to write a short paragraph to go along with each of their photos, describing what they took a picture of and why. Where they find beauty or why they dislike it.</li> </ul>	Students will demonstrate understanding of communicating their ideas to the reader as evidenced by the detail in which they label their photos.

	<ul style="list-style-type: none"> <li>Students will be prompted to use the parts of speech that we have been studying, adjectives, nouns and verbs.</li> <li>For the photos of things that students dislike, they will be prompted to write what they'd change about it.</li> </ul>	
D a y 4	<ul style="list-style-type: none"> <li>Students will share both of their photos and writings in small group.</li> <li>Class will come together to to create an anchor chart with things that we like and dislike within our school neighborhood. Each student will contribute.</li> <li>Dialogic Teaching session around a question students have about their neighborhoods. I will ask students if they have any "big questions" about their neighborhoods. We will vote on a question to discuss further.</li> </ul>	Students will demonstrate understanding characteristics of our school neighborhood as evidenced by their contribution to the group discussion.
A D D R O W S	I will have a book made with all of the students contributions. As time presents itself we will have discussions around how to get people to listen to our concerns.	

### PART 5: INITIAL TWO LESSON PLANS

#### Lesson 1

<b>Name: Tatiana Pereyra</b>		<b>Topic/Title: Welcome to the Neighborhood</b>		<b>Grade Level: Second</b>
<b>VIS ION -SE TTI NG: KN OW , SO, SH OW</b>	<b>1a. STANDARD:</b> CCSS.ELA-LITERACY.W.2.8 Recall information from experiences or gather information from provided sources to answer a question.		<b>1b. ENDURING UNDERSTANDINGS</b> Students will understand that there is beauty in our neighborhoods all around us. Sometimes you just have to take the time to really look.	
	<b>2a. STUDENT LEARNING OBJECTIVES</b> I can write or draw and label one thing that I love about my neighborhood in my journal.		<b>2b. TEACHER CONTENT KNOWLEDGE (necessary prior knowledge)</b> Characteristics of an urban neighborhood. Awareness of how society and media portray Newark's South Ward. What many may consider negative neighborhood features, can be beautiful in their own ways. I want students to be able to take a deeper look at their neighborhoods.	
	<b>3. ASSESSMENT</b> Students will demonstrate being able to find at least one thing that they love about their neighborhoods as evidenced by their journal entries.			

<b>4. ADAPTATIONS AND ACCOMMODATIONS</b>			
Students will have access to the content by accessing prior knowledge, participating in the read aloud, and by selecting how they will communicate in their journal entry. Students will be able to work independently or in small groups. Sentence starter will be written on the whiteboard, “One thing that I love about my neighborhood is _____.” Students may use the sentence starter or their own words as long as they are communicating the same message. Students that choose to draw must use the sentence starter and label their drawing. Neighborhood anchor chart will be left visible throughout the week to assist students in writing their journal entries as well as books around the neighborhood theme.			
<b>PROCEDURE AND PRACTICE</b>			
<b>ME TH OD S: GO</b>	<b>TEACHER’S ROLE</b>	<b>WHAT ARE STUDENTS DOING?</b>	<b>MATERIALS</b>
	<b>Questions to Ask</b>		
	<b>1 STARTER/ANTICIPATORY SET (5 min.)</b> Introduce unit, <i>Welcome to the Neighborhood</i> . We will be exploring the neighborhoods that we live in individually as well as the school neighborhood collectively. The Spring Break project will be to create a map of our neighborhood (or an old neighborhood for the students who have recently moved). The final class project will be to create a class book with photos and text about our school neighborhood. Each student will have a <i>Neighborhood Journal</i> (and mechanical pencil) in which they will take notes and write entries.	Sitting on the rug listening and asking questions.	
	<b>2. INTRODUCTION OF NEW MATERIAL (Guided Instruction/Procedure/Exploration) (10 min.)</b> Students will be asked to think about the word neighborhood. What comes to mind when you think of a neighborhood? What is a neighborhood? What is it made of? What does it include? Every students’ contribution will be recorded on the whiteboard.	Thinking about what a neighborhood is, what it means, what it includes. Contributing to list.	Whiteboard, dry erase markers
	<b>3. GUIDED PRACTICE/EXPLORATION/ACTIVITY (20 min.)</b> Today we will be reading, <i>Welcome to My Neighborhood: A Barrio ABC</i> . Who has heard the word barrio before? Who can tell me what the word means? Barrio is a Spanish word meaning neighborhood. This book includes some Spanish words that we may be familiar with such as abuela, bodega, los jibaros, los muralistas, and quemar I will go to the pages with the Spanish words and ask students to look at the pictures as I read the sentence to guess what they think the word means. I will be explicit in letting students know that I don’t know all of the Spanish words in the book so we will be figuring them out together. I will read the book jacket and tell students to think about what is special about their neighborhoods as I read. Stopping points include broken bottles smashed like falling stars, playing in the water from the fire hydrant during the summer, using a plastic crate as a basketball hoop, graffiti and waterfalls that hide brick walls, and making pictures out of the sidewalk cracks.	Sitting on the rug listening, answering questions, making connections to their neighborhood experiences.	<i>Welcome to My Neighborhood: A Barrio ABC</i> by Quiara Alegria Hudes
<b>4. INDEPENDENT PRACTICE (15 min.)</b> Students will select a journal and pencil color of their choice. The journal entry for today will be around one thing that you love about your neighborhood. Students will be able to use the anchor chart to help develop ideas as well as the text. Students will be	Sitting/standing in a place of their choice in the classroom, writing in their journals.	Anchor chart, journals, mechanical pencils, read aloud book	

	encouraged to write about just one thing and develop that idea. For example, if your cousin lives downstairs and you love going to their house, explain to me why. What do you do with your cousin that you enjoy? Do you play games? Eat special foods? etc		
	<b>5. CLOSING (5 min.)</b> Many of the things that are on the neighborhood list that we generated at the beginning of the lesson were included in the book that we read today. How did you decide what one thing you were going to write about? I will have a few students share their journal entries.		
<b>REINFORCEMENT</b>	<b>HOMEWORK/FOLLOW UP ACTIVITY (if appropriate).</b> As you go home this afternoon/evening, look around your neighborhood. Think about a person that lives in your neighborhood that is special to you that you enjoy spending time with.		

## Lesson 2

Name	Topic/Title		Grade Level/CT
<b>VISION STATEMENT:</b> KNOW, SHOW	<b>1a. STANDARD:</b> NJ Common Core Standards	<b>1b. ENDURING UNDERSTANDINGS</b>	
	<b>2a. STUDENT LEARNING OBJECTIVES</b>	<b>2b. TEACHER CONTENT KNOWLEDGE</b> ( <i>necessary prior knowledge</i> )	
	<b>3. ASSESSMENT</b>		
	<b>4. ADAPTATIONS AND ACCOMMODATIONS</b> (During CL I and II, indicate which individual children need adaptation or accommodation.)		
<b>PROCEDURE AND PRACTICE</b>			
<b>METHODS:</b> GO	<b>TEACHER'S ROLE</b> Questions to Ask		<b>WHAT ARE STUDENTS DOING?</b>
	<b>1 STARTER/ANTICIPATORY SET</b> ( _ min.)		
	<b>2. INTRODUCTION OF NEW MATERIAL</b> ( <b>Guided Instruction/Procedure/Exploration</b> ) ( _ min.)		
		<b>MATERIALS</b>	

	<b>3. GUIDED PRACTICE/EXPLORATION/ACTIVITY (_ min.)</b>		
	<b>4. INDEPENDENT PRACTICE (_ min.)</b>		
	<b>5. CLOSING (_ min.)</b>		
<b>REI NF OR CE- ME NT</b>	<b>HOMEWORK/FOLLOW UP ACTIVITY (if appropriate).</b>		

**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: Tatiana Pereyra

<b>Category</b>	<b>3 point</b>	<b>2 points</b>	<b>1 points</b>	<b>Score</b>
Restated the questions.	Student restates each question in their response.	Student restates some questions in their response.	Student does not restate any questions in their response.	
Used adjectives to describe nouns.	Student uses multiple adjectives to describe nouns.	Students uses one adjective to describe nouns.	Student does not use any adjectives to describe nouns.	
Used words other than happy and sad to describe feelings.	Student uses various feelings connected to their picture to express feelings.	Student describes feeling without connecting to picture.	Student uses happy and/or sad to describe their feelings.	
Identified at least one thing to change.	Student demonstrates careful and clear thought in connecting picture to identified change and states ways to obtain change.	Student lists one thing they'd like to change.	Student does not identify one thing to change.	
Sentences make sense; uses correct punctuation and grammar.	Student demonstrates fluency in communicating ideas to the reader. All sentences begin with capital letters and end with appropriate punctuation. Writing is grammatically correct.	Students' ideas are unclear and not effectively communicated. Student uses some capital letters and punctuation. Writing contains some grammatical errors.	Student does not demonstrate care and effort in communicating ideas to the reader. Student does not begin sentences with capital letters, or use punctuation. Writing is not grammatically correct.	

			<b><i>Total Score</i></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?

- Students will understand that there are things specific to the school neighborhood that they don't like.
- Students will express why they don't like what they took a image of.

**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
Anderson Josiah	Zhanyiah Aqis Yahmir Shanice Kamara	Demetrius Tyree Skyy Damaris David	Arianna Aziz De’Vonta Ajani Damari Rhoda Nasir W. Jaiden
Total #: 2	Total #: 5	Total #:5	Total #: 8

**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
Describes what they took a picture of and	Describes what they took a picture of	Describes what they took a picture of specific to the school	Describes what they took a picture of specific to the

how it makes them feel.	specific to the school neighborhood.	neighborhood and why they don't like it.	school neighborhood, why they don't like it and how it makes them feel and how they could change it.
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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>
What characteristics/images are specific to the school neighborhood?	How does what you took a picture of negatively impact the school neighborhood or the people in the neighborhood?		

**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
<p>I will take new pictures from the school neighborhood and display them on the Smartboard for the whole class. I will have the students work in groups of 4 to discuss if these images are specific to the school neighborhood, what they don't like about the image, how it makes them feel and how they could change it. Each group will report out.</p>	<p>I will take new pictures from the school neighborhood and display them on the Smartboard for the whole class. I will have the students work in groups of 4 to discuss if these images are specific to the school neighborhood, what they don't like about the image, how it makes them feel and how they could change it. Each group will report out.</p>		

## 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?**

I need more explicit instruction/discussion around characteristics specific to the school neighborhood and the people that either live in or frequent the neighborhood. We did a lot around urban neighborhoods and I modeled what I was looking for based on the picture that I took but I should have allowed the students to work in groups to pre-assess if they were ready to work independently on their pictures. Moving forward, I will allow the students to have time to work together and hear each others ideas to help ignite their thoughts.

## PART 9: UNIT REFLECTION

Your Name: Tatiana Pereyra

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?
  - I expected to enjoy planning the unit but I hadn't considered the attention to detail needed in order to assess fairly, being that my students are at such different levels in their abilities. Being at a school in which the curriculum is very scripted and rarely deviated from, it was challenging to plan a unit from scratch in comparison to having everything laid out in a guide the I've observed being used more as a script.
- What was the relationship between what you planned and what happened when you actually taught the lessons?
  - The unit lessons that I have implemented went as planned for the most part. It wasn't until the writing portion that I noticed such a variation in student work. I believe that part of the problem is that from what I have experienced with the ELA curriculum, most assessments are expecting the same answer. I was looking for and expecting everyone to have different ideas and output and I didn't have the experience teaching or assessing with that expectation. What really made me happy was that every student was excited to write. I worried that the challenge would be in me asking them to write so much at one time when we don't do any type of creative writing. Contrary to what I believed they each wrote a lot more than I expected.
- How did implementing the unit impact how you are moving forward?
  - Although I haven't had the time to complete the implementation, I am hoping to do so before the end of the school year. Moving forward, I will be sure to model more of what I am expecting. I believe that in the excitement and energy that I was receiving from the students, I felt that they were ready to move forward. Although some students were ready, I really needed to consider that what I was asking was so different from what the curriculum requires that students needed more experiences accessing their thoughts and ideas as opposed to what was being fed to them. Moving forward, I will make sure that my students have various opportunities to be creative and share their ideas so that it is not such a difficult task.
- What larger lessons have you learned about curriculum design and teaching?
  - I learned that it is a lot of work but it is possible and necessary. Knowing your students and designing units that will speak to them is what I believe to be most effective in their learning. My NMUTR coursework has allowed me the experience of designing three units which I believe were successful because they were tailored specifically to the students interests and I allowed the students to take ownership and I followed their lead.

**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 <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>	

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 <b>strong</b> 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 <b>building throughout the unit</b> . 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 <b>extensive</b> and varied in approach. <b>Activities are well organized and specific to the unit's/lesson's goals and objectives.</b>	
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 <b>multicultural curriculum, resources, and materials in all subjects and at school</b> . 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 <b>multiple and well conceptualized</b> 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 <b>extensive</b> 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 <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.	
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 <b>the allocation of sufficient time to the unit</b> .	
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