

Newark Montclair Urban Teacher Residency
Social Justice & Inclusion
Integrated and Inclusive Curriculum Unit (SJU)
Bree Picower & Francesca Ciotoli
Spring 2017

TABLE OF CONTENTS

- Part 1: Planning the Unit Overview
- Part 2: Planning with Standards
- Part 3: Planning Thematic Web
- Part 4: Planning for Ensuring Access through UDL
- Part 5: Curriculum Unit Plan
- Part 6: Two Initial Lesson Plans
- Part 7: Rubric Design
- Part 8: Analyzing Student work
- Part 9: Unit Reflection

PART 1: PLANNING THE UNIT OVERVIEW

Your Name: Corey Juarez

Unit Title: Community Pride

Topic: Communities

Grade level: 1st

Themes/ Big Ideas:

- | | | |
|-----------------------------|------------------------|-----------------------------|
| 1) Neighborhoods | 2) Community Helpers | 3) Community Service |
| 4) Diversity and acceptance | 5) Community resources | 6) How to make a difference |

Enduring Understandings:

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

- 1) SWUT communities are made up of diverse groups of people who live in/share the same place (city, town, school etc.).
- 2) SWUT people have the power to come together to positively influence the development of, and decisions about their communities.
- 3) SWUT the more that you are involved in and aware of community issues, the more power you will have to make changes within your community.

Essential Questions

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

- 1) What is a community?
- 2) What can you do to support or give back to your community?

3) What do you know about your community?

Implementation Date

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

Implementation Dates:

Part 2: Planning With Standards

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 4th grade” standards for the different content areas. Cut and paste below the “Standard” and the related “Content Statement” that covers your unit.

I am highlighted the 4-5 standards that I will most likely be focusing on and unpacking.

6.1.P.A.3 Citizenship begins with becoming a contributing member of the classroom community.

6.1.4.A.11 The United States democratic system requires active participation of its citizens.

6.1.4.A.15 In an interconnected world, it important to consider different cultural perspectives before proposing solutions to local, state, national, and global challenges.

6.1.P.B.1 Everyone is part of a larger neighborhood and community.

6.3.4.D.1 Demonstrate understanding of the need for fairness and take appropriate action against unfairness.

2010 Core Common Standards for Language Arts:

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

NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.

NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

RL.1.2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.

W.1.1. Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.

NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

STANDARD	6.1.4.A.11 The United States democratic system requires active Participation of its citizens.
Step #1 – NOUN PHRASES	United States democratic system citizens
Step #2 – QUALITY CONTENT LISTING	<u>Community</u> Neighborhood Where we live School <u>Community Members</u> Neighbors Friends Family
Step #3 – VERBS	Requires Participation
Step #4 – QUALITY SKILL STATEMENTS	With prompting, students will: - talk about the ways in which community members can actively participate in making changes within their communities or neighborhoods. - write about the ways in which community members can actively participate in making changes within their communities or neighborhoods. . (citizens)

STANDARD	6.1.4.A.15 In an interconnected world, it important to consider different cultural perspectives before proposing solutions to local, state, national, and global challenges.
Step #1 – NOUN PHRASES	World Cultural perspectives Solutions Local, state, national, and global challenges
Step #2 – QUALITY CONTENT LISTING	<p><u>Perspectives</u> Points of view Ideas Opinions Likes/Dislikes</p> <p><u>Challenges</u> Problems Disagreements</p> <p><u>Solutions</u> Ideas Compromise Agreement</p>
Step #3 – VERBS	Consider Proposing
Step #4 – QUALITY SKILL STATEMENTS	With prompting and support, students will: - talk about and describe how different ideas, opinions, likes, and dislikes can influence point of view.

	- work together by talking and writing about ideas for solutions to problems that keep different points of view in mind.
--	--------------------------------------------------------------------------------------------------------------------------

STANDARD	NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
Step #1 – NOUN PHRASES	Texts Themes/topics Knowledge Approaches Authors
Step #2 – QUALITY CONTENT LISTING	<u>Texts</u> Books Author/Who writes the book What the book is about <u>Approaches</u> Point of view/Opinion of the person who wrote the book Main idea of the book
Step #3 – VERBS	Analyze Reflect Build Compare

Step #4 – QUALITY SKILL STATEMENTS	With prompting and support, students will: - compare orally and in writing the main ideas of two or more different books. - compare orally and in writing how two or more authors write about a similar ideas.
---------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

STANDARD	W.1.1. Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.
Step #1 – NOUN PHRASES	Opinion pieces Topic Opinion Reason Closure
Step #2 – QUALITY CONTENT LISTING	<u>Opinion</u> Why you feel strongly or think the way you do Why should others agree with you Reasons to support your ideas
Step #3 – VERBS	Write Introduce State Supply Provide

Step #4 – QUALITY SKILL STATEMENTS	<p>With prompting, support, and modeling from adults, students will:</p> <ul style="list-style-type: none"> -write an opinion about a particular topic or concern. - write the reasons for why they feel strongly about their opinion or why they think that way. - write why others should take on a similar opinion by describing what is important about their opinion.
---------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

STANDARD	NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
Step #1 – NOUN PHRASES	Conversations Collaborations Diverse partners Ideas
Step #2 – QUALITY CONTENT LISTING	<p><u>Collaborations</u> Discuss ideas Share ideas Conversations Working together</p> <p><u>Diverse Partners</u> Peers Classmates People who may think differently than you do People who have had different experiences than you People who have a different ideas</p>

Step #3 – VERBS	Prepare Participate Building Expressing
Step #4 – QUALITY SKILL STATEMENTS	With prompting and support from adults, students will: - gather information about specific topics and ideas by reading various books that share a similar theme. - orally discuss this new information with their peers. - verbally discuss their ideas and opinions about these topics persuasively. - respond to the thoughts and ideas of their peers with information they have learned.

Part 3: Planning Thematic Web

<p style="text-align: center;"><u>Math</u></p> <ul style="list-style-type: none"> - Using knowledge of geometric shapes to facilitate building dioramas. - Create graphs representing each class member's favorite place in the community, what they love about the community, or a favorite activity within the community. 	<p style="text-align: center;"><u>Arts (visual, music, drama)</u></p> <ul style="list-style-type: none"> - Students can recreate their favorite place within their community. - We can create a mini diorama of the community. 	<p style="text-align: center;"><u>Science and Technology</u></p> <ul style="list-style-type: none"> - View a historical video about Newark. - Create a video about the community.
<p><u>Other/Field Trips</u></p>		<p style="text-align: center;"><u>Literature, Reading</u></p>

<ul style="list-style-type: none"> - Arrange for local community members/leader come in to talk about the roles that they play in the community. - Take a walk to photograph the community. - Newark Museum outreach to visit our classroom. 	<p style="text-align: center;"><u>TOPIC:</u></p> <p style="text-align: center;">Community Pride</p>	<ul style="list-style-type: none"> - Read alouds about diverse, urban communities. - Read alouds that focus on community service and action.
<p style="text-align: center;"><u>Social Action</u></p> <ul style="list-style-type: none"> - Petitions for a change they would like to see in their communities, depending what concerns they state. - Write letters to local/state representatives regarding community issues, such as lead in their drinking water. 	<p style="text-align: center;"><u>Social Studies/history/</u></p> <ul style="list-style-type: none"> - Learn about local government structures. - Learn about important people in history who were able to make a difference within their communities to promote positive change. (Wangari) 	<p style="text-align: center;"><u>Writing</u></p> <ul style="list-style-type: none"> - Write letters to local community leaders with suggestions, concerns, thanks, etc. - Why I love my community writing assignment.

Part 4: Planning for Ensuring Access through Universal Design for Learning

Predict

- Use this planning table to consider the barriers that students may experience to learning the material given your planned instructional method (e.g. group discussion, or lecture) and materials (e.g. textbook, website, handouts).
- Probe predictable student barriers beyond the surface. “Not motivated to learn” is not an adequate barrier to facilitate solutions. Probing for underlying learning barriers (e.g. limited background knowledge, little experience with independent learning) starts the process to develop UDL solutions.

Frontload

- Once the barriers have been identified, you can consider ways to frontload your lesson so that all students will benefit.
- Consider potential means of instruction AND assessment that connect to the flexible options for engagement, representation, and expression, and active learning.
- Know your resources to support your identification of solutions (e.g. team members, websites, digital materials shared at your school or across county).

Curriculum Unit Methods and Materials	Challenges that these instructional methods and materials present to some students	UDL Solutions – Instruction and Assessment		
		<i>Flexible options for student engagement</i>	<i>Flexible methods of representation</i>	<i>Flexible methods of expression and active learning</i>
Read Alouds	Distractible Inattention	Turn and talks to keep students engaged	Consider using e-books on smart board	Turn and talks so all students have their ideas heard
Letter writing /	Difficulty organizing ideas		Consider audio or video letter	Graphic Organizers Process of brainstorming ideas, writing them down

Why I Love my Community Writing	Difficulty with handwriting and spelling			in complete sentences, and writing a first and final draft of letter
Introducing new ideas and vocabulary	English Language Learners		Provide visual support for new concepts or ideas	

Part 5: Curriculum Unit Worksheet

Universal Design for Learning: As you develop the lesson summary, consider your planning for UDL in Part 4. As you make instructional and assessment choices for ensuring access for all learners, **highlight** these choices in your daily unit plan below according to their UDL categorizations below. If UDL choices overlap, indicate with an annotation.

Green	Provides Multiple Means of Engagement (options for self-regulation, sustaining effort and persistence, and recruiting interest)
Purple	Provides Multiple Means of Representation (options for comprehension, language, mathematical expressions, and symbols, and perception)
Blue	Provides Multiple Means of Action & Expression (options for executive function, expression and communication, and physical action)

Unit Title: Community Pride	Teacher: Ms. Juarez	Grade: 1st
Unit Description: Throughout this unit students will explore what a community is (a group of		Standards Addressed: 6.1.4.A.11 The United States democratic system

people sharing the same geographic location or a group of people who share similar interests or values within a larger society) and learn more about their specific community, Newark. We will begin by thinking about what defines a community through reading books and considering pictures of various communities before we contextualize the community in which the students live. We will also touch on the fact that they are part of a school and classroom community as well. As we begin to learn about the students' community we will work as a class to describe what they know about their community as well as to come up with some questions about what they would like to know, which could potentially shape some of the learning that will take place. Students will take part in descriptive writing and drawing activities that focus on what they know and like about their community.

Then we will begin learning about the rich history of their community and city and even have visitors from the Newark Museum come in, in order to help contextualize this information with actual artifacts for the students to observe. Questions that were asked by the students in regards to what they want to know about their community will also be explored at this time.

Next, we will look at examples of people who have made positive changes within their communities, and explore different ways that people can come together within their communities to have their voices heard and make positive change happen. We will then think about what change students would like to see happen in their community (this can be in the city or neighborhood, school, or even classroom) and brainstorm as a class how to address one or several of these issues before coming up with a plan for action.

requires active participation of its citizens.

6.1.4.A.15 In an interconnected world, it important to consider different cultural perspectives before proposing solutions to local, state, national, and global challenges.

NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge to compare the approaches the authors take.

W.1.1. Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.

NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

Enduring Understandings

1) SWUT communities are made up of diverse groups of people who live in/share the same place (city, town, school etc.).

Essential Questions

1) What is a community?

2) What can you do to support or give back to your community?

<p>2) SWUT people have the power to come together to positively influence the development of, and decisions about their communities.</p> <p>3) SWUT the more that you are involved in and aware of community issues, the more power you will have to make changes within your community.</p>	<p>3) What do you know about your community?</p>	
<p>All students will understand what a community is and identify people and places within the community. Most students will identify ways that people can help within their community. Some students will be able to brainstorm ideas to create change within their communities.</p>		
<p>List Individual Student Needs: Identify specific student needs as identified by IEP/504. No students with IEPs/504s in my classroom.</p> <p>D.G. Difficulty with handwriting/spacing M.B., S.R. Difficulty organizing ideas M.Br. English Language Learner</p>		
Day	Daily Mini-Lesson Summary (Reading/Writing Workshop: Minilesson, Guided/Small Group/Independent Practice, Closure)	Assessment: Phrased as: “Students will demonstrate understanding of (CONTENT) as evidenced by (PRODUCT)”
<p>Day 1</p>	<ul style="list-style-type: none"> • Pre-assessment: What is a community? What is your community? What do you know about your community? Record responses on chart paper. • Introduce and read the book <i>Look Where we Live!: A First Book About Community Building</i> by Scott Richie. 	<p>Students will demonstrate understanding of what a community is as evidenced by a class discussion and through recording of their ideas on chart paper.</p>

	<ul style="list-style-type: none"> • Students will turn and talk throughout the story, and at the end share with a partner something from the story that is similar to and different from the community in which they live. • At the end we will discuss what we think a community is again, and see if there is anything that we would like to change or add to what we thought before. This anchor chart will be available throughout our unit to add to whenever necessary. • I will ask students again what community they belong to. Assuming many of them will answer Newark, I will ask if that is the only community that they belong to. I will point out that while a community can be a group of people who share a specific geographic location such as where they live, a community can also be group of people who shared interests, noting that they are part of a school community, classroom community, etc. <p><i>D.G. will have the option of listening with us on the rug, or from a chair near the rug.</i></p> <p><i>M.Br. - will point out unknown vocabulary and figures of speech from the text to help her make meaning of the story.</i></p>	<p>Students will demonstrate understanding of the ways in which people can contribute to their community as evidenced by their sharing during turn and talks and group discussions throughout the story.</p>
Day 2	<ul style="list-style-type: none"> • We will revisit our read aloud book and reread our shared writing. I will ask students to think about their own (geographic) community. • As a class, we will create a venn-diagram to compare and contrast their community with the one in the story, to find out what students know about their community. Students will turn and talk to generate ideas. 	<p>Students will demonstrate understanding of their community and how it is both similar and different from the community in the story as evidenced by our class' venn-diagram.</p> <p>Students will demonstrate critical thinking about their own community as evidenced by writing questions and</p>

	<ul style="list-style-type: none"> • Students will go back to their seats and write down questions that they have about their own community. • On another piece of chart paper we will record questions that the students have about their community of Newark, i.e. what they want to know.. <p><i>D.G. will have the option of listening with us on the rug, or from a chair near the rug.</i></p>	<p>contributing them to the chart of questions about their community.</p>
<p>Day 3 Maybe 2 days*</p>	<ul style="list-style-type: none"> • Students will learn about the history of Newark and how the city has evolved over time. I will utilize pictures and video clips to reinforce what we discuss. • History https://www.youtube.com/watch?v=uLonOFI5vgQ • 1:40-2:27 Branch Brook Park https://www.youtube.com/watch?v=-Qp2IkRFCTk • Pictures: https://www.cardcow.com/images/set413/card00095_fr.jpg, and pictures from book • I will ask students what new things they learned about Newark and record their responses on chart paper. • Together we will create a shared writing on the smartboard, picking one idea to write about and illustrate. • After, students will chose an idea and write and draw a picture of what they learned about their community. <p><i>M.B. - will help him to formulate an idea before he begins his writing. Will be redirected as needed to stay on task.</i></p> <p><i>D.G. - will be required to write at least two sentences, but will discuss with him orally what he learned.</i></p>	<p>Students will demonstrate understanding of the history of Newark as evidenced by a writing assignment and drawing a picture of what they've learned.</p>

<p>Day 4</p>	<ul style="list-style-type: none"> • The Newark Museum outreach program will come to our class to teach students about their community using objects and materials from the museum. • Afterwards, students will discuss with a partner something that they learned from the museum educator about their community, and then will share out as a class. • We will add new things that we learned about our community to our “what we know about our community” chart. <p><i>D.G. will have the choice to work on his own or with a partner.</i></p>	<p>Students will demonstrate understanding of what they have learned about their community through various artifacts, as evidenced by their conversations with a partner and their additions to our “what we know about our community” chart.</p>
<p>DAY 5</p>	<ul style="list-style-type: none"> • We will begin to learn about people who have worked at making positive change in their communities, and I will ask students if they know anyone, either in history or currently, who has helped to make a positive change in their community. I will record any responses on the whiteboard. • Next we will read about Wangari. • We will discuss how Wangari positively impacted her community using turn and talks and a group discussion. • We will create a chart listing out each person, their community, what they wanted to change, and how they made that change happen. <p><i>D.G. will have the option of listening with us on the rug, or from a chair near the rug.</i></p> <p><i>M.Br. - will point out unknown vocabulary and figures of speech from the text to help her make meaning of the story.</i></p>	<p>Students will demonstrate understanding of the various ways in which multiple individuals have had positive impacts and created change within their own communities as evidenced by their contributions to turn and talks, class discussion, and creation of our chart.</p>

<p>DAY 6</p>	<ul style="list-style-type: none"> • We will revisit our chart and review what we added yesterday. • We will read <i>Harvesting Hope: The Story of Cesar Chavez</i>. • We will add relevant information to our chart as we discuss the book. • We will view the following video about Rosa Parks: https://www.youtube.com/watch?v=naE1Bytu2QQ • Next students will turn and talk discussing what new information we should add to our chart, which we will ass after students share out with the class. • D.G. will have the option of listening with us on the rug, or from a chair near the rug. <p><i>M.Br. - will point out unknown vocabulary and figures of speech from the text to help her make meaning of the story.</i></p>	<p>Students will demonstrate understanding of the various ways in which multiple individuals have had positive impacts and created change within their own communities as evidenced by their contributions to class discussion and creation of our chart.</p>
<p>DAY 7</p>	<ul style="list-style-type: none"> • We will read <i>Si Se Puede</i>, and add the necessary information to our chart as we discuss what happened in the book. • Show pictures of the actual janitor strike so students see concrete evidence of what we read in the book. • We will review our chart and students will think about one story or person to choose to write and draw a picture about. • We will create a shared writing on the smartboard as a class to model what I want them to do. • Students will then work mostly independently to complete their writing and picture. <p><i>M.B. - will help him to formulate an idea before he begins his writing. Will be redirected as needed to stay on task.</i></p>	<p>Students will demonstrate understanding of the various ways in which multiple individuals have had positive impacts and created change within their own communities as evidenced by their contributions to class discussion and creation of our chart.</p> <p>Students will demonstrate an understanding of how the individual of their choice impacted their community as evidenced by their writing assignment.</p>

	<p><i>D.G. - will be required to write at least two sentences, but will discuss with him orally what he learned.</i></p>	
<p>DAY 8</p>	<ul style="list-style-type: none"> ● Students will turn and talk with a partner discussing what change they would like to see happen in their own community. ● After sharing out we will record these ideas on chart paper. ● As a class we might chose one to focus on or work in groups to address several issues, brainstorming ways that we would be able to make change happen. <p><i>D.G. will have the option of sitting at the rug or on a chair.</i></p>	<p>Students will demonstrate understanding of issues within their own community that need to be addressed or improved upon as evidenced by class discussion and listing of ideas.</p>

Part 6: initial TWO Lesson Plans

Universal Design for Learning: As you develop the lesson plans, consider your planning for UDL in Parts 4 and 5. As you make instructional and assessment choices for ensuring access for all learners, highlight these choices according to their UDL categorizations below. If UDL choices overlap, indicate with an annotation.

Green	Provides Multiple Means of Engagement (options for self-regulation, sustaining effort and persistence, and recruiting interest)
Purple	Provides Multiple Means of Representation (options for comprehension, language, mathematical expressions, and symbols, and perception)
Blue	Provides Multiple Means of Action & Expression (options for executive function, expression and communication, and physical action)

Lesson 1

Name	Topic/Title	Grade Level/CT
Ms. Juarez	Community Pride	1st Grade/Mrs. Gencarelli
1a. STANDARD: NJ Common Core Standards 6.1.P.B.1 Everyone is part of a larger neighborhood and community. NJLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	1b. ENDURING UNDERSTANDINGS SWUT communities are made up of diverse groups of people who live in/share the same place (city, town, school etc.).	
2a. TIERED STUDENT LEARNING OBJECTIVES	2b. TEACHER CONTENT KNOWLEDGE (<i>necessary prior knowledge</i>)	

<p>All students will share an idea with their partner about what they know about their community and something that they learned from the story.</p> <p>Most students will share their ideas about what they know about their communities with the class and add ideas to our anchor chart.</p> <p>Some students will articulate what they think a community is.</p>	<p>A community is made up of a diverse group of people who share something in common, such as the neighborhood they live in, interests, or hobbies.</p>	
<p>3. ASSESSMENT</p> <p>Students will demonstrate understanding of their comprehension of the story as evidenced by their sharing during turn and talks and group discussions.</p> <p>Students will demonstrate understanding of what a community is as evidenced by a class discussion and through recording of their ideas on chart paper.</p>		
<p>4. INDIVIDUALIZED STUDENT NEEDS</p> <p>D.G. will have the option of listening with us on the rug, or from a chair near the rug.</p> <p>M.Br. - will point out unknown vocabulary and figures of speech from the text to help her make meaning of the story.</p>		
<p>PROCEDURE AND PRACTICE</p>		
<p>TEACHER'S ROLE Questions to Ask</p>	<p>WHAT ARE STUDENTS DOING?</p>	<p>MATERIALS</p>
<p>1 STARTER/ANTICIPATORY SET (2 min.)</p> <p>I will tell students that today we will begin learning about what it means to be a part of a community. I will ask students to think about the question “What is a community?” considering where they may have heard the word before and what it might mean.</p> <p>Students will first turn and talk to a partner, then share their thinking and I will record their responses on chart paper under the title, “What is a community?”</p>	<p>Students are sitting on the rug, listening, participating, and sharing ideas.</p>	<p>Chart paper, markers</p>
<p>2. INTRODUCTION OF NEW MATERIAL</p>		

<p>(Guided Instruction/Procedure/Exploration) (12 min.) I will let students know that today we will read a book titled <i>Look Where we Live: A First Book About Community Building</i> by Richie Scott. I will ask the following questions and have students turn and talk: What are some things you enjoy doing in your community? Describe a favorite place to go in your neighborhood. What are some other types of community workers that you've seen in your community?</p>	<p>Students are sitting on the rug listening to the story, participating in turn and talks, and sharing ideas in a group discussion.</p>	<p>Book: <i>Look Where we Live</i></p>
<p>3. GUIDED PRACTICE/EXPLORATION/ACTIVITY (6 min.) I will ask students to think about something from the story that was similar to their community, as well as something in the story that was different from their community, or where they live. Then they will turn and tell their partner. After the story we will revisit the question "What is a community?" and students will share their responses. Depending on their responses I will try to guide them by rereading certain pages from text. While communities can be defined by geography, or where you live, the author also pointed out that people who share similar interests or hobbies make up communities as well.</p>	<p>Students are turning and talking.</p> <p>Students are sitting on the rug, listening, participating, and sharing ideas.</p>	<p>Book Chart</p>
<p>4. INDEPENDENT PRACTICE (6 min.) Students will turn and talk, discussing what types of communities they belong to. Then we will revisit that chart that we started in the beginning of the lesson, reading what we have so far. I will ask students after reading and discussing the story what they would like to add. How else can we define what a community is? We will discuss their responses as we add to our chart. Then I will ask students what communities they belong to, and add them to our chart as well.</p>	<p>Students are turning and talking.</p> <p>Students are listening and participating on the rug, thinking about ideas to add to our chart.</p>	<p>Anchor chart, marker</p>

<p>5. CLOSING (1 min.) I will ask students to think of one sentence that describes what they learned about communities today. I will give them thinking time and then allow them to share their sentence with a partner.</p>	Students are sitting on the rug, thinking, then sharing their idea.	n/a
<p>HOMEWORK/FOLLOW UP ACTIVITY (if appropriate).</p>	n/a	

Lesson 2

Name Ms. Juarez	Topic/Title: Community Pride	Grade Level/CT 1st Grade/Mrs. Gencarelli
<p>1a. STANDARD: NJ Common Core Standards 6.1.P.B.1 Everyone is part of a larger neighborhood and community. NJLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p>	<p>1b. ENDURING UNDERSTANDINGS SWUT communities are made up of diverse groups of people who live in/share the same place (city, town, school etc.).</p>	
<p>2a. TIERED STUDENT LEARNING OBJECTIVES All students will be able to ask a question about their community. Most students will be able to tell me facts about their community and/or facts about the community in our book. Some students will be able to compare and contrast details from the story with facts about their own</p>	<p>2b. TEACHER CONTENT KNOWLEDGE (necessary prior knowledge) A community is made up of a diverse group of people who share something in common, such as the neighborhood they live in, interests, or hobbies. My students live in the community of Newark.</p>	

<p>3. GUIDED PRACTICE/EXPLORATION/ACTIVITY (8 min.) After the turn and talk, students will share out ideas with the class. Together we will discuss where the information that’s shared should go on the venn-diagram. After completing the venn-diagram students will turn and talk to the following prompt: What do you notice about our Venn-diagram? What does it tell you about where you live? Next I will ask students to think about the following questions: What are some questions that we have about Newark that came up while we were filling out the Venn-diagram? I will say that I was wondering if Newark has a community garden like the community in the book that we just read does. I will repeat my question, “Does Newark have a community garden?” and model writing it onto the whiteboard. What is something that you are wondering about or want to find out about your community? A few students will come up to write their questions on the board with my assistance and prompting as needed.</p>	<p>Students are sitting on the rug, listening and participating.</p>	<p>Venn-diagram</p>
<p>4. INDEPENDENT PRACTICE (5 min.) Students will return to their seats to write down one question or wondering they have about their community that they feel is most important (these questions will be addressed in the coming lessons) . Students who finish early will be encouraged to try to generate more questions as I work with D.G. and other students who need more support with writing down their ideas.</p>	<p>Students are writing at their seats.</p>	<p>Paper</p>
<p>5. CLOSING (5 min.) Next I will call students attention to the front of the room, where there is a chart paper titled “Questions about our community.” I will ask students to share some of the questions and wonderings that they wrote down, and I will add them to this anchor chart.</p>	<p>Sitting at their seats sharing out ideas.</p>	<p>Students work Chart paper Markers</p>

HOMEWORK/FOLLOW UP ACTIVITY (if appropriate). For myself: I will look through the papers to see if there were additional questions that should be added to the chart.		

Part 7: rubric

Category	2+ point	1 points	0 points	Score
Students will include an introductory statement about the person that they are writing about.	<i>Students write a statement in the beginning of their writing piece that clearly identifies which person they are writing about.</i>	<i>Students do not include an introductory sentence but they do address who they are writing about within their writing.</i>	<i>Students do not include an introductory sentence or a sentence clearly stating who they are writing about anywhere within their writing.</i>	
Students will include at least one sentence that states the problem or issue that the person they are writing about worked to address in their community.	<i>Students write one or more sentences that clearly describes the issue that the person they are writing about addresses in their community.</i>	<i>Students address the issue that the person they are writing about addresses within their community, but it is not clearly stated.</i>	<i>Students do not make mention of the issue that the person they are writing about works to address in their community.</i>	
Students will include at least one sentence about how the person that they are writing about created change in their community.	<i>Students write one or more sentences that clearly describes how the person they are writing about created change in their community.</i>	<i>Students address how the person they are writing about created change in their community, but it is not clearly stated.</i>	<i>Students do not make mention of how the person they are writing about created change within their community.</i>	
Students will include a sentence about what the person of their choosing accomplished, or what the result of their	<i>Students write one or more sentence about the result of the change that the person they are writing</i>	<i>Students address the result of the change that the person they are writing about created within their</i>	<i>Students do not make mention of the change that the person they are writing about created within their community.</i>	

change was in their community.	<i>about created within their community.</i>	<i>community, but it is not clearly stated.</i>		
Students picture matches the topic of their writing and includes the person that they are writing about.	<i>Students illustrate a picture that includes the person that they are writing about and matches the topic of their writing piece.</i>	<i>Students pictures address the issues of change that we have been learning about within our communities unit.</i>	<i>Students pictures do not reflect their learning within our communities unit in anyway, or students do not include a picture.</i>	
			Total Score	

Part 8: Analyzing Student Work

Your Name: Corey Juarez

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"> ● Students will draw a picture of a favorite place in their community. ● Students will write about a favorite place in their community. ● Students adds some written description of the place they are writing about, such as who they go with, how they get there, what they do there, what they like about it, what does it look like, etc.

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
Jaelynn Donovan	Maria Eleahny	Ameesh Jalyn Tiffany Akshaya Manuel Khloe Luigi Alex Carlos Keyla Kayla Haylee Alejandro Jaya Solange	Ayleen Mark Sebastian
Total #:2	Total #:2	Total #:15	Total #:3

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

Below	Approaching	Meeting	Exceeding
<p>Student draws a picture and describes a place that she likes to go, Chuck E. Cheese, but it is not a place within this student's community, nor does she make an attempt in her writing to connect the concept of community to her writing. She writes about what she likes to do at Chuck E. Cheese.</p>	<p>Student draws a picture and writes about a specific place in her community, the park, but makes no mention of community in her writing. The writing is focused more on listing what she does when she goes to the park.</p>	<p>Student explicitly names a favorite place within her community, in this case, the park. She writes about why she enjoys park, who she goes with, and what she does when she's there.</p>	<p>Student explicitly names a place in the community that is his favorite, which in this case was a garden. He also writes about how the garden benefits the community and the earth.</p>

Step Four: Identify Needs. Looking at this focus student's work, what specific skills or understandings would this student need in order to meet the criteria you identified in step one.

Below	Approaching	Meeting	Exceeding
-------	-------------	---------	-----------

<p>This student needs to clearly identify a favorite place within her community, describe it, and draw a picture of the place.</p>	<p>This student needs to make mention of community within her writing.</p>	<p>Student can write about the role that the place she is writing about, which is the park, has on the community. Why is the park an important place within your community?</p>	<p>Student may need an extension activity to continue to develop and deepen his understanding of communities.</p>
------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------

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 work with this group to reteach our initial lesson on communities, and clearly define what a community is. We will review the book <i>Look Where we Live</i> and list places in their community on a chart</p>	<p>Similar to the “Below” group, I will reteach the definition of community to this group, and be prompted to make a written connection between the place they are writing My favorite place in my community is ____.”</p>	<p>With this group, we will chart the different places in their community, it’s role, and the impact that each place has on its community.</p>	<p>With this group we can explore roles of various community workers and the impact that they have on their community.</p>

for visual support and pick one place to write about.			
-------------------------------------------------------	--	--	--

Step Six: Reflect

<p>How does this analysis inform instruction? What have you learned about how your students understand the project? How does this inform your next steps?</p>
<p>Prior to using this protocol to examine my student work, I was not entirely convinced as to whether or not the students in my class were really getting the enduring understandings that had been presented to date. The initial step of laying out student work into groups that exceeds, meets, approaches, or is below expectations was a clear indicator that the majority of my students were understanding the concepts that had been introduced, such as what a community is and what kinds of places exist within their community.. By then looking at what exactly was indicative of the work in each group, it was much simpler to identify the needs that I need to target to get each student to acquire the social justice knowledge that they need to successfully participate in the remainder of the unit. Had the student work not been laid out in this way, it would have been much more difficult to pinpoint the skills necessary to address to increase their understanding and to group the students accordingly. I found this protocol to be an effective tool to help me plan to address misunderstandings, as well as to reteach and expand on specific concepts within small group instruction. I now have another strategy to use to better help my students understand the concepts that I have taught by directly focusing on the areas that each student needs to work on. Going forward, both with the rest of this unit, and my future teaching in general, this protocol is a simple yet effective tool that I can use to help direct and inform my teaching in a way that also provides me with data about my students, their understandings, and how they learn.</p>

Part 9: Unit Reflection

You have now had the experience of planning a social justice unit using backwards design and thematic planning, and Universal Design for Learning. 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 the UDL approach support individual student learning? How will this experience support your planning for students with diverse learning needs?
- How did implementing the unit impact how you are moving forward?
- What larger lessons have you learned about curriculum design and teaching?

Several months ago, when I was initially told that I would be planning a social justice unit and teaching it to my class, I felt pretty overwhelmed because I couldn't even begin to imagine how I would do that. One of my initial concerns was that I didn't know enough about social justice education to effectively design a whole unit to be taught at the first-grade level. Probably my biggest concern, was that I had no clue how to design a whole unit. Where would I even begin?

Now that I have finished designing, and am almost done implementing the unit, I would have to say that this may have been the most stress-free assignment that I have ever had to complete. Though there were many steps that went into completing the assignment that I would not have known how to complete on my own, the way that the content in our social justice and inclusion classes were scaffolded to what we would need to know to complete the next step of the unit plan really helped to work through the unit in a well-planned and manageable way. Having had this experience in my course work made me realize that it is actually a good practice to use in my instruction as well. We were first introduced to a concept, then participated in guided practice to go through and

experience doing the work as a class, and then got to do each part of our own unit independently. This process, in my opinion, set us up for success in our own work by setting a strong foundation, addressing misconceptions, and most importantly by chunking the work into small and more manageable increments that kept it from becoming overwhelming.

The process was also good practice in applying and infusing the Universal Design for Learning, as well as other accommodations and modifications for students with diverse learning needs, throughout an entire unit. Since I was creating my own unit, and through using backwards planning, I was able to first consider the needs of the students in my class and the UDL strategies that I would like to apply, before even writing out my lesson plans. In this way, my unit was designed for my particular group students, as opposed to the plans that come from curriculum guides, which are simply modified after the fact to then meet the needs of my students. Since I was able to plan for my students from the very beginning, the unit as a whole was more responsive to their needs, interests, and prior knowledge. I learned more about how to implement different UDL strategies by planning in this way because instead of simply changing the students' end product after a scripted lesson, I was able to instead look at all the different needs in my classroom and plan ways to address their needs that in turn benefit all students in the class. For example, I noticed that a lot of my initial plans involved a lot of books, group discussions, and chart making, but I know that there are a few of my students who tune out completely after more than just a couple minutes of discussion on the rug, which would just result in me doing a lot of redirecting throughout the lessons. For that reason I planned to show some videos to reinforce what we learned, old photographs of their neighborhoods that we could then use as a springboard to a discussion, hands on activities such as the Museum Outreach program, digital books, and so on, in order to keep students engaged.

When I was designing and planning a recent learning segment about writing friendly letters, I decided to follow the same process, using backwards design, beginning with my enduring understandings and essential questions, and taking the diverse needs of my students into account, and brainstorming possible activities, before planning each lesson. In doing so, my learning segment was very well planned with a lot of scaffolding from one activity to the next, and a lot of multimodal learning to address diverse needs and to reinforce the concepts that I wanted my students to learn. I also provided students with a lot of support and feedback throughout, just

as we had gotten while working on our units, in order to keep giving students the opportunity to learn from their misunderstandings and to be successful with their end product. I was really satisfied with how my second attempt at backwards planning played out, and how successful my students were with the unit in the end. While my biggest reservation about planning the social justice/inclusion unit was my ability to plan a cohesive unit successfully, the way that it was laid out for us was not only effective at making the unit easier and more manageable to plan in a thoughtful way, but also an effective strategy to adopt in my own instruction.

Though I did learn a lot from the planning process, it is not to say that the unit flowed seamlessly. Of course not everything was perfect, and there were aspects to my planning that I went back and adjusted after teaching, as I learned that they either weren't effective for my students or that improvements could be made to make the learning strategies more effective. For example, the first two lessons, which were admittedly the most boring of the unit as they were mostly laying the groundwork before really getting into the "meat" of the unit, did not hold the attention of all students. In retrospect, I would probably shorten the duration of the duration of those initial lessons, as they could probably be done just as effectively to have students get what they need to know while still holding their attention. I would also maybe incorporate more of an attention grabber in the first lesson, possibly an opener about Newark specifically to grab their attention and to initially link where they live to the idea of community.

Though I couldn't go back and reteach those two lessons, moving forward I reviewed the upcoming plans to make sure that there was a variety of UDL woven into each of the subsequent lessons. I was also a little surprised and happy to learn that other than the class where the Museum Outreach came to our classroom, the lessons that the students were most engaged in thus far have been the ones involving people from around the world who have created change within their own communities. I loved to see how involved students were throughout the discussions and turn and talks that went along with the read alouds for these lessons, and especially how it sparked many great conversations about what is fair and what's not, and so forth. It definitely was a cue for me that student of all ages are can be taught in a social justice oriented way and can engage in meaningful discussions about social justice issues. Their interest of course has caused me to prolong that portion of the unit so that students can learn about even more inspiring and influential people.

The process of planning this social justice/inclusion unit has been a rewarding one that has made it necessary for me to pause and reflect on many issues, such as teaching social justice education at the early childhood level, backwards planning, UDL strategies, planning with my students needs in mind, as well as the ability to be flexible with plans in order to be responsive to the needs of my students.

