

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

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## **PART 1: PLANNING THE UNIT OVERVIEW**

**Your Name:** Regina Polzella

**Unit Title:** Our Community

**Topic:** Pride for our Community

**Grade level:** Kindergarten

### **Themes/ Big Ideas:**

1) Many things make up a community (places and people)      2) People in our school contribute to a peaceful, productive school community  
3) Roles and Responsibilities of helpers in our school community 4) Unity and Strength   5) Community Resources      6) Historical sites, services, and special events in your community

### **Enduring Understandings:**

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

- 1) SWUT people are an important part of their school community and together they can work together to build unity in the school community.
- 2) SWUT people have the power to come together to positively influence the development of and decisions about their communities.
- 3) SWUT they themselves are community helpers and can help the people around them
- 4) By learning about community helpers, SWU the importance of how a community works and what it takes to be part of a community.

### **Essential Questions**

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

- 1) How do workers in our school contribute and support our school community?
- 2) What can you do to help contribute to your school 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 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.

#### **Content Statement: Citizenship begins with becoming a contributing member of the classroom community**

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

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.

**Content Statement: Everyone is part of a larger neighborhood and community.**

<b>STANDARD</b>	6.1.P.B.1 Develop an awareness of the physical features of the neighborhood/community.
<b>Step #1 – NOUN PHRASES</b>	Physical Features Neighborhood Community
<b>Step #2 – QUALITY CONTENT LISTING</b>	<p><b><u>Physical features:</u></b> Building Roads Sidewalks Parks</p> <p><b><u>Neighborhood</u></b> <b><u>Who lives around you?</u></b> <b><u>Where do you play?</u></b> <b><u>What do you see near your house?</u></b> Neighbors Houses/Apartments Where do you play? Who do you play with?</p> <p><b><u>Community</u></b> City of Newark Places of worship School Boys and Girls Club Library</p>

	<p>Musesum</p> <p>Parks</p> <p>Stores</p> <p>Where do you play?</p> <p>Where do you go to school?</p> <p>Where do you shop?</p>
<b>Step #3 – VERBS</b>	<p><b>Develop awareness</b></p> <p><b>Talk about</b></p> <p><b>Describe</b></p> <p><b>Identify</b></p>
<b>Step #4 – QUALITY SKILL STATEMENTS</b>	<p>With prompting and support from adults and/or peers, students will: be able to talk about their community and neighborhood and name physical features of their neighborhood and community and draw physical features in the neighborhood and community.</p>

<b>STANDARD</b>	6.1.P.B.2 Identify, discuss, and role-play the duties of a range of community workers.
<b>Step #1 – NOUN PHRASES</b>	Duties of community workers
<b>Step #2 – QUALITY CONTENT LISTING</b>	<p><b>Duties:</b></p> <p>The job responsibilities</p>

	<p>The job's task</p> <p>What does that community worker do what is their job or role?</p> <p>How is this like our classroom helper jobs?</p>
<b>Step #3 – VERBS</b>	<p><b>Identify</b></p> <p><b>Discuss</b></p> <p><b>Role Play</b></p>
<b>Step #4 – QUALITY SKILL STATEMENTS</b>	<p>With prompting and support from adults and/or peers, student will; be able to act out or talk about the different jobs in the community and describe the job responsibilities that they observe in their own community.</p>

**Content Statement: Spatial thinking and geographic tools can be used to describe and analyze the spatial patterns and organization of people, places, and environments on Earth.**

6.1.4.B.2 Use physical and political maps to explain how the location and spatial relationship of places in New Jersey, the United States, and other areas, worldwide, have contributed to cultural diffusion and economic interdependence.

**Content Statement: Urban areas, worldwide, share common physical characteristics, but may also have cultural differences.**

6.1.4.B.10 Identify major cities in New Jersey, as well as in the United States, and the world, and explain how geographic and demographic tools (e.g., maps, globes, data visualizations) can be used to understand cultural differences.

### **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.L.K.2**

**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**

<b>STANDARD</b>	<b>RI.K.10. Actively engage in group reading activities with purpose and understanding.</b>
<b>Step #1 – NOUN PHRASES</b>	Group Reading Purpose Understanding
<b>Step #2 – QUALITY CONTENT LISTING</b>	<b><u>Group Reading</u></b> Teacher reads Students listen Students will raise their hand when questions are asked Students will use I agree and disagree gestures when commenting on other students answers

	Identifying or using evidence from the text or Students will extract facts from the text)
<b>Step #3 – VERBS</b>	Actively Engage
<b>Step #4 – QUALITY SKILL STATEMEN</b>	With prompting and support from adults and/or peers, students will: identify facts or learning from the text by recalling facts they heard during the read aloud

CCSS.ELA-LITERACY.RI.K.1

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

<b>STANDARD</b>	CCSS.ELA-LITERACY.RI.K.2 <b>With prompting and support, identify the main topic and retell key details of an informational text.</b>
<b>Step #1 – NOUN PHRASES</b>	<p><b><u>Informational Text</u></b></p> <ul style="list-style-type: none"> <li>• Gives readers information</li> <li>• Information is facts (ideas that are true)</li> </ul> <p><b><u>Main topic</u></b></p> <ul style="list-style-type: none"> <li>• What the writing is about</li> </ul> <p><b><u>Key details</u></b></p> <p>Topic Text</p>

<b>Step #2 – QUALITY CONTENT LISTING</b>	<p><b><u>Informational Text</u></b></p> <ul style="list-style-type: none"> <li>• Gives readers information</li> <li>• Information is facts (ideas that are true)</li> <li>• Extract the facts from the text</li> </ul> <p><b><u>Main topic</u></b> What the writing is about</p> <p><b><u>Recalling facts from the text</u></b> Extract information from the text Facts are information that is true Retelling the facts in the correct order (if there is a sequence to the text) Identify the main topic Retell the key details Differentiate between the main idea and key details</p>
<b>Step #3 – VERBS</b>	<p>Recall Retell Identify</p>
<b>Step #4 – QUALITY SKILL STATEMENT</b>	<p>With prompting and support the student will: Orally and gesturally recall facts from the text Orally, gesturally, or by drawing pictures identify the main idea</p>
<b>STANDARD</b>	<p><b><u>CCSS.ELA-LITERACY.SL.K.4</u></b> <b>Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</b></p>

<b>Step #1 – NOUN PHRASES</b>	Familiar People Places Things Events
<b>Step #2 – QUALITY CONTENT LISTING</b>	Familiar people Roles in the community Different professionals in the community Places in the community <b><u>Details</u></b> Adjectives are words that help you describe a person place or thing You can elaborate on your answers by using adjectives to describe the person, place or thing.
<b>Step #3 – VERBS</b>	Identify Describe
<b>Step #4 – QUALITY SKILL STATEMENT</b>	With prompting and support student will orally describe familiar people, places, things, places, and details such as adjectives, to describe their community after reading and talking about their community.

### **Part 3: Planning Thematic Web**

<p><b><u>Math</u></b></p> <p>Students will count how many stickers (votes) each school worker got and then tally up the total. As a class</p>	<p><b><u>Arts (visual, music, drama)</u></b></p> <p>Students will create their own flag and plant a seed to symbolize they have a cause and a say in their community. This</p>	<p><b><u>Science and Technology</u></b></p> <p><b>View a historical video about Newark.</b></p> <p>-</p> <p><b>Create a video about the community.</b></p>
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<p>students will vote on the top three voted for, school workers to interview and invite to our classroom.</p>	<p>project will also symbolize how strength works in numbers, and the more people/ students who come together unified, the more power and strength they have to create change.</p> <p>Students will engage in video recording and ask questions they created to use to interview their school community worker.</p>	
<p><b><u>Other/Field Trip</u></b> Field trip around the school.</p>	<p><b><u>TOPIC:</u></b></p> <p><b>Unity and Pride in the Community</b></p>	<p><b><u>Literature, Reading</u></b></p> <p>Students will listen to informational read-alouds about their community and important people that have made a positive impact in their community.</p>
<p><b><u>Social Action</u></b> - Students will create thank you letters to the various community workers within our school that they learned about and interviewed.</p>	<p><b><u>Social Studies/history/</u></b> Students will create a school community quilt.</p>	<p><b><u>Writing</u></b> Students will create thank you letters to the workers in the school thanking them for their services. Thank you letters will be made also</p>

Students will write thank you letters to them thanking them for their services and contributing to the community within our school.		into a class book to be shared during read aloud.  and/or a Why I love my community writing assignment.
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#### 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	Mix and Mingle, Turn and Talks to keep children engaged; partner up by language (English or Portuguese)	Consider using e-books on smart board	Turn and talks so all students have their ideas heard
What I Like to Do in my Community/ Writer's Workshop	Difficulty organizing ideas from their head and transfer onto paper, handwriting and spelling	Consider audio clips or videos to represent the instruction that is taught in English to ELL students or struggling readers	Students who struggle understanding English or Writing can draw and then verbally communicate and describe their picture, Consider translating in Portuguese teacher's model	Graphic organizers, anchor charts, sentence starters to help generate brainstorming and when creating a complete sentence to describe student's learning, provide a sentence starter
Introducing new ideas and vocabulary	English Language Learners		Provide visual aides and support for struggling readers or ELL students	

### 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.

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

<b>Unit Title:</b>	<b>Teacher:</b>	<b>Grade:</b>
<b>Unit Description:</b> Throughout the unit students will explore what a community is and learn more about their school community. The unit will focus on how workers within the school community come together to support our school community and bring positive change. The students will understand that there is strength in unity and that together we can accomplish more in our school community by participating in Day 1's activity. As we begin to learn about the school community we will work as a class to describe what they know about their school community. We will begin by taking a tour of the school and then returning to the classroom to discuss our observations and what the student's already know about the workers and their responsibilities they have in our school community. Then we will take a class vote for which workers we want		<b>Standards Addressed:</b>  <b>CCSS.ELA-LITERACY.SL.K.4</b> <b>Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</b>  <b>RI.K.10. Actvly engage in group reading activities with purpose and understanding.</b>  <b>CCSS.ELA-LITERACY.RI.K.1</b>

<p>to learn about and then invite to our classroom and interview. We will create a class chart with the different school workers we saw on our school tour with their picture and title. I will ask students to share any information they already have or know about the different workers jobs.</p> <p>After we create the chart and have a whole class discussion where I recorded the student's responses we will then vote. After we vote on the school workers we want to interview, students will then generate questions they want to ask these school workers when they come to our classroom to share. Students will engage in active listening and questioning when the class visitors come to the classroom. Student will learn about the various jobs community workers have in our school community. After several visits from school workers in our school community, the students will regroup for a whole class lesson focused on recalling the various jobs of our school workers who came to visit and writing thank you letters. Students will demonstrate understanding of the various ways in which the school workers who came to speak, help and support our school community, by writing Thank You Letters for the help and support the school workers provide to our school community.</p>	<p><b>With prompting and support, ask and answer questions about key details in a text.</b></p> <p><b>CCSS.ELA-LITERACY.L.K.2</b></p> <p><b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b></p>
<p><b>Enduring Understandings</b></p> <ul style="list-style-type: none"> <li>5) SWUT people are an important part of their school community and together they can work together to build unity in the school community.</li> <li>6) SWUT people have the power to come together to positively influence the development of, and decisions about their communities.</li> </ul>	<p><b>Essential Questions</b></p> <p>How do workers in our school contribute and support our school community?</p> <p>What can you do to help contribute to your school community?</p>

<p>7) SWUT they themselves are community helpers and can help the people around them and contribute to our school community.</p> <p>8) By learning about community helpers, SWU the importance of how a community works and what it takes to be part of a school community.</p>	
<p><b>Tiered/Differentiated Learning Objectives per class/lesson:</b>  Means of representation and expression will vary depending on the level of learners:</p> <p>Some students: Will write thank you letters</p> <p>All students: Will label pictures and write one sentence with finger spacing tools provided.</p> <p>A few students: Will draw pictures and orally describe what they drew and their understandings.</p> <p>Some learners will help me translate to my low Bilingual students who still struggle to express learning in English.</p>	
<p><b>List Individual Student Needs:</b> Identify specific student needs as identified by IEP/504.</p> <ul style="list-style-type: none"> <li>• I do not have student who are identified with an IEP/504</li> </ul> <p>Bilingual Students will be provided translation when needed by mentor teacher  D.C. will need support when writing  J.O. D.A. A.R. (Students who just relocated from Honduras and Brazil) will draw their understandings and Ms. Roman will conference with them and ask them to orally in their language share what they drew</p>	
<p><b>Day</b></p>	<p><b>Daily Mini-Lesson Summary</b> (Reading/Writing Workshop: Mini lesson, Guided/Small Group/Independent Practice, Closure)</p> <p><b>Assessment:</b> Phrased as: “Students will demonstrate understanding of (CONTENT) as evidenced by (PRODUCT)”</p>

Day 1	<p>In this lesson, students recognize the importance of communities to which they belong (big and small). The students recognize the words unity and united as words related to people coming together with common purpose. The goal of this lesson is to prove that there is strength in unity and that together we can accomplish more. They analyze and model their individual characteristics and symbolically bring those strengths to the group for the common good.</p> <ul style="list-style-type: none"> <li>• With students on rug, show the word UNITY. ask what is unity? Chart responses.</li> <li>• Give everyone a popsicle stick. Take a single popsicle stick and break it. Tell students it is easy to break one stick standing alone. Then the popsicle sticks back and that each stick represents them and imagine that this is everyone in the classroom community. Try and break the stack. Call up a student to try and break it. You can't! Ask how come? (Because we are stronger together!)</li> <li>• Talk about how each of us is special and unique and we bring that uniqueness to our classroom community. Model- I am unique because I am a good listener. Ask for a few volunteers about why they are unique and what they contribute to the community. Turn and Talk - what makes you special that you contribute to the community.</li> <li>• Give each student their popsicle stick back. Have them create a little flag about their strength that they tape to the flag.</li> </ul>	<p>Students will demonstrate understanding of unity being stronger together as evidenced by chart and discussion after popsicle stick activity.</p> <p>Students will demonstrate understanding of their personal contribution to the classroom community as evidenced by the flag on their popsicle stick.</p> <p>Students will demonstrate an understanding of community being individual people working together as demonstrated by community discussion and chart.</p>

	<ul style="list-style-type: none"> <li>• Circle back up and have students turn and talk about their flag.</li> <li>• Have a tupperware or planter with marbles (stones, dirt, styrofoam etc). Have students “plant” their flag in the tub.</li> <li>• Show chart with the word commUNITY. Ask: Based on what we did today, what is a community? Chart responses. See if they notice the word unity in there and guide them to thinking about why the word unity and community are related.</li> <li>• Explain that this unit is going to focus on the strength that we have when we work together in a community.</li> </ul>	
Day 2	<p>Community Helpers Within In the School</p> <ul style="list-style-type: none"> <li>• We will begin the lesson by talking about the community within our school and how they bring change (their purpose) and contribute to our school community.</li> <li>• As a whole class, we will take a walk around the school and identify different people that work in the school that support the school community.</li> <li>• I will take pictures of the different people who work in the school.</li> <li>• After the students walk around the school, we will regroup in the classroom on the rug. I will list the different people and their job titles. I will then record student’s responses about the different people and their roles in our school, how they help our school. (i.e., the nurse, Ms. Wear the Family and Parent School Liaison, the Security Guard, the principal, the vice principal, the lunch ladies, the secretary, the custodians, etc.)</li> </ul>	<p>Students will demonstrate understanding of what community helpers do in our school as evidenced by a class discussion and through recording their ideas on chart paper.</p>

	<ul style="list-style-type: none"> <li>Teacher and students will also discuss the cons of not having that worker in the school, what would happen if we didn't have a security guard or a nurse, etc.</li> <li>I will finish the chart that evening and print out the pictures of the different people to go next to their job title and name.</li> </ul>	
Day 3	<p>Community Helpers within our School</p> <ul style="list-style-type: none"> <li>The lesson will begin with displaying the chart from the previous lesson, but completed with pictures for each worker we discussed.</li> <li>I will then distribute two stickers to each student and have them place the stickers next to the two workers they would want to interview and invite to our classroom.</li> <li>As a class we will take a final vote on the top 3-4 school workers we want to invite to our classroom and interview and get to know more about</li> <li>We will revisit the roles of each worker and then after deciding based on majority, which workers will we invite to our classroom and interview, I will begin to model interview questions with my mentor. I will then call on two students to model and then I will ask the students to turn and talk and discuss some questions they would have for each worker.</li> <li>After the turn and talk I will record student's questions on chart paper.</li> </ul>	<p>Students will demonstrate understanding of the various ways in which people in our school community help and have had a positive impact and create change within our school community as evidenced by their contributions to class discussion, creation of our chart, and questions concerning the roles of our school workers and how they help us.</p>

<p>Day 4 Day 5 And Day 6 3 days</p>	<ul style="list-style-type: none"> <li>• On these days, students will share their classroom with a worker in our school community that the students voted to come and talk to.</li> <li>• Students will listen to the speaker share their story, talk about their role in the school, and how they support our school community.</li> <li>• Students (will already be chosen) will orally ask interview questions to the speakers. *Questions will pre recorded from students already and displayed to speaker on the day they visit our class.</li> <li>• Some students will verbally ask questions to community school worker.</li> <li>• After the visitor leaves, some students will engage in a short writing prompt and demonstrate understanding of the school worker's function and thank them for their help to support their school community.</li> <li>• Some students who struggle with finger spacing and writing will draw a picture to demonstrate their understanding of the school worker's function and thank them for their help to support their school community. The child will orally describe their picture to an adult. The adult will write what the child dictated.</li> </ul>	<p>Students will demonstrate understanding of the various ways in which people in our school community help and have had a positive impact and create change within our school community as evidenced by their votes to elect school workers to come in and share their story and answer interview questions designed by the students, driven by their interest and understanding of the topic.</p> <p>Some students will demonstrate understanding of the various ways in which the school workers who came to speak, help and support our school community, by writing one sentence that describes how the school worker helps and/or supports the school community.</p>
<p>DAY 7</p>	<ul style="list-style-type: none"> <li>• I will have the all the students sit on the rug and I will model for the students what a we want to and how we will give thanks to the school workers who help support our school community. I will ask questions to guide students inquiry and exploration.. Why do you want to thank the school workers? How do they help you, how do they help our school?</li> </ul>	<p>Students will demonstrate understanding of the various roles of school workers and how these people support the students and the school as a whole and how their jobs have a positive impact to our school.</p> <p>For each worker, students will recall and use the chart to respond to the workers responsibilities to help them recall</p>

	<ul style="list-style-type: none"> <li>• Students will work on creating Thank You cards to the community workers who visited our classroom.</li> <li>• Students will be given a template.</li> <li>• For students who are not yet writing, I will have them give them a school worker to draw and ask them to draw what it is the school worker does to help you and our school community.</li> <li>• For students who are able to write, I will have them write in the Thank You Cards.</li> <li>• Dear _____, Thank you for contributing to our school community by .....</li> <li>• Some students who are able to label the pictures to supports the other students who wrote.</li> </ul>	<p>what it is they do that supports our school community and then create Thank You Greeting Cards.</p>
Day 8	<ul style="list-style-type: none"> <li>• Students will have a class party and or distribute the Thank You Greeting Cards to the school workers, thanking them for their contributions to our school community. I can take pictures and the students can create a digital photo album?</li> <li>• Maybe a school quilt?</li> </ul>	<p>FINAL PROJECT!</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.

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

### Lesson 1

<b>Name</b> Regina Polzella	<b>Topic/Title</b> Unity Within the School Community	<b>Grade Level/CT</b> Kindergarten
<b>1a. STANDARD:</b> NJ Common Core Standards  <b>RI.K.10.</b> Actively engage in group reading activities with purpose and understanding.		<b>1b. ENDURING UNDERSTANDINGS</b>  SWUT people are an important part of their school community and together they can work together to build unity in the school community.  SWUT people have the power to come together to positively influence the development of, and decisions about their communities.

	<p>SWUT they themselves are community helpers and can help the people around them and contribute to our school community.</p> <p>By learning about community helpers, SWU the importance of how a community works and what it takes to be part of a school community.</p>
<p><b>2a. TIERED STUDENT LEARNING OBJECTIVES</b></p> <p>All students will share an idea with their partner about what they know about unity and something that they learned from the video and class activity that demonstrated unity.</p> <p>Most students will share their ideas about what they know about unity with the class and add ideas to our anchor chart.</p> <p>All students will express their understanding of unity by listening to other student's response and using agree and disagree hand gestures.</p>	<p><b>2b. TEACHER CONTENT KNOWLEDGE</b> <i>(necessary prior knowledge)</i></p> <p>N/a</p>
<p><b>3. ASSESSMENT</b></p> <p>Students will demonstrate understanding of unity being stronger together as evidenced by chart and discussion after popsicle stick activity.</p> <p>Students will demonstrate understanding of their personal contribution to the classroom community as evidenced by the flag on their popsicle stick.</p>	

Students will demonstrate an understanding of community being individual people working together as demonstrated by community discussion and chart.

#### 4. INDIVIDUALIZED STUDENT NEEDS

D.C. & T.H. will have the option of listening with us on the rug, or from a chair near the rug  
Bilingual Students will have verbal translation provided by mentor teacher who speaks their native language and translate verbally

#### PROCEDURE AND PRACTICE

TEACHER'S ROLE Questions to Ask	WHAT ARE STUDENTS DOING?	MATERIALS
<b>1 STARTER/ANTICIPATORY SET (10_ min.)</b> The students will understand that there is strength in unity and that together we can accomplish more in our school community by participating in Day 1's activity.  <b>Show short video:</b> <a href="https://www.youtube.com/watch?v=8EPV79kLbfw">https://www.youtube.com/watch?v=8EPV79kLbfw</a> With students on rug, show the word UNITY. Ask what is unity? Chart responses. Students will share their thinking and I will record their responses on chart paper under the title, "What is Unity?"	Students are seated at their tables facing the SmartBoard for to view the video  Then students will transition to the carpet for whole class discussion and charting their responses	SmartBoard  Youtube video clip  Chart Paper Marker
<b>2. INTRODUCTION OF NEW MATERIAL</b> <b>(Guided Instruction/Procedure/Exploration) (5 min.)</b>		Popsicle sticks

<p>I will give everyone a popsicle stick. Take a single popsicle stick and break it. Tell students it is easy to break one stick standing alone. Then I will collect the popsicle sticks, and show them and say that each stick represents them and imagine that this is everyone in the classroom community. Try and break the stack. Call up a student to try and break it. You can't! Ask how come? Then I will try to break it, I can't. (Because we are stronger together!)</p>	<p>Whole Class</p>	
<p><b>3. GUIDED PRACTICE/EXPLORATION/ACTIVITY (10 min.)</b></p> <p>Talk about how each of us is special and unique and we bring that uniqueness to our classroom community. Model- I am unique because I am a good listener. Ask for a few volunteers about why they are unique and what they contribute to the community. Turn and Talk - what makes you special that you contribute to the community.</p> <p><b>As students execute the turn and talk, Ms. Roman will go to each table and distribute a popsicle stick to each student and a small piece of a paper.</b></p>	<p>Whole Class</p> <p>Turn and Talk</p>	
<p><b>4. INDEPENDENT PRACTICE ( 10 min.)</b></p> <p><b>I will direct the students back to their seats and fold their hands.</b></p> <p><b>I will show the students my own flag that I already made to model to the students what I want them to do.</b></p>	<p>Students at their seats</p>	<p>Popsicle sticks Paper Crayons Tape</p>

Give each student their popsicle stick back. Have them create a little flag about their strength that they tape to the flag.		
<p><b>5. CLOSING ( 10 min.)</b></p> <p>Circle back up and have students turn and talk about their flag.</p> <ul style="list-style-type: none"> <li>Have a tupperware or planter with marbles (stones, dirt, styrofoam etc). Have students “plant” their flag in the tub.</li> </ul> <p>Show chart with the word commUNITY. Ask: Based on what we did today, what is a community? Chart responses. See if they notice the word unity in there and guide them to thinking about why the word unity and community are related.</p> <p>Explain that this unit is going to focus on the strength that we have when we work together in a community.</p>		<p>Tupperware or planter Dirt or foam Student’s Work</p> <p>Chart Paper</p>
<b>HOMEWORK/FOLLOW UP ACTIVITY (if appropriate).</b>		

## Lesson 2

<b>Name: Regina Polzella</b>	<b>Topic/Title: Unity Within the School Community</b>	<b>Grade Level/CT</b>
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<p><b>1a. STANDARD:</b> NJ Common Core Standards</p> <p>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.</p> <p>CCSS.ELA-LITERACY.SL.K.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p>	<p><b>1b. ENDURING UNDERSTANDINGS</b></p> <p>SWUT people are an important part of their school community and together they can work together to build unity in the school community.</p> <p>SWUT people have the power to come together to positively influence the development of, and decisions about their communities.</p> <p>SWUT they themselves are community helpers and can help the people around them and contribute to our school community.</p> <p>By learning about community helpers, SWU the importance of how a community works and what it takes to be part of a school community.</p>
<p><b>2a. TIERED STUDENT LEARNING OBJECTIVES</b></p> <p>All students will be able to ask a question about the workers and how their roles contribute and support our school community after taking a tour of the school.</p> <p>Most students will be able to recall facts orally about their experience during the school tour and learning about the different school workers who support our school community.</p>	<p><b>2b. TEACHER CONTENT KNOWLEDGE</b> <i>(necessary prior knowledge)</i></p> <p>Within our school community, we have school workers who support our school and contribute to our school community.</p>

Some students will be able to contribute to the chart paper and ask I wonder questions to express what they further want to learn in relation to how the workers contribute to supporting our school community.		
3. ASSESSMENT		
Students will demonstrate understanding of what community helpers do in our school as evidenced by a class discussion and through recording their ideas on chart paper.		
4. INDIVIDUALIZED STUDENT NEEDS		
D.C. & T.H. will have the option of listening with us on the rug, or from a chair near the rug. Mentor will intervene when possible and translate for J.O., A.A., M.F., D.A. who do not speak English		
PROCEDURE AND PRACTICE		
TEACHER’S ROLE Questions to Ask	WHAT ARE STUDENTS DOING?	MATERIALS
1 STARTER/ANTICIPATORY SET ( _ min.)  We will begin the lesson by talking about the community within our school and how they bring change (their purpose) and contribute to our school community, building off of yesterday’s lesson.	Students are seated on the rug participating in a whole class discussion.  Students will transition from the rug to line up.	Chart Paper

<p>I will tell the students I am their pen, and whatever they said I will record down on chart paper.</p> <p>Boys and girls we are now going to take a tour of our school community. I want you to pay special attention to the different school workers we meet and take a picture of. When we return to the classroom we are going to discuss the various school workers we saw and what their jobs are and how they help and support our school community.</p> <p>Let's go over how we walk in the hall.          Are voices are silent and we stand tall in Hawk position          Hands are to the side.</p> <p>Where are my hawks, let's see who's ready to line up.          Transition from carpet to line up.</p> <p>Students will take a tour around school.</p>		
<p><b>2. INTRODUCTION OF NEW MATERIAL</b>  <b>(Guided Instruction/Procedure/Exploration) ( _ min.)</b></p> <p>As a whole class, we will take a walk around the school and identify different people that work in the school that support the school community.</p> <p>I will take pictures of the different people who work in the school.</p>	<p>Students will be in a line and take a tour of the school</p>	<p>Camera to take pictures</p>

<p><b>3. GUIDED PRACTICE/EXPLORATION/ACTIVITY ( _ min.)</b></p> <p>After the students walk around the school, we will regroup in the classroom on the rug. I will ask the students to list the different people and their job titles. I will assist when needed. I will then record student's responses about the different people and their roles in our school, how they help our school. (i.e., the nurse, Ms. Wear the Family and Parent School Liaison, the Security Guard, the principal, the vice principal, the lunch ladies, the secretary, the custodians, etc.)</p> <p>Teacher and students will also discuss the cons of not having that worker in the school, what would happen if we didn't have a security guard or a nurse, etc.</p> <p>I will finish the chart that evening and print out the pictures of the different people to go next to their job title and name.</p> <p><b>Boys and girls, quickly and quietly please return to your seats and fold your hands.</b></p>	<p>Students will be seated on the carpet</p>	<p>Chart Paper</p>
<p><b>4. INDEPENDENT PRACTICE ( _ min.)</b></p>		

<p>I will put a model sentence on the whiteboard for the students.</p> <p>Students will return to their seats and some students will write a sentence about one school worker that stood out to them and describe how they help support the school community.</p> <p>Some students will draw a picture of the school worker that stood out to them. Mentor will conference with identified students (J.O. A.A. D.A. M.F) and verbally translate to me what the child described.</p>	<p>Students will be seated and write or draw</p>	<p>Paper Pencils Crayone</p> <p>Chart from whole class learning with jobs turned for the students to view</p>
<p><b>5. CLOSING (_ min.)</b></p> <p>Students will turn and talk with their partner and discuss something that they learned from today's school tour and lesson. How does having a lot of people in our school help out school?</p>	<p>Students will share turns responding to the question</p>	
<p><b>HOMEWORK/FOLLOW UP ACTIVITY (if appropriate).</b></p>		

**Part 7: rubric**

<b>Category</b>	<b>3 point</b>	<b>2 points</b>	<b>1 points</b>	<b>Score</b>
<i>Students will create a Thank You card and include at least one complete sentence giving thanks to a school worker for their support they give to the school community.</i>	<i>Students write at least one complete sentence without teacher's prompt or sentence starter. Student will clearly state in the sentence "Thank you for contributing to our school community by....." by talking about the role or job of the school worker and how their work helps make our school community strong and unified. Students start the card with "Dear...."and a closing and their name. Students draw a picture to go inside with their card.</i>	<i>Students does not include all the parts of the formal letter parts, (Dear, Thank you for contributing by... From) and draws a picture.</i>	<i>Students do not include a sentence, or any parts of the formal letter process. Student only draws a picture and labels with words.</i>	
<i>Students will generate questions on their own that will be recorded on chart paper to ask the school community</i>	<i>Students will generate questions that elicit information they want to know about from the school community worker.</i>	<i>With prompting and support from an adult, student will generate an "I wonder.." statement about the school community worker they</i>	<i>Students do not show engagement or evidence of participation and do not contribute to the I wonder statements or</i>	

<i>workers when they visit our classroom.</i>	<i>Student will write a question down without prompting or support from an adult. The student will sound out their words and include a capital letter and question mark at the end of their sentence. Questions will then be added to class chart.</i>	<i>want to learn more about. With prompting and support from an adult, the student will write the question out on paper that will then be added to the class chart.</i>	<i>questions posted on the chart.</i>	
<i>Students will include a sentence about what the school worker of their choosing and what the result of their change was in our school community.</i>	<i>Students write one or more sentence about the result of the change that the person they are writing about created within our school community.</i>	<i>Students address the result of the change that the person they are writing about created within our school community, but it is not clearly stated.</i>	<i>Students do not make mention of the result of change the school community worker does they are writing about created within our school community.</i>	
<i>Students picture matches the topic of their writing and includes the person that they are writing about.</i>	<i>Students illustrate a picture that includes the person that they are writing about and matches the role of their school community worker.</i>	<i>Students pictures address our school or the student's life but not a school community worker and how it affects the student or school community.</i>	<i>Students pictures do not reflect their learning within our school communities unit in anyway, or students do not include a picture.</i>	
			<b>Total Score</b>	

*\* Each component of assessment gets a line in the rubric*

## Part 8: Analyzing Student Work

Your Name: Regina Polzella

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

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

If a student “get’s it”, what would you expect to see in this assignment?	
<ul style="list-style-type: none"><li>• The student will be able to clearly write why they are unique on their flag, that is connected to supporting and contributing to our classroom community.</li><li>• The student will draw a picture that that represents why they feel they are unique.</li><li>• Student will participate in the turn and talk about one thing that makes them special or unique.</li></ul>	

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

Below	Approaching	Meeting	Exceeding
	Heitor Joao Ivo Joel Amina Rodrigo Alice Diogo	Diogo C. Ahmid Beatriz Brianna Victor Tykir Matheus Christian C.	Laura Cristian R. Kamari Gabriellie Guilherme

Total #:	Total #: 8	Total #: 8	Total #: 5
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**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
	The student wrote why he was unique, but in the home setting, not connecting it to the school and classroom community.	<p>Student discussed why he was unique, connecting it to the classroom, drawing upon a specific strength and clearly stated it, i.e., "I am unique because I speak Portuguese and listen!"</p> <p>Student then drew a picture of himself at school with other students and his teacher, to represent why he was unique, connecting it to the the classroom community.</p>	<p>Student discussed why he was unique in school and demonstrated understanding as evidenced in his writing how he contributed, being a line leader leads to help modeling green choices and good behavior in the hallways and classroom for other students to see and follow.</p> <p>Student drew a picture of what he wrote about and used things found in the school hallway in his picture.</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
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	<p>The student needs to make connections to the classroom community setting and not at home setting, and express that in writing and/or a drawing.</p>	<p>The student could further elaborate on their specific strength or what it is that makes them unique in the classroom community setting and how they can help more people in the school rather than just themselves or other students in the classroom, but instead the entire school community.</p>	
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**Step Five: Plan for Differentiation.** Now that you have identified needed understandings or skills, how will you plan instruction so that identified students/groups have the social justice knowledge they need to better participate in this project?

Below	Approaching	Meeting	Exceeding
	<p>In a small group, I would encourage students to think about why they are unique when they are in school and not in other settings.</p> <p>How do they help other students or the teacher in the classroom?</p>	<p>Talk more about the activity with the popsicle sticks and build more discussion around unity.</p> <p>Show more videos about unity in the classroom community to provide visual means of representation of unity.</p>	

	<p>What green choices do they perform to get stickers for doing often?</p> <p>Foster student discussion connecting their uniqueness to the classroom and school community life.</p>	<p>In small group, encourage students to think about how their uniqueness they wrote about help support the school or make it better. What can they do for our school community? How can we make a change by coming together and doing those things?</p>	
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#### Step Six: Reflect

<p><b>How does this analysis inform instruction? What have you learned about how your students understand the project?</b></p> <p><b>How does this inform your next steps?</b></p>
<p>This analysis of instruction informs me of own future instruction. More specifically, it helps me identify which students I need to work with during small group after whole class instruction to reinforce or address misconceptions. I notice after analyzing each student's work, the students who did not meet expectations, were students who I had anticipated before the lesson may have some difficulty. It was helpful for me to determine how I would measure student's understanding by outlining what it was I saw that was present and what was not present in their work. In this lesson the use of props and visuals helped reinforce the concept I wanted the students to master. In the future, if I were to reimplement this lesson, day 1, I would explore more resources that provide ways to visually represent unity and more power in numbers as a whole when we come together to work and bring change in our school community. I noticed when we charted "What is unity in the classroom community?" the students had more trouble responding to that question rather than when I asked "What makes them unique?".</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?

When it was initially expressed to me that that I would be planning a social justice unit and executing it to my class, I felt immediate caution and stress. I did not anticipate for our professors to break it down so effectively like it was broken down and work on each section one at a time. The backwards planning method used in the creation of my unit was extremely helpful. By determining what it was I wanted my students to understand at the end of the unit was helpful to help me guide what my individual day- instruction would look like. I had planned to teach 6 days of this unit unfortunately I have only been able to teach the first two and a half days due to the scheduling issue in my school and the day does not allot for extra time. I teach in a kindergarten classroom and was unable to find a way to infuse a social justice lesson in one of my existing math or ELA domain instruction units, so I planned for a unit that I would deliver during writing at the end of the day. I work alongside my mentor and she follows a pacing guide and she prefer we stick to the writing unit but permitted me a couple days to teach the social justice.

The UDL approaches I integrated into my unit supported individual student learning. The visual aids represented in my unit helped the children better understand what is unity and how there is more power to bring change by having more people to make that change. I have a large ELL population in my classroom, and the video I chose did not have words but used pictures and people to show how unity can bring change. The students enjoyed watching the video and were able to return to the carpet and share their ideas about unity in our classroom. The activity with the popsicle sticks was another form of (UDL) that provided engagement for all learners. They were able to feel the sticks and break them and then try to break all the sticks at once. They enjoyed being challenged and I enjoyed the end result when they understood the more sticks they tried to break the less powerful they were and could not do that. I explained when they come together as a class they are more powerful and more strong and can make a change. The students then created their own flags. I got big label and taped them on popsicle sticks. The students wrote why they were unique. I first discussed unique characteristics and modeled to them how I was unique. I then had them turn and talk with their partner, another form of engagement and expression, to share why they are unique. We then responded to why we were unique and I charted some responses on the whiteboard. I then had the children transition to their seats to write why they were unique. Some students were given a sentence starter, I am unique because, other students wrote the entire sentence out, according to their needs. All students drew a picture to represent what they wrote about, why they are unique. I purchased some foam to put in mini planters and created a classroom community planter that represents the students in our classroom community and why they are unique and support our school community.

Prior to using the assessment piece 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 that first day. 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 is a classroom community, what is unity, and how can we bring our unique characteristics to the school community to support and make it a better place. 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.

The process of planning this social justice and 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. I look forward the day I have my own classroom and can implement my own lessons without the permission of my mentor teacher. Their interest from the students in this topic has caused to strive to implement and infuse social justice topics in my lessons so that my future students, whatever age they may be, can learn more about how the power of numbers and coming together in unity can bring change!

Picture of my lesson from day 1 are posted:

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15

I Am unique because...

• I speak English and Portuguese and Spanish and help my teacher Guilherme

• I am the classroom line leader and make green choices in the hallway. Cristiana  
Fiabby

• I always help out in the classroom. Kamari

• I always try to remind my friends to stay quiet and say "Shhh" onmid

• I always stay quiet when the teacher speaks and teaches. Beatriz







