

Urban Teacher Residency Inclusive Social Justice Curriculum Unit (SJU)

TABLE OF CONTENTS

[Part 1](#): Unit Overview

[Part 2](#): Planning with Standards

[Part 3](#): Planning for Ensuring Access through UDL

[Part 4](#): 3-Day Unit Plan

[Part 5](#): Three Lesson Plans

[Part 6](#): Rubric Design

[Part 7](#): Analyzing Student work

[Part 8](#): Unit Reflection

[Part 9](#): Final Rubric

PART 1: PLANNING THE UNIT OVERVIEW

Part I: Unit Overview

Potential grade level: 7th Grade English Language Arts

Unit Title: The World Around Us

Topic: Celebrating Diversity

Topic Justification- about two paragraphs (How does this topic address 4I's, 6 elements, CCW, community responsiveness, student interest)

Representation matters. This unit will include the voices of authors and artists a part of BI-POC community. The purpose of this unit is to expose students to different viewpoints and perspectives, other than the select few white authors. The world that we live in is multi-dimensional, and the works that students read should reflect that same multi-dimensionality. Real world cultural experiences and struggles of this group will be addressed, in the hopes that students will raise awareness, empathize, and adjust their thinking. It is also important for students to see themselves in the curriculum, and providing a wide diverse option of authors and works can make that possible.

This unit topic addresses the six elements. By introducing a diverse curriculum, students will be able to identify with authors who are a part of their community, which can help promote self-love. Showcasing the diverse struggles and experiences of disadvantaged communities can teach students to have respect for others who may have it harder in life, raise awareness of social injustices that are not broadcasted in the media, learn about the strides that these groups have made to progress in society, and move forward as an advocate for change.

This unit addresses CCW by highlighting the wonderful contributions of authors and artists of the BI-POC community, a disadvantaged group: the fact that these authors and artists have made a name for themselves in a system that is not for them, already is significant. This unit addresses community responsive education by highlighting the cultural experiences of the BI-POC community. This unit addresses the 4I's by raising awareness of why the BI-POC community is even considered disadvantaged. By raising the voices of the authors apart from this community, the truth/root of their stance in society, challenges and exposes the system at hand. This unit addresses student interest by providing a wide array of authors and experiences with whom they may relate.

Themes (about 4-6 words or phrases)

Community-cultural wealth, heritage, pride, diversity is strength, global awareness, multiculturalism

Section II: Enduring Understandings

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

1)SWUT exposure to different cultures is vital in understanding the world because it will increase awareness of different customs and values practiced around the world, heighten respect for others, and promote celebration of diversity.

- 2)SWUT some perceptions of the BI-POC community are not fair or valid because it is often told from a white point of view.
- 3) SWUT people of all ethnicities contribute to society in a meaningful way.

Essential Questions:

What question provides a doorway into this topic?

- Do you see yourself represented in your classroom?
- Who decides what ethnicities get to be represented in the curriculum?

Abstract

(Short paragraph summarizing the unit as a whole- how would you describe the unit to a stranger? Do this last*):

Representation matters. This unit will include the voices of authors and artists a part of BI-POC community. The purpose of this unit is to expose students to different viewpoints and perspectives, other than the select few white authors. The world that we live in is multi-dimensional, and the works that students read should reflect that same multi-dimensionality. Real world cultural experiences and struggles of this group will be addressed, in the hopes that students will raise awareness, empathize, and adjust their thinking. It is also important for students to see themselves in the curriculum, and providing a wide diverse option of authors and works can make that possible.

Part 2: Planning With Standards

NJS Standards Addressed: Use the **2020 standards** for your subject area and find between 3-8 standards that cover the unit you are planning. Regardless of your subject area, also choose 3-7 social studies standards that cover your unit that you could use to justify why your topic is appropriate. <http://www.state.nj.us/education/cccs/>. Feel free to use any other content standards that fit your unit.

Standards for your subject area

Cut and paste below the “Standard” and the related “Content Statement” that covers your unit.

- NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

- W.7.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
- 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.
- NJLSA.W9. Draw evidence from **literary** or informational texts to support analysis, **reflection**, and research.
- SL.7.5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

2020 Social Studies Standards

- 6.3.8.CivicsPD.3: Construct a claim as to why it is important for democracy that individuals are informed by facts, aware of diverse viewpoints, and willing to take action on public issues.
- • 6.3.8.CivicsDP.1: Identify an issue of inequality, develop multiple solutions, and communicate the best one to an appropriate government body.
- 6.3.8.CivicsPI.3: Use a variety of sources from multiple perspectives to examine the role of individuals, political parties, interest groups, and the media in a local or global issue and share this information with a governmental or nongovernmental organization as a way to gain support for addressing the issue.
- 6.1.8.CivicsHR.4.a: Examine sources from a variety of perspectives to describe efforts to reform education, women's rights, slavery, and other issues during the Antebellum period.

Part 3: Planning for Ensuring Access through Universal Design for Learning

As you proactively plan for how you will be implementing UDL into your lesson plans, start by using the [UDL checklist](#) in order to brainstorm ideas for how you will incorporate universal design into your unit plan. Then, make a note of how you will incorporate 2-3 ideas for each of the three guidelines into your plan that will specifically address how to remove barriers for your focus learner (case study student or a students with IEP). Then, brainstorm ideas to meet other learner diversity within your classroom. *Note: Remember barriers are not deficits within the student, such as “Student cannot read at grade level” or “student cannot sit still”-- that would be a medical model perspective. Instead, apply your social model perspective and ask what are the barriers in the methods, materials, and assessments (e.g. the environment) that will impede your focus learner from meeting your learning goal. Think about the reframing your deficit statements that you engaged in for your case study observation.*

[Resource guide for UDL planning.](#)

<https://udlguidelines.cast.org/>

Respond to each:

- **What is your objective? (Students will be able to...)** Students will be able to identify the meaningful contributions of BI-POC people to the world.
- Students will be able to identify the beauty of diversity among those around them.
- Students will be able to have respect for other cultures, including their own.
- **What are the potential barriers in this lesson that would impact your focus learner (or other students who are either “ahead” in many lessons, or other learners who struggle)?** Barriers to learning this lesson would include:
 - Not being engaged with the graphic organizers.
 - Not being able to exchange ideas during the turn and talks.
 - Not being able to participate during class discussions.

UDL

How are you universally designing your lesson with your focus learner in mind? What other characteristics of diverse learners are you considering through UDL? Fill out the chart below.

Multiple Means of engagement	Multiple means of representation	Multiple Means of Action and Expression
<p><u>Focus learner</u></p> <ul style="list-style-type: none">● Create a station environment with different activities at each station for an assignment.● Give students options for lesson/assignments/test ideas through polls or ask their opinions verbally or via surveys via google classroom.● Create a safe space and engage in meaningful dialogue with students, to increase more connection and unity.● Give intentional and consistent feedback.● Provide journal entry opportunities.	<p><u>Focus Learner</u></p> <ul style="list-style-type: none">● Show videos to display information/content.● Listen to Podcasts in class or assign them for homework.● Make use of Netflix or a popular platform to combine with a lesson.● Create visual slideshow presentations to help teach with student-centered activities like polls or surveys.● Display images of information.● Involve students, such as Rose in lessons.	<p><u>Focus Learner</u></p> <ul style="list-style-type: none">● Audio recording or video responses instead of writing prompts.● Artistic projects such as creating posters or fliers in class.● Journal entries or creative expression assignments.● Allow students to create posters for classrooms that are based on lessons.● Technology use of Kahoot, Crowd Party, etc● Provide multiple options for assignments, such as tic tac toe worksheet.

<p><u>Other learner needs</u></p> <ul style="list-style-type: none"> • Diverse topics and languages that suit students' cultural backgrounds; give students options on a country to learn about. • Celebrate/incorporate the spanish language/heritage 	<p><u>Other learner needs</u></p> <ul style="list-style-type: none"> • Link of video with subtitles for English Language Learners. • Podcasts with translations. 	<p><u>Other learner needs</u></p> <ul style="list-style-type: none"> •
<p>ADAPTATIONS with focus learner noted: <i>If you were not able to meet your focus learners needs through UDL, what individual adaptations (differentiation, accommodations, modifications) will you use to meet your focus learners needs?</i></p>		

Part 4: 3 Day Unit

Unit Title: The World Around Us		Teacher: Ms. Metivier	Grade: 7
<p>Unit Description: Representation matters. This unit will include the voices of authors and artists a part of BI-POC community. The purpose of this unit is to expose students to different viewpoints and perspectives, other than the select few white authors. The world that we live in is multi-dimensional, and the works that students read should reflect that same multi-dimensionality. Real world cultural experiences and struggles of this group will be addressed, in the hopes that students will raise awareness, empathize, and adjust their thinking. It is also important for students to see themselves in the curriculum, and providing a wide diverse option of authors and works can make that possible.</p>		<p>Standards Addressed:</p> <p>(put in just the ones that cover what end up in this chart)</p>	
<p>Enduring Understandings</p> <p>1.) SWUT exposure to different cultures is vital in understanding the world because it will increase awareness of different customs and values practiced around the world, heighten respect for others, and promote celebration of diversity.</p> <p>2.) SWUT some perceptions of the BI-POC community are not fair or valid because it is often told from a white point of view.</p> <p>3.) SWUT people of all ethnicities contribute to society in a meaningful way.</p>		<p>Essential Questions</p> <p>1) Do you see yourself represented in your classroom?</p> <p>2) Who decides what ethnicities get to be represented in the curriculum?</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)”	

Day 1	<ul style="list-style-type: none"> ● Introduce the diversity topic by posting a question on the promethean board: “Do you see yourself represented in the classroom?” Students will turn and talk. ● Have a whole class discussion. ● Ask students: how would they feel if their culture was represented more in their learning? Students will turn and talk. ● Have a whole class discussion. ● Mini-lesson on culture and diversity: slide deck about diversity and culture statistics, video about the beauty of diversity, turn and talks on culture-related questions. ● Pass out a cultural iceberg diagram for students to get a model of what culture is.  Cultural Iceberg ● Students will interview each other using culture-based questions. ● At the end of class, students will have an exit ticket which will ask them “what is the beauty of diversity in your classroom? How will this change how you view your fellow classmates? How will this change how you view yourself?” 	<p>Students will demonstrate understanding of the beauty of diversity as evidenced by their responses on their exit ticket which reads “what is the beauty of diversity in your classroom? How will this change how you view your fellow classmates? How will this change how you view yourself?” Students will also demonstrate the beauty of diversity as evidenced by their responses during the class discussion and class interviews.</p>
Day 2	<ul style="list-style-type: none"> ● Hold a cultural exhibit in class, with the purpose of connecting students with their own cultures and exposing students to the cultures of their classmates, to emphasize the beauty of diversity. ● In this exhibit, students will get to learn about their own cultures and the cultures of their classmates through different forms: poetry, short stories/folklore, music, and virtual tours. 	<p>Students will demonstrate understanding of the contributions of BI-POC people and demonstrate appreciation for other cultures as evidenced by their responses on their graphic organizer which asks students:</p> <ul style="list-style-type: none"> ● What are some positive attributes of this culture that you enjoy/like? ● What interested you about this culture?

	<ul style="list-style-type: none"> • Students will get a graphic organizer that will ask students to write down positive characteristics of every culture they learn about, facts or ideas that interest them, and something they would like to learn more about. • Create five different stations with five different groups of desks. • Station one will be poems from authors of the select countries(TBD) of the students. • Station two will be audio: music selections from select countries(TBD) that are represented. Students will get the opportunity to choose the songs that are represented through a google form. • Station three will be virtual tours of select countries(TBD) represented on youtube. • Station four will be short stories/ folk tales from select countries(TBD) represented. Students will have the option to share any cultural stories and/or research stories of resistance of their culture. • Station five will be optional: students will get to conduct any research of any countries, literature, or music of their choosing, whether their own or those of their classmates. • Students will get a designated amount of time(10-12 minutes) at each station. 	<ul style="list-style-type: none"> • What would you like to learn more about this culture?
Day 3	<ul style="list-style-type: none"> • Students will do a research project that represents their culture or culture of interest. • Resources: Britannica.com, countryreports.org, everyculture.com, worldatlas.com, tasteatlas.com 	Students will demonstrate understanding of researching components of the cultural iceberg as evidenced by their final product of their research project on a culture.

	<ul style="list-style-type: none"> • Students will have to research at least seven components from their cultural iceberg (three components must be from the less visible side of the iceberg). • Students can create a slideshow, song, video or any other creative format. • Students are free to add any additional information such as fun or interesting facts, videos, images or ideas. • Students will receive class time to start their projects. 	
ADD ROWS as needed		

Universal Design for Learning: As you develop the unit above, 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)

Part 5: initial Three 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 7th	
1a. STANDARD: NJ Common Core Standards 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. SL.7.5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.		1b. ENDURING UNDERSTANDINGS SWUT diversity is what makes the world a cool, beautiful and fun place. SWUT there is more than one point of view in their classroom and world. SWUT their culture is valuable.	
2a. STUDENT LEARNING OBJECTIVES <i>SWBAT</i> identify the beauty of diversity. <i>SWBAT</i> identify the diversity within their classroom. <i>SWBAT</i> identify their own culture and cultural assets.		2b. TEACHER CONTENT KNOWLEDGE (<i>necessary prior knowledge</i>) I need to understand that speaking about diversity can be uncomfortable. I need to understand that diversity goes beyond just race. I need to understand that students are still discovering themselves.	
3. ASSESSMENT Students will demonstrate understanding of the beauty of diversity, diversity within their classroom, and cultural assets as evidenced by their responses to their exit ticket			
PROCEDURE AND PRACTICE			
TEACHER'S ROLE Questions to Ask		WHAT ARE STUDENTS DOING?	MATERIALS
1. LAUNCH/STARTER/ANTICIPATORY SET (_ min.) <ul style="list-style-type: none"> ● Greet students by saying hello in different languages. ● Project question on slide deck on promethean board, "Do you see yourself represented in your classroom?" ● Give students two minutes to think about their answers. ● Ask students to turn and talk. ● Have a whole class discussion about students' feelings regarding seeing themselves in their classroom. 		Listening. Turning and talking. Class discussion.	Slide deck.

<ul style="list-style-type: none"> ● Pose the question “how would they feel if their countries or culture was represented more in their learning? What would that look like?” ● Ask students to turn and talk. ● Have a whole class discussion. 		
<p>2. LEARNING ACTIVITIES</p> <ul style="list-style-type: none"> ● Define diversity on slide deck. ● Ask students to guess how many different languages and ethnicities exist. ● Listen to students’ answers and see if anyone comes close. ● Show statistics of the number of languages, ethnicities, religions, identifications, etc of people in the world to emphasize the amount of diversity in the world. ● Show youtube video(s) about the beauty of diversity.  SEL for Students: The Beauty of Diversity ● Ask students: “Imagine if everyone looked like you and acted like you. What would that kind of world look like?” ● Give students a minute to answer ● Have a whole class discussion. ● Define culture on slide deck. ● Give statistics of the amount of different cultures that exist on the slide deck. ● Explain that though there are many cultures in the world, we do not always get to learn about them in school: ask why that may be? ● Listen to the student's answers and respond accordingly. ● Show cultural iceberg on slide deck.  Cultural Iceberg ● Pass out cultural iceberg graphic organizers for students as a model or share on google classroom. 	<p>Listening. Taking notes. Class discussion. Interview</p>	<p>Promethean board. Graphic organizers Interview questions</p>

<ul style="list-style-type: none"> • Explain the cultural iceberg: there are many aspects of culture, some that we see on the surface, while some are underneath the surface. Explain the different components of the cultural iceberg and then allow students to identify some components of their culture. • Give students 20 minutes to start to fill out information on the cultural iceberg graphic organizer. • Explain cultural interview activity: Students will receive a paper with different culture-related questions. Students will go around their classroom and interview each other based on the questions. This activity will allow students to learn about their classmates and will prepare them for tomorrow's activity. • Students will interview each other until about 5-10 minutes before the class ends. 		
<p>3. CLOSURE</p> <ul style="list-style-type: none"> • Explain the exit ticket. • Exit ticket on google classroom: "what is the beauty of diversity in your classroom? How will this change how you view your fellow classmates? How does this change how you view yourself?" 	<p>Listen. Exit ticket.</p>	
<p>HOMEWORK/FOLLOW UP ACTIVITY (if appropriate).</p>		

Lesson 2

Name	Topic/Title	Grade Level/CT 7th	
<p>1a. STANDARD: NJ Common Core Standards NJLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research. NJLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p>		<p>1b. ENDURING UNDERSTANDINGS SWUT there are many representations of culture to discover. SWUT learning about others' cultures enhances their knowledge of the world. SWUT learning about their own culture can breed positivity/ higher self-esteem.</p>	
<p>2a. STUDENT LEARNING OBJECTIVES <i>SWBAT</i> learn more about the cultures of themselves and their classmates through poetry, literature, music, and virtual tours. <i>SWBAT</i> connect with their own culture and have appreciation for others. <i>SWBAT</i> identify contributions of the BI-POC community.</p>		<p>2b. TEACHER CONTENT KNOWLEDGE (<i>necessary prior knowledge</i>) I need to understand that cultural information can be triggering. I need to understand that not all students have a positive relationship with their culture. I need to understand that learning about others' cultures can make one feel vulnerable or uncomfortable.</p>	
<p>3. ASSESSMENT Students will demonstrate understanding/appreciation of other cultures as evidenced by their responses on their graphic organizers.</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. LAUNCH/STARTER/ANTICIPATORY SET (_ min.)</p> <ul style="list-style-type: none"> ● Greet students. ● Welcome students to the cultural exhibit. Explain that everyone's culture is represented in some form in this exhibit and that the purpose of the activity is for students to connect with their own cultures and demonstrate appreciation for the cultures of their classmates. ● Explain what is located at the four stations: poetry station, music station, virtual tour station, and literature station. 		<p>Listening</p>	

<ul style="list-style-type: none"> ● Explain ground rules: everyone is to be respectful and any inappropriate comments will be confronted. 		
<p>2. LEARNING ACTIVITIES</p> <ul style="list-style-type: none"> ● Explain the graphic organizer: Students will write down positive attributes of at least three cultures that they discovered, what interested them about those three cultures and what they would like to learn more about. Students must pick at least one poem or short story from the cultures of their choosing to reflect on the graphic organizer. ● Pass out graphic organizer. ● Allow students to pick who they want to go on the exhibit with(3 groups of 4, 2 groups of 3) ● Officially open the exhibit and each group will choose their first station. ● Students will be at each station for 15- 17 minutes. A bell will ring after every 15-17 minutes. ● Students will move clockwise to each station. ● This exhibit will go on until there is five minutes left of class. 	<p>Listening to directions Going to different stations for cultural exhibit: listening to music, researching, reading literature, going on virtual tour</p>	<p>Poems, short stories/folklore, music choices, virtual tour links</p>
<p>3. CLOSURE</p> <ul style="list-style-type: none"> ● Ask students to think about which station that they enjoyed the most(poetry, literature, virtual tour or music). ● I will ask students to think about what culture they would want to do more research on(whether their own or another). 	<p>Listen</p>	
<p>HOMEWORK/FOLLOW UP ACTIVITY (if appropriate).</p>		

Lesson 3

Name	Topic/Title	Grade Level/CT	
<p>1a. STANDARD: NJ Common Core Standards SL.7.5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points. W.7.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p>	<p>1b. ENDURING UNDERSTANDINGS SWUT researching new information about culture enhances their world-view. SWUT research is limitless. SWUT researching culture is more important than accepting a societal perception of the culture.</p>		
<p>2a. STUDENT LEARNING OBJECTIVES <i>SWBAT</i> create a research project about their culture or culture of interest, using cultural iceberg. <i>SWBAT</i> network with other students to form ideas. <i>SWBAT</i> connect with their or their classmates' cultural identity.</p>	<p>2b. TEACHER CONTENT KNOWLEDGE (<i>necessary prior knowledge</i>) I need to understand that culture has many meanings. I need to understand that students express their culture differently. I need to understand that culture can be a sensitive subject.</p>		
<p>3. ASSESSMENT Students will demonstrate understanding of researching components of the cultural iceberg as evidenced by their final product of their research project on a culture.</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. LAUNCH/STARTER/ANTICIPATORY SET (_ min.)</p> <ul style="list-style-type: none"> ● Greet students 	<p>Listen.</p>	<p>Culture project Promethean board</p>	

<ul style="list-style-type: none"> ● Introduce new project: Students will do a research project on either their culture or another culture of interest. They will have to choose at least seven components from the cultural iceberg(at least 3 components from the less visible side of the iceberg diagram) to research. Students can present the information as a slideshow, song, video or any creative format. Students are free to add any additional information and present the information in a creative way with pictures, videos, music(optional)etc. ● Some resources include but are not limited to: Britannica.com, countryreports.org, everyculture.com, worldatlas.com, tasteatlas.com ● Model an example of my work of art centering around my culture/heritage to give students an idea as to what is expected. ● Allow students work time. 		
<p>2. LEARNING ACTIVITIES</p> <ul style="list-style-type: none"> ● Allow students to work in groups. ● Students will start to work on their assignments in class. ● Students will get an option to share projects if they share the same heritage as another student(totally optional). ● Students will work on projects until five minutes are left in class. 	<p>Work on their projects.</p>	
<p>3. CLOSURE</p> <ul style="list-style-type: none"> ● Monitor the progress of students' work: based on progress will determine if students get another class day to complete the assignment or assign it for homework. ● Students will have the opportunity to present their projects to the class on a future date. 		

HOMEWORK/FOLLOW UP ACTIVITY (if appropriate).		