

**Urban Teacher Residency
Inclusive Social Justice Curriculum Unit (SJU)
Bree Picower and Emily Clark
Fall 2021**

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PART 1: PLANNING THE UNIT OVERVIEW

Part I: Unit Overview

Potential grade level: *Kindergarten/1st*

Unit Title: *“Let’s Meet A Community Activist”*

Topic: *Community Activism*

Topic Justification (How does this topic address 4I’s, 6 elements, CCW, community responsiveness, student interest)

Our topic addresses the following elements: Respect for Others, Issues of Social Justice, Awareness Raising, and Social Action. In the unit, we will showcase ways that students can display activism in and around their community. Regarding our topic of community activism, we will raise awareness of “student voice,” where they are learning how to advocate for themselves and others for change. In terms of teaching our students the benefits of Community Cultural Wealth, our topic will focus on how Aspirational, Navigational, & Resistant Capital can be integrated in our community activism’s unit. Using aspirational capital, students learn that community activism can provide a way for everyone to work together and inspire one another to problem solve. Using this unit plan to explore navigational capital, we want to show our students that they are powerful and can maneuver in unsupportive environments despite the label being put on them. As we explore resistance capital, students will learn how community and strong familial foundations can turn into a cycle of community wealth, in how community and family pour into the student so that student can then pour back into community and family. Thus, becoming a basis for securing collective freedom.

For Community Responsive Education, we can tie this to our topic because students will understand community activism, specific to their community, and how they contribute to change in society. Students will understand that there are various ways and people within their community that help promote change in people’s lives with their activism. Regarding the 4I’s, students will recognize ways that institutional oppression affects their quality of life when it comes to food. This stems from the idea that people in these communities do not appreciate fresh and healthy foods which can then affect their interpersonal and internalized interactions with their community and peers. We will show our students that no matter what age they are, they can become community activists who can and will seek equitable change over these oppressions. Student interest will become apparent from the beginning as we discuss issues within their community that they may be aware of. We will plan activities and centers that will engage our students individually, as well as the whole group while paying attention to a large issue like community activism and breaking it down into smaller pieces to find solutions. How can we do this? By showing our students community activism and activists in their neighborhood, personalizing the curriculum to meet the needs of our students and creating a safe space for student choice and student voice.

Themes (about 4-6 words or phrases)

1. Community
2. Activism
3. Activist
4. Fairness/Equality

Section II: Enduring Understandings

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

1. **SWUT** all people can create change in their community through activism.
2. **SWUT** community activists help the people around them
3. **SWUT** people in their community look out for each other
4. **SWUT** they have the power to use their voice and body to become activists themselves

Essential Questions:

What question provides a doorway into this topic?

1. What is activism?
2. What can activism do in the community?
3. What is an activist?
4. What do activists do in the community?
5. How do people in our community look out for each other?

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

Our Unit Plan will teach our students about community activism in their own neighborhood. Students will be introduced to a native Newark activist and the ways they help out their local area. As teachers, we want to show students that no matter what age they are, they all have a voice and demonstrate actions that can bring change to the community. We also want to demonstrate that students are afforded a choice if they do want to become a community activist themselves, reiterating the fact that activism and activists can change their world and the world for the better.

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.

Kindergarten:

- **(KL) RL.K.1.** With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how).

1st grade:

- **(KL) RL.1.2.** Retell stories, including key details, and demonstrate understanding of their central message or lesson.
- **(KR) RF.1.1.** Demonstrate mastery of the organization and basic features of print including those listed under Kindergarten foundation skills. A. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

2020 Social Studies Standards

Civics, Government, and Human Rights: Civic and Political Institutions

- Local community and government leaders have roles and responsibilities to provide services for their community members.

Civics, Government, and Human Rights: Processes and Rules

- Rules and people who have authority are necessary to keep everyone safe, resolve conflicts, and treat people fairly

History, Culture, and Perspectives: Understanding Perspectives

- Respecting and understanding the views of others helps one learn about various perspectives, thoughts, and cultures.

History, Culture, and Perspectives: Understanding Perspectives

- An individual’s perspective is impacted by one’s background and experiences

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

Predict

- Universal Design (UDL) is an approach to planning and designing learning experiences for *all* of the students in your class. UDL is about considering the big picture, so think to yourself, “what options and methods would help all of the students in my class meet the goal of this lesson (unit)?”
- 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), materials (e.g. textbook, website, handouts) and assessment of their learning.
- 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>
Smartboard	-It entices them to engage in proprioceptive input that may make it difficult for the lesson	- flexible seating → students can be anywhere in the room and are still able to hear the lesson	-Print out the slide show on paper for students to have during their flexible seating.	-Continue with the lesson even if students are out of their seats/exploring the classroom -Even if out of their seats, students retreat to their

	to continue with the lesson			seats in hopes of being part of the lesson again. (Fear of missing out)
Writing/ Pencil Grip	<ul style="list-style-type: none"> - Difficulty holding a pencil/marker independently -Difficulty in formulating the shapes, lines, and words 	<ul style="list-style-type: none"> --Pre-cut, pre-made, pre-written sentences. -Example: “A community activist is _____.” -Stamp Markers 	<ul style="list-style-type: none"> Picture Prompts/Visuals Basic sign language 	<ul style="list-style-type: none"> Pencils grips for students still struggling to hold a pencil Hand over hand instructions for aides to guide student’s hand Sensory Balls for fine motor Playdough to help strengthen fine motor skills
Center Activities	<ul style="list-style-type: none"> -Difficulty organizing Ideas -Distracted 	-Specific and tailored groups placed together	<ul style="list-style-type: none"> Anchor Charts Hands-on activities Powerpoints of activists Student Choice of where to go first and then rotate 	<ul style="list-style-type: none"> Meaningful, put together activities Visual prompts for students to be able to get up and touch the Smartboard after prompted questions Collaborative group work in different spaces of the room

				Garden Window Kit (Ms.Restituyo)
Language Needs	-a different sense of communication → can lead to students perhaps feeling not as engaged in the lesson - usually would rather wander around the classroom to do their own thing	Tailored tasks to specific student Visual checklist or schedule each activity (perhaps individual or one at each center) We would like to create an “I can Checklist” for students to keep track of their work (need some guidance)	Picture Prompts Sign language Emphasis on pointing and eye contact Sequencing cards	Sensory stimulation - tactile objects pertaining to the lesson
Read Alouds/ Virtual Reads Alouds	Difficulty organizing Ideas -Distracted	-Utilize the Anchor Charts with pre-made questions and/or responses for students to choose from in order to move conversation and comprehension along -Guide students to the Smartboard and include them in the lesson by asking probing questions	-Use paperback book if available -Interactive books for students to actively participate	- Graphic Organizer (student-led but teacher written *perhaps?*) -Sequencing Cards -Quick Write/Draw for students

Part 4: 5 Day Unit

<p>Unit Title: “Let’s Meet A Community Activist”</p>	<p>Teacher: KATIANA LACROIX</p>	<p>Grade: LDM K-1ST</p>
<p>Unit Description: Our Unit Plan will teach our students about community activism in their own neighborhoods. Students will be introduced to a native Newark activist and the ways they help out their local area. As teachers, we want to show students that no matter what age they are, they all have a voice and demonstrate actions that can bring change to the community. We also want to demonstrate that students are afforded a choice if they do want to become community activists themselves, reiterating the fact that activism and activists can change their world and the world for the better.</p>		<p>Standards Addressed: <i>Civics, Government, and Human Rights: Civic and Political Institutions</i></p> <ul style="list-style-type: none"> Local community and government leaders have roles and responsibilities to provide services for their community members. <p><i>History, Culture, and Perspectives: Understanding Perspectives</i></p> <ul style="list-style-type: none"> An individual’s perspective is impacted by one’s background and experiences
<p>Enduring Understandings</p> <ol style="list-style-type: none"> SWUT all people can create change in their community through activism. SWUT community activists help the people around them SWUT people in their community look out for each other SWUT they have the power to use their voice to become activist themselves 	<p>Essential Questions</p> <ol style="list-style-type: none"> What is activism? What can activism do in the community? What is an activist? What do activists do in the community? How do people in our community look out for each other? 	
<p>List Individual Student Needs:</p> <ul style="list-style-type: none"> Out of 11 students, six students are on the autism spectrum, and two struggle with their communication skills. Other students struggle with behavioral problems and focus on the content. Attention spans are extremely fleeting so we’ll address these needs by providing interactive visuals for general communication, visuals for problem-solving, visuals for managing behavior, music and video for engagement and focus, verbal prompts to promote social skills and confidence, and the increased assistance with the one-to-one aides. <ul style="list-style-type: none"> I.A (Speech) would benefit from various methods to respond/call out answers → maybe everyone has a whiteboard that they can draw/write on to show answers, that way everyone can share out without there being a competition 		

- DK and YM need picture prompts, velcro mix, and match books
- KM, SM, TR, TP, ABP, JR, AN, CF will need increased aide assistance with the above-mentioned methods

Day	Daily Mini-Lesson Summary (Reading/Writing Workshop: Mini Lesson, 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"> ● Introduction: <ul style="list-style-type: none"> ○ During circle time (carpet squares, chairs, and beanbags), pose the questions, “What is a Community Helper?” “What do community helpers do to help make our community better?” “Did you know that people who help out in our neighborhoods are called <i>activists</i>?” ○ Allow wait real-time for responses ● Explain the answers in detail <ul style="list-style-type: none"> ○ Then pose the question, “Can you name some things that people can do to help out their community?” <ul style="list-style-type: none"> ■ Also, show photos of community helpers/activists (on-screen and printed out) <ul style="list-style-type: none"> ● https://docs.google.com/presentation/d/1iOOVxeuZRU9uPyPZGOWodA8gqdkf1wXEIU1TUx5h3Ks/edit#slide=id.p ○ Explain that <i>activism</i> is the actions (or things that we do) that help make a change in our homes, schools, and community. <ul style="list-style-type: none"> ■ Allow for wait time for questions and answers ● Watch Videos (include CC, transcripts) on Community activism (still debating on which video to watch) 	<p>“Students will demonstrate understanding of what a community helper/activist is and what they do as evidenced by their DOL (demonstration of learning) of their response to the time spent on videos and class discussion.</p>

- What is Social Justice? (3:21)

<https://www.youtube.com/watch?v=QojPDIEWL9Y>

- Turn and Talk (picture prompts with 2 options to choose from)
 - “So we just watched a video about activism. What were some of the ways that Shelly (or the little girls) were helping their communities?”
 - Draw or write a little bit about it
 - Accommodation:
 - Yasin and Djelil will be given picture prompt sets and be asked to choose the ways that the people in the video helped our their community
- Students will share out to the whole group as the teacher writes on an anchor chart

Day 2

- Refer back to anchor chart
 - Add anything new we may have missed
- Review the video(s) (include CC, transcripts)
 - What is Social Justice? (3:21)
<https://www.youtube.com/watch?v=QojPDIEWL9Y>
 - Turn and Talk and create a new chart → “What did Shelly and her friends do to help her garden?”
 - Discuss
- Present/Introduce Community Activists of the Week!
 - Christian from Down Bottoms Farm right here in your neighborhood.
 - <https://docs.google.com/presentation/d/1iOOVxeuZRU9uPyPZGOwodA8gqdkflwXEIU1TUx5h3Ks/edit#slide=id.p>
 - PowerPoint presentation on the farm and what goes on
- Pose questions, “How are Christian and the farmers helping out in their community?”
 - Record on anchor chart
 - Accommodation:
 - Yasin and Djelil will be given picture prompts of YES and NO in order to participate with class.
- Pose additional questions “What are some ways we can help our own community?” “Should we clean up our neighborhood?” “Should we work together?”
 - Turn and Talk with a Think, Pair, Share
 - “These are things activists do to help their community!”

“Students will demonstrate understanding of one way they can help their community as evidenced by their DOL (demonstration of learning) of their responses during our Turn and Talk and their drawings at their desk.

	<ul style="list-style-type: none"> ● Have students draw one way to help out their community on a large sheet of paper <ul style="list-style-type: none"> ○ This will be a collaborative assignment on a round table or rug ○ Discuss other ways to help out the community as well ● Come back to rug and discuss 	
Day 3	<ul style="list-style-type: none"> ● Remind students of what we've been discussing ● Review anchor charts (2) <ul style="list-style-type: none"> ○ Further, discuss ways to help out our community ● Introduce the book for Read Aloud, <i>Sofia Valdez, Future Prez</i> by Andrea Beaty <ul style="list-style-type: none"> ○ On the anchor chart, introduce who and what is happening <ul style="list-style-type: none"> ■ The different ways people can help in their community → Sofia helping her community by going to the mayor's office and rallying a park clean up initiative ○ At the end, complete a picture walk and elaborate on student ideas ● Have students add further details their pictures from before <ul style="list-style-type: none"> ○ Remind them of what Sofia did and how she was able to help her community 	<p>“Students will demonstrate understanding of how people can help in their community as evidenced by the responses on the anchor charts and class discussions.</p>
Day 4	<ul style="list-style-type: none"> ● Reread the read-aloud story <i>Sofia Valdez, Future Prez</i> by Andrea Beaty ● Together on rug, T will introduce, explain and create an example of a picture/written story with students <ul style="list-style-type: none"> ○ Explain that we will be creating an individual story about community helpers/activism and ways that we 	<p>“Students will demonstrate an understanding of the process one takes to be a community activist and what they do to enact change as evidenced by the content written in their individual stories.”</p>

	<p>as a class can help out our community (focus on school community)</p> <ul style="list-style-type: none"> ○ As a whole group, students will help the teacher correct any mistakes and come up with creative ideas to write down ● Have students redraw and make their stories neater <ul style="list-style-type: none"> ○ Using art supplies, construction paper and etc, students will cut and paste their pictures onto construction paper (about 4 pages) <ul style="list-style-type: none"> ■ Students may have things already cut out for them and they can simply paste it on the construction paper ■ Modification: <ul style="list-style-type: none"> ● J and I are able to write full sentences so type or write out their sentences, for them to rewrite onto pictures. ○ They can also use outside materials such as leaves and etc on their artwork 	
DAY 5	<ul style="list-style-type: none"> ● Final rereading of read-aloud story <i>Sofia Valdez, Future Prez</i> by Andrea Beaty <ul style="list-style-type: none"> ○ Final picture walk and explanation of final ideas ● Individual Story Gallery ● Maybe, have students go out and help clean up their school community playground and the apple tree 	<p>“Students will demonstrate understanding of ways that community activists and helpers can help their community as evidenced by their picture story and their participation in a school community playground clean up.</p>

Lesson 1

Name: Katiana Lacroix	Topic/Title: Community Helper/Activists	Grade Level/CT: K-1st LDM
<p>1a. STANDARD: NJ Common Core Standards <i>Civics, Government, and Human Rights: Civic and Political Institutions</i></p> <ul style="list-style-type: none"> Local community and government leaders have roles and responsibilities to provide services for their community members. <p><i>History, Culture, and Perspectives: Understanding Perspectives</i></p> <ul style="list-style-type: none"> An individual's perspective is impacted by one's background and experiences 	<p>1b. ENDURING UNDERSTANDINGS</p> <ul style="list-style-type: none"> SWUT all people can create change in their community through activism. SWUT community activists help the people around them SWUT people in their community look out for each other SWUT they have the power to use their voice to become activist themselves 	
	<p>2b. TEACHER CONTENT KNOWLEDGE (<i>necessary prior knowledge</i>)</p> <ul style="list-style-type: none"> Knowledge of student populations to create modifications in real-time Knowledge of activism and activists definitions <ul style="list-style-type: none"> Specifically, how these two are connected and how they help benefit a community. <ul style="list-style-type: none"> How activism is the result of people coming together to create solutions for problems and situations that affect their neighborhoods. 	
<p>3. ASSESSMENT</p> <ul style="list-style-type: none"> "Students will demonstrate understanding of what a community helper/activist is and what they do as evidenced by their DOL (demonstration of learning) of their response to the time spent on videos and class discussion. 		
<p>4. INDIVIDUALIZED STUDENT NEEDS</p> <ul style="list-style-type: none"> Out of my 11 students, six students are on the autism spectrum and two are limited with their independent speech. However, they can communicate with hand gestures in order for us to know what they are thinking. Students are able to focus on a task for about 7 minutes before needing some type of sensory input and output expression so we'll address these needs by providing interactive visuals for general communication, visuals for problem-solving, visuals for managing behavior, music and video for engagement and focus, verbal prompts to promote social skills and confidence, and the increased assistance with the one-to-one aides. 		

- IA (Speech) would benefit from various methods to respond/call out answers → maybe everyone has a whiteboard that they can draw/write on to show answers, that way everyone can share out without there being a competition
- DK and YM need picture prompts, velcro mix, and match books
- KM, SM, TR, TP, ABP, JR, AN, CF will need increased aide assistance with the above-mentioned methods

PROCEDURE AND PRACTICE

TEACHER'S ROLE Questions to Ask	WHAT ARE STUDENTS DOING?	MATERIALS
<p>1. LAUNCH/STARTER/ANTICIPATORY SET (15 min.)</p> <ul style="list-style-type: none"> ● Introduction: <ul style="list-style-type: none"> ○ During circle time (carpet squares, chairs, and beanbags), pose the questions, <ul style="list-style-type: none"> ■ “What is a Community Helper?” ■ “What do community helpers do to help make our community better?” ■ “Did you know that people who help out in our neighborhoods are called <i>activists</i>?” ● Maybe have a song to help the kids out with <ul style="list-style-type: none"> ○ FIGURE OUT SONG!! ● Allow wait time for responses <ul style="list-style-type: none"> ○ Explain the answers in detail ● Then pose the question, “Can you name some things that people can do to help out their community?” <ul style="list-style-type: none"> ○ Also, show photos of community helpers/activists (on-screen and printed out) <ul style="list-style-type: none"> ■ https://docs.google.com/presentation/d/LiOQVxeuZRU9uPyPZGOwodA8gqdkflwXEIUITUx5h3Ks/edit#slide=id.p ○ Allow for wait time for answers <p>(*RMBR to create powerpoints*)</p>	<ul style="list-style-type: none"> ● Students are: <ul style="list-style-type: none"> ○ Brainstorming and becoming aware of what a community activist is. ○ Engaging with materials (print outs and digital) 	<ul style="list-style-type: none"> ● Powerpoints ● Tangible worksheets and pictures
<p>2. LEARNING ACTIVITIES (30 min.)</p>	<ul style="list-style-type: none"> ● Students are: 	<ul style="list-style-type: none"> ● Youtube videos

<ul style="list-style-type: none"> ● Watch Videos (include CC, transcripts) on Community Activist (still debating on which video to watch) <ul style="list-style-type: none"> ○ What is Social Justice? (3:21) https://www.youtube.com/watch?v=QojPDIEWL9Y ● Turn and Talk (picture prompts→ 2 options to choose from) <ul style="list-style-type: none"> ○ “So we watched a video about activism. What were some of the ways that Shelly (or the little girls) were helping their communities?” 	<ul style="list-style-type: none"> ○ Watching videos and getting ready to answer to discuss/share out ○ They are engaging in Turn and Talks and discussion-based questions with each other and the teacher ○ Using whiteboards to share out 	<ul style="list-style-type: none"> ● Flashcards and picture prompts
<p>3. CLOSURE (15 min.)</p> <ul style="list-style-type: none"> ● Draw or write a little bit about it <ul style="list-style-type: none"> ○ Accommodation: <ul style="list-style-type: none"> ■ Yasin and Djelil will be given picture prompts set and be asked to choose what they remember from the videos ● Students will share out to the whole group as the teacher writes on an anchor chart 	<ul style="list-style-type: none"> ● Students are: <ul style="list-style-type: none"> ○ At desk (some will most likely be at other parts of the room) writing out one thing they remember from the videos ○ Sharing out on the rug 	<ul style="list-style-type: none"> ● Paper/journals ● Writing utensils <ul style="list-style-type: none"> ○ Pencils, crayons, markers ● Anchor chart
<p>HOMEWORK/FOLLOW UP ACTIVITY (if appropriate).</p>		

Lesson 2

Name: Katiana Lacroix	Topic/Title: Community Activism	Grade Level/CT: K-1st LDM
<p>1a. STANDARD: NJ Common Core Standards <i>Civics, Government, and Human Rights: Civic and Political Institutions</i></p> <ul style="list-style-type: none"> Local community and government leaders have roles and responsibilities to provide services for their community members. <p><i>History, Culture, and Perspectives: Understanding Perspectives</i></p> <ul style="list-style-type: none"> An individual's perspective is impacted by one's background and experiences 	<p>1b. ENDURING UNDERSTANDINGS</p> <ul style="list-style-type: none"> SWUT community activism are actions that one can take to establish change in their community. SWUT community activists help the people around them SWUT people in their community look out for each other SWUT they have the power to use their voice to become activist themselves 	
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PROCEDURE AND PRACTICE

TEACHER'S ROLE Questions to Ask	WHAT ARE STUDENTS DOING?	MATERIALS
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<p>2. LEARNING ACTIVITIES (30 min.)</p> <ul style="list-style-type: none"> ● Present/Introduce Community Activists of the Week! <ul style="list-style-type: none"> ○ Christian from Down Bottoms Farm right here in your neighborhood. <ul style="list-style-type: none"> ■ https://docs.google.com/presentation/d/1iOOVxeuZRU9uPyPZGOWodA8gqdkflwXEIU1TUx5h3Ks/edit#slide=id.p ○ PowerPoint presentation on the farm and what goes on there ● Pose questions, “How are Christian and the farmers helping out in their community?” <ul style="list-style-type: none"> ○ Record on anchor chart <ul style="list-style-type: none"> ■ Accommodation: 	<ul style="list-style-type: none"> ● Students are: <ul style="list-style-type: none"> ○ Engaging with the Down Bottom Farms video ○ Discussion and sharing out ○ Fixing their Turn and Talk discussion in various parts of classroom <ul style="list-style-type: none"> ■ Have them go back to the place they were before 	<ul style="list-style-type: none"> ● Videos, anchor chart, powerpoint ● Picture prompts <ul style="list-style-type: none"> ○ Lots of visuals!


<ul style="list-style-type: none"> • Yasin and Djelil will be given picture prompts of YES and NO in order to participate with the class. • Pose additional questions “What are some ways we can help our own community?” “Should we clean up our neighborhood?” “Should we work together?” <ul style="list-style-type: none"> ○ Turn and Talk with a Think, Pair, Share → Students will be in pairs and spread out in different parts of the room to think of ways they can help their community) <ul style="list-style-type: none"> ■ “These are things activists do to help their community!” 		
<p>3. CLOSURE (15 min.)</p> <ul style="list-style-type: none"> • Have students draw one way to help out their community on a large sheet of paper <ul style="list-style-type: none"> ○ This will be a collaborative assignment on a round table or rug • Come back to rug and discuss 	<ul style="list-style-type: none"> • Students are <ul style="list-style-type: none"> ○ Working on a collaborative assignment <ul style="list-style-type: none"> ■ Was thinking of having pairs or trio of students working together to create one way to help out their community 	<ul style="list-style-type: none"> • Each other, writing utensils, long strip of paper, cut outs
<p>HOMEWORK/FOLLOW UP ACTIVITY (if appropriate).</p>		

Unit Plan for Kathryn Resituyo


Part 4: 5 Day Unit

Unit Title: Community Activism!	Teacher: Kathryn Resituyo	Grade: 1st grade/SC
<p>Unit Description:</p> <p>Our Unit Plan will teach our students about community activism in their own neighborhood. Students will be introduced to a native Newark activist and the ways they help out their local area. As teachers, we want to show students that no matter what age they are, they all have a voice and demonstrate actions that can bring change to the community. We also want to demonstrate that students are afforded a choice if they do want to become a community activist themselves, reiterating the fact that activism and activists can change their world and the world for the better.</p>	<p>Standards Addressed:</p> <p><i>Civics, Government, and Human Rights: Civic and Political Institutions</i></p> <ul style="list-style-type: none"> ● Local community and government leaders have roles and responsibilities to provide services for their community members. <p><i>History, Culture, and Perspectives: Understanding Perspectives</i></p> <ul style="list-style-type: none"> ● An individual’s perspective is impacted by one’s background and experiences <p>(put in just the ones that cover what end up in this chart)</p>	
<p>Enduring Understandings</p> <ol style="list-style-type: none"> 1. SWUT all people can create change in their community through activism. 2. SWUT community activists help the people around them 3. SWUT people in their community look out for each other 4. SWUT they have the power to use their voice and their body to become activist themselves 	<p>Essential Questions</p> <ol style="list-style-type: none"> 1) What is activism? 2)What can activism do in the community? 3)What is an activist? 4)What do activists do in the community? 5)How do people in our community look out for each other? 	
<p>List Individual Student Needs: My students all struggle with communication and behavior. They are not usually able to express themselves appropriately, or sometimes they are not able to express themselves at all. We address these needs by providing interactive</p>		

visuals for general communication (For V.N, O.R, A.C) , visuals for problem solving, visuals for managing behavior (EO, JS, LR), music for engagement and focus (EO, LR) , and verbal prompts to promote social skills and confidence.

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"> ● Welcome Back Song/ Circle time <ul style="list-style-type: none"> ○ Students can use rocking chair/flexible seating ○ Students will sit in a circle on the ground ○ Teacher will use Slide Show: <ul style="list-style-type: none"> ▢ Community Garden ○ ● Teacher focuses on the fact that students are sitting together, and that explains that we all make a community together in the classroom. <ul style="list-style-type: none"> ○ Teacher introduces the word community. ○ “Can you say community? Can you point to the word community?” (Visual Word Cue: community) <div data-bbox="926 834 1190 1187" style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p style="text-align: center; font-size: 1.2em;"><u>Community</u></p> <p style="text-align: center;">A place where people live, work, and play.</p>  </div> <ul style="list-style-type: none"> ● Teachers will have students repeat the word community. 	<p>Students will demonstrate understanding of how people in the community help and share with one another as evidenced by their participation in the read aloud, sharing activity and sentence strip.</p>


- Teacher has food materials that will be introduced to students
 - Emphasis is on the fact that in communities, people can help out by growing and sharing food
 - Teacher will go over the Word of the Day: Share
- Teacher explains to students that different food grows from the ground in a Community Garden
 - Show a picture of a community garden.
- Students will be given options to point, touch or say community garden.
- Introduce read aloud
 - Have students focus on how students in the book are working together to create their own community garden!
- Students will transition back to the U-table for Read Aloud
- Read Aloud - The Garden Project
- <https://www.youtube.com/watch?v=LN9PM3Mc8BA&t=55s>
- Teacher will say in the story Mrs. Connor and the students all shared the food they grew in the community garden.
- Teacher will have tangerines to share with the other teachers in the room.
- Using Smartboard slide, teacher will have student guess what we will all be sharing: Chocolate or Tangerines

	<ul style="list-style-type: none"> • Teachers will have students share tangerines with each other. • “Wow, look at friends taking turns and sharing their food with one another! • Students are able to pass tangerines around and share with friends and aides. • Sentence Helper: I can share _____(insert food name here) for student to say 	
Day 2	<ul style="list-style-type: none"> • Welcome Back Song/ Circle time • Students can use rocking chair/flexible seating • Teacher will use Slide Show:  Community Garden • Yesterday we learned about Mrs. Conner community garden with her friends and how it is so important to share food with each other! • Today, we are going to learn about community gardens in our neighborhood! • Watch Videos (include CC, transcripts) Play video: https://www.youtube.com/watch?v=zdBPH7Dj1bc • Ms. Restituyo found a community garden right in the neighborhood • It is called Down Bottom Farms and guess what I actually visited this farm during the summer! • Introduce: Christian who is the community helper who works there! Show slideshow of Down Bottom Farms farm. • All kinds of people, even students like you volunteer at Down Bottoms Farm to help their community! 	Students will demonstrate understanding that people in the community come together and help each other as evidenced by the student project.

- When people help each other, they use their whole body! And we are going to use our whole body right now!
- Watch Videos (include CC, transcripts) Play video:
- <https://www.youtube.com/watch?v=ZanHgPprl-0>
- In contact with Down Bottoms Farms, conduct a video or live stream where students are able to see the farm first hand.
- First, you think about what you want to plant. (Touch Brain)
- Then, you use your body to plant the food!
- Then, you share the food with your friends!
- Just like Christian does!
- Teacher will say: when people use their body and come together to help each other, we are strong!
- Students will work together to create their own community garden using their hands as the flowers
- Teacher will emphasize: we need everyone to help each other!
 - (Student Project) Teacher will brush paint on student's hands and lay it down on big construction paper.
 -
 - ————— to plant gardens.



Day 3

- Welcome Back Song/ Circle time
- Students can use rocking chair/flexible seating
- Teacher will use Slide Show:  Community Garden
- Watch Videos (include CC, transcripts) Play video:
<https://www.youtube.com/watch?v=zdBPH7Dj1bc>
- Yesterday we learned about Christian and the community garden right in Newark,NJ and how we use our whole body to help others!
- When people help each other, they use their whole body! And we are going to use our whole body again to practice!
- Watch Videos (include CC, transcripts) Play video:
<https://www.youtube.com/watch?v=ZanHgPprl-0>
- https://www.youtube.com/watch?v=tiXU_SDirRQ
-

Students will demonstrate understanding that they can use their body and voice to help others grow food as evidenced by student responses, mini-self creation and speech bubble assignment.

ork.

- Refer back to pictures of friends sharing their tangerines with each other on felt board
- What kind of foods can I grow and share with my friends?
- Students will be able to individually point and say what they can grow in order to help others when they are hungry.
- Students will create a mini version of themselves to include in the Garden Project Kit with a speech bubble saying "I can share food !"




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- Some students will build/write the sentence depending on skill level.
- Student's faces will be printed out in color.
- Students will add their mini version of themselves to their community garden art project with a speech bubble.

Day 4
(Re-

- Welcome Back Song/ Circle time
- Students can use rocking chair/flexible seating

Teach)

- Teacher will use Slide Show:  Community Garden
- Watch Videos (include CC, transcripts) Play video: <https://www.youtube.com/watch?v=zdBPH7Dj1bc>
- Teacher will conduct a re-teach lesson on sharing and speech bubbles.
- Teacher will show a community garden picture as a visual aid.
- Teacher will do a Community garden Chant, students will repeat after the teacher.
- Teachers will show students pictures of them sharing and helping each other from day 1 & 2.
- Teacher will use the sentence starter "I can share.."
- Students will repeat and independently say the sentence starter
- Students will be asked "What can we share?" "What are we sharing in the picture?"
- Teacher will show students the mini version of themselves, and model where the speech bubble goes: by their mouth.
- Teacher will show students the sentence starter: "I can share food."
- Students will each have a turn individually writing their own "sentence"
- Student writing will vary depending on skill.
- Examples include students tracing the word "share food." Students who can independently write the sentence will do so.
- All students will be asked, what are we sharing?
- Students will be asked to read the sentence

	<ul style="list-style-type: none"> • Students will put the mini version of themselves onto their “community garden art project” from the previous day. • Students will also add speech bubbles by their mini-version of themselves. • All students will be asked, what are we sharing? • Students will be asked to read the sentence • Students will be asked to point, and gesture the word “share” • Students will be able to hand in work and take a mini break. 	
Day 5	<ul style="list-style-type: none"> • Welcome Back Song/ Circle time • Students can use rocking chair/flexible seating • Teacher will use Slide Show: 🗨️ Community Garden • Yesterday we learned how we can share food • Let’s Review - Student made Anchor Chart on how we shared food from Day 1 • Sentence Starter Visual - I can share food • After the Anchor Chart, the Teacher will say: We can share food and even grow it! • Grow Picture Aid • Watch Videos (include CC, transcripts) Play video: https://www.youtube.com/watch?v=zdBPH7Dj1bc • https://www.youtube.com/watch?v=hR0V37t8sfc • Teacher will say: When someone is hungry, they can grow their own food to help people. • Watch Videos (include CC, transcripts) Play video: https://www.youtube.com/watch?v=hR0V37t8sfc 	<p>Students will demonstrate that they can help others when they are hungry and grow their own food as evidenced by the Window Garden Kit.</p>

- Teacher will use slideshow in order to ask intentional questions of what do students needs in order to grow their own food (Slide 38)
- Teacher will use visual of Vegetable garden to ask: what are students growing in this garden?
- With teacher assistance, student will step-by step to plant/grow their own window garden



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- Student choice of what they would like to plant
- Students will receive extra time, if needed.
- Teacher will take pictures of each student to use in poster for the next activity.

DAY 6

- Welcome Back Song/ Circle time
- Students can use rocking chair/flexible seating
- Teacher will use Slide Show: Community Garden
- Watch Videos (include CC, transcripts) Play video: <https://www.youtube.com/watch?v=zdBPH7Dj1bc>
-

Students will demonstrate understanding that all people are privy to using the community garden to have a sense of community activism as evidenced by their creation of their “self-portrait” and speech bubble.

	<ul style="list-style-type: none"> • Teacher will show pictures of student work on their garden kit - Grow a Garden Activity • Yesterday, We planted our very own community garden! • Students will continue to monitor their community garden plant in their classroom. • Teacher will take pictures throughout the “Window Garden Kit” so students can create a collage of their work. • We were able to plant our own food, now we need to use our voice to tell others that they can do it too! • Students will create a “YOU CAN” Poster Board with the attached worksheet. • Teacher will print out pictures of student planting their own food to add into their “You can” Collage • Students will add a “You can grow food too” speech bubble. • Teacher will go over both poster boards to emphasize the themes “sharing, helping, using the whole body, and growing food.” 	
<p>ADD ROWS as needed</p>		

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 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 Ms. Restituyo	Topic/Title: Community Activists	Grade Level/CT: 1st grade/Self-contained
<p>1a. STANDARD: NJ Common Core Standards</p> <ul style="list-style-type: none"> ● <i>Civics, Government, and Human Rights: Civic and Political Institutions</i> -- Local community and government leaders have roles and responsibilities to provide services for their community members. ● <i>History, Culture, and Perspectives: Understanding Perspectives</i> An individual's perspective is impacted by one's background and experiences 	<p>1b. ENDURING UNDERSTANDINGS</p> <ol style="list-style-type: none"> 1. SWUT all people can create change in their community through activism. 2. SWUT community activists help the people around them 3. SWUT people in their community look out for each other 4. SWUT they have the power to use their voice to become activist themselves 	
	<p>2b. TEACHER CONTENT KNOWLEDGE (<i>necessary prior knowledge</i>)</p> <ul style="list-style-type: none"> ● Community definition ● Different types of Community Gardens ● Knowledge around how other people can share and help with one another specific examples using students in classroom ● Knowledge around how students can use "speech bubbles" to use their voice 	
<p>3. ASSESSMENT</p> <p>Students will demonstrate understanding of how people in the community help and share with one another as evidenced by their participation in the read aloud, sharing activity and sentence strip.</p> <p>Teacher will use visual checklist for students (Check for understanding) - https://docs.google.com/document/d/14kNSsWEIs5TFgMg5oFOwXFtq-YoN02-1A2Fv2ydRIPQ/edit</p>		
<p>4. INDIVIDUALIZED STUDENT NEEDS</p> <p>Students will be given visual cues, picture cards, and have tactical objects related to the subject when they are seated listening to read aloud</p>		


Non-Verbal students will be asked to point or sign what is asked.

Timers will be utilized so students stay on task.

First-then charts and token boards will be utilized to keep students on task

Songs, chants, signs, and one-word commands will be used to keep students on task

PROCEDURE AND PRACTICE

TEACHER'S ROLE Questions to Ask	WHAT ARE STUDENTS DOING?	MATERIALS
<p>1. LAUNCH/STARTER/ANTICIPATORY SET (25 min.) Introduction</p> <ul style="list-style-type: none">• Welcome back Song - Students are sitting around U-table - Flexible seating/Choice of rocking chair• After the song is over, the teacher will guide students to sit in a circle in one part of the classroom.• Teacher will say, we are sitting in a circle and this is our class community! <div data-bbox="302 894 659 1377"></div>	<p>Students are:</p> <ul style="list-style-type: none">-- actively engaged-- using their prior knowledge-- pointing to different visual cues-- having open conversation about their personal experience with gardens	<p>Tangerines Smartboard Visual Cue Cards Visual Read Aloud</p>

- Teacher introduces the word community.
- “Can you say community? Can you point to the word community?”
- Teacher will explain how we all make a community together in the classroom.
- Teachers will have students repeat the word community.
 - Teacher has food materials that will be introduced to students
 - Emphasis is on the fact that in communities, people can help out by growing and sharing food
 - Teacher will go over the Word of the Day: Share on Smartboard
 - Teacher explains to students that different food grows from the ground in a Community Garden
 - Show a picture of a community garden.
 - Students will be given options to point, touch or say community garden.



<ul style="list-style-type: none"> ● Teacher will ask: Have you ever been to a community garden before? ● Does anyone in your family plant flowers or even food? ● Introduce read aloud ○ Have students focus on how students in the book are working together to create their own community garden! ○ Read Aloud for all students <ul style="list-style-type: none"> ● Afterwards, the teacher will say: At my house, my dad has this beautiful garden in the backyard where he plants and shares different food with my family. ● Today, we are going to share food with one another! ● Using Smartboard slide, teacher will have student guess what we will all be sharing: Chocolate or Tangerines <p>Questions: What would you grow in your garden to help the community?</p>		
<p>2. LEARNING ACTIVITIES (10 mins)</p> <p>Teacher will show video for Read Aloud:</p> <ul style="list-style-type: none"> ● https://www.youtube.com/watch?v=LN9PM3Mc8BA&t=55s ● Sharing Activity for all students to participate in. ● Teachers will model how they will share with their peers. 	<p>Students are:</p> <ul style="list-style-type: none"> Actively engaged in the read aloud Joining in on a sharing activity with one another Using the felt board to move pictures of different students they can share with Reading the sentence strip on felt board I can share with my friend.... ____ (Friend picture) Students are also moving the friend's picture on felt board 	

<ul style="list-style-type: none"> • After the teacher model, students will each share a tangerine with their friend or teacher. (Tangerines will be in ziploc bags in order to minimize the spread of germs) • Felt Board will be used with a student laminated picture “I can share with my friend or teacher ... _____” 		
<p>3. CLOSURE (10 mins)</p> <ul style="list-style-type: none"> • Teacher will assess for understanding with visual checklist 	<p>Visual Checklist will be laminated and students will circle the smiley that correlates to the learning intention for the day. With teacher assistance, students will read the sentence out loud.</p> <p>https://docs.google.com/document/d/14kNSsWEIs5TFgMg5oFOwXFtq-YoN02-1A2Fv2ydRIPQ/edit</p>	
<p>HOMEWORK/FOLLOW UP ACTIVITY (if appropriate).</p>		

Lesson 2

Name: Kathryn Restituyo	Topic/Title: Community Activist	Grade Level/CT: 1st grade/Self-contained
<p>1a. STANDARD: NJ Common Core Standards <i>Civics, Government, and Human Rights: Civic and Political Institutions</i></p> <ul style="list-style-type: none"> Local community and government leaders have roles and responsibilities to provide services for their community members. <p><i>History, Culture, and Perspectives: Understanding Perspectives</i></p> <ul style="list-style-type: none"> An individual's perspective is impacted by one's background and experiences 	<p>1b. ENDURING UNDERSTANDINGS</p> <ol style="list-style-type: none"> SWUT all people can create change in their community through activism. SWUT community activists help the people around them SWUT people in their community look out for each other SWUT they have the power to use their voice to become activist themselves 	
	<p>2b. TEACHER CONTENT KNOWLEDGE (<i>necessary prior knowledge</i>)</p> <ul style="list-style-type: none"> Community definition Different types of Community Gardens Knowledge around how other people can share and help with one another specific examples using students in classroom Knowledge around how students can use "speech bubbles" to use their voice 	
<p>3. ASSESSMENT Students will demonstrate understanding that people in the community come together and help each other as evidenced by the student project.</p> <p>Teacher will use visual checklist for students (Check for understanding) - https://docs.google.com/document/d/14kNSsWEIs5TFgMg5oFQwXFtq-YoN02-1A2Fv2ydRIPQ/edit</p>		
<p>4. INDIVIDUALIZED STUDENT NEEDS Students will be given visual cues, picture cards, and have tactical objects related to the subject when they are seated listening to read aloud</p>		

Non-Verbal students will be asked to point or sign what is asked.
 Timers will be utilized so students stay on task.
 Matching Picture to Word will be premade for students
 First-then charts and token boards will be utilized to keep students on task
 Songs, chants, signs, and one-word commands will be used to keep students on task

PROCEDURE AND PRACTICE

<p>TEACHER'S ROLE Questions to Ask</p>	<p>WHAT ARE STUDENTS DOING?</p>	<p>MATERIALS</p>
<p>1. LAUNCH/STARTER/ANTICIPATORY SET (20 min.)</p> <ul style="list-style-type: none"> ● Welcome back Song - Students are sitting around U-table - Flexible seating/Choice of rocking chair ● Yesterday we learned about Mrs. Connor's community garden with her class. ● We also learned how important it is to share with one another ● Today, we are learning about a community garden right in Newark! ● Teacher will introduce Christian from Down Bottom Farms on Smartboard ● Teacher will emphasize: All kinds of people, even students like you, volunteer at Down Bottoms Farm to help their community! ● When people help each other, they use their whole body! And we are going to use our whole body right now! ● Teacher will play Youtube video: Head shoulders knees and toes song 	<p>Students are:</p> <ul style="list-style-type: none"> -- actively engaged -- using their prior knowledge -- pointing to different visual cues -- using their whole body to participate -- Repeating after teacher 	<p>Smartboard Visual Cues SlideShow of Down Bottom Farms Paint PosterBoard Paper</p>

<ul style="list-style-type: none"> • When people want to help each other they use their whole body! • First, you think about what you want to plant. (Touch Brain) • Then, you use your body to plant the food! • Last, you share the food with your friends! • Just like Christian does! • Teacher will say: I can use my whole body to help other people (On Smartboard as well) Students will repeat or point. 		
<p>2. LEARNING ACTIVITIES (5 mins)</p> <ul style="list-style-type: none"> • Watch Videos (include CC, transcripts) Play video: https://www.youtube.com/watch?v=zdBPH7Dj1bc • Watch Videos (include CC, transcripts) Play video: https://www.youtube.com/watch?v=ZanHgPprl-0 <ul style="list-style-type: none"> • Teacher will say: when people use their body and come together to help each other, we are strong! • Teacher will emphasize: we need everyone to help each other! 	<p>Students are participating in sign and movement throughout this learning activity.</p>	
<p>3. CLOSURE (20 mins)</p>	<p>Students will be creating, taking turns, sharing supplies to create this community garden picture.</p>	



- (Student Project) Teacher will brush paint on student's hands and lay it down on posterboard.
- Students will work together to create their own community garden using their hands as the flowers

A Visual Checklist will be laminated and students will circle the smiley that correlates to the learning intention for the day. With teacher assistance, students will read the sentence out loud.

<https://docs.google.com/document/d/14kNSsWEIs5TFgMg5oFOwXFtq-YoN02-1A2Fv2ydRIPQ/edit>

HOMEWORK/FOLLOW UP ACTIVITY (if appropriate).