Chrissy Garcia
MSU Urban STEM
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Dream IT 2.0 Part 2

Stage 1: Identified Desired Results

Established Goals:

During the Dream IT project, students will be able to obtain, evaluate, and

communicate environmental issues affecting the South Deering community while

developing skills of an activist and global citizen. Students will examine environmental

issues affecting the community through the activism discipline and will communicate

their findings through argumentative letter writing, student led discussions, and

multimedia and visual displays to strengthen claims. Activism is the ideal discipline to

uncover enduring understandings and answer essential questions because it allows

students to take ownership of their learning and develop a skill set to effectively

communicate individual concerns while advocating for the greater community.

Students will familiarize themselves with environmental justice, understand the

correlation between pollution and inequality, power and society, and how individuals can

change and transform a community. As a result of exploring environmental issues

through the activism lens, students will collaboratively create and begin implementation

of an action plan to bring about societal improvements and recognize the powerful role

they play in society.

What essential questions should be considered?	What understandings are desired?
• What is environmental justice?	• Students can be agents of change

- How does power shape political and economic access and influence people?

- How is pollution related to inequality?

- How can maps help us see where injustice exists?

- How can we improve conditions in the South Deering community? Southeast side community? Chicago? Chicagoland?

- Why do individuals become involved in their communities?

- How does knowledge of the past inform the future?

- How do the goals of those in power affect people in society?

- How can we change and transform our community?

- in a community

- Activism is a collaborative process to bring about societal improvements

- The actions of one generation influence the actions of the next generation

- Levels of activism range from individual activism, service, to systematic reform for social justice

What key knowledge and skills will students acquire as a result of this unit?	
Students will know how to…	Students will be able to…
☐ MS-ESS3-3 Apply scientific principles to design a method for	☐ SL.8.1 Engage effectively in a range of collaborative discussions (one-on-one,

monitoring and minimizing a human impact on the environment. ☐ MS-LS2-5 Evaluate competing design solutions for maintaining biodiversity and ecosystem services.	in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. ☐SL.8.2 Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation. ☐SL.8.5 Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest. ☐RI. 5 Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events). ☐RI.8 Delineate and evaluate the argument and specific claims in a text,

	assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced. ☐RI.2 Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

Stage 2: Determine Acceptable Evidence

Overview: In efforts to develop an understanding of enduring ideas, students will apply their learning through interdisciplinary performance tasks. Formative and summative assessments range include letter writing, conversation roundtable, public service announcements, debates, interviews, and bell ringer/exit tickets. Students will be given ongoing feedback through rubrics, peer assessments, and conferencing.

What evidence will show that students understand? What other evidence needs to be collected in light of desired results?	
Pre-assessments:	**KWL:** South Deering Community: Survey students' background knowledge on the history of our community. Provide Bloom's taxonomy question stems for students to generate a list of questions in the "W" section of the KWL chart **Anticipation guide**: Students will respond to an "agree/disagree"

	anticipation guide to determine initial ideas about environmental issues in Chicago.
	• All communities are equally affected by air and water pollution.
	• Air and water pollution is caused solely by transportation.
	• There is little a community can do to solve air and water pollution issues in their community.
	• People in power are responsible to make changes in the community.
	• Residents have little impact in what goes on in their community.
	• Students have little impact in what goes on in their community.
	• Changes in the community will never happen.
	• People do not have a voice to make changes.
	Quick Write: What is pollution? What are some of its causes? What are some effects of pollution?
Formative Assessments	• Anecdotal notes • Journal/Blog writing • Classroom Tweets • Research Graphic Organizers • Conversation Roundtable
Summative Assessments	• Argumentative letter writing • Public Service Announcements • Interviews with local environmentalists, politicians, and

	community members

Student Self Assessment and Reflection

Graphic Organizer: Students will answer the following questions periodically to self assess and reflect on their progress throughout the school year.

- Give a brief description of the project or activity you have created.

- What did you like about the project or activity?

- What were you able to do well?

- What problems did you have?

- What did you learn about yourself? Strengths, interests, preferences, and needs.

http://www.iidc.indiana.edu/styles/iidc/defiles/INSTRC/TuesTips/Student_Self_eval_benefits.pdf

Digital Portfolio: Students will select 5 work samples that illustrate their best work. Students will post a picture of the sample on their Kid Blog account and discuss the strengths and weakness of the assignment. The will respond to the following questions:

- Why does this assignment represent your best work?

- How could the assignment be improved?

- How could you extend your learning of this topic further?

Assessment Task Blueprint

What understandings or goals will be assessed through this task?	
☐ MS-ESS3-3 Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment.	☐ SL.8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

Through what authentic performance task will students demonstrate

understanding?

Task Overview:

CCSS: Write arguments to support claims and analysis of substantive topics or

texts, using valid reasoning and relevant and sufficient evidence.

Using what you have learned about environmental issues in our community, write an argumentative letter to a local politician about your position on the particular issues. Your goal is to change your readers' point of view, bring about change on the reader's part, and encourage readers to accept your explanation or evaluation of the issue. Your formal argument must include a claim, evidence to support the claim, warrant, and discussion of the counter claim.

Graphic Organizer:

Prompt:		
Claim:		
Reason 1:	Reason 2:	Reason 3:
Evidence:	Evidence:	Evidence:
Explanation:	Explanation:	Explanation:
Counter Claim:		Counter Claim:
Limits:		Limits:
Conclusion:		

Rubric:

By what criteria will student products and performance be evaluated?

Argumentative Writing Rubric:

Criteria for Argumentative Writing	Emerging _Student work does not achieve **most** of the "Meeting" criteria_	Developing _Student work does not achieve **some** of the "Meeting" criteria_	Meeting _Student achieves **all** of the "Meeting" criteria_	Exceeding _Student exceeds **some** of the "Meeting" criteria_
Development and Elaboration				
Claim: The writer introduces claim(s), acknowledges and distinguishes the claim(s) from alternate or opposing claims (W.8.1a)	❑ No claim	❑ Weak claim	❑ Credible claim	❑ Compelling claim
Evidence: The writer support claim(s) with relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text (W.8.1b)	❑ No evidence	❑ Unclear evidence	❑ Sufficient evidence	❑ Ample evidence
Reasoning: The writers support claim(s) with logical reasons (W.8.1b)	❑ Invalid reasoning	❑ Inconsistent reasoning	❑ Well-developed reasoning	❑ Convincing reasoning
Development: The writer [addresses the prompt and] produces clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience (W.8.4)	❑ No discernible focus on task, purpose, or audience	❑ Some focus on task, purpose, or audience	❑ Clear focus on task, purpose, and audience	❑ Illuminating focus on task, purpose, and audience
Organization and Focus				
Introduction: [The writer provides an introduction that frames the topic clearly and provides focus for what is to follow] (W.8.1a)	❑ No recognizable introduction	❑ Underdeveloped or ineffective introduction	❑ Well-developed introduction	❑ Compelling introduction
Coherence: The writer organizes the reasons and evidence logically [into paragraphs] (W.8.1a)	❑ Little or no logical organization	❑ Inconsistent logical organization	❑ Offers sufficient logical organization	❑ Offers purposeful logical organization
Conclusions: The writer provides a concluding statement or section that follows from and supports the argument presented (W.7.1e)	❑ No recognizable conclusion	❑ Underdeveloped or ineffective conclusion	❑ Well-developed conclusion	❑ Compelling conclusion
Language and Clarity				
Vocabulary: [The writer uses precise language and domain-specific vocabulary to inform about or explain the topic] (W.8.2d)	❑ Use of unclear language and poor vocabulary	❑ Ineffective use of language and vocabulary	❑ Clear use of precise language and vocabulary	❑ Compelling use of precise language and vocabulary
Tone: The writer establishes and maintains a formal style (W.8.1d)	❑ Lacks formal style, academic vocabulary, and conventions	❑ Inconsistent formal style, academic vocabulary, and conventions	❑ Sufficient formal style, academic vocabulary, and conventions	❑ Consistent formal style, academic vocabulary, and conventions
Transitions: The writer uses words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), opposing claims, reasons, and evidence (W.8.1c)	❑ Little or no transitions	❑ Occasional transitions	❑ Sufficient transitions	❑ Outstanding transitions
Conventions				
Conventions: The writer demonstrates a command of grammatical English and mechanical conventions. (L.8.1-2)	❑ Numerous errors	❑ Several errors	❑ Some errors	❑ Few if any errors
Sources: The writer uses an appropriate number of sources, avoids plagiarism, and follows a standard format for citation (W.8.8)	❑ Plagiarism of sources	❑ Some sources, improperly cited	❑ Several properly cited sources	❑ Ample properly cited sources

Please Note: It is at the teacher's discretion to quantify criteria such as most, some, adequate, consistent versus inconsistent, etc., but students should know these expectations in advance. The determining factor distinguishing the meeting versus exceeding categories is the depth and quality of the response in the areas noted above.

Conversation Roundtable Rubric:

Elements	1	2	3
Key Ideas	Few key ideas with textual support or analysis.	Some key ideas included with some textual support and analysis.	Major key ideas are included with textual support and analysis.
Participation	Limited participation in the discussion. Does not try to add to the discussion. Off task conversations.	Some participation in discussion. Adds 1-2 ideas to the discussion. Sometimes has off task conversations.	Active participation in discussion. Adds 3+ ideas to discussion. Uses accountable talk stems to enhance conversation.
Graphic organizer	Graphic organizer is incomplete. Summary of partners' responses is incomplete.	Some of the boxes are accurately complete. Includes brief summary of partners' responses.	All boxes are completed accurately. Includes detailed summary of partners' responses.

Stage 3: Plan Learning Experiences and Instruction

Context:

Eighth grade students will be the group that will specifically participate in the Dream IT yearlong inquiry unit. This unit it will be weaved into the literacy units outlined in the Chicago Public Schools Teaching Framework for eighth grade. In addition to teaching the Dream IT in a balanced literacy classroom as outlined by Roosevelt University's Literacy Grant, students will also receive instruction from Network 13 and DePaul University's Literacy Priorities. Quarter one will require students to explore the unifying concept of power and culture. The following essential questions will be explored:

- What is power?

- How does asking questions further our knowledge about topics?

- How does power shape political and economic access and influence people?

- How does identity and culture influence individual action?

- How does identity and culture influence individual action?

Quarter two will require students to investigate societal improvement. Some guiding questions include:

- How does power influence change?

- Why do individuals become involved in their communities?

- How can writers affect senses to communicate their ideas?

- How does knowledge of the past inform the future?

- How do the goals of those in power affect people in society?

- How can we improve conditions in the South Deering community? Southeast side community? Chicago? Chicagoland?

Guiding questions for quarter three's unifying concept change and transformation include:

- How are peoples' perspectives influenced?

- How do the actions of one generation influence the action of others? (i-Image)

- How will we change and transform our community?

- How does change create transformation?

   Unifying concept for quarter 4 includes the power of the individual, which will be used to tie all of the enduring understandings together to have students become activists.

   My students are diverse learners with various needs such as special education services, MTSS interventions, and bilingual services. My school utilizes the co-teaching model for special education services. 8% of my students scored in the 80th percentile or higher on NWEA ELA. 12% of my students scored between the 60th to 79th percentile. 32% of the class scored between the 40th to 59th percentile. The remainder of the class scored below the 50th percentile. Students will receive small group instruction daily focusing on individual RIT band skills and students will also participate in literacy centers to develop skills and strategies for reading fiction and informational texts.

Instructional Activity	Standards	Description
KWL	(W.11-12.9) (RL/RI.11-12.1)	South Deering Community: Survey students' background knowledge on the history of our community. Provide Bloom's taxonomy question stems for students to generate a list of questions in the "W" section of the KWL chart
Quick Write	(W.11-12.9) (RL/RI.11-12.1)	Students will respond to an "agree/disagree" anticipation guide to determine initial ideas about environmental issues in Chicago.
Novel Study	(RL/RI.11-12.10)	Students will read and analyze novels that relate to unifying concepts. Novels include: Breadwinner, Seedfolks, Hoot, I am Malala, Treeshaker, Elijah of Buxton, Three Cups of Tea.

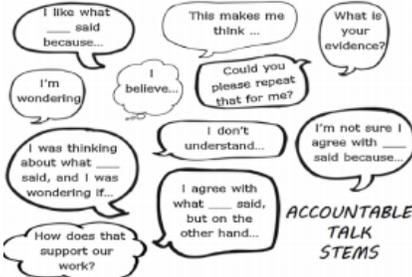|		Students will participate in book club discussions taking on roles of discussion director, Q and A with for the author, Connect, Extend the Learning, etc.
Community Research	(W.11-12.1, W.11-12.2, or W.11-12.9)	Investigate assets of community. What are equity and social justice issues affecting the community? (Discuss equity and social justice prior to community research) Community research projected adopted from Dr. Parson's UIUC CI 448 Community Inquiry Project.
Community Mapping	(W.11-12.1, W.11-12.2, or W.11-12.9) (W.11-12.1, W.11-12.2, or W.11-12.9)	Map the location of the resources in the community. Resources include restaurants, grocery stores, small businesses, parks, police stations, community advocacy organizations, natural resources, etc.
Conversation Roundtable	(SL.11-12.1; MS-ESS3-3)	Students will respond to the question: What are environmental concerns affect our community. Labels for conversation roundtable: 1. My thoughts 2. Evidence of environmental concerns 3. My 1st partner's thoughts 4. My 2nd partner's thoughts
Environmental Issues Jigsaw	MS-ESS3-3	Generate list of environmental issuses affecting out community. Students will branch off into groups to create inquiry groups based on interest. Topic include: air pollution, water pollution, soil contamination, ecological disruptions, etc. Within groups, students will generate a list of wonders using Bloom's taxonomy higher order thinking questions stems. Group members will select answers to research the answers.
Photo Challenge	(W.11-12.1, W.11-12.2, or W.11-12.9)	Capture photos that represent the environmental issue you and your team are investigating.
Map Environmental	MS-ESS3-3	Prior to mapping environmental

Injustice		injustice. Ask: What are your rights in terms of the environment? Example: Access to clean water supply, safety, etc. Students will already have discussed justice in power unit of Q1. What is environmental injustice? What does it look like in your community? What does it look like in our city? Generate a list of examples of environmental injustice such as: pollution from people/industrial facilities, air and water contamination, location of toxic waste incinerators, landfills, etc. Find the location of these things in relation to South Deering and map findings.
Investigate Results of Industrialization in South Deering	(W.11-12.1, W.11-12.2, or W.11-12.9)	Students will research the history of industrialization in South Deering, The goal would be to participate in a screening of Exit Zero after contacting the creator, a former Southeast Side Resident and current director/producer of the documentary. Watch Vice video clip as stated in reflection paper. http://bit.ly/1nEoCbi
Video Clip Viewing and Discussion	(SL.8-12.1)	Students will watch a variety of video clips from Earthkeeping Toxic Racism. Clips include: • Environmental Justice: Opposing a Toxic Waste Landfill http://bit.ly/1ofK7zb • Environmental Justice: Opposing a Toxic Waste Incinerator http://bit.ly/1uFeDq9 • Environmental Injustice in Dallas http://bit.ly/1urf9ZQ Discussion Questions include: What is "environmental justice"? What is "environmental racism"? Explain what Dr. Benjamin Chavis, Jr. meant when he described environmental racism as a "matter of life and death." What are some environmental hazards

		in your community? How are they regulated? Are there organizations that are trying to prevent such hazards? How would you respond if you heard that a toxic waste dump was planned for your community? (Questions are from PBS Learning Media)
Tweet an Environmental Scientist	(W.11-12.9)	Generate higher order thinking questions that relate to topic or environmental inquiry project. Tweet local and national environmentalists for answers via Twitter interview.
Field Trip: Toxic Treasures Tour	All SL	Students will attend three hour tour of the natural areas, restoration areas, and industrial site located on the Southeast Side. See the link to learn more about the Toxic Treasures Tour. http://bit.ly/1rqmxkb Students will note take, ask questions, conduct interviews, take photos and compile more evidence to support their inquiry project.
Interview an Environmentalist	(W.11-12.9) (RL/RI.11-12.1)	Optional: Students will have the option of conducting an interview with local environmentalists or environmentalists found on twitter. http://mashable.com/2009/06/15/twitter-environmentalists/
Conduct Research for Inquiry Project with inquiry groups	(W.11-12.1, W.11-12.2, or W.11-12.9)	Students will work in interest groups surrounding an environmental issue of their choice. Students will generate a list of questions they would like to research relating to their topic. Students will explain the problem, discuss how it impacts residents in the community, highlight ways in which the city and other local organizations are working to solve the problem, and create phase one of an action plan to get involved in the problem solving.
Present Findings	(SL.11-12.4-6)	Students will have the flexibility to create presentations to demonstrate the environmental issue affecting our

		community.
Public Service Announcement	(SL.11-12.4-6)	Create a public service announcement shedding light on the environmental issue that is being researched.
Letter Writing to Local Politicians	(W.11-12.4,W.11-12.5& L.11-12.1-3)	Using what you have learned about environmental issues in our community, write an argumentative letter to a local politician about your position on the particular issues. Your goal is to change your readers' point of view, bring about change on the reader's part, and encourage readers to accept your explanation or evaluation of the issue. Your formal argument must include a claim, evidence to support the claim, warrant, and discussion of the counter claim.
Develop Action Plan	(W.11-12.9) (RL/RI.11-12.1)	Develop action plan for acting on the environmental issue affecting the community. What can we do at the individual level? How can we inform the public? Who can we connect with to get our message across? What resources do we need? How can we involve the community in our activism?
Ongoing Journaling	(W.11-12.9) (RL/RI.11-12.1)	Students will maintain a daily journal/blog about their research, reflection, and enduring understandings.

Teaching Demonstration

I do	Activate prior knowledge about the South Deering community by completing a KWL chart. What do we know about South Deering? What do we want to know about South Deering? Provide students with questions stems to generate higher order thinking questions. Introduce Dream It Project by watching Explain It to Me Video Clip. http://www.chrissyagarcia.com/explain-it-to-me-video.html
We do	Students will respond to an "agree/disagree" anticipation guide to determine initial ideas about environmental issues in Chicago. Provide graphic organizer for conversation roundtable. Ask: What are some environmental concerns affecting our community? Provide students with 3-5 minutes to respond.

Share thoughts whole group.

	My thoughts	Evidence
	What are environmental issues affecting my community?	
	My 1st partner's thoughts	My 2nd partner's thoughts

| **You do together** | Engage in conversation roundtable using accountable talk stems. Turn and talk with a partner giving your ideas and evidence to support your ideas.

I like what ____ said because... This makes me think ... What is your evidence? I'm wondering I believe... Could you please repeat that for me? I was thinking about what ____ said, and I was wondering if... I don't understand... I'm not sure I agree with ____ said because... I agree with what ____ said, but on the other hand... How does that support our work? ACCOUNTABLE TALK STEMS |
| --- | --- |
| **You do independently** | Write a concise paragraph in response to the initial question. Provide writing frames and/or sentence stems as needed. |

Feedback from MSU Classmates:

Books:
- Jonathan Kozol: Shame in the Nation****
- The Jungle
- Agnes Flum series: Pond Scum
- Open Veins of Latino America
- Migrant experience by sherry york
- La Mariposa by Francisco Jimenez

Organizations:
- Friends of Chicago River
- Little Village Environmental Justice Organization

Other ideas/questions to consider:
- Food Desert
- What is hurting our community and why? Quality of life; environmental concerns; clean energy