**Interdisciplinary Curriculum Unit**

**Overview & Purpose of the Project**

You will design a 2-week long interdisciplinary, conceptually-based curriculum unit built around a guiding question that addresses a theme that is relevant to your practicum school community and draws on the Funds of Knowledge and assets within your practicum community. Your unit will incorporate issues in sustainability and social justice and will engage practices that promote equity, embrace diversity, and develop critical and creative thinking. Ideally, this is a unit that could be taught during your Fall student teaching experience. Each unit should have a final project/performance assessment and rubric where K-12 students present their projects to an authentic audience. That audience could include family members, students from other classes, and/or some other authentic and public forum.

This unit will be developed through a backwards design (UbD) planning strategy as discussed in Understanding by Design. You will work in teams of 3 people representing different areas of expertise and you will work in similar levels: Elementary folks working together and middle level/secondary folks working together.

* **Elementary folks:** Develop a unit relevant to one of your classrooms – at 3rd grade or higher. Lessons should integrate at least three content areas. While you should collectively decided on the purpose, learning opportunity, assessment, and materials for each of the lessons, each of you needs to take the lead in fully developing at least 5 lesson plans (indicate your authorship on the lesson plans you create). There are a variety of possible time frames in which such a unit could take place. For example, students may engage the unit intensively all day for 3-5 days (i.e. your unit will have several lesson plans each day). Or you might have 120 minutes each afternoon for 2-3 weeks. Decide on a time frame and then plan accordingly. You are aiming for approximately 30 hours of instructional time and/or 30 lesson plans (3 each day for 2 weeks).15 lesson plans will be fully developed and the rest will be a sketch of learning activities. In addition to content area objectives, your unit needs to attend to at least one Common Core Literacy standard that is relevant to each of the disciplines integrated in your unit.
* **Middle Level/Secondary folks:** Pick a grade level that at least one of you is currently teaching. Consider that you work on an interdisciplinary team, where you share the same 90+ students for a cluster of 3 hours (since you share students and a chunk of time, you can work more flexibly with students and time) OR that you share the same 30+ students who rotate from one class to the other. You are aiming for approximately 30 hours of instruction time (10 hours in each discipline) and/or 30 lesson plans (10 in each discipline). Each person will be responsible for fully developing the first 5 lessons in their discipline and the other 5 lessons will be a sketch of learning activities. In addition to content area objectives, your unit needs to attend to at least one Common Core Literacy standard that is relevant to each of the disciplines integrated in your unit.

**Key Questions for Curriculum Unit Planning**

1. What do l want students to be able to *do* when they have completed this Unit of Instruction (or course, program of study, etc.)?

This identifies the desired outcomes(s) of the instructional process.

1. What will students have to *know* to do #1?

This defines the content that must be covered in assigned readings or in other ways.

1. How can I tell what students have already learned on their own or from each other, so I can build from there (rather than assuming that they don't know anything and starting from scratch)?

This question defines the content of the Pre-Assessment, which provides feedback on what needs to be taught.

1. How can I tell whether or not students can use their knowledge?

This question guides the development of teacher questioning, projects, learning experiences, and assessments that increase students’ knowledge and higher level cognitive skills.

**Meeting “Minutes”:**

Every time your group meets, you will need to keep minutes of the meeting, which you'll then post on moodle within a day.  We intend for the keeping of minutes to serve a variety of useful purposes: they make it easy for you to see what you've accomplished and what decisions you've made; they allow anyone who missed the meeting to find out what happened there; they may help to keep your meetings efficient and focused on productive topics.  They also allow your faculty to see what kind of progress you're making in your Curriculum Unit. This section is designed to let you know what we expect to see in those minutes.

|  |
| --- |
| **What are minutes?**  In general, the minutes of a meeting are a refined and (usually) officially approved version of notes taken at the meeting. Their purpose is to represent the discussion that took place, noting several kinds of things:   * who was present, * the agenda items that were dealt with, * the main points made during the discussion of each agenda item, and * any decisions that were made as a result of the discussion.   **Posting minutes to the web**  After each meeting, post minutes of your meeting to Moodle. Post your minutes within a day of your meeting. ONE person should be responsible for consistently posting the meeting minutes to the Moodle site (see instructions in Moodle site).  **Template for minutes**  The minutes of each of your meetings should include the following headings:  **Date & Time**  **Those Present** – also note who’s taking the minutes and who’s absent.  **Notes on Discussion** – organized by topic of discussion; include the decisions you reach, the questions you still need to answer, and a brief summary of each person’s input on each topic.  **Agenda for Next Meeting** – list your objectives for the following meeting.  **To Do Before Next Meeting** – write down what each group member has agreed to do before the next time the group meets.  **Next Meeting** – give the date, time, duration, & location.  **Setting Group Agreements:** In your first meeting, be sure you set Group Agreements for how you will participate and interact with each other. Consider professional collaboration and communication related to project management. Record these Group Agreements in your first set of Minutes. Create a checklist that you will refer to at the beginning or end of each meeting. Use the checklist to determine what is/is not working (use your Non-Violent Communication strategies!) and record decisions, adjustments, and revisions to Group Agreements. This work should be completed at each meeting and should be visible in your Meeting Minutes. At your last meeting, exchange and honestly discuss your Peer Assessments. |

**Curriculum Unit Final Products:** Each group will submit the following in separate documents:

* Single pdf of all required Curriculum Unit Components (See *Required Elements of Unit Plan* and *Evaluation Criteria* below)
* Self-assessment of the Curriculum Unit using the *Evaluation Criteria* sheet
* Peer-assessment of the Curriculum Unit using the *Evaluation Criteria* sheet
* All meeting minutes
* Peer feedback to all group members regarding Professional Collaboration (See *Constructive Peer Assessment* below)
* A 20 minute presentation of your Curriculum Unit (See *Presentation Requirements* below)

**Required Elements of Curriculum Unit:**

Table of Contents

Introductory 1-2 page overview of unit that includes:

* Description of the project including how it relates to the community and to issues of sustainability
* Summary of the big idea and the understandings/skills students will develop through the project.
* Brief description of the final product
* Brief descriptive sketches of the students unit was designed for
* Plans for involving families

(Please consider using/modifying templates provided on Moodle. Remember that paragraphs w/o headings are challenging to make sense of in an overview.)

Context for Learning (modified from edTPA language)-- Plan this unit for a hypothetical-composite class of students at the grade level you have chosen. Learn about students at the specific grade level in your school to build this hypothetical class:

* + - * Interview students (remember your interview from Assessment?), explore the internet, and/or talk with an adult who has experience with the age group to learn more about what students at this age tend to be interested in and their conceptions related to your topic/theme. Include at last 2 research articles. Find out and anticipate the kinds of things they may believe and stumble on around the concepts you are working with. Note at the bottom of your CfL the various sources you used to inform your understanding of students’ prior knowledge related to your unit.
      * Plan for 3 students who are ELL; and 1 student 504 plan for ADHD; and 2 students with learning disabilities that involve reading. Fill in the context for learning from the edTPA to spell out the specific accommodations you need to attend to for these students.

Complete 2 week unit plan that includes:

* + Unit overview for Stages 1, 2, & 3
  + Assessment plan and evaluation criteria for formative and summative assessments (including pre- and post-assessments & student self-assessments)
  + Final Performance Assessment + rubric/scoring guide
  + Identification of Language Demand (aka: Academic Language) to be explicitly taught (including but not limited to: vocabulary, language functions, syntax, and discourse)
  + Classroom Management Plan – Name places in your unit where specific attention to classroom management will be necessary. Explain your management plan for those sections of your unit and give a rational for your decision. Your rational should be based in what you have learned in the Classroom Management stand.
  + Differentiation Plan - 1 plan for a single lesson in each of the different disciplines (must be authored by each of the groupmembers)
  + Daily scripted lessons that address all elements of the MIT lesson plan template.   
    NOTE: *Each member of the group needs to contribute fully scripted out lessons that include all the elements of the MiT lesson plan template. A fully scripted lesson will attend to the following:*
    - * Stepped out lesson plans
      * Appropriate range of instructional practices learning from your methods strands
      * Directions, transitions and questions spelled out in teacher talk
      * Formative assessments (specific questions spelled out & kinds of things you’ll be looking for when examining this student work or checking in with groups) (i.e. What does it look like and sound like when students are understanding what you are teaching? Where will you look for them? How will you attend to all students, not just those who are vocal?)
      * Adaptations for students with special needs written into the procedures and highlighted to point those out for your reader

**Constructive Peer Assessment of Collaboration:**

* A written statement to each of your colleagues spelling out (i) how they supported your learning, collaboration and the project; and (ii) constructive feedback for future collaborations of this nature.
* Give this feedback in person to your group members and submit with curriculum unit.

**Presentation Requirements:**

* Presentation of first lesson of the unit launch,
* An overview of the major goals, learning opportunities and assessments in the unit.
* Plan on a 10 minute launch, 5 minute overview of unit & 5 minutes of feedback

**Helpful (?) Language Clarifications:**

Essential Question ≈ Guiding Question

Desired Understandings ≈ Propositions

Concept ≈ Big Idea