

**Community-Engaged, Anti-Racist Education Project
Unit Plan Template**

Unit Title:

Unit Summary:

CEAR Principles (choose those which are highlighted in the lesson):

Principle 1: Embraces Intersectionality and Multiple Identities

Students discuss ways that their identities are formed through their linguistic and cultural communities, and how they are members of multiple communities.

Principle 2: Centers Student, Family, and Community Knowledge, Perspectives and Experiences

The focus on students' personal experiences with language provides opportunities to engage families and communities in their particular linguistic experiences and perspectives.

Principle 3: Welcomes and Expands Students' Linguistic Resources

A focus on identity, language use, and linguistic communities establishes that all languages and language practices are important, valued, and should be sustained.

Principle 4: Implements Culturally and Historically Responsive Practices

Students reflect on their own, their families', and their community's experiences with language.

Principle 5: Critically Analyzes and Disrupts Traditional Notions of Power and Knowledge

Students analyze what languages are spoken in their classroom and if/how they are represented in their classroom space and the school.

Principle 6: Counters Dominant Narratives

The unit disrupts ideas that there is only one dominant, named language and cultural practice and only one correct way to speak a language.

Principle 7: Cultivates and Celebrates Joy

Students share and celebrate their languages and learn features of new languages from their peers, families, and community members.

Principle 8: Engages Students in Resistance and Action

Students take action and counter injustice in their school community by creating a more linguistically inclusive print-rich environment.

CEAR Practices (choose those that are highlighted in the lesson):

Critical Literacy - Students discuss the use of signs and labels in the school building

to determine if they offer all school community members the ability to fully participate in the school environment and if the school's linguistic landscape sets a welcoming tone for all members of the school community.

Daily Reflection Tools - Students have the opportunity to reflect on what they've learned at various points throughout the unit.

Language Objectives for Each Lesson

Partnerships with Community Members and Community-Based Organizations - Students survey members of the school community and the larger community about their linguistic experiences.

Planning Using Backwards Mapping

Project and Problem-Based Learning - Students address an important issue in their school space—lack of labeling or signs that represent the languages spoken by the school community—and advocate for change by composing a letter to the principal.

Small Group/ Partner Work - Students engage with their peers during each lesson, whether through partner discussion or small group activities.

Translanguaging Practices - The teacher and students develop multilingual resources (classroom and school labels) through translanguaging, in which they are encouraged to draw upon all linguistic practices within the classroom. Students share their languages with one another and use multiple languages while learning with and from their peers. They are encouraged to express themselves in the language of their choice.

Varied Forms of Expression - Students express themselves through writing and drawing, in addition to recording videos. They create posters and books, and collaboratively compose a letter to the principal as part of an advocacy project.

Varied Media and Texts/Multilingual Resources - Students engage with texts (including student-created materials), music, and videos in multiple languages and with a diverse representation of characters. Bilingual picture dictionaries will be provided.

Grade Level(s):

Subject(s):

Suggested Length (Days/Estimated Time for Lesson):

Content Objectives

Students will be able to do the following:

Language Objectives

Students will be able to do the following:

Enduring Understandings (Optional, linked to lessons where highlighted):

Essential Questions (linked to lessons where highlighted):

Centering Student, Family, and Community Knowledge and Experiences:

Vocabulary/Conceptual Development:

Unit Vocabulary (itemized):

Phrases:

Lessons Overview**Lesson 1: Title**

Description

Lesson 2: Title

Description

Lesson 3: Title

Description

Lesson 4: Title

Description

Lesson 5: Title

Description

Assessment:

Formative assessment includes:

Summative assessment includes

Alignment to Standards:

Core Instructional Resources and Materials

Texts:.

Videos:

Additional Materials:

Resources for Building Background:
Include suggested resources to guide teachers who will implement the unit.

Extensions or Follow-Up Activities:

Notes (Optional):