

Unit Planning Template for Culturally Responsive- Sustaining Mastery-Based Learning

How To Use This Template:

This template is designed to help you craft a unit that:

- Is grounded in clear learning outcomes
- Is designed to give students power to track and direct their learning
- Enables students to practice, get feedback, and access support and re-teaching when needed
- Is engaging, connected with students' lives, and includes meaningful student input
- Enables students to engage with rigorous material and practice the habits of independent learners
- Affirms students' racial, linguistic and cultural identities and empowers them as agents of change

As you plan, use Dr. Ghodly Mohammad's [Five Pursuits](#) as a North Star. Continually work with students to make sure that you are planning ways to center students' learning experience in:



Identity	Knowledge and affirmation of self and others
Skills	Content-area skills and proficiencies
Intellect	Knowledge put into action
Criticality	Lens on justice, equity, and anti-racism
Joy	Play/human connection, as well as truth and beauty in representations/narratives of self/others

These websites have strong exemplars of project-based units:

■ [PBLWorks-Sample Projects](#)

■ [Expeditionary Learning- Models of Excellence](#)

■ [Pacific Education Institute - FieldSTEM Resources](#)



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Unit Overview

Unit Title	Health Maintenance Practices
Teacher/Teachers	Brandon Austin
Short unit summary - grade level, time needed, overview	9th Grade CTE Health Science at the West Valley Innovation Center Unit Time: 10 Hours Students will be researching and exploring methods to differentiate between wellness and disease. Students will promote disease prevention and model healthy behaviors from both a personal and community aspect.

Learning Outcomes (both academic and transferable)

List the WA State Standards / learning outcomes and “I can” statements that this unit will address.

These learning outcomes will provide the foundation and throughline for the entire unit.

Learning Outcomes/Standards:

- Learning Target: I will be able to evaluate current public health issues in Yakima and research strategies to help prevent them. I will also consider, discuss, or brainstorm strategies to be used within the community.

Standards:

NCHSE Standard 9.1.2: Examine various aspects of behavioral health.

- Anxiety
- Depression
- Substance abuse
- Suicide

CCSS.ELA-Literacy.W.11-12.7

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

H8.So6.HS: Advocate for reducing stigma associated with emotional and mental and behavioral health.

Big Idea(s) / Guiding Question(s):

Performance Assessment: Collaborating within a team, students will present on different public health strategies for disease prevention and

their impacts on community health.

Guiding Question(s): How can we identify youth health risks and public health issues in our community and improve access to resources for these issues to local students and other community members?

Evidence of Student Learning (Culturally relevant and sustaining summative assessment(s))

In the space below, describe the summative products/ evidence that students will produce. Ask yourself:

- *How can you give students the opportunity to apply their skills and knowledge to new texts, materials, or challenges that they have not discussed in class?*
- *How might you design a task that lets students demonstrate many performance indicators in an integrated way?*
- *How can you give students the opportunity to apply their skills and knowledge in ways that will feel authentic to them – in a way that is connected to their own lives, their goals, their school, their community, or the world?*

How might students have opportunities to think critically and apply sociopolitical consciousness within this project or task?

Task Description / Instructions: *[the task may be multi-part; for example, it might include a creative portion along with a more traditional test of vocabulary knowledge or mathematical problem-solving]* **If students will co-design the final assessment/product/performance, link in or describe your plan for how you will invite their ideas.**

Please see links below for specific examples of evidence of student learning.

Project Description Link (Teacher View): <https://docs.google.com/document/d/1Z23Yf8drXFrXDz7vng6gxMjz1-x9F9LBYj1SBUCZlkW/edit>

Pre-Assessment Activity Link: https://docs.google.com/document/d/1TwmFoJ_kFVh5AUQQor2PAUwM6RWtKZxL_QrbUtuWfXo/edit

Student Instructions Link: <https://docs.google.com/document/d/1MmAa2ZVk9zOWiZbCYxG6A0agh10ZoeWWiGkoMk0cb5Y/edit>

Part One Activity Link: <https://docs.google.com/document/d/1u54oS5iqCg2GNvHlIDrr8iEi13e1ubx9hkBMs2Xn-UA/edit>

Optional Graphic Organizer Link: https://docs.google.com/document/d/10Zj2sbYJC0FHCILao18iE7pwMvzbFQYQvjva1N_diS4/edit

The summative product of this student project is a deliverable way for students to showcase their knowledge and understanding of an identifiable health risk factor that they face within their community and age-group. Students will start this project through a teacher-led and low risk discussion of health risks and unhealthy behaviors within our community and beyond. This will allow for students to engage in the

topic early. Informal formative assessments can be done through a combination of discussion strategies and other checks of understanding. During this time, key vocabulary and important topics will be front-loaded for students to ensure equitable access to this information.

Following a more informal introduction of this topic within the larger unit, students will do more independent exploration of the topic through the Pre-Assessment Activity. This formative assessment allows for the teacher to monitor student's initial understanding of the topic and identify potential areas of need.

For the major project/assessment itself, there are multiple parts which allow for students to slowly narrow their focus and begin to gather relevant information and comprehension of their eventual summative presentation. This again allows for multiple pieces of evidence of learning, and plenty of opportunities to gather formative assessment data and intervene and support where necessary. As detailed in the Project Description and Student Instructions, students will eventually need to submit multiple activities related to their eventual summative assessment, which is the presentation itself. While this is a summative showcase of learning, students will have multiple opportunities to self-assess, make changes where needed, and continue crafting their presentation until it satisfies all requirements and showcases deep evidence of learning. Students will be giving specific input into their scoring, and using the Self-Reflection tool, they will be able to show evidence of learning long after the initial submission of the project.

Rubric(s) that will be used to assess the learning outcomes (Insert link here)

This rubric focuses on two things: Alignment to the Learning Target, and Industry and State Standards connected to the assessment.

Included with the rubric is an example of a student Self-Reflection Form which includes a task checklist and other reflective questions. One question includes a section for students to provide feedback on the delivery of instruction.

Link: https://docs.google.com/document/d/1QYbJ-3Z25diGfpfYobbIUjY6xJeoSB2TJFId_BnaA8/edit

Introductory Activities:

In this space, describe the activity or activities that you will use to get students excited and curious about the unit or project, to get them moving, making connections, looking through new lenses, and to answer the question, **“Why do we need to learn this?”**

Students will start this project through a teacher-led and low risk discussion of health risks and unhealthy behaviors within our community and beyond. This will allow for students to engage in the topic early. Informal formative assessments can be done through a combination of discussion strategies and other checks of understanding. During this time, key vocabulary and important topics will be front-loaded for students to ensure equitable access to this information. Two major components of this are the introduction of the Learning Target and Guiding Question, which can be found within a previous section.

As mentioned, the Pre-Assessment activity is another low-risk way for students to conduct some exploratory research into the topic and craft their own ideas and gather their own information in a constructive way.

This project and unit section follow a Gradual Release trajectory and allows for students to slowly take more ownership of their research and learning.

Accommodations and Differentiation

Please link or describe below how you will support students that are ML, have an IEP, or need extra enrichment. This could be extra graphic organizers, vocabulary assistance, modifications for physical disabilities, challenge activities, etc.

Classroom-Embedded Accommodations:

- Individualized and small group instruction based on interventions from formative assessments and checkpoints
- Extra time to complete work
- Multiple attempts to demonstrate learning (for both formative and summative assessments)
- Providing multiple forms of student resources including digital, print, video, and audio sources

Project-Embedded Accommodations:

- Frontloading vocabulary and topics
- Providing multiple research avenues (with optional Graphic Organizer and other resources)
- Providing options for assignment submissions (digital, print, and oral submissions when applicable)
- Multiple submission attempts for Summative Project

Differentiation:

- Multiple options for research methods
- Multiple ways to demonstrate research and learning
- Variety of topics to choose from
- Multiple ways to present findings (Written/Essay format, Presentations (digital, physical, video, audio))

Learning Plan

"I Can" Statements

or targets that will be taught through your instructional activities. These "I Can" statements should come from the scoring criteria/rubric/proficiency scales associated with the learning outcomes.

Instructional Design:

In the spaces below, describe or include links to the instructional activities, texts/videos, or practice opportunities that you will use to get students excited, enable them to grapple with content, and help them learn material.

As you design instructional activities, ask:
How can materials/instructional activities/items on my classroom walls/guest speakers reflect the identities of my students?
How can these things connect with our community?

Formative Assessments & Multiple At-Bats

How will students demonstrate what they've learned in a low-stakes environment and get feedback before attempting the summative task?

- How will students reflect on their work, before or after educator / peer feedback?
- How will students revise or retake after feedback?
- Which of these assessments will be entered in the gradebook/counted towards a final grade?

- I will be able to evaluate current public health issues in Yakima and research strategies to help prevent them. I will also consider, discuss, or brainstorm strategies to be used within the community.
- I can describe and provide context on local and state health issues for teens. I have come up with ideas for how to advocate for support at the local level, and have a strong understanding of ways these issues can be helped or prevented.
- I have a strong understanding of behavioral health issues, and can

Project Description Link (Teacher View):

<https://docs.google.com/document/d/1Z23Yf8drXFrXDz7vng6qxMjz1-x9F9LBYj1SBUCZlkw/edit>

Pre-Assessment Activity Link:

https://docs.google.com/document/d/1TwmFoJ_kFVh5AUQQor2PAUwM6RWtKZxL_QrbUtuWfXo/edit

Student Instructions Link:

<https://docs.google.com/document/d/1MmAa2ZVk9zOWiZbCYxG6A0agh10ZoeWWiGkoMk0cb5Y/edit>

Part One Activity Link:

<https://docs.google.com/document/d/1u54oS5iqCq2GNvHlIDrr8iEi13e1ubx9hkBMs2Xn-UA/>

Following a more informal introduction of this topic within the larger unit, students will do more independent exploration of the topic through the Pre-Assessment Activity. This formative assessment allows for the teacher to monitor student's initial understanding of the topic and identify potential areas of need.

For the major project/assessment itself, there are multiple parts which allow for students to slowly narrow their focus and begin to gather relevant information and comprehension of their eventual summative presentation. This again allows for multiple pieces of evidence of learning, and plenty of opportunities to gather formative assessment data and intervene and support where necessary. As detailed in the Project Description and

provide explanations of how they affect certain groups. ● I can show that I have a strong and insightful understanding of the research. I am able to make conclusions on the topic, provide multiple forms of evidence and support, and be very clear in how to make improvements in my own community. ● I can give very thorough explanations of current supports in our community. I can identify areas where our community can do more and have specific ideas to make improvements.	edit Optional Graphic Organizer Link: https://docs.google.com/document/d/10Zj2sbYJC0FHCILao18iE7pwMvzbFQYQvja1N_diS4/edit Students will start this project through a teacher-led and low risk discussion of health risks and unhealthy behaviors within our community and beyond. This will allow for students to engage in the topic early. Informal formative assessments can be done through a combination of discussion strategies and other checks of understanding. During this time, key vocabulary and important topics will be front-loaded for students to ensure equitable access to this information.	Student Instructions, students will eventually need to submit multiple activities related to their eventual summative assessment, which is the presentation itself. While this is a summative showcase of learning, students will have multiple opportunities to self-assess, make changes where needed, and continue crafting their presentation until it satisfies all requirements and showcases deep evidence of learning. Students will be giving specific input into their scoring, and using the Self-Reflection tool, they will be able to show evidence of learning long after the initial submission of the project. Students have as many attempts as needed. Students are also encouraged to seek peer feedback throughout their writing process, although that is not specifically referenced in the instructional materials. Only one item will actually be entered into an official gradebook, which is the presentation itself. All associated activities will be given feedback, and monitored through a checklist system to ensure completion, but will not have an impact on the student's actual grade.
Academic Vocabulary/Subject-Specific vocabulary	How will students practice vocabulary words - through conversation, the arts, games, music, reading, writing, or other modalities?	
● Public Health ● Behavioral Health ● Emotional Health ● Mental Health ● Stigma ● Risk Factor	Vocabulary will be front-loaded and provided throughout course materials. Definitions (and Learning Targets) will be clearly posted in both physical and digital spaces with high student traffic. Vocabulary will be practiced through conversation initially, and then applied to readings, written activities, and eventual presentations	

How will instructional activities and materials provide windows, mirrors, and sliding doors that offer students ways to see the world through many lenses? Use this space to add notes or links.

While the work of this project is not inherently cultural initially, students will be exploring these public health issues from a local lens, within our own County and community. As this unit unfolds, students will slowly begin to explore the ideas of topics such as stigma, and how these stigmas can affect members of our community, whether geographically or culturally. Students will be asked difficult questions such as their exposure or experiences with some of these health risks, and will be asked to reflect on what kind of systems of support they see within their own world views. This project also takes students out of our own local zone to see how other parts of our state and nation are impacted by these common health issues. Finally, this topic is geared towards the student's own age group, which provides them with additional context and makes the information more personable and easy to comprehend.

Student Voice: How will students participate in envisioning/designing these learning experiences? Feel free to skip any of these if they are addressed above.

How will students help design, envision the final project or assessment?	Students help design their own project in a variety of ways. First, students are provided with multiple topics and resources to choose from. Students can work with partners to conduct exploratory research on their topics, or choose to pursue some of this learning on their own. As for the delivery of the information students are required to collect, they have a wide variety of “deliverables” to choose from, ranging from a traditional essay, to a digital or physical presentation, to an audio or video-recorded podcast. Student method of delivery is up to them as long as they understand the necessary information to be included and can deliver it all properly and clearly. This allows for a large amount of student ownership in designing their learning path.
What are the opportunities for goal-setting and self assessment in this unit?	Student Goal-Setting is often embedded in our daily schedules and at the start of major projects through formalized SMART-Goal setting related to work completion. Providing students with exposure to the rubric and project checklist early into the research allows for students to identify specific pieces of information they need which allows for more focused and specialized research. As for self-assessment, students will use the Rubric and Self-Reflection form to self-assess their alignment to the Learning Target and essential standards, as well as provide context and reflect on their learning.
How will students give feedback about the unit?	Students will have the ability to give feedback throughout the unit in a variety of ways. Informally, students will have opportunities throughout class to share their findings, challenges, and successes in the research portion of the activity. At the end of the summative project, students will also be asked to Self-Assess. A portion of this self-assessment includes reflection over the project and the opportunity to provide more formalized feedback in a

	written way.
How will teachers reflect on the unit?	Teachers will reflect on the unit in multiple instances. Reflection over the initial introduction of topics allows for the teacher to identify topics or information that may need more explanation. During the research and planning phase (the Pre-Assessment Activity and the Graphic Organizer), teachers will be able to review student work to once again reflect on student learning. Finally, teachers will be able to review student work, assess properly using the rubric, and reflect on student Self-Reflections and feedback.

Instructional Resources for this Unit: (texts, data sources, videos, etc.) (Specific explanations of links can be found on both Teacher and Student Instruction pages)	
https://doh.wa.gov/sites/default/files/legacy/Documents/Pubs//345-271-ChronicDiseaseProfileYakima.pdf	
https://www.samhsa.gov/prevention-week/voices-of-youth/substance-use-prevention-resources-youth-college-students	
https://doh.wa.gov/you-and-your-family/teens-and-young-adults/teens-and-young-adult-resources	
https://health.gov/healthypeople/objectives-and-data/browse-objectives	
https://www.youtube.com/watch?v=kh4-R9xFAys https://www.youtube.com/watch?v=3R4fASpwtck https://www.youtube.com/watch?v=gPwgflafvdl	

Appendix				
Exemplars of Strong Project-Based Units/Assessments	Exemplars of Guiding Questions/Big Ideas	Exemplar Rubrics	Exemplar Introductory Activities	Resources on curriculum design, MBL, CRSE, etc.
Exemplar MBLC Unit Planning Template		Glow/Grow rubric from Frank McCourt HS in NYC		Learning That Lasts by Ron Berger
Clarity Planner for multiple at-bats in a unit				Cultivating Genius: An Equity Framework by Dr. Gholdy Muhammad

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