

Suggested Pacing Guide: Conscious Communities

Guiding Question

- What does it mean to be a conscious active community member?

Unit Resources

Teacher Toolkit Resources

[Academic Process Journal](#)

[Community Building and Team Building](#)

- Activities that can be used over the 4 week unit

Week 1: Identity and Self Love

Focus for Learning:

1. Learn the various types of social identities
 - a. Explore and negotiate our own identities
 - b. Think about how others see us
2. Begin exploring what it means to be a conscious, active community member

Strategies:

- Guiding Question
- [Growing As Conscious Active Community Members Draw & Label Part 1](#)
- [T-Graph: Self Awareness](#)
- [Dialogic: Where Are You From?](#)
- [Poetry](#)
- [Community Meetings: Personal Identity](#)
- [Intro to Focus Wall/Language Function: Description](#)
- [Guided Investigation](#)
- [Research Rotations](#) - Identity (images)
- [Frayer Model](#) - Conscious
- [DELD](#)
- [Arts Integration](#)
- [Home School Connection](#) - #1
- [Family Interviews](#) (to be coordinated by site)

Did they get it? (Formative Assessment)- Social Identity Graphic Organizer related to Draw and Label.

Week 2: Diversity

Focus for Learning:

1. Learn how to ask respectful questions that value others
2. Begin to understand the importance seeking out authentic and accurate information about others

Strategies:

- Guiding Question
- [Community Meetings](#): Noticing Differences (Diversity) & Justice
- [Guided Investigation](#)
- [Research Rotations](#) - Diversity (art)
- Part 2 of [Draw and Label](#)
- [Narrative Input](#)
- [Poetry](#)
- [Frayer Model](#) - Active
- [DELD/OLA](#)
- [Arts Integration](#)
- [Bridging Home to School Project](#) (send home)
- [Family Interviews](#) (to be coordinated by site)

Did they get it? (Formative Assessment)- Draw and Label extension on asking respectful questions

Week 3: Justice

Focus for Learning:

1. Learn the importance of identifying injustice
2. Analyze various ways people stand up for justice

Strategies:

- Guiding Question
- [Community Meetings](#): Justice & Action
- Part 3 of [Draw and Label](#)
- [Guided Investigation](#)
- [Research Rotations](#) - Justice (statistics)
- [Mini Lecture](#)
- [Poetry](#)

- [Home School Connection](#) - #2
- [DELD](#)
- [Arts Integration](#)

Did they get it? (Formative Assessment)- Home School Connection #2

Week 4: Action

Focus for Learning:

1. Explore the importance of sharing our knowledge with others
2. Begin to think about how to take action

Strategies:

- Guiding Question
- [Community Meetings](#): Justice & Action
- [Guided Investigation](#)
- [Research Rotations](#) - Action (media)
- [Poetry](#)
- [DELD](#)
- [Arts Integration](#)
- [Bridging Home to School Project](#) Presentations
- Oral Presentation: Family Culture Wheel

Did they get it? (Formative Assessment)- Students synthesize learning of the unit and answer Guiding Question in Academic Process Journal. Teachers can set some parameters but because this is the beginning of the year and the purpose of this unit is to create a welcoming and affirming environment a formal assessment of learning is not planned. This might also be a way to get a formative assessment of student writing.