

[Link to Student Facing Materials](#): Module #1: Open access, please feel free to share, use, modify, etc.
Module #2 & #3 will be merged into one set of resources, in development week of 4/19.

This document is in development and will continue to be updated as we organize to write the next set of resources. Please feel free to comment and/or add ideas directly.

PROJECT PLANNER: COMMUNITY HEALTH & WELLNESS

Lane ESD SI Team is supporting heroic middle school teachers and students who are home saving the world from the spread of COVID-19. The aim of this interdisciplinary unit is to center care and connection, while encouraging critical problem solving, collaboration, communication and creativity. We hope you find in this project ideas and resources to support culturally responsive-sustaining learning experiences that empower students to use their funds of knowledge towards civic action.

We hope these resources spark ideas for meeting the needs of every student during this historical moment.

1. Project Overview

Project Title	Community Health and Wellness	Public Product(s) (Individual and Team)	Option 1: Identify a health and wellness community need and write a proposal and plan for action. Identify the challenge, provide research, data, and information about the issue - including multiple perspectives and who is impacted. Describe a vision for how the community would be different if this challenge was addressed and how others are taking action towards this issue. Share a plan of action and how you will measure impact and success. If you can take action safely, with specific attention to ensuring physical distancing, you are encouraged to do so. Consider use of both creative and technical writing, as well as incorporation of art and music, into your work. Option 2: Two products: 1) Craft a creative piece (story, poem, song, comic, artwork, etc) that inspires community health and wellness. Include an artist statement that describes your inspiration and hopes for the impacts of your work. 2) Write an informational text that answers a student crafted question. Provide evidence and reasoning towards your claim, which may include data analysis, synthesis of research, experimental design and implementation, infographic creation and more.
Driving Question	How can I meaningfully support the health and wellness of my community during times of physical distancing?		
Grade Level/ Subject	Middle School Interdisciplinary Project		
Time Frame	6-10 weeks		
Project Summary	This project will engage students in interdisciplinary learning, thinking, and action about community health and wellness during this time of physical distancing. This will take students through 6 Modules moving from self, family/friends/neighbor, local community, the state and nation, and the world. Each Module will take place over a one to two week period and will provide students with various interdisciplinary resources to build their skills in critical problem solving, collaboration, communication and creativity. Centering care and connection, the aim of this unit is a culturally responsive-sustaining learning experience that empowers students to use their funds of knowledge towards civic action. This unit will culminate with the creation of a newspaper or magazine (both digital and print forms) that will be sent to families. These resources will also serve as amazing primary resources for future generations learning about this historical moment that students are living through.		

Considerations for Access and Equity: Curriculum Development

Affirming and Sustaining Culture

- What do you know about the identities and cultures of your students?
- How can we strengthen relationships and recognize our students' funds of knowledge?
- Who are the authors, scientists, and protagonists centered in our content?
- How are the perspectives, knowledge, and experiences of indigenous people centered in the content we provide students?
- In what ways can we make distance learning spaces more inclusive?
- How are we representing and affirming LGBTQ+ identities in the curriculum, incorporating LGBTQ+ perspectives, and supporting LGBTQ+ members of our school communities?

Supporting Bilingualism

- What do you know about your bilingual students?
- Where are they in their development of listening, speaking, reading, writing skills in their home language(s)? In English?
- What resources or tools can I provide to students who could better access content in their native language?
- What support can I provide to help students sustain and continue to develop their home language(s)?
- How can we provide academic language practice and/or instruction for emerging bilingual students?
- How are we affirming the home language practices of our families and bilingual ways of knowing?

Developing Readers and Writers

- What do you know about your students' reading and writing levels (in English and in other languages)?
- How can you provide access to grade-level appropriate texts and tasks?
- What tools or strategies can students use to access texts and tasks above their current reading and writing level?
 - Reading Scaffolds and Supports
 - Text to speech tools (example)
 - Videos to build schema and interest
 - Annotation and Chunking Strategies
 - Academic Discourse
- Writing Scaffolds
 - Graphic Organizers
 - Sentence stems
 - Speech to text (example)
- What adaptive technology or activities can serve as a supplement to the project?

Empowered and Effective Learners

- What do I know about my students' ability to manage time, technology, and independent learning? What supports can I use?
- What tech tools am I expecting my students to use? How can I ensure all students know how to effectively use those tools?
- What metacognitive and reflection scaffolds can I provide so my students can better manage their mental health and learning?
- What do I know about my students' abilities, cognition, and mental health?
- How can I provide access to students with specific learning differences?
- How can I account for social-emotional needs of students who have experienced trauma or have different mental health challenges?

Universal Design for Learning

- What do we know about our students' interests, abilities, and circumstances during the pandemic?
- How are we providing multiple means of engagement (The WHY of Learning) for students?
- How are we providing multiple means of representation of content (The WHAT of Learning)?
- How are we providing multiple means of action & expression (The HOW of Learning)?
- How are we designing learning experiences that maximize access for students w/ disabilities?

2. Learning Goals & Standards

Standards for Unit	Grade 6 Grade 7 Grade 8	Rubrics for Unit	As there is a choice built into this unit throughout, these rubrics include a wide variety of options for teachers and students to choose from based on need/project.
English Language Arts	This unit embeds ongoing opportunities to read, write, speak, and listen critically. Students are asked to produce both creative and technical writing through a variety of different prompts and structures.	Literacy Skills	Critical thinking, textual analysis, argumentation, digital media literacy (when available), Integration and evaluation of content, production of writing based on task, purpose, and audience, research skills
Social Studies	This unit will focus on social science analysis in order to support students in analyzing and critiquing various sources/events/claims, in order to acknowledge strengths and limitations of arguments in order to take informed civic action.	Math Skills	
Science	This unit will engage students with the 5 Es (engage, explore, explain, elaborate, and evaluate) through the engagement with conducting a research project that moves through the scientific process.	Success Skills	Social emotional learning, resilience, wellness, creativity, adaptation, civics knowledge
Mathematics	Standards for Mathematical Practice	Key Vocabulary	resilience
Health/Physical Education	This unit will support students in recognizing the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction by developing and engaging in a wellness plan.	Supports/ Accommodations for Distance Learning	Writing supports: graphic organizers, mentor texts, paragraph/sentence frames , word banks Reading supports: differentiated text (available in 3 Lexile levels as well as Spanish) Math supports:

3. Project Modules

Notes: However/wherever appropriate, teachers/buildings/districts could incorporate alternative or additional items to any listed below. If further guidance is requested, consider contacting the following content specialists: ELA (___), Health/P.E. (___), Math (___), Science (___), Social Studies (___)

Differentiation and access to content and activities will occur by several means: a) English and Spanish texts at multiple lexile levels via Newsela; b) Focus on completion of module tasks, with project completion as scaffolding for highly-motivated and highly-proficient learners; c) Use of rubrics and teacher feedback; d) Print and digital options; e) Focus on student choice/agency ; f) Multimodal opportunities for demonstrations of understanding; g) ...

Module #1 Self	Module #2 Family/Friends/	Module #3 Local Community	Module #4 State/Nation	Module #5 Global	Module #6 Public Wellness Project
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Essential Questions & Enduring Understandings	Neighbors Essential Questions & Enduring Understandings	Essential Questions & Enduring Understandings	Essential Questions & Enduring Understandings	Essential Questions & Enduring Understandings	Essential Questions & Enduring Understandings
What are my sources of strength during these strange times? How do I demonstrate resilience? How can I remain physically active during physical distancing? How does handwashing highlight the non-resilience of the coronavirus?	Who and what are the “teachers” in my life? How am I a teacher for others? In what ways has physical distancing positively and/or negatively impacted your social connections? What do my family, friends, and neighbors do to stay healthy and prevent illness (both before physical distancing and now?) How can making and breaking bread help us understand and tell the stories of different societies and our own families?	Who are the decision makers and social influencers in my local community? In what ways am I considered/marginalized in the decision making process? How has our community rallied to support those most in need? Where have we missed?	How has state and national guidance emphasized physical, mental, socio-emotional, financial, and environmental health in response to COVID-19? How does power show up in the decisions that are being made? Whose interests are being best served? Whose interests are being less-well served? Why?	How do the political and social structures of a country impact the happiness of the people who live there? What does it mean to “flatten the curve?” Which countries have been most/least successful and why?	How can I meaningfully impact the health and wellness of my community during times of physical distancing?
Reading/Resources	Reading/Resources	Reading/Resources	Reading/Resources	Reading/Resources	Reading/Resources
ELA: Selection of “This I Believe essays” OR selection of short stories: i.e. Seventh Grade by Gary Soto, Flowers for Algernon by Daniel Keyes, Thank you Ma’am by Langston Hughes, Names/Nombres by Julia Alvarez, Rules of the Game by Amy Tan. Curated Module 1 Articles at 3 Lexile Levels Curated Virus Biology Articles at 3 Lexile Levels (May pair well with ‘Know your cold or flu	Curated Module 2 Newsela Articles at 3 Lexile Levels Curated Virus Biology Articles at 3 Lexile Levels Module 2 Video Resources	Curated Module 3 Newsela Articles at 3 Lexile Levels Curated Virus Biology Articles at 3 Lexile Levels Module 3 Video Resources	Curated Module 4 Newsela Articles at 3 Lexile Levels Curated Virus Biology Articles at 3 Lexile Levels Black/African American Communities Indigenous American Communities Latinx Communities Module 4 Video Resources	Global Happiness Report Better Life Index Our World in Data Curated Module 5 Newsela Articles at 3 Lexile Levels Curated Virus Biology Articles at 3 Lexile Levels BBC Video: >1 million global cases (4/3/20) Maps of COVID-19 Spread (A) (B) (C)	Developing projects for authentic audiences

virus/'Qué son los virus' from Module 1 Articles) Module 1 Video Resources				Graphs (lower LH side) of COVID-19 Spread More COVID-19 graphs COVID-19 graphs country and state, plotted linearly or logarithmically Logarithmic vs. linear plotting of COVID-19 cases	
Activities	Activities	Activities	Activities	Activities	Activities
<u>Sources of Strength Core Card</u> Create a Spotify “playlist” or a Good Reads “recommended list” of songs, poetry, fiction that are about healing, strength, survival, and transformation. For each entry, include your favorite lyric, quote and a description of what it means to you. <u>Option 1: This I Believe</u> (Expository Writing) Read 3-5 “This I Believe” entries and Write your own “This I Believe Statement” (can be related to global pandemic, wellness, resilience, or just your life in general). <u>Option 2: Narratives of Resilience</u> (Narrative writing)	Interview a family Member or neighbor and learn about their wellness plan. What did you notice about their plan that was similar to yours? Different from yours? Write a compare/contrast essay and include what elements of their plan you would like to adopt for your own? Write thank you cards to those in your household/neighborhood/community who have made a day better, a difference. Self-documentation instructional technique to gather student and family funds of knowledge on health practices in the home by STEM Teaching Tools. This can be modified to include comics, drawings, writing and other ways that don't incorporate technology if this suits students better.	The School district is preparing meals that provide each student 2000 calories (that meet recommended nutritional guidance). Develop one or more recommended breakfast and lunch options that can be provided for less than \$2.00 per day. Write up your plan to be shared with our nutrition department. Watch or read a local or state press conference OR follow an elected official on social media and write a letter to the editor about an issue of concern to you that was brought up through your experience.	Using your learnings from this week, write a short story about a post-pandemic society that demonstrates the resiliency from community groups that you learned about this week.	Develop a research project by choosing one of the Module's essential questions that will move through the scientific process (5 E's hyperdoc for student support and choice). Plot 10-20 activities on a happiness grid (horizontal axis – present detriment to present benefit; vertical axis future detriment to future benefit). Assign each a numerical ordered pair, describe why you placed each in that location.	ELA and Social Studies project, students will write a proposal for a civic response aimed toward community health. Students can choose the group this should be written toward i.e. community (e.g., city council, NAACP, Tribal, county commissioners, <i>etc.</i>), nation (e.g., federal taskforce, Congress member, president, CDC, NIH), or global community health (e.g., WHO, CRDE, CEPI, GHC, TGHN, ISID, PHA, EI). This can include a podcast, newsletter, digital magazine, work of art, infographic, or any other creative endeavor. Science/Math project, students will engage in a math modeling task that is relevant to the student's family, community, nation, or world. In order to do this, students will come up with a research question, create a hypothesis, track data, and write an analysis about their research project. This can be presented in the form of a written research project or a more creative representation using a science board or technology resources.

a) Make a character map of yourself and a map of one character from the short story. b) Write a poem for two voices or a story about an interaction between the two of you. ODE guidance has recommended one hour of physical activity per day. Write a week-long (7 days) activity plan that includes indoor and outdoor activities (social distancing required). How could you measure/quantify the impacts on physical fitness: cardiovascular respiratory endurance, stamina, strength, flexibility, power, speed, agility, balance. Design a poster that explains how to wash your hands and why this is so effective, this can include multimedia and visual representations.	http://stemteachingtools.org/sp/self-doc				
Skills/Standards Addressed	Skills/Standards Addressed	Skills/Standards Addressed	Skills/Standards Addressed	Skills/Standards Addressed	Skills/Standards Addressed

Formative Assessment(s)	Formative Assessment(s)	Formative Assessment(s)	Formative Assessment(s)	Formative Assessment(s)	Summative Assessment(s)

4. Project Calendar

Note: The calendar is organized by Module so that you have flexibility when it comes to implementing. You may also structure by weeks if that feels more intuitive. A given Module may take more or fewer than 5 days. Feel free to flex the form to meet your needs.

Driving Questions: What are my sources of strength during these strange times? How do I demonstrate resilience? How can I remain physically active during physical distancing? How does handwashing highlight the non-resilience of the coronavirus?				
Weeks: 1-2		Project Module: 1		
Key Student Question(s):				
Day 1:	Day 2:	Day 3:	Day 4:	Day 5:
				Driving Question: How has staying home impacted your life? How does power and privilege impact our lives? Why?
				Week: 4
Day 6:	Day 7:	Day 8:	Day 9:	Day 10:
Notes:				

Driving Question: Who and what are the "teachers" in my life? How am I a teacher for others? In what ways has physical distancing positively and/or negatively impacted your social connections? What do my family, friends, and neighbors do to stay healthy and prevent illness (both before physical distancing and now?) How can making and breaking bread help us understand and tell the stories of different societies and our own families?	
Weeks: 3-4	Project Module: 2
Key Student Question(s):	

Day 1:	Day 2:	Day 3:	Day 4:	Day 5:
Day 6:	Day 7:	Day 8:	Day 8:	Day 10:
Notes:				

Driving Question: Who are the decision makers and social influencers in my local community? In what ways am I considered/marginalized in the decision making process? How has our community rallied to support those most in need? Where have we missed?				
Week: 3		Project Module: Duplicate tables for each Module as needed.		
Key Student Question(s):				
Day 1:	Day 2:	Day 3:	Day 4:	Day 5:
Notes:				

Key Student Question(s):				

Day 1:	Day 2:	Day 3:	Day 4:	Day 5:
Notes:				

Driving Questions: How do the political and social structures of a country impact the happiness of the people who live there? What does it mean to “flatten the curve?” Which countries have been most/least successful and why?				
Week: 5		Project Module: 5		
Key Student Question(s):				
Day 1:	Day 2:	Day 3:	Day 4:	Day 5:
Notes:				

Driving Question: How can I meaningfully impact the health and wellness of my community during times of physical distancing?				
Week: 6		Project Module: 6		
Key Student Question(s):				

Day 1:	Day 2:	Day 3:	Day 4:	Day 5:
Notes:				

Brainstorm of Essential Project Characteristics

Resilience
 Creativity
 Adaptation
 Flexibility
 Wellness
 Nutrition
 Physical Activity
 Funds of Knowledge
 Sources of Strength
 Civic Action
 COVID-19

[Middle School Distance Learning Brainstorms](#)