



FOR EXCELLENCE IN MIAMI-DADE PUBLIC SCHOOLS

2021-2022

Ideas With **IMPACT**



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**CommU-N-I-T-Y
Classrooms!**



Reciting of Class Pledge

I am not everyone, but I am someone.
I cannot write everything, but I can write something!
What I can write, by the grace of the universe,
I will freely write as a means to become the best
Person that I can be for me, my household,
my community and the world.
I have something to say because I am somebody.
I am freely writing myself into existence.
I am a Viking Freedom Writer



"Write Yourself into Existence!"
-Dr. Precious Symonette

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COMMUNITY CLASSROOMS!



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**“The world is truly big enough for EVERYONE to SHINE!”
-Dr. Precious Symonette**

The purpose of this project is to help teachers to create a culturally responsive and relevant learning environment for all students. Initially, this project initially started off as an Innovator Grant and then became a Student Power Project. The Culturally Responsive and Relevant CommU-N-I-T-Y Classroom helps to amplify the voices of young people. Helping students to understand the power of knowing who they are, understanding systems within society, working to elevate their voices, and creating ways to think, speak, and act respectfully and inclusive of everyone. More importantly, the Culturally Responsive and Relevant CommU-N-I-T-Y Classroom highlights antiracist texts and help students to learn how they can help to create an antiracist world by first learning how to be a part of a community and then learning how to “create community.”

The Culturally Responsive and Relevant CommU-N-I-T-Y Classroom is also committed to listening to the voices of our students, amplifying the stories of authors representing different races and cultures, as well as highlighting antiracist texts, and creating multiple opportunities for be active participants within a community-oriented space. Students are free to bring their culture and full selves to the classroom, read antiracist texts, participate in healthy dialogue, complete reflective activities, and practice community-oriented strategies. Ultimately, students will learn how to create, host, and execute plans of hosting and facilitating community circles and critical conversations among peers that help to unpack biases, discrimination, and systemic racism.



The overall success of this project was amazing. The students brought in cultural representations of themselves and their family, read, discussed issues and experiences that was relevant to their existence, journaled, discussed books, participated, and completed reflective activities, and unpacked controversial issues with their peers in courageous conversations. The students were extremely receptive to the tasks, questioned, and thought critically about the components that were included. The students were also able to include other students and to expand the conversations beyond the classroom. The overall success of this project was amazing.

The number of students who can participate in this project can vary, including all grade levels. This project included approximately 150 students, who met during class time and at some point, at least twice a week after school, if needed. This project can be adapted to other ages and achievement levels, with larger or smaller groups. This project amplifies student voices, help students to tap into the power within, and helps to create a sense of community and U-N-I-T-Y among young people! More importantly, it helps teachers understand the ways of how they can foster student centered classrooms and motivate their students to become more engaged, active, and to “fill up” spaces that helps to promote and demonstrate empathy, inclusiveness, and commU-N-I-T-Y!



Goals and Objectives:

- ✓ Learn about Self-Reflective Practices

- ✓ Learn about Social and Emotional Learning

- ✓ Learn about Meditation

- ✓ Learn about Yoga

- ✓ Develop a Knowledge of Self

- ✓ Learn about Implicit Bias

- ✓ Learn strategies to foster a culturally responsive and relevant learning environment

- ✓ Use writing as a tool for inquiry into personal, social, historical, cultural purposes

- ✓ Participate in intellectual conversations about systemic/structural racism

- ✓ Learn practices to help to cultivate an antiracist way of thinking, speaking, and behaving toward others

- ✓ Students will educate their peers and other stakeholders about societal issues.

- ✓ Students will be educated and empowered to create positive change in their classrooms, school, and community at large through community building activities and project-based experiences.



Standards:

LA.8.3.2.3- Analyze language techniques of professional authors (rhythm, varied sentence structure) to develop a personal style, demonstrating a command of language with freshness of expression.

LA.8.3.3.1- Evaluating the draft for development of ideas and content, logical organization, voice, point of view, word choice, and sentence variation.

LA.8.3.3.3- Create precision and interest by elaborating ideas through supporting details (e.g., acts, statistics, expert opinions, anecdotes), a variety of sentence structures, and creative language.

LA.8.4.1.2- Write a variety of expressive forms (e.g., realistic fiction, one-act play, suspense story, poetry)

Strand: Reading Standards for Literature

LAFS.910.RL.1.2- Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

LAFS.910.RL.2.4- Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

LAFS.1112.RL.2.4- Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)

LAFS.1112.RL.3.7- Analyze multiple interpretations of a story, drama, or poem (e.g., recorded, or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)

Strand: Writing Standards

LA.910.4.1.1- The student will write in a variety of expressive and reflective forms that use a range of appropriate strategies and specific narrative techniques, employ literary devices, and sensory description.



LAFS.910. W.2.6- Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.

LAFS.1112. W.2.6- Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

Strand: Standards for Speaking and Listening

LAFS.910.SL.1.3- Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

LAFS.1112.SL.1.3- Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

LAFS.910.SL.2.5- Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

LAFS.1112.SL.2.5- Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

LAFS.910.SL.1.1- Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

-Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

-Work with peers to set rules for collegial discussion and decision making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.

-Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.



-Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify, or justify their own views and understanding and make new connections considering the evidence and reasoning presented.

LAFS.1112.SL.1.1- Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

-Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well- reasoned exchange of ideas.

-Work with peers to promote civil, democratic discussions set clear goals and deadlines, and establish individual roles as needed.

-Propel reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

-Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

Strand: Social Studies/Civics/Humanities

WL.K12.IL.6.3- Examine significant historic and contemporary influences from the cultures studied such as explorers, artists, musicians, and athletes.

SS.912. A.3.13- Examine key events and peoples in Florida history as they relate to United States history.

SS.912. A.1.6- Use case studies to explore social, political, legal, and economic relationships in history.

SS.912. W.1.6- Evaluate the role of history in shaping identity and character.

SS.912. C.2.8- Analyze the impact of citizen participation as a means of achieving political and social change. Evaluate the roles, rights, and responsibilities of United



States citizens and determine methods of active participation in society, government, and the political system.

SS.912. H.1.5- Examine artistic response to social issues and new ideas in various cultures. Identify and analyze the historical, social, and cultural contexts of the arts.

SS.912. H.2.5- Describe how historical, social, cultural, and physical settings influence an audience's aesthetic response. Respond critically and aesthetically to various works in the arts.

Social Justice Standards-Teaching Tolerance

- Students will develop positive social identities based on their membership in multiple groups in society.
- Students will develop language and historical and cultural knowledge that affirm and accurately describe their membership in multiple identity groups.
- Students will recognize that people's multiple identities interact and create unique and complex individuals.
- Students will express pride, confidence, and healthy self-esteem without denying the value and dignity of other people.
- Students will recognize traits of the dominant culture, their home culture and other cultures and understand how they negotiate their own identity in multiple spaces.
- Students will express comfort with people who are both like and different from them and engage respectfully with all people.
- Students will develop language and knowledge to accurately and respectfully describe how people (including themselves) are both like and different from each other and others in their identity groups.
- Students will respectfully express curiosity about the history and lived experiences of others and will exchange ideas and beliefs in an open-minded way.
- Students will respond to diversity by building empathy, respect, understanding and connection.
- Students will examine diversity in social, cultural, political, and historical contexts rather than in ways that are superficial or oversimplified.



- Students will recognize stereotypes and relate to people as individuals rather than representatives of groups.
- Students will recognize unfairness on the individual level (e.g., biased speech) and injustice at the institutional or systemic level (e.g., discrimination).
- Students will analyze the harmful impact of bias and injustice on the world, historically and today.
- Students will recognize that power and privilege influence relationships on interpersonal, intergroup, and institutional levels and consider how they have been affected by those dynamics.
- Students will identify figures, groups, events and a variety of strategies and philosophies relevant to the history of social justice around the world.
- Students will express empathy when people are excluded or mistreated because of their identities and concern when they themselves experience bias.
- Students will recognize their own responsibility to stand up to exclusion, prejudice, and injustice.
- Students will speak up with courage and respect when they or someone else has been hurt or wronged by bias.
- Students will make principled decisions about when and how to take a stand against bias and injustice in their everyday lives and will do so despite negative peer or group pressure.
- Students will plan and carry out collective action against bias and injustice in the world and will evaluate what strategies are most effective.



Some Things to Remember...

When Planning a Fieldtrip

- **Fill out the proper paperwork**
- **Involve administration**
- **Include fellow coworkers (in other disciplines)**
- **Remind students**
- **Set the stage (lessons, activities, etc.)**
- **Invite guests**

When Planning a School Wide Activity/Event

- **Remind students**
- **Complete/distribute In-School Fieldtrip Form**
- **Set the tone (Announcements, flyers, D.J., etc.)**
- **Invite guests**

When Planning a Community Activity/Event

- **Remind students**
- **Complete/distribute School Fieldtrip Form**
- **Set the tone (Announcements, flyers, etc.)**
- **Invite guests (community stakeholders)**
- **Speak with parents**





Benchmark - LA.910.3.2.2 The student will draft writing by establishing a logical organizational pattern with supporting details that are substantial, specific, and relevant.
Common Core Benchmark: W.9-10.2b: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

Writing Trait Focus - Support

ESSENTIAL QUESTION – How can I incorporate or create strong supporting details in my body paragraphs that reflect purpose, audience, a controlling idea and logical sequence? How can using descriptive details maintain my reader's attention and interest while still conveying my main idea to the intended purpose

Objective: Viking Freedom Writers will:

- Viking Freedom Writers will edit the body paragraphs of their baseline expository essays for strong descriptive language and supporting details. I will master this by editing the body paragraphs of my peers for strong descriptive language.
- Viking Freedom Writers will learn how to use or create a strong descriptive piece. I will master this by revising my body paragraphs from my Expository Baseline.

Weekly Vocabulary:

<u>MONDAY</u>	<u>TUESDAY</u>	<u>WEDNESDAY</u>	<u>THURSDAY</u>	<u>FRIDAY</u>
<p>Students will.....</p> <p>Bell Ringer: Students will gather books and class materials from the shelf.</p> <p>Writing Warm-Up: Read the hook from James Frey's memoir <i>A Million Little Pieces</i> and write a 5-7 sentence paragraph explaining what you think is happening in this piece. -Students will Share-Out</p>	<p>Students will.....</p> <p>Bell Ringer: Students will gather books and class materials from the shelf.</p> <p>Writing Warm-Up: Read the hook from James Frey's memoir <i>A Million Little Pieces</i> and write a 5-7 sentence paragraph explaining what you think is happening in this piece. -Students will Share-Out</p>	<p>Students will.....</p> <p>Bell Ringer: Students will gather books and class materials from the shelf.</p> <p>Writing Warm-Up: In 5-7 sentences, describe the most memorable opening of a book of movie you have even seen? -Students will Share-Out</p>	<p>Students will.....</p> <p>Bell Ringer: Students will gather books and class materials from the shelf.</p> <p>Writing Warm-Up: In 5-7 sentences, describe the most memorable opening of a book of movie you have even seen? -Students will Share-Out</p>	<p>Students will.....</p> <p>Bell Ringer: Students will retrieve journals.</p> <p>Writing Warm-Up: Students will participate in a Free-Style Friday Free write. -Students will Share-Out</p>
<p>WHOLE GROUP:</p> <ul style="list-style-type: none"> • Reread James Frey's <i>A Million Little Pieces</i> and highlight text for supporting detail and descriptive language. • Analyze the descriptive language used by Frey and discuss how the detail is used to appeal to the reader. 	<p>WHOLE GROUP:</p> <ul style="list-style-type: none"> • Reread James Frey's <i>A Million Little Pieces</i> and highlight text for supporting detail and descriptive language. • Analyze the descriptive language used by Frey and discuss how the detail is used to appeal to the reader. 	<p>WHOLE GROUP:</p> <ul style="list-style-type: none"> • Students will have a class discussion about the concept of "an opening" or "a beginning" of a piece of writing • Watch a clip from the opening scene of <i>Remember the Titans</i>—after watching the clip, predict what will happen in this film. • Introduce students to components of a strong opening of a piece of writing. 	<p>WHOLE GROUP:</p> <ul style="list-style-type: none"> • Students will have a class discussion about the concept of "an opening" or "a beginning" of a piece of writing • Watch a clip from the opening scene of <i>Remember the Titans</i>—after watching the clip, predict what will happen in this film. • Introduce students to components of a strong opening of a piece of writing. 	<p>WHOLE GROUP:</p> <ul style="list-style-type: none"> • Students will participate in a Journal Jam session • Students will participate in Fruit Loop Bingo! • Students will participate in the Line Game
<p>COOPERATIVE GROUP ACTIVITY: Students will work in groups of 5 to create a community paragraph.</p>	<p>COOPERATIVE GROUP ACTIVITY: Students will work in groups of 5 to create a community</p>	<p>COOPERATIVE GROUP ACTIVITY: Students will work in groups of 5 to create an opening to a piece</p>	<p>COOPERATIVE GROUP ACTIVITY: Students will work in groups of 5 to create an opening to a piece of writing.</p>	<p>Exit Slip – Roses, Thorns, and Buds</p>



<p>COOPERATIVE GROUP ACTIVITY: Students will work in groups of 5 to create a community paragraph.</p> <ul style="list-style-type: none"> • Students will share individual responses • Students will compose a community paragraph • Students will present community paragraph to the class <p>DIFFERENTIATED INSTRUCTION Rotation Groups - Teacher-Led Students will participate in a Writing Conference with teacher.</p> <p>- Independent: Students will work on Coat of Arms Activity.</p> <p>- Technology: Students will work to create Writing E-Portfolios.</p> <p>Exit Slip – Roses, Thorns, and Buds</p>	<p>COOPERATIVE GROUP ACTIVITY: Students will work in groups of 5 to create a community paragraph.</p> <ul style="list-style-type: none"> • Students will share individual responses • Students will compose a community paragraph • Students will present community paragraph to the class <p>DIFFERENTIATED INSTRUCTION Rotation Groups - Teacher-Led Students will participate in a Writing Conference with teacher.</p> <p>- Independent: Students will work on Coat of Arms Activity.</p> <p>- Technology: Students will work to create Writing E-Portfolios.</p> <p>Exit Slip – Roses, Thorns, and Buds</p>	<p>COOPERATIVE GROUP ACTIVITY: Students will work in groups of 5 to create an opening to a piece of writing.</p> <ul style="list-style-type: none"> • Students will share individual ideas • Students will compose an opening to a piece of writing • Students will present opening to the class <p>DIFFERENTIATED INSTRUCTION Rotation Groups - Teacher-Led Students will participate in a Writing Conference with teacher.</p> <p>- Independent: Students will work on Coat of Arms Activity.</p> <p>- Technology: Students will work to create Writing E-Portfolios.</p> <p>Exit Slip – Roses, Thorns, and Buds</p>	<p>COOPERATIVE GROUP ACTIVITY: Students will work in groups of 5 to create an opening to a piece of writing.</p> <ul style="list-style-type: none"> • Students will share individual ideas • Students will compose an opening to a piece of writing • Students will present opening to the class <p>DIFFERENTIATED INSTRUCTION Rotation Groups - Teacher-Led Students will participate in a Writing Conference with teacher.</p> <p>- Independent: Students will work on Coat of Arms Activity.</p> <p>- Technology: Students will work to create Writing E-Portfolios.</p> <p>Exit Slip – Roses, Thorns, and Buds</p>	
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<p>Home Learning Assignment</p> <ul style="list-style-type: none"> • Memoir Project • Daily Journal Entries 	<p>Home Learning Assignment</p> <ul style="list-style-type: none"> • Memoir Project • Daily Journal Entries 	<p>Home Learning Assignment</p> <ul style="list-style-type: none"> • Memoir Project • Daily Journal Entries 	<p>Home Learning Assignment</p> <ul style="list-style-type: none"> • Memoir Project • Daily Journal Entries 	<p>Home Learning Assignment</p> <ul style="list-style-type: none"> • Memoir Project • Daily Journal Entries
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EVALUATION: (Check All that allow) - Teachers Observation ___ Oral and written Responses ___ Classroom Participation ___ Test/Quiz ___ Remediation ___ Technology/Materials: **TEACHING STRATEGIES** - Think-Pair-Share ***Two-Column Notes***Teacher-Read Aloud***Directed Instruction***Free Quick Writes***Brainstorming***Venn Diagrams***Clustering***Whole Group Feedback***Word Webs***TAG***RAFT

ESOL STRATEGIES – 1. Multi-Sensory 2. Brainstorming 3. Cooperative Learning 4. Building Background Knowledge 5. Vocabulary 6. Questioning 7. Diversification 8. Physical Response



School:	Miami Norland Senior High School	Subject:	Creative Writing	Teacher:	Dr. Symonette	Lesson Plan Date:	TBD
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PRE-PLANNING	OBJECTIVE	BENCHMARK:
	<ul style="list-style-type: none"> Viking Freedom Writers will compose an original writing piece using expressive language to convey individual meaning. Viking Freedom Writers will reflect on and analyze how their identity is shaped by those around them by writing a variety of reflective pieces. Viking Freedom Writers will read an excerpt from a mentor text to study the author's craft. Viking Freedom Writers will use writing to analyze literature. 	STRANDS: Reading, Writing, Speaking & Listening, Language Standard- : LAFS.1112.SL.1.1-Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. LAFS.912.W.2.5 → LA.912.4.1.1 The student will write in a variety of expressive and reflective forms that use a range of appropriate strategies and specific narrative techniques employ literary devices, and sensory description.
	ASSESSMENT:	
	Students will effectively participate in a Socratic Seminar, with a SLAM, and compose a "Home" or "Where I Am From" Poem based on diary entry-Diary 51, from The Freedom Writers Diary.	
	ESSENTIAL QUESTION:	
	- Based on The Freedom Writers Diary, diary entry, what textual evidence supports the central ideas of: home, community, unity, inclusiveness, and belonging?	
HIGHER ORDER QUESTIONS :(3-5)		
<ul style="list-style-type: none"> Identify a text -to -the world, text- to- text, or a text- to -self-connection from "The Freedom Writers Diary," diary entry #51. How does this diary entry compare or contrast to your community? Discuss the significance of belonging and representation. 		
LESSON CYLCE	BELLRINGER: Students will view: VIDEO: Video Clip of Adam Gottlieb's poem, Maxwell Street and Freedom Writers Diary Entry #51. Students will complete: -A writing response pertaining to Adam Gottlieb's poem, Maxwell Street or Freedom Writers Diary Entry #51. (Global Topic: Culturally Responsive and Relevant Teaching)	TIME Approximate 10 min



-Share- Out Activity	
INTRODUCTION	<i>5-10 min</i>
<ul style="list-style-type: none"> • Review CBC • Review Bell Ringer (Share Out) Focus Lesson-Inclusiveness (Local Topic: Differences) -Reflection: How do you think people describe you? • Read/Discuss Mentor Text: Freedom Writers Diary-Diary #51 • Socratic Seminar • “Home” or “Where I Am From” Poem 	
MODELING “I DO”	<i>10-15 min</i>
<ul style="list-style-type: none"> • Teacher will begin modeling by presenting a pre-written “Home” or “Where I Am From” Poem. • Teacher will read the text with the students to locate how the author addresses the significance of belonging. 	
GUIDED PRACTICE “WE DO”	<i>15-25 min</i>
<ul style="list-style-type: none"> • Teacher will continue to read and discuss the text with the students. -Students will be paired in groups to discuss a sample “Home” or “Where I Am From” Poem -Afterwards, groups will be asked to share their findings from the “Home” or “Where I Am From” Poems - Perform checks for understanding. 	
INDEPENDENT PRACTICE “YOU DO”	<i>15-35 min</i>
<ul style="list-style-type: none"> • Students will work independently to compose a “Home” or “Where I Am From” Poem 	
CLOSURE	<i>10 min</i>
<ul style="list-style-type: none"> • Students will share out. • Students will participate in a Roses, Thorns, and Buds Activity. 	
HOME-LEARNING	
<ul style="list-style-type: none"> • Students will write in their personal journals. • Students will read for 30 minutes. 	







