

Example: Ware Literacy Project unit in the Scope & Sequence template

UNIT DESCRIPTORS	EXAMPLE for ABE Level C, GLE 4-5
Title <i>Reflect the content topic, not skill development</i>	Community Food Security: What Part Do We Play In Our Current Food Systems?
Time: # of hours, and # of weeks	20 hours over 8 weeks
Purpose <i>Why is this topic important for adult students?</i>	The town of Ware fulfills some of the criteria of a “food desert” because of limited food accessibility and public transportation, resulting in implications for student health. This unit had the potential to improve the lives of members in the community by connecting community resources with community needs and creating awareness of food systems, food security, and food justice. Thus, it combines both social studies and science content.
Goals and Outcomes <i>Students will read/listen to [what kind of materials] in order to ...;</i> <i>Students will show learning by ... [end product / project]</i>	Students will gather and read diverse digital and print sources in order to understand the factors affecting food access in their own communities and the solutions to improve it. Students will demonstrate their knowledge by producing brochure panels that share what they learned about local and national food systems. In so doing, they will answer the following essential questions:
Essential Questions <i>optional</i>	<ol style="list-style-type: none"> 1. Would changing the way we produce and consume food change our environmental impact? (ENVIRONMENT) 2. Who gets wealthy off our current food production system? (ECONOMY) 3. What is the connection between health care crises and the food we eat? (NUTRITION)
Priority CCRSAE, Leveled <i>Standards for which targeted, explicit, and scaffolded instruction will be provided</i>	Overarching: W2C, W7C Pillar: R4C, R7C, R8C, W6C, W8C, SL1C
Assessment of Priority Standards and Key Content <i>“Students will show learning by ... [end product / project]”</i> <i>“Students/the teacher will evaluate the learning by ... [using a rubric, checklist, etc.]”</i>	<p>Students will demonstrate their knowledge by producing brochure panels that share what they have learned about local and national food systems. The panels will be combined to form one brochure that will be shared with fellow community members. We will use a class-developed rubric (based on W2) to give feedback on the brochure panels.</p> <p>Additional formative assessments (checklists, simple rubrics, etc.) will be incorporated throughout the unit to provide feedback on other Priority Standards.</p>
Resources <i>authentic and relevant main texts that students will read; resources for the teacher</i>	<i>The Omnivores Dilemma 2009 (Young Reader’s edition: GLE 4-7, determined by publisher)</i> Additional online sources selected by students

Thank you to Dani Scherer for sharing this sample, developed in one of Dr. Trawick’s trainings.

Example: Ware Literacy Project unit in the Unit Plan template

Unit Title	Community Food Security: What Part Do We Play In Our Current Food Systems?
Class Level and GLE range	Level C (5.0-6.9)
Anticipated Time (hours and weeks)	20 hours over 3 weeks
Author	Dani M. Scherer
Date last revised	March 2016 (<i>adapted for SABES ELA training by A. Trawick</i>)

Stage 1 – Desired Results

Unit Purpose

The majority of students in this class contribute either partially or fully to shopping for and cooking for themselves and their families. The town of Ware fulfills some of the criteria of a “food desert” because of limited food accessibility and public transportation, resulting in implications for student health. Students had shown a passion for having control over their own economic wellbeing, through making their own choices, strategic planning (coupons sales and saving) and/or having their own gardens. Therefore this unit, in addition to combining social studies and science content, has the potential to improve the lives of members in the community by connecting community resources with community needs and creating awareness of food systems, food security, and food justice.

Unit Goal and Outcomes

Students will gather and read diverse digital and print sources in order to understand the factors affecting food access in their own communities and the solutions to improve it. Students will demonstrate their knowledge by producing brochure panels that share what they learned about local and national food systems. In so doing, they will answer the following essential questions:

Essential Questions

1. Would changing the way we produce and consume food change our environmental impact? (ENVIRONMENT)
2. Who gets wealthy off our current food production system? (ECONOMY)
3. What is the connection between health care crises and the food we eat? (NUTRITION)

ELA Objectives	CCR Level-Specific Standards <i>that support and align with the objectives</i>
By the end of this unit, students will be able to:	OVERARCHING (most closely tied to the culminating project)
1. Write a short informative text of approximately 3 paragraphs on the unit topic, that includes: <ul style="list-style-type: none"> • A clear introduction to the topic • Well organized, bulleted information • Clear headings • At least 2 definitions • At least 3 other facts that support a clearly stated main idea • At least 3 vocabulary words from this unit and 3 vocabulary words from previous units • A sound conclusion 	W2C Write informative/explanatory texts to examine a topic and convey ideas and information clearly. <ol style="list-style-type: none"> a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. c. Use precise language and domain-specific vocabulary to inform about or explain the topic. d. Provide a concluding statement or section related to the information or explanation presented.
2. Conduct research around the topic of food security, developing at least three research questions and finding at least 3 online resources.	W7C Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

	<p>PILLAR (reflecting skills needed “on the way” to preparing for the culminating project; provide explicit, scaffolded instruction)</p>
3. Determine the meanings of specific Tier 2 and Tier 3 words in readings related to food security.	<p>R4C Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a topic or subject area.</p>
4. Map the reasons and evidence presented by an author to specific points being made about food security.	<p>R8C Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which points(s).</p>
5. Type a paragraph of the final version of a group section of a brochure into a Word document.	<p>W6C With some guidance and support, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.</p>
6. Make and organize notes from at least 3 resources related to food security, listing resources.	<p>W8C: Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</p>
7. Collaborate effectively with others to discuss food security topics and a project plan.	<p>SL1C Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners, building on others’ ideas and expressing their own clearly.</p> <ul style="list-style-type: none"> a. Come to discussion prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b. Follow agreed-upon rules for discussion and carry out assigned roles.
8. Draft, revise, and edit sentences in the brochure panel for adherence to English conventions, clarity, interest, and style.	<p>L1C Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> k. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. <p>L3C Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> d. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
9. Cite resources explicitly during class discussions about food security.	<p>BASE</p> <p>R1C Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p>
10. Use the writing process to develop a paragraph for the group brochure panel about food security; incorporate student and teacher feedback into to own writing.	<p>W5C With guidance and support from peers and others, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p>
11. Use level-appropriate capitalization, punctuation, and spelling in a paragraph developed for the group brochure.	<p>L2C Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>

Content Objectives (related to science, social studies, literature, careers, etc.):

By the end of the unit, students will be able to:

ENVIRONMENT

- list at least four pros and cons for farming organically or farming conventionally.
- cite three environmental differences between small scale and industrial food production.
- brainstorm approaches to solve some of the environment problems they uncover in their research.

ECONOMY

- name three sectors that benefit from industrial agricultural production.
- name three sectors of the population who benefit from small scale agricultural production.
- discuss, using examples, solutions to case studies of small farming communities.

NUTRITION

- identify three common diseases linked to nutrient deficiencies
- identify three primary changes that Americans can make to their diets to combat disease.
- discuss, using examples, approaches and strategies that can help Americans make changes to their diet.

Stage 2 – Assessment Evidence

Culminating Assessment (Authentic performance task(s) that demonstrate student learning and integration of the knowledge and skills taught through the objectives/standards listed above.)

Students will gather and read diverse digital and print sources in order to understand the factors affecting food access in their own communities and the solutions to improve it. Students will demonstrate their knowledge by producing brochure panels that share what they have learned about local and national food systems. The panels will be combined to form one brochure that will be shared with fellow community members. We will use a class-developed rubric (based on W2) to give feedback on the brochure panels. (See attached Project Rubric.)

Other Evidence

See attached assessment plan.

Stage 3 – Learning Plan

Vocabulary WordsTier 2

crop
agriculture
pasture
benefit/beneficial
dilemma
industrial
sustainable
diversity

Tier 3

genetically-modified food
biodiversity
photosynthesis
subsidies
fossil fuels
organic
hybrid

[Teacher may determine other vocabulary as needed.]

Resources

Texts (with readability information):

Pollan, Michael. *The Omnivores Dilemma* 2015 (Young Reader's edition).

Reading Level C (GLE 4-7; Lexile 930).

- Publisher: Dial Books
- **ISBN-10:** 1101993839
- **ISBN-13:** 978-1101993835

Small groups will identify further readings, with teacher guidance on evaluating for credibility.

Other

Materials and Resources:

- Project Rubric (attached)

Additional Activities

- Two field trips, including a visit to the local Food Bank for the *Making Ends Meet* presentation
 - View the *Food INC* [Video]
 - Guest speaker: a nutritionist
 - Integration with Math, mainly charts and diagrams (reading, interpreting, and creating)
 - Journals
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Sample Daily Schedule
(Approximately 1-1.5 hrs/day)

UNIT: Community Food Security

FOCUS	Vocabulary / Close Reading	Project Work
Day 1	<p>Read introduction to Omnivores Dilemma: Use text to answer: What is the omnivore's dilemma?</p> <p>Close Reading: Model close reading and using post-it notes to tab information that answers the question.</p>	<p>Self-assessment: "What's most important to me about this topic?"</p>
Day 2	<p>Vocabulary introduction: Self-assessment</p>	<p>Introducing final project: Students assess a variety of brochures; group brainstorm: what worked, what do we want to make sure we include in our brochures?</p>
Day 3	<p>Vocabulary practice: matching game, cross word and making flashcards.</p>	<p>Draft, edit, and sign group work contracts.</p>
Day 4	<p>Vocabulary quick review (brief)</p>	<p>Mapping reasons and evidence to main points 1 As a class, complete a graphic organizer for one chapter. Assign chapters to each group and have them read and start completing a graphic organizer on chart paper.</p>
Day 5	<p>Vocabulary assessment</p>	<p>Mapping reasons and evidence to main points 2 (cont'd) Groups finish graphic organizer and share with class.</p> <p>Group evaluation</p>
Day 6	<p>Vocabulary review: Listen for words during guest lecture; use during group work.</p> <p>Guest Lecture and Science experiment: Organic vs. Non- Organic Horticulture research project.</p> <p>Fill in pro and con (organic and conventional) graphic organizer.</p>	<p>Online research: Students find resources on teacher-identified websites</p>
Day 7	<p>Introduce new vocabulary: Self-assessment</p>	<p>Making a Notes Chart 1: Teacher models how to make a notes chart, and students fill in one column while reading one of their sources.</p>
Day 8	<p>Vocabulary practice: matching game, cross word and making flashcards.</p>	<p>Making a Notes Chart 2: Students complete 2 more columns independently, reading two more of their resources.</p>
Day 9	<p>Vocabulary practice</p>	<p>Synthesis and Outline:</p>

FOCUS	Vocabulary / Close Reading	Project Work
		Students bring knowledge back to group to compile a summary of key points related to topic. Each group makes an outline or map of what they want to include in their brochure section, keeping track of the sources of the information. They decide who will write which parts, making sure everyone has an equal part.
Day 10	Vocabulary assessment	Writing sentences: Lesson on writing clear bulleted information, in sentence form, from outline (L1, L3). Individuals write 2-3 sentences from their group outlines and share with small groups, choosing sentences to use as bullets or in other parts of brochure section. Group evaluation.
Day 11	Vocabulary review: Review as a class. Incorporate at least 3 words from current unit and 3 words from past units into brochure section.	Individual Writing: Individuals draft their sub-sections, peer-review others in their group, and revise, paying particular attention to sentence structure and clarity.
Day 12	Vocabulary assessment: Assess vocabulary application in brochure.	Group Writing: Each group finalizes its section and shares with the other groups for feedback. This allows the class to see how the brochure is shaping up as a whole and to make adjustments. Revise and submit for teacher review using the Project Rubric.
Day 13		Typing: The group revises their section as needed, and then types it into a brochure template set up at a computer. Each member types his/her part. Then they upload their picture/graphics.
Day 14		Unit conclusions and implications and journaling. Where do I fit in this? What will I change? What will I keep the same? Catch up as needed
Day 15		Present brochure to other members of the Ware Adult Learning Center. Use vocabulary words. Complete group and self-reflection activity.

Attachment to the unit plan (listed under “other evidence”)

ASSESSMENT PLAN: *Community Food Security*

UNIT GOAL: Students will gather and read diverse digital and print sources in order to understand the factors affecting food access in their own communities and the solutions to improve it. Students will demonstrate their knowledge by producing brochure panels that share what they have learned about local and national food systems. The panels will be combined to form one brochure that will be shared with fellow community members. We will use a class-developed rubric (based on W2) to give feedback on the brochure panels.

Objective	Assessment
1. Write a short informative text of approximately 3 paragraphs on the unit topic, that includes: <ul style="list-style-type: none">• A clear introduction to the topic• Well organized, bulleted information• Clear headings• At least 2 definitions• At least 3 other facts that support a clearly stated main idea• At least 3 vocabulary words from this unit and 3 vocabulary words from previous units• A sound conclusion	Rubric
2. Conduct research around the topic of food security, developing at least three research questions and finding at least 3 online resources.	Rubric
3. Determine the meanings of specific Tier 2 and Tier 3 words in readings related to food security.	Vocabulary assignments; Rubric
4. Map the reasons and evidence presented by an author to specific points being made about food security.	Students submit a graphic organizer demonstrating their ability to identify the reasons/evidence presented by an author to make a particular point in a text.
5. Type a paragraph of the final version of a group section of a brochure into a Word document.	Rubric
6. Make and organize notes from at least 3 resources related to food security, listing resources.	<p>Throughout the unit, groups construct a 3-column note chart (at least) with the information they are finding from their sources (one column per source X one row per question). After 1-2 lessons, individual students submit an article that they have read and taken notes on for their group. Teacher reviews this informally to assure that the student has appropriately paraphrased instead of copying word for word from their source.</p> <p>At the end of the unit, groups submit a 3-column note chart (at least) with a list of sources used in the chart, and the information they found for each source, related to key questions. (The information in the brochure panel comes from these sources.)</p>

Objective	Assessment
7. Collaborate effectively with others to discuss food security topics and a project plan.	Students develop a small group contract where they designate roles and expectations. Students fill out an informal student evaluation for each other each week and at the end of the unit.
8. Draft, revise, and edit sentences in the brochure panel for adherence to English conventions, clarity, interest, and style.	Rubric (brochure panels will include bullet points, which will be a special focus for instruction on writing clear, concise sentences)
9. Cite resources explicitly during class discussions about food security.	Informal classroom observation.
10. Use the writing process to develop a paragraph for the group brochure panel about food security; incorporate student and teacher feedback into to own writing.	Portfolio; Rubric
11. Use level-appropriate capitalization, punctuation, and spelling in a paragraph developed for the group brochure.	Rubric
ENVIRONMENT <ul style="list-style-type: none"> list at least four pros and cons for farming organically or farming conventionally. cite three environmental differences between small scale and industrial food production. ECONOMY <ul style="list-style-type: none"> name three sectors that benefit from industrial agricultural production. name three sectors of the population who benefit from small scale agricultural production. NUTRITION <ul style="list-style-type: none"> identify three common diseases linked to nutrient deficiencies identify three primary changes that Americans can make to their diets to combat disease. 	Exit tickets at the end of the small group presentation on each topic.
ENVIRONMENT <ul style="list-style-type: none"> brainstorm approaches to solve some of the environment problems they uncover in their research. ECONOMY <ul style="list-style-type: none"> discuss, using examples, solutions to case studies of small farming communities. NUTRITION <ul style="list-style-type: none"> discuss, using examples, approaches and strategies that can help Americans make changes to their diet. 	Rubric

Attachment to the unit plan (listed under “other evidence”)

PROJECT RUBRIC for “Community Food Security” unit

CATEGORY	(4) Excellent	(3) Good	(2) Almost	(1) Not Yet
Organization	The authors organize and format the content in a way that makes it user-friendly and attractive. All of the following are handled well:	The authors organize and format the content for ease of use. Most of the following are handled well:	The authors have started to organize and format the content, but more work is needed. Some of following are included:	It is difficult for the reader to follow the organization of the brochure section. The following required components are missing.
	<ul style="list-style-type: none"> • A clear introduction to the topic • Well organized, bulleted information • Clear headings • Clearly stated main idea(s) supported by: <ul style="list-style-type: none"> ○ At least 2 definitions ○ At least 3 other facts • A sound conclusion 			
Content	The brochure panel accurately presents the required information on the subject and shares at the right level of depth for the audience and purpose.	The required information is presented and is mostly accurate; however, it may be either too dense or not have enough information for the audience and purpose.	The material contains inaccurate information and not enough information to inform the reader.	The material contains inaccuracies and insufficient information.
Word Choice	The brochure panel uses content-appropriate and mature vocabulary correctly throughout, including at least 3 vocabulary words from this unit and 3 vocabulary words from previous units.	The brochure panel uses mostly content-appropriate and mature vocabulary correctly, including approximately 2 vocabulary words from this unit and 2 words from the previous unit.	The brochure panel uses some content-appropriate and mature vocabulary correctly, including approximately 1 vocabulary word from this unit and 1 word from the previous unit.	The brochure panel does not use appropriate vocabulary for the task.
Writing Conventions	All of the writing is in complete, clear, and interesting sentences. Capitalization and punctuation are correct throughout the brochure.	Most of the writing is in clear and complete sentences. Most of the capitalization and punctuation are correct throughout the brochure.	Some of the writing is in complete sentences. Some of the capitalization and punctuation are correct throughout the brochure.	Most of the writing is not in complete sentences. Most of the capitalization and punctuation are not correct throughout the brochure.
Sources	All facts have a corresponding citation at the bottom of the brochure. At least 3 online sources are sited and all websites have a working link.	Most facts have a corresponding citation at the bottom of the brochure. At least 3 sources are sited and all websites have a working link.	There are one or two citations accurately listed on the brochure.	Incomplete citations are listed on the brochure.