



BENITO JUAREZ COMMUNITY ACADEMY



TASK: Returning to school in a “business as usual” fashion will not work this year considering the individual and collective trauma our school community has experienced (and continue to) during this global pandemic. We must be sure to create space to connect, reflect, and heal and this work must be embedded in our planning and student's daily experiences. In an effort to prioritize healing, connecting, responding to our current context, and creating coherence in students’ experience as they “return to school,” you will create a beginning-of-year 5 week (can be longer/10 weeks is the max) unit that explores at least one school-wide, interdisciplinary essential question (as well as 1-2 others that are more explicitly tied to your selected content). Remember that Essential Questions are open-ended, thought-provoking, demand higher-order thinking, lead to transferable knowledge within (and sometimes across) disciplines, spark on-going inquiry, require support & justification, and should be revisited throughout the unit.

Cross-Discipline Essential Questions:

- How have our individual and collective lives (present and future) been impacted by the global pandemic?
- What does healing look like in the context of what’s come up during the pandemic?
- What does it mean to survive vs thrive during a global pandemic?

Discipline Specific Examples:

- **SS Example:** What role has systemic racism played in widening the equity gap during the pandemic?
- **Arts Example:** What role does art play during times of crisis?
- **Math Example:** How can data analysis be used to uncover which resources and policies are needed to reduce inequity during and following the pandemic?
- **English Example:** Write a journal entry or blog about how you have been affected by systemic racism.

As you use the updated unit planner to articulate your plan, be sure that they reflect the focus district priority areas below:

- **#1: Prioritize social emotional skill development, relational trust, and building strong classroom communities as the foundations for learning.** We must be attentive to the well being of students and staff by providing strength-based comprehensive supports [a renewed focus on the developmental competencies will be one way of addressing this priority].
- **#3: Ensure curriculum materials are high-quality and provide coherent academic experiences for all students.** High-quality, coherent curricula that can be used in a digital or non-digital environment offer essential support to teachers as they design learning experiences that prioritize regular collaboration between students to make sense of multiple perspectives and deepen their understanding of content.
- **#4: Increase the relevance of instruction.** Leveraging students’ lived experiences and expertise facilitates motivation and deep engagement in content where students are doing most of the thinking. Similarly,

curriculum choices prioritize authentic and meaningful content that is responsive to students, our current moment, and our world today.

- **#5: Use assessments that meaningfully connect to the curriculum and provide teachers with the information needed to help students access priority grade-level work.** Teachers and students need assessments that will support them in moving all students forward with grade level learning. Assessments should reflect the critical abilities of the subject and grade level standards and ask students to apply these abilities to situations that are authentic to the discipline and are relevant to students' lives.