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Unit Summary: The distribution of the discretionary funds, how the principal chooses to allocate them, the effect on student achievement. Students will be examining and analyzing data to inform their opinions and ideas about the needed components for successful academic achievement.				Essential Questions: Does the way discretionary funds are used make an impact on student achievement?		
Illinois Learning Standards / Assessment Framework Objectives				I Can Statements		
Pre Assessment (Grade levels will use common pre-assessments; attach a copy of the pre-assessment)						
Summative Assessments (Attach a copy of the End of Unit Assessment)						
Key Academic Vocabulary/Concepts:						
* Include lessons that specifically teach and reinforce academic vocabulary.						
Day	I Can Statements	W – Writing AV - Vocabulary	Lesson Activity Text / Resources		Accommodations / Modifications	Formative Assessment
1	I can identify and describe the necessary components that are needed to make a school function properly.	W- V-Personnel Funds functions resource	Introduction to new Social Science Lesson: <i>Activity:</i> <ul style="list-style-type: none"> 5-10 min overview and brainstorm "What do schools need to function" Small groups: Who is in charge? Who makes decisions? Important resource and personnel TPS: Take a look around in our room, what kinds of things are necessary for us in our classroom? for our school? (desks, teachers, supplies) Who do you think is in charge of getting all of those things? (Ms Rome) Who might help her make those decisions? How do you think the location of the school (neighborhood) could have an effect on how money is spent? (city/neighborhood - make a connection to the look of train stops in various neighborhoods to guide their thinking)		Modification/Accommodations: Power point of images- Chart with list of resources for references VK: Give verbal directions in clearly stated steps. Embed choices when eliciting information JD: Ask student to summarize information to check for understanding. Provide extra examples when teaching new vocabulary/concepts. Offer choices for responses. SW: Walk by student's desk to check for accuracy every 5 minutes. Ask student to repeat directions back to confirm understanding. Provide visual cues and guides. DA: Give verbal directions in clearly stated steps. Walk by student's desk to check for accuracy every 15 minutes. Provide motivation and verbal rewards on a daily basis. AK: Walk by student's desk to check for accuracy every 2 minutes. Ask student to repeat directions back	Exit ticket: List three things that a school needs to run? Who is in charge of paying for those things?

			<ul style="list-style-type: none"> Short powerpoint to provide images of the things are necessary in order for a school to run (personnel, computers, books, desks, etc.) Introduce Vocab word on powerpoint <p><i>Text / Resources: Anchor chart with guiding question. Class created brainstorm list. (Use for future lessons)</i></p> <p>Materials: Power point slide identifying structure of the school</p>		<p>to confirm understanding. Provide visual cues and guides. Provide motivation and verbal rewards on a daily basis</p> <p><i>Enrichment:</i></p>	
2	I can support my decisions by providing specific reasoning for my decision in regards to prioritizing of funds	V debate Priority Student achievement Opinion	<p><i>Do now: Students place examples in one of four categories-on the carpet</i></p> <p><i>Activity: Introduce vocab on the carpet</i></p> <p><i>Students rank importance of each component for the student achievement</i></p> <ul style="list-style-type: none"> Brief Debate protocol with support of opinions (student responses must be respectful, appropriate, and supported with reasoning) Students will need to come up with why they ranked components in the order they did. Have guiding questions on a hand out to guide student discussion? Which do you think is the most important component? Why? If you were going to pay for the things needed for NTA which would you pick? Why? <p>Group leaders will be preassigned. Leader is responsible for making sure group is on task and finishing on time. All construction paper with ranking will be posted.</p> <p><i>Text / Resources / Materials: construction paper with ranking, brainstorm anchor chart</i></p>		<p><i>Modification/Accommodations: visual anchor chart, have pre-printed cards so students simply need to order them</i></p> <p>VK: Give verbal directions in clearly stated steps. Embed choices when eliciting information</p> <p>JD: Ask student to summarize information to check for understanding. Provide extra examples when teaching new vocabulary/concepts. Offer choices for responses.</p> <p>SW: Walk by student's desk to check for accuracy every 5 minutes. Ask student to repeat directions back to confirm understanding. Provide visual cues and guides.</p> <p>DA: Give verbal directions in clearly stated steps. Walk by student's desk to check for accuracy every 15 minutes. Provide motivation and verbal rewards on a daily basis.</p> <p>AK: Walk by student's desk to check for accuracy every 2 minutes. Ask student to repeat directions back to confirm understanding. Provide visual cues and guides. Provide motivation and verbal rewards on a daily basis</p> <p><i>Enrichment:</i></p>	<p><i>Exit ticket:</i></p> <p><i>Each group will need to turn in their paper with a ranking of where they think money should in order for a school to be successful.</i></p>
3	I can map where money comes from and identify how it effects education.	Vocabulary: Discretionary Funds	<p><i>Activity:</i></p> <p><i>Do Now</i></p> <ul style="list-style-type: none"> Last week we talked about funds. Turn and talk with your teammates about what funds are and where they come from. <p><i>Read objective</i></p> <ul style="list-style-type: none"> What is the one thing that gives schools these 		<p><i>Modification/Accommodations:</i></p> <p>VK: Give verbal directions in clearly stated steps. Embed choices when eliciting information</p> <p>JD: Ask student to summarize information to check for understanding. Provide extra examples when teaching new vocabulary/concepts. Offer choices for responses.</p> <p>SW: Walk by student's desk to check for accuracy every 5 minutes. Ask student to repeat directions back</p>	<p><i>Exit Ticket: Diagram of path of funds</i></p>

		<p><i>important resources?</i></p> <ul style="list-style-type: none"> ● <i>Discretionary Funds. → what is it? where does it come from?</i> <ul style="list-style-type: none"> ○ <i>available for use as needed or desired</i> ● <i>Show road map visual</i> <p><i>government → principals → students → achievement</i> <i>possible questions: How does the govt. get this money? Who helps the principal make decisions about money? How do we know if the Principal's choice has a positive impact on our education?</i></p> <ul style="list-style-type: none"> ● <i>Group Think: Does principals choice positively impact student achievement? (What sort of things can help you get better grades? How can a school invest in your success? DO you think that changes from neighborhood to neighborhood?)</i> <p>Power Point Anchor Chart Exit Ticket: Fill in the missing step from discretionary road map.</p> <p>Students see teacher created map of where money comes from as well as vocab words. Text / Resources:</p>		<p>to confirm understanding. Provide visual cues and guides. DA: Give verbal directions in clearly stated steps. Walk by student's desk to check for accuracy every 15 minutes. Provide motivation and verbal rewards on a daily basis. AK: Walk by student's desk to check for accuracy every 2 minutes. Ask student to repeat directions back to confirm understanding. Provide visual cues and guides. Provide motivation and verbal rewards on a daily basis</p> <p><i>Enrichment Differentiation</i></p>	
4	<p><i>I can... opine which components are most important and have substantial reasoning to support my decision</i></p>	<p><i>Activity:</i> Do Now: Turn and talk with your group members and talk about the order of steps in the discretionary funds road map.</p> <ul style="list-style-type: none"> ● <i>read objective</i> ● <i>explain how the students will have the opportunity to be the principal today</i> ● <i>in their groups, students receive money manipulatives</i> ● <i>they pass out allotted money into the 4 categories (personnel, technology, resources, extracurricular activities)</i> ● <i>order them by whether they think they are most</i> 		<p>VK: Give verbal directions in clearly stated steps. Embed choices when eliciting information JD: Ask student to summarize information to check for understanding. Provide extra examples when teaching new vocabulary/concepts. Offer choices for responses. SW: Walk by student's desk to check for accuracy every 5 minutes. Ask student to repeat directions back to confirm understanding. Provide visual cues and guides. DA: Give verbal directions in clearly stated steps. Walk by student's desk to check for accuracy every 15 minutes. Provide motivation and verbal rewards on a daily basis. AK: Walk by student's desk to check for accuracy</p>	<p><i>Exit ticket</i> Fill out chart on how much money you started with, how much you put in each "bucket" and the reason for your groups decision</p>

			<p><i>important to least important - the most money = most important, least money = least important</i></p> <ul style="list-style-type: none"> ● <i>students will place money in designated buckets/cups</i> ● <i>students will count the money in each bucket and fill out the chart and provide an explanation for their decision - They will discuss how each component can impact their education..</i> <p><i>Text/Resources: money manipulative, cups, road map visual, exit ticket</i></p> <p><i>Text/Resources: 308 Same amount of bills to complete activity/ or pre-made groups to identify money/funds for each bucket Use of cups to distinguish the amounts for each item</i></p>		<p>every 2 minutes. Ask student to repeat directions back to confirm understanding. Provide visual cues and guides. Provide motivation and verbal rewards on a daily basis</p>	
5	<p><i>I can... analyze a survey in order to compare and contrast how schools look based on the principals ranking of discretionary funds.</i></p>		<p><i>Activity:</i></p> <p><i>Do Now:</i></p> <ul style="list-style-type: none"> ● <i>students receive a ranking list for the 4 categories we have been discussing.</i> ● <i>give think time/analyze the ranks and money</i> ● <i>What can you conclude about how this school might look based on how they spend their discretionary funds?</i> <p><i>objective/agenda</i></p> <p><i>Acitivity</i></p> <ul style="list-style-type: none"> ● <i>last week we got to act like a principal, today we are going to look at some REAL data from actual principals here in Chicago</i> ● <i>the schools are in different neighborhoods around the city, they have a different number of students & teachers and offer different programs and resources within their school</i> 		<p>VK: Give verbal directions in clearly stated steps. Embed choices when eliciting information JD: Ask student to summarize information to check for understanding. Provide extra examples when teaching new vocabulary/concepts. Offer choices for responses. SW: Walk by student's desk to check for accuracy every 5 minutes. Ask student to repeat directions back to confirm understanding. Provide visual cues and guides. DA: Give verbal directions in clearly stated steps. Walk by student's desk to check for accuracy every 15 minutes. Provide motivation and verbal rewards on a daily basis. AK: Walk by student's desk to check for accuracy every 2 minutes. Ask student to repeat directions back to confirm understanding. Provide visual cues and guides. Provide motivation and verbal rewards on a daily basis</p>	<p><i>Identify one similarity and one difference. (indiv.? groups?)- I think we could scaffold it, have Ss who want to work in pairs (those who we know learn best that way) and have others do it individually if they would like to</i></p>

			<ul style="list-style-type: none"> • model how to read a survey (308 POWERPOINT) • you will receive two different surveys that were completed by principals - the survey includes their own rank of the 4 categories <p>Exit Ticket: your job is to identify one similarity and one difference in how the school might look based on the ranks</p> <p>Power point presentation showing information for group discussion. What patterns or trends do you notice? What might a school look like if they spend most of their funds on...? What are some benefits to spending money that way? What could be some drawbacks?</p> <p>Text/resources: school surveys, exit slip, Do Now</p>												
6	I can... analyze data and determine whether how money is spent effects student achievement		<p>Do Now: How might these 2 schools look different?</p> <table border="0"> <tr> <td>Personnel 2</td> <td>Personnel 5</td> </tr> <tr> <td>Technology 1</td> <td>Technology 4</td> </tr> <tr> <td>Resources 5</td> <td>Resources 1</td> </tr> <tr> <td>Before/After school sports 3</td> <td>Sports 3</td> </tr> <tr> <td>Academic clubs 4</td> <td>Academic Clubs 2</td> </tr> </table> <p>Read objective/agenda</p> <ul style="list-style-type: none"> • today you will receive a school report card - what is it? how do you read it? • look at the ranking & make connections to the report card <p>text/resources: school report cards, principal surveys</p>	Personnel 2	Personnel 5	Technology 1	Technology 4	Resources 5	Resources 1	Before/After school sports 3	Sports 3	Academic clubs 4	Academic Clubs 2		<p>VK: Give verbal directions in clearly stated steps. Embed choices when eliciting information</p> <p>JD: Ask student to summarize information to check for understanding. Provide extra examples when teaching new vocabulary/concepts. Offer choices for responses.</p> <p>SW: Walk by student's desk to check for accuracy every 5 minutes. Ask student to repeat directions back to confirm understanding. Provide visual cues and guides.</p> <p>DA: Give verbal directions in clearly stated steps. Walk by student's desk to check for accuracy every 15 minutes. Provide motivation and verbal rewards on a daily basis.</p> <p>AK: Walk by student's desk to check for accuracy every 2 minutes. Ask student to repeat directions back to confirm understanding. Provide visual cues and guides. Provide motivation and verbal rewards on a daily basis</p>
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7	I can... analyze data and determine whether how money is spent effects student achievement		<p>Activity: continue analyzing report cards.</p> <p>Follow up - reach a conclusion - do the schools #1 priority have a clear impact on student achievement?</p> <p>text/resources:</p>		<p>VK: Give verbal directions in clearly stated steps. Embed choices when eliciting information</p> <p>JD: Ask student to summarize information to check for understanding. Provide extra examples when teaching new vocabulary/concepts. Offer choices for responses.</p>										

UNIT TITLE: Social inequities in education within Chicago Public School
 TEACHER: _Ms. Metzger, Ms. Gonzalez, Ms. Russo, Mr. Patterson_____

GRADE/SUBJECT: 3rd grade/Social Science
 DATES: Feb 7th- Mar 1, 2011

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8	<p><i>I can... formulate an opinion on the spending of discretionary funds and have supporting statements to back it up.</i></p>		<p><i>Activity: extended response "if i were a principal I would choose the spend discretionary funds on..... because....."</i></p> <p><i>text/resources:</i></p>		<p>VK:Give verbal directions in clearly stated steps. Embed choices when eliciting information JD:Ask student to summarize information to check for understanding.Provide extra examples when teaching new vocabulary/concepts.Offer choices for responses. SW:Walk by student's desk to check for accuracy every 5 minutes.Ask student to repeat directions back to confirm understanding.Provide visual cues and guides. DA:Give verbal directions in clearly stated steps.Walk by student's desk to check for accuracy every 15 minutes. Provide motivation and verbal rewards on a daily basis. AK:Walk by student's desk to check for accuracy every 2 minutes.Ask student to repeat directions back to confirm understanding.Provide visual cues and guides.Provide motivation and verbal rewards on a daily basis</p>	<p>Exit ticket: Extended response</p>