

### Unit Overview

Unit Title	<b>REPS: Reassessing Educational Priorities for Students</b>
Unit Length	15 lessons (approximately 4 weeks)
Grade Level(s)/Subject(s)	Grade 11 / Civics
Unit Overview	<p>Student input is often not taken into consideration in most school districts, in regards to how major decisions are made, how educational priorities are decided, or how budgets are spent. In the example of Chicago Public Schools (CPS), after almost two years of remote learning, students are struggling with major learning deficits, gaps in their education, and lingering socioemotional needs. This is an underreported story about students’ and their families’ needs, often not considered or prioritized in decision-making.</p> <p>In Chicago Public Schools (CPS), there have been recent efforts to begin empowering student voices and increasing student agency. One example is the recent creation of the Social Science and Civic Engagement department and the fostering of Student Voice Committees within individual schools. Student leaders and their parents on Local School Councils have more power to make important decisions. If schools want to do what is best for students, they must elevate their voices, listen to their stories, and include them in shaping school policies, budgets, and priorities. Since the Covid-19 pandemic has strongly impacted students’ learning trajectory and mental health, why not let students make decisions about how educational dollars should be spent?</p> <p>This unit is an effort to listen to students' underreported pandemic stories, and to help students gain autonomy of their education through understanding how money informs decisions within the school. This unit will:</p> <ul style="list-style-type: none"> <li>● Build empathy by reading and listening to each others’ stories, and those of students around the globe who have been battling similar issues related to the pandemic (ex. depression, isolation, lack of resources, loss)</li> <li>● Equip students with knowledge of budgets, what budgets mean for themselves and their classmates, and how the budget re-connects to the values of a school and its community</li> <li>● Empower students to strengthen their mental health and educational pathway to better suit their emotional and educational needs.</li> </ul> <p>Essential Questions:</p> <ul style="list-style-type: none"> <li>● Should we reassess educational budget prioritization since the Covid-19 pandemic?</li> </ul>

	<ul style="list-style-type: none"> <li>• How can students themselves be more involved in making major decisions on how they can best serve their own educational priorities, including their own mental health?</li> <li>• How can students be more empowered to influence how school resources are utilized?</li> </ul> <p>Major themes of this unit include: district and school budgets, district and school finances, income inequality, neighborhood inequalities, labor justice, social justice, parent involvement, program diversity, mental health, building empathy, Student Voice Committee, student agency, student empowerment, and social-emotional learning.</p> <p>Educator note: this unit was heavily inspired by <a href="#">Empowering students to shape pandemic budgets</a>, a unit crafted by 2021 Chicago-based teaching fellow <a href="#">Jackson Potter</a>. A number of resources linked throughout the unit including presentations, articles, and worksheets, were developed and curated by Mr. Potter.</p>
<p>Objectives &amp; Outcomes</p>	<p>Objectives:</p> <ul style="list-style-type: none"> <li>• To create more gateways for student advocacy to influence budgeting prioritization and promote students’ own priorities regarding educational, physical, and mental health</li> <li>• To collaborate across school communities using Student Voice Committees (SVC) and Local School Councils (LSC) to increase student influence over the CPS district, and school budget process</li> </ul> <p>Outcomes:</p> <ul style="list-style-type: none"> <li>• Empathize with other students around the world who have experienced hardships associated with the pandemic, remote learning, and other major obstacles</li> <li>• Develop a better understanding of how school budgets work, school resources are paid for, and school finances are prioritized</li> <li>• Reflect on how best to help students with their mental health</li> <li>• Create a school budget proposal using Google Slides presentations illustrating how to best prioritize school funds to optimize students’ overall mental, physical, and educational health</li> </ul>
<p>Standards</p>	<p>Common Core Standards</p> <p><u><a href="#">CCSS.ELA-LITERACY.RI.11-12.1</a></u>  Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p><u><a href="#">CCSS.ELA-LITERACY.RI.11-12.2</a></u></p>

	<p>Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.</p> <p><u><a href="#">CCSS.ELA-LITERACY.RI.11-12.7</a></u>          Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.</p> <p><u><a href="#">CCSS.ELA-LITERACY.W.11-12.8</a></u>          Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p> <p><u><a href="#">SEL Standards (Illinois)</a></u></p> <p>3C: Contribute to the well-being of one's school and community.</p> <ul style="list-style-type: none"> <li>● Analyze your rights and responsibilities as a member of your school community.</li> <li>● Brainstorm ways you could contribute to your community</li> <li>● Evaluate the impact on yourself and others of your involvement in an activity to improve your school or community.</li> <li>● <i>3C Stage J:</i> <ul style="list-style-type: none"> <li>● Design a survey to identify school needs.</li> <li>● Prioritize identified school needs.</li> <li>● Develop a project and action plan to address an identified school need.</li> <li>● Conduct research on a school's need of interest.</li> <li>● Work cooperatively with other students in addressing an identified need in the broader community (e.g., working on a political campaign, a literacy project, an effort to reduce hunger, an educational program to raise awareness about climate change, etc.).</li> <li>● Communicate the results of a group service project to interested school and community groups.</li> </ul> </li> </ul>
<p>Unit Resources</p>	<p>Pulitzer Center Resources</p> <ul style="list-style-type: none"> <li>● <a href="#">Empowering students to shape pandemic budgets</a>, a 2021 Teacher Fellow Unit</li> <li>● <a href="#">Students in Puerto Rico Yearn For In-Person Instruction   Pulitzer Center</a></li> <li>● <a href="#">Puerto Rico: Then and Now   Pulitzer Center</a></li> </ul>

	<ul style="list-style-type: none"> <li>• <a href="#">A Pandemic, a Hurricane, and Earthquakes: How Much Can Puerto Rico's University Students Take?   Pulitzer Center</a></li> <li>• <a href="#">Societal Fallout of COVID-19   Pulitzer Center</a></li> <li>• <a href="#">World in Progress: Missing out on Education in the Kashmir Region   Pulitzer Center</a></li> </ul> <p>Other Resources</p> <ul style="list-style-type: none"> <li>• <a href="#">11 questions about how the American Rescue Plan will affect schools, answered   Chalkbeat</a></li> <li>• <a href="#">Adrienne Rich Quotes   Great Sayings</a></li> <li>• <a href="#">CPS Announces \$24M Plan to Address Student Trauma, Mental Health   WTTW</a></li> <li>• <a href="#">Chicago Public Schools Releases 'Healing-Centered Framework' a Multi-Year Plan to Address Trauma   CPS Press Release</a></li> <li>• <a href="#">A Better Chicago to grant \$7M targeting mental health for CPS students recovering from pandemic learning loss</a></li> </ul> <p>Teacher-Created Resources</p> <ul style="list-style-type: none"> <li>• <a href="#">Example of ideal school blueprint</a></li> <li>• <a href="#">Reflection journals (daily exit tickets)</a></li> <li>• <a href="#">Analyzing and Imagining the CPS Budget (Google Form Survey)</a></li> <li>• <a href="#">School Budget Proposal Presentation Rubric</a></li> <li>• <a href="#">Quote Analysis and Reflection Worksheet [pdf] [docx]</a></li> <li>• <a href="#">Chicago Public Schools Stimulus Budget</a> (lesson Powerpoint) from <a href="#">Empowering students to shape pandemic budgets</a></li> <li>• <a href="#">Cite-Explain Graphic Organizer [pdf] [docx]</a></li> </ul>
<p>Performance Task</p>	<p>For the performance task, students will:</p> <ul style="list-style-type: none"> <li>• Create a blueprint for their ideal school using architect layouts in order to design the perfect school.</li> <li>• Develop a budget for their school focused on improving students' mental health.</li> <li>• Analyze current district and school budgets in order to eliminate unnecessary costs that don't benefit students. They will evaluate which resources and expenditures are necessary and which ones are not.</li> <li>• Write a Letter of Declaration framing their school priorities.</li> <li>• Present their school budget proposals via multimedia presentations on how they would prioritize school funds to optimize students' overall mental, physical, and educational health.</li> </ul>
<p>Assessment/Evaluation</p>	<p>Formative Assessment:</p> <ul style="list-style-type: none"> <li>• <a href="#">Analyzing and Imagining the CPS Budget (Google Form Survey)</a></li> </ul>

	<ul style="list-style-type: none"> <li>• <a href="#">Reflection journals (daily exit tickets)</a></li> </ul> <p>Summative Assessment:</p> <ul style="list-style-type: none"> <li>• <a href="#">Ideal School Blueprint Rubric</a></li> <li>• <a href="#">School Budget Proposal Presentation Rubric</a></li> </ul>
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### UNIT PACING / DAILY LESSONS AND RESOURCES

Pacing	Focus theme / text(s) / resource(s) for today's lesson	Essential Questions	Lesson / Activities	Lesson Materials
<i>Week 1</i>				
Day 1	<p><i>Your Ideal School Blueprint</i></p> <p><a href="#">(Example of ideal school blueprint)</a></p>	<p>What would your ideal school look like?</p> <p>How do we make school a place where we are learning all these things?</p> <p>How do we make school a place where people are ready to be successful in life to really make it?</p> <p>How do we make school a place where students are ready to be successful in college or a career?</p>	<p><u>Lesson Steps:</u></p> <ol style="list-style-type: none"> <li>1. Brainstorm in groups what students' top priorities are in their school to best support all students educationally (classes), socially (clubs/sports/committee.), physically (P.E., health, counselors, sports, etc.), and mentally (counselors, social workers, therapists, quiet time, etc.).</li> <li>2. Create school blueprint: Students use architect blueprint to design their ideal school using bird's eye layout of school.</li> <li>3. Begin a reflection journal to record their ideas and initial school priorities.</li> </ol>	<p>Large blueprints of school layouts / chart paper and markers</p> <p><i>(Note: teachers can either acquire blank blueprints from administration or have students create general building outlines)</i></p> <p><a href="#">Example of ideal school blueprint</a></p> <p><a href="#">Ideal School Blueprint Rubric</a></p> <p><a href="#">Reflection journals (daily exit tickets)</a></p>

<p>Day 2</p>	<p><i>Budget Analysis - Analyzing current school and network budgets</i></p>	<p>How does CPS and our school spend money using a student-based budget?</p> <p>How does the Chief of Schools and Principal spend money in our school/district? Students will develop a better understanding of CPS policy via student-based budgeting.</p>	<p><u>Lesson Steps:</u></p> <ol style="list-style-type: none"> <li>1. Analyze your school's and network's 2021-2022 budget, as well as Chicago Public Schools' \$7.7 billion annual budget.             <ol style="list-style-type: none"> <li>a. Understand how much school resources cost.</li> <li>b. Begin to prioritize their own school budgets based on their ideal school priorities from day one in comparison to actual budget lines.</li> </ol> </li> <li>2. Students write about their reactions and surprises after analyzing the school and <a href="#">Network 16</a> (neighboring schools) budget in their reflection journal.</li> <li>3. Analyze rubric for understanding of how they'll be graded during the unit.</li> </ol>	<p><i>Educator note: The following documents are inaccessible for the purposes of this unit. I encourage you to find these documents for your school:</i></p> <ul style="list-style-type: none"> <li>● Index: Explanation of budget items meaning</li> <li>● School budget at Gage Park High School (MTSS)</li> <li>● District Budget from Chief Hougard</li> </ul> <p>Exit Slip: <a href="#">Reflection journals</a></p> <p><a href="#">School Budget Proposal Presentation Rubric</a></p>
<p>Day 3</p>	<p><i>Covid-19 Relief and its Effect on Schools</i></p> <p><a href="#">Chicago Public Schools Stimulus Budget</a> (lesson Powerpoint)</p> <p><a href="#">11 questions about how the American Rescue Plan will affect schools, answered   Chalkbeat</a></p>	<p>How will the American Rescue Plan help schools during the pandemic?</p>	<p><u>Lesson Steps:</u></p> <ol style="list-style-type: none"> <li>1. Read <a href="#">Chalkbeat article</a> in order to analyze how school stimulus money can be used to improve our schools.</li> <li>2. In reflection journals, students write about their analysis of how American Rescue Plan money can help their school and help create their ideal school.</li> <li>3. Students develop priorities for their ideal</li> </ol>	<p><a href="#">Chicago Public Schools Stimulus Budget</a> (lesson Powerpoint)</p> <p><a href="#">Analyzing and Imagining the CPS Budget (Google Form Survey)</a></p> <p>Exit Slip: <a href="#">Reflection journals</a></p>

			<p>school.</p> <ol style="list-style-type: none"> <li>In groups, students create their class's top 3 priorities and share them with the class.</li> <li>Compare the list of priorities developed by each class with other classes.</li> <li>Analyze and imagine the CPS budget to identify the top 3 priorities in their ideal school.</li> </ol>	
Day 4	<p><i>Examining Model Budgets and Connecting Priorities</i></p> <p>Activities from <a href="#">Empowering students to shape pandemic budgets</a> (2021 Teacher Fellow unit)</p>	<p>How can students analyze and evaluate a model budget, in order to create their own budget based on their priorities?</p>	<p><u>Lesson Steps:</u></p> <ol style="list-style-type: none"> <li>Make a copy of the <a href="#">model budget</a> and create their own school budget using Google Sheets.</li> <li>Students prioritize their own school budgets based on their ideal school priorities.</li> <li>Students record their top school priorities based on their <i>My Budget Model</i> spreadsheet in their reflection journal as an exit slip.</li> </ol>	<p><a href="#">My Budget model spreadsheet</a> (from 2021 Teacher Fellow unit)</p> <p>Exit Slip: <a href="#">Reflection journals</a></p>
Day 5	<p>Same as above</p> <p><a href="#">Chicago Public Schools Stimulus Budget</a> (lesson Powerpoint)</p>	<p>How should CPS spend \$2 billion dollars in stimulus money?</p> <p>How can students imagine and decide how stimulus money is spent in Chicago Public Schools, including their own school?</p>	<p><u>Lesson Steps:</u></p> <ol style="list-style-type: none"> <li>Warm up activity: Have students wonder about how much money \$2 billion is and what they would do with it by using their imaginations.</li> <li>Review Mayor Lightfoot's budget and videos of aldermen critiquing her budget.</li> </ol>	<p><a href="#">Chicago Public Schools Stimulus Budget</a> (lesson Powerpoint)</p>

			<p><i>Education note: Spend time gathering the most recent videos / articles regarding this matter in your own community.</i></p> <ol style="list-style-type: none"> <li>a. Students consider how they can make their voices heard in the process of spending \$2 billion in CPS stimulus money.</li> <li>b. Students select a preferred form of advocacy.</li> <li>c. Students form teams to pool together their collective talents and interests to influence the CPS budget process.</li> </ol> <ol style="list-style-type: none"> <li>3. Students write an end-of-the-week exit slip in their reflection journal to record their ideas and understandings of finances from the lens of a school leader.</li> </ol>	<p><a href="#">School Budget Proposal Presentation Rubric</a></p> <p>Exit Slip: <a href="#">Reflection journals</a></p>
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Pacing	Focus theme / text(s) / resource(s) for today's lesson	Essential Questions	Lesson / Activities	Lesson Materials
<i>Week 2</i>				
Day 6	<i>The Implicit and Explicit Realities of School Budgets</i>	A budget should be a reflection of our values. What does it mean when we look in a mirror and don't see	<p><u>Lesson Steps:</u></p> <ol style="list-style-type: none"> <li>1. Analyze and discuss the meaning of quotes by Stacey Davis Gates and Adrienne Rich in</li> </ol>	Quote Analysis and Reflection Worksheet



	<p><a href="#">Adrienne Rich Quotes   Great Sayings</a></p>	<p>ourselves reflected back?</p>	<p>order to influence their budget priorities for their schools' budget.</p> <ol style="list-style-type: none"> <li>Students brainstorm and identify what items and/or initiatives their community and school should spend school budget money on based on cultural and economic needs.</li> <li>Students share responses to the following question : "What does it mean when we see our [school budget] and don't see [our cultural-specific] priorities reflected back?"</li> <li>Students write an exit slip in their journal to record their quote analysis reflections.</li> </ol>	<p>Exit Slip: <a href="#">Reflection journals</a></p>
<p>Day 7</p>	<p><i>Student Mental Health and Trauma</i></p> <p><a href="#">CPS Announces \$24M Plan to Address Student Trauma, Mental Health   WTTW</a></p> <p><a href="#">Chicago Public Schools Releases 'Healing-Centered Framework' a Multi-Year Plan to Address Trauma   CPS Press Release</a></p> <p><a href="#">A Better Chicago to grant \$7M targeting mental health for CPS students recovering from pandemic learning loss</a></p>	<p>How can we best address helping students with mental health and trauma?</p>	<p><u>Lesson Steps:</u></p> <ol style="list-style-type: none"> <li>Read and analyze 3 articles (from <a href="#">Window to the World</a>, <a href="#">Chicago Public Schools Press Release</a>, and <a href="#">Chicago Sun Times</a>).</li> <li>Identify the best ways to address students' mental health needs since the pandemic.</li> <li>Utilize the cite-explain (CE) note-taking strategy to cite and explain evidence from the articles using the Cite-Explain Graphic Organizer [.pdf] [.docx]</li> </ol>	<p>Cite-Explain Graphic Organizer , to take notes on the 3 articles</p>

<p>Day 8</p>	<p><i>Global Connections to Marginalized Students in Other Regions</i></p> <p>Puerto Rico: <a href="#">Puerto Rico and the Pandemic Through the Lens of Students</a></p>	<p>How have students in other countries been dealing with the stresses of pandemic life?</p> <p>How do students around the world compare when it comes to dealing with the challenges associated with the pandemic?</p> <p>How have students in <u>Puerto Rico</u> experienced challenges and mental health issues associated with the pandemic?</p>	<p><u>Lesson Steps:</u></p> <ol style="list-style-type: none"> <li>1. Describe parallels with students experiencing hardships in Puerto Rico while dealing with the pandemic, remote learning, and other life challenges.</li> <li>2. Analyze resources about youth in Puerto Rico.             <ol style="list-style-type: none"> <li>a. Read <a href="#">Puerto Rico: Then and Now</a>.</li> <li>b. Watch <a href="#">Students in Puerto Rico Yearn For In-Person Instruction</a>.</li> <li>c. Choose one of the resources to analyze and answer the essential question in journals.</li> </ol> </li> <li>3. Identify challenges and mental health issues that students experienced in Puerto Rico when reading <a href="#">A Pandemic, a Hurricane, and Earthquakes: How Much Can Puerto Rico's University Students Take?</a></li> <li>4. Write an exit slip in their reflection journal to compare their experiences during the pandemic and remote learning with students in Puerto Rico, focusing on challenges and mental health issues.</li> </ol>	<p><a href="#">Puerto Rico: Then and Now</a> (intro story)</p> <p><a href="#">Students in Puerto Rico Yearn For In-Person Instruction</a> (video)</p> <p><a href="#">A Pandemic, a Hurricane, and Earthquakes: How Much Can Puerto Rico's University Students Take?</a> (article)</p> <p>Exit Slip: <a href="#">Reflection journals</a></p>
<p>Day 9</p>	<p><i>Global Connections to Marginalized Students in Other Regions</i></p> <p>India: <a href="#">Societal Fallout of COVID-19</a></p>	<p>How have students in other countries been dealing with the stresses of pandemic life?</p> <p>How do students around the world compare when it comes to dealing with the challenges associated with the pandemic?</p>	<p><u>Lesson Steps:</u></p> <ol style="list-style-type: none"> <li>1. Identify parallels with students experiencing similar hardships in India while dealing with the pandemic, remote learning, and other life challenges.</li> <li>2. Choose one article from the project, <a href="#">Societal Fallout of COVID-19</a> to analyze.</li> </ol>	<p><a href="#">Societal Fallout of COVID-19</a> (students select one article from this project)</p> <p>Exit Slip: <a href="#">Reflection journals</a></p>

		How have students in <u>India</u> experienced challenges and mental health issues associated with the pandemic?	3. Write an exit slip in their reflection journal to compare their experiences during the pandemic and remote learning with students in India, focusing on challenges and mental health issues.	
Day 10	<p><i>Global Connections to Marginalized Students in Other Regions</i></p> <p>Kashmir:  <a href="#">Years out of School in Kashmir</a></p>	<p>How have students in other countries been dealing with the stresses of pandemic life?</p> <p>How do students around the world compare when it comes to dealing with the challenges associated with the pandemic?</p> <p>How have students in <u>Kashmir</u> experienced challenges and mental health issues associated with the pandemic?</p>	<p><u>Lesson Steps:</u></p> <ol style="list-style-type: none"> <li>1. Identify parallels with students experiencing similar hardships in Kashmir while dealing with the pandemic, remote learning, and other life challenges.</li> <li>2. Analyze the <a href="#">Years out of School in Kashmir</a> and listen to the audio story.</li> <li>3. Write an exit slip in their reflection journal to compare their experiences during the pandemic and remote learning with students in Kashmir, focusing on challenges and mental health issues.</li> </ol>	<p><a href="#">Years out of School in Kashmir</a> (intro text)</p> <p><a href="#">World in Progress: Missing out on Education in the Kashmir Region</a> (audio)</p> <p>Exit Slip: <a href="#">Reflection journals</a></p>

Pacing	Focus theme / text(s) / resource(s) for today's lesson	Essential Questions	Lesson / Activities	Lesson Materials
<i>Week 3</i>				
Day 11	<p><i>Writing Letters of Declaration</i></p> <p><a href="#">ChiRads Letter of Declaration</a></p> <p>Peer Workshop</p>	<p>What is a letter of declaration?</p> <p>How can a letter of declaration illustrate how to optimize what is best for students?</p>	<p><u>Lesson Steps:</u></p> <ol style="list-style-type: none"> <li>1. Students analyze the <a href="#">ChiRads Letter of Declaration</a> to use as an example for writing their own letters of declaration.</li> <li>2. Introduce the performance task: Students will work in groups of 3-4 to write a letter of declaration outlining how they would prioritize school funds to optimize students' overall mental, physical, and educational health.</li> </ol>	<p><a href="#">ChiRads Letter of Declaration</a></p>
Days 12, 13 and 14	<p><i>Creating School Budget Proposal Presentations</i></p> <p><a href="#">School Budget Proposal Presentation Rubric</a></p>	<p>How do you and your group envision and propose your ideal school budget?</p>	<p><u>Performance Task:</u></p> <p>Working in groups, students will create their school budget proposals on how they would prioritize school funds to optimize students' overall mental, physical, and educational health.</p>	<p>Copies of students' letters of declaration</p> <p><a href="#">School Budget Proposal Presentation Rubric</a></p>
Day 15	<p><i>Presenting School Budget Proposals</i></p> <p><a href="#">School Budget Proposal Presentation Rubric</a></p>	<p>How do you and your group envision and propose your ideal school budget?</p> <p>How do you evaluate your peers?</p>	<p><u>Lesson Steps:</u></p> <ol style="list-style-type: none"> <li>1. Present Performance Task: Students will present their school budget proposals via Google Slides presentations.</li> </ol>	<p>Computers, projects, slide clicker or laser pointer, Google slides</p> <p><a href="#">School Budget Proposal Presentation Rubric</a></p>

			2. Students will provide feedback to group presentations using a Jamboard.	
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