

**Guidelines and Format  
for Urban Dreams  
Core Literature Study Group  
Curriculum Unit Submission  
2002-2003**

**General Guidelines for Submission :**

- ❖ **Submit all materials on disk in a current version of MS Word**
- ❖ **Develop an essential or guiding question(s) that reflects a universally significant theme in your book.**
- ❖ **Be clear and understandable – avoid jargon.**
- ❖ **Include student work that is of high quality, but also include, or discuss, student work that illustrates some aspect of a particular skill or content issue you have tried to address in this work.**
- ❖ **Include all parts of the following format, clearly labeled with the title of each part.**

What the curriculum should include:

**Title and Author**  
**Grade level**  
**Length of unit**

**Overview of unit:** One or two paragraphs to orient the reader to the unit.

**Essential question(s):** What question(s) frames the main theme or idea you want students to explore and grapple with?

**Connection to standards:** Links to appropriate standards are on the Urban Dreams web site, [www.urbandreamsproject.org](http://www.urbandreamsproject.org)

- What reading and writing standards frame the series of lessons and assignments?
- What technology standards for students and teachers are addressed? (Links to the ISTE National Educational Technology Standards are on the website.)
- Please only include standards that are directly addressed by the unit/lesson plans (Short list)

**Technology:** How is technology integrated in your unit, lesson plan or preparation?

**Unit or lesson plan content:**

- What will students and teacher do? Include detailed lesson plans and calendar:
  - Activities
  - Assignments
  - Study Guides
  - Tests/assessments
  - Readings, suggested videos must be fully identified as to titles, date of publication/production, author/producer, publisher/production company
- Supports and structures for weaker readers and writers – What instructional strategies help weaker readers and writers gain and demonstrate understanding?

**Concluding assignment:** How will students demonstrate understanding of the issues and questions raised in the text and in the essential question? In this assignment students should demonstrate, through a piece of expository writing, how they have grappled with one of the ideas or issues raised in the text and in your classroom instruction. (Suggested concluding assignment-- Have students write an essay that directly responds to the essential question.)

**Evaluation:** Include a rubric that outlines how you evaluate student work.

**Student work:** Include student work that illustrates student learning throughout the unit and/or understanding of the unit's essential question, themes or concepts. Student work should be exemplary and be free of grammatical and spelling errors. If you wish to include work that illustrates process, i.e. drafts and critical thinking progress, it should be clearly identified as such. Student names must be removed and permission obtained from the student to post the material.

Please remember that if a student uses the Internet to obtain information and or graphics sources must be credited and that all legalities be observed.

**Teacher commentary and reflection:** Include some or all of the following:

- Rationale and discussion of approach – Why did you ask the essential question? Who are your students and how did

they influence both your approach to the content of the text and the instructional decisions you made as you developed lessons and materials?

- How did you evaluate the quality of student work?
- What worked? What didn't?
- Possible revisions
- What ideas do you have for differentiation for GATE and other special needs students?

**Resources used to develop lessons and activities:** List:

- Books
- Visuals
- Maps
- Reviews
- Websites
- Other