

# Sample Assignment #1

## Mini -Unit Modification

### ESL Across the Curriculum

"Before and after" mini-units

**Time to complete:** It will take approximately 10 hours to complete this assignment. Four hours of class time will be devoted to exploring the Curriculum Unit Planner in the computer lab. This assignment is connected to all the lesson modification activities completed in class before and after the practicum.

**Elements to include and steps to follow:** Decide for what grade level and subject(s), you will design your unit. If at all possible, design this unit with your practicum students in mind. In fact, find out from your associate what topics need to be explored in class during the practicum. Ask your associate if you might design a mini-unit lasting 3 or 4 hours to use during the practicum. If your associate is not comfortable with you doing this, simply design a mini-unit with your students in mind but do not experiment with it in class.

Write an introduction to your "before and after" mini-units including the context in which your mini-unit is to be used, a summary of the mini-unit, links to students' prior knowledge and additional notes to the user as appropriate. In the introduction to the "after" unit, highlight the nature of the changes made to the "before" unit.

For each subtask/activity in your before and after mini-unit include a short summary, expectations, teaching/learning strategies, grouping strategies, assessment strategies, and a list of resources needed.

#### **Make sure that**

- the subtasks are described clearly enough for another teacher be able to use.
- the adaptations/changes made to the "before" activities/subtasks have been related to the actual **language and language skills** required by students in order to complete each task described
- the adaptations/changes made to the "before" activities/subtasks reflect the principles of an **inclusive** curriculum
- the adaptations/changes made to the "before" activities/subtasks reflect the principles of **anti-racist education**
- the adaptations/changes made to the "before" assessment strategies reflect the principles of **fair assessment** in multicultural schools

- as many changes as possible have been made to the "before" teaching and assessment strategies to ensure that the "after" mini-unit as inclusive as possible of all learners

**ESL Across the Curriculum**  
**"Before and After" Mini-Units**  
**Evaluation Form**

Teacher candidate's name: \_\_\_\_\_

**Completeness**

Is there a brief introduction to and overview of the "before" mini-unit and to the "after" unit? Yes      No

Are there descriptions for subtasks equivalent to 3 or 4 hours of class time? Yes      No

*Does the description of each subtask include:*

A short summary? Yes      No

Expectations? Yes      No

Teaching/learning strategies? Yes      No

Grouping strategies? Yes      No

Assessment strategies? Yes      No

A list of resources needed? Yes      No

Copies of the handouts, texts and other resources to be given to the students Yes      No

**Quality**

- Do the brief introductions to the "before" and "after" mini-units provide an overall idea of the context in which the mini-units were implemented or are to be implemented? Yes      No
- Are the activities/subtasks in the "before" and "after" mini-units clearly described, that is would another teacher be able to use these descriptions to teach? Very Clear.....Not clear at all
- Are there both subject-specific and language related expectations for each "after" activity or subtask? Both types of expectations in every subtask/activity.....Only subject specific expectations in every subtask/activity
- Have some of the adaptations/changes made to the "before" activities/subtasks been related to the actual language and language skills

required by students in order to complete each task described? Many "language related" modifications ..... No "language related" modifications

- Do the adaptations/changes made to the "before" activities/subtasks reflect the principles of an inclusive curriculum? Very inclusive.....Not at all inclusive
- Do the adaptations/changes made to the "before" activities/subtasks reflect the principles of anti-racist education? Very anti-racist.....Not at all anti-racist
- Do the adaptations/changes made to the "before" assessment strategies reflect the principles of fair assessment in multicultural schools? Very fair assessment strategies.....Not at all fair assessment strategies
- Could additional changes to the "before" teaching and assessment strategies be made to make the "after" mini-unit more inclusive of all learners? The "after" unit is already very inclusive.....It could be more inclusive.

**Overall Impression:** The overall impression created by this assignment is:

C+    B-    B    B+    A-    A    A+