

UNISON FAMILY GUIDE 2022 - 2023

WHAT IS THIS GUIDE?

This guide will answer many of the questions you might have for the 2021 - 2022 school year. If you can't find your answer below, please refer to the end of this document for our email addresses!

HOW DO YOU USE THIS GUIDE?

Check out all the headings and sections under each heading, and you can either go to the page number for your questions - OR - you can click right on the section, and you will be redirected there.

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Section 1: FAQ and Tools for Families

What is an OSIS number?

- NYC DOE OSIS number is a nine-digit number that is issued to all students who attend a New York City public school. This serves as the student's ID number from K-12th grade. The number can be found on your report card. If you do not know the number, your advisor can help you find it!

What online sites do I need to be aware of that students use?

- We are a G-Suite School- Students use their Unison email address (firstname.lastname@UAUnisonschool.org) to access everything! We put a lot of our assignments in Google Classroom. Students will use google docs to write, Gmail to contact teachers, and more! All other websites are available through NYCDOE TeachHub. Your student's advisor will provide you information regarding which apps that we use.

What do I do if my student's device isn't working properly or is broken?

- If you have technology issues, please reach out to your child's advisor. We have a fantastic Tech Team at Unison ready to help; just inform your child's advisor of the issue, and we will take the next steps.

Where can I see my student's grades?

- Jupiter! (login.jupitered.com)
 - Students and parents may log in anytime to check grades and homework. Logging into Jupiter shows grades on all assignments, report cards, attendance, individual comments, missing assignments, and messages. All data is updated continuously.
 - If you have not yet logged in to Jupiter, please contact your Advisor or Ms. Lauren at lauren.stair@uaunisonschool.org to walk you through the process!

Metrocards

- We will be handing Metrocards out during the first week of school. If your child loses their card we have the option for only ONE replacement during the year. Please have your student speak with Ms. Arlette or Ms. Harriet in the main office for the replacement form.

Bussing

- If your child receives specialized transportation you can view specific information regarding the schedule and bus route by logging into your child's NYC Schools account at <https://mystudent.nyc/>. If you are having difficulty logging into the account, you can contact Parent Coordinator Arlette Williams at arlette.bwilliams@uaunisonschool.org. If you have any additional questions regarding bus services for your child, you may contact our Social Worker, Eric Berg at eric.berg@uaunisonschool.org.

Helpful Websites

Jupiter Ed- students grades, attendance and a way of contacting teachers

- <https://login.jupitered.com/>
 - How to sign into account: <https://login.jupitered.com/help/?studlogin>
 - Student/Parent login Video Tutorial: [Jupiter Help](#)

New York City School Account- forms for the DOE

- [NYC Schools Account](#)
 - How to sign into account: [NYCSA Account Set Up Guide for Parents](#)

COVID-19 Vaccine Portal- Where COVID-19 vaccine cards are uploaded

- <https://vaccine.schools.nyc/>

Lunch Form Portal- a NYCDOE form

- <https://www.myschoolapps.com/Home/PickDistrict>

DOE Student Accounts- an additional email account for students besides our @uaunisonschool.org

- [Home Learning Digital Learning DOE Student Accounts](#)

2022-2023 School Calendar

- [NYC Department of Education School Year Calendar 2022-2023](#)

Section 2: School Policies and Procedures

The Urban Assembly Unison School Student & Staff Responsibilities

- Be **COLLABORATIVE** by establishing positive relationships
- Be **APPRECIATIVE** by developing care and concern for all people and their identities
- Be **RESPONSIBLE** by handling situations constructively
- Be **ENGAGED** by actively making decisions that benefit you and your community
- Be **SELF-DETERMINED** by showing persistence in reaching personal and academic goals

Dress Code

- Outerwear
 - Sweatshirts and hoodies with appropriate images, language and designs are permitted to be worn
 - Jackets and coats to be taken off in class
- Tops
 - All tops are to reach waist length when hands are raised
 - Tops are to have straps and/or sleeves attached
 - Tops should be opaque
- Bottoms
 - Student bottoms are to be worn high enough on the waist to cover all undergarments.
 - Student bottoms are to be worn long enough to reach the mid-lower thigh.
 - Student bottoms should completely cover the waist to the mid-lower thigh
 - Decorative tears/ rips are to be worn below the lower thigh
- Footwear
 - Footwear must be worn at all times
 - Footwear should allow students to fully participate in physical activities in a safe manner
- Head Coverings
 - Flexible**

**Lessons and class discussions about the “etiquette” around the removal of head coverings in formal settings.

[NYC DOE Dress Code Guidelines:](#)



In order to maintain a positive, safe, and inclusive learning environment, DOE policy prohibits students from wearing clothing in school, on school buses, or during any DOE- or school-sponsored programs or activities that take place on or off school property, which contains language (including slurs), images, or references:

- which discriminate on the basis of race, color, creed, religion, religious practices, ethnicity, national origin, citizenship/immigration status, gender, gender identity, gender expression, sexual orientation, disability, or weight;
- to profanity, obscenity, nudity, or sexual acts;
- to threats of violence, injury or harm, or gang affiliation.

Attendance Policy

COVID-19

- If a student is at home due to quarantine or close contact, please notify the school as soon as possible by calling (718) 399 - 1061 or communicating directly with your student's advisor.
- To be marked present for the day, quarantined students must communicate with their advisor by email before 10 AM (in addition to families communicating with the school).

Illness and Staying Home Sick

- Students should stay home if they show any symptoms of COVID-19 or other illnesses and get tested for COVID-19.
- No matter the illness, please let your student's advisor and the school know that your student will be absent.
- Families please email unison@uaunisonschool.org to update the school about absences/lateness.

Recording Attendance

- For a student to be marked present, they are to arrive at school by 8:40 AM.
 - If a student is late, they are to sign in to the late book located in either the lobby or main office.
- Student attendance is recorded daily in Advisory by the Advisor online in Jupiter. This data is then transferred to official DOE attendance forms by 11 AM.
 - Guardians may sign up for Jupiter notifications of attendance.
 - If a student arrives late, Jupiter will be updated no later than noon that day.



- *Students who are bussed, if late, will be marked late in Jupiter for the school to keep tabs for OPT complaints; however, they will not be marked late in official DOE attendance keeping.

Cell Phone Policy

- All CELL PHONES will be turned off and put into a school-provided pouch for the entire day students are at school.
- Students who arrive at school late should sign in and then lock their phones in their YONDR Pouch with Ms.Arlette/Ms. Harriet/Ms.Lauren
- Any cell phone seen outside of the pouch during the school day will be immediately confiscated by the teacher and returned at the end of the day (a family member will be called and informed.)
- If a Student Support Team member has to intervene then the phone will be confiscated and will only be returned to a family member.
- If a pouch is left home or lost, the school will confiscate the phone for the day and a family member will be called and informed.
- Upon entry to advisory, Unison students are to place all cell phones and wireless headphones into a school-provided YONDR pouch.
- Students are not permitted to have cell phones or headphones on their person during the school day* if they are not properly locked in a YONDR pouch. Students are not permitted to use smartwatches to make calls or text during school hours.

*7th and 8th grade students will be permitted to have their cell phones during open lunch periods. At the end of open lunch, students must lock their cell phones back into their YONDR pouches until the end of the school day.

Yondr Pouches

- Yondr Pouches are where students will store their phone while in the school building.
 - As students enter the building, they will:
 - Turn their phone off.
 - Unlock their empty Yondr Pouch using an Unlocking Base at the Building Entrance(s).
 - Place their phone inside the pouch, securely close it and store it in their backpack.
 - End of the school day: As students exit the building at the end of the school day, they will:
 - Unlock their pouch using an Unlocking Base at a Building Exit(s).
 - Remove their phone from their pouch.
 - Securely close their empty pouch and place it in their backpack for the next day.



- All YONDR pouches will be labeled with the advisor name and a number
- Each student should be assigned a YONDR pouch number by their advisor
- At the beginning of advisory, advisors will give each student in their advisory their assigned YONDR pouch
- Advisors should ensure that student cell phones are locked in their YONDR pouches before students leave to go to the next period
- At the end of the school day, all advisors will go down to the dismissal spot of their grade team to collect YONDR pouches from their advisees
- 6th grade- auditorium exit
- 7th grade- Irving exit
- 8th grade- Gates exit

Food Policy

- Eating and drinking allowed only during designated times
- Water is permitted in clear containers or reusable water bottles.
- Keep all food and drinks in sealed containers, in book bags. Food will be eaten during designated lunch times and in designated lunch rooms.
- Water fountains will not be available. Bring your own water bottles filled!
- Patterned violations will result in a family meeting.
- We are a STRICT nut-free school.

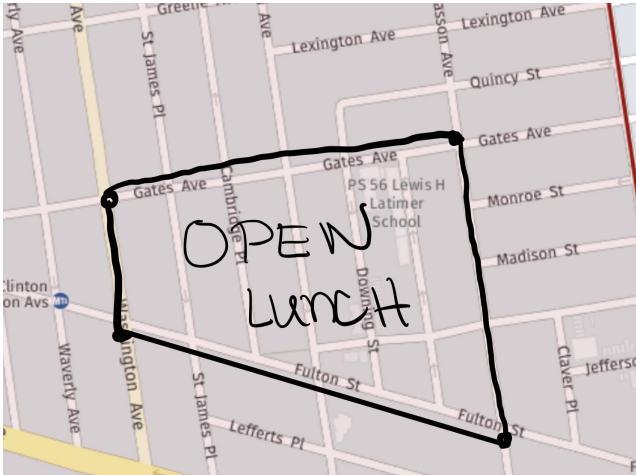
Open Lunch Policy- 8th Grade

- Students who participate in the Open Lunch Program are required to:
 - Comply with Unison dress code
 - Come to school on time
 - Exit the Gates Avenue doors in a responsible manner
 - Stay in groups of 2 at minimum
 - Behave responsibly & safely; following the DOE & Unison discipline codes and policies
 - Stay within the boundaries outlined in the below map
 - Return to Gates Avenue Campus, *no later* than 5 minutes prior to the start of Period 5 - 11:55 pm.
- Students who fail to comply with the Open Lunch Program Requirements may:
 - Have their Open Lunch Privilege revoked and parents contacted and/or
 - Be assigned further disciplinary action dependent on the violation.

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Section 3: Academics and Restorative Practices

Mastery Education

Description

- Mastery-based education is Unison’s educational approach to curriculum, instruction, and assessment. It means that:
 - All curriculum is planned to provide students progressive opportunities to learn, practice, and master concepts, ideas, and skills that get progressively harder and more complex as they move from one grade to the next. We call these concepts, ideas, and skills “Course Requirements”
 - All lessons are planned and delivered in a way that engages students in being the builders and creators of concepts and ideas (Course Requirements) through authentic resources, questions, and authentic problems. Students work independently and in groups.
 - All lessons are planned and delivered in a way that engages students in mastering skills (Course Requirements) by having them practice skills that are applied to real-life problems or real-life contexts.
 - Teachers provide students with feedback on their work (that is not graded) as they progress towards mastering Course Requirements. Students are given multiple opportunities to practice (or attempt) and receive feedback before being assessed for mastery.
 - Students have the opportunity to demonstrate mastery of Course Requirements in multiple ways.
 - Students are given multiple learning opportunities to master Course Requirements when they have not, even when the curricular focus shifts to new Course Requirements.
 - Mastery of Course Requirements is tracked (and shared with staff, students, and families in our grading system - Jupiter) and more important than completion of tasks. Mastery-based grading practices are more accurate, more bias resistant, and more motivating than traditional grading methods.
 - At Unison your child’s grades will reflect the highest level of mastery that they have demonstrated for each course requirement. This means that if your child scores low on any given assessment, that low score will not bring down their grade if they show mastery in another attempt or assessment.

Rationale

- Unison uses a Mastery-based approach to education for the following reasons:
 - Mastery grading can counteract implicit bias - grading by mastery is more equitable
 - Mastery education makes students active agents in their learning - they can be more self-determined as learners when they know clearly what they are attempting to learn and how to take steps to be more successful - this



- counteracts the “dependent learner” reinforcement that all too often happens to BIPOC students in schools
- Course Requirement development helps teachers to dig deeper into their content for a deeper and more precise understanding of content and skill goals in their curriculum
- Course Requirement development ensures vertical alignment of the curriculum so that students experience a progressively rigorous curriculum from one grade to the next
- Mastery education provides students with multiple opportunities to practice and receive non-evaluative feedback which ensures more students will master Course Requirements

Grading Policy

- We believe that our grading policy should be:
 - a. Accurate: Our grading accurately describes a student’s current level of mastery of content and/or skill.
 - b. Bias Resistant: Our grades are based on valid evidence of a student’s content & skill mastery, and not based on evidence that is likely to be influenced by a teacher’s implicit bias or reflect a student’s environment.
 - c. Motivating: Our grades motivate students to achieve academic success because of the transparency and support of student self-determination in their own learning. Every student knows their grade at any time and how to get the grade they want.
- How we’re implementing these policies:
 - Give students *multiple chances* to demonstrate mastery which will be 100% of their grade
 - Grades in Jupiter will reflect a student's highest level of mastery (take the highest score aligned to the FCR in Jupiter)
 - Information in Jupiter will illustrate a student’s progress along the way
 - All assignments are graded using a 4-point scale
 - Criteria should include Content and Skills based on the course requirements
 - Criteria should utilize a 4-point scale and have spaces for feedback, such as one “Glow” (strength) and one “Grow” (actionable next step).
 - In Jupiter, connect assignments to course requirements.
 - 100% of grades are based on level of mastery towards Annual Course Requirements
 - Teachers will maintain accurate and up-to-date records on Jupiter Grades, including maintenance with “/=Missing,” “NG=Not Graded,” “NX=no evidence,” And “EX=Excused.” designations all of which will have no weight on their grade.
 - Students self-reflect and self-assess whenever possible
 - Students have multiple chances to show mastery
 - Students will place at least one piece of evidence for each Annual Course Requirement into their portfolios.



- The pieces of evidence chosen will demonstrate growth and/or mastery and include a criteria-based score with feedback.
- Feedback is given so students can act on building their mastery in content & skills

Common Terms & Definitions

- *Course Requirement*
 - *Annual Course Requirements (ACR)* - describes the level of understanding of the specific skill that the students will master by June in the course. These are crafted directly from NYS Standards and are done so to create transparency, clarity, and cohesion for teachers, students, and families. At the most developed level, there will be prioritized ACRs that weigh the most in a student's total course grade. Note about math - most of the CRs in math are just ACRs that are specified enough and do not span across multiple Marking Periods.
 - *Focus Course Requirement (FCR)* - describes the specific focus within an Annual Course Requirement for ONE quarter/marketing period when that ACR spans across multiple marking periods. The Focus Course Requirement helps to provide students with a specific focus for their learning and so they can receive targeted feedback each quarter as students progress towards mastering the Annual Course Requirements. Some Annual Course Requirements will not have Focus Course Requirements. And some might have repetitive FCRs. Some FCRs will "layer" so as to reinforce the FCRs that were already mastered in a previous marking period.



Jupiter Grades, Mastery, and what does it mean for report cards

- As students work towards mastery of annual course requirements, their progress will be documented in Jupiter, and progress reports will be shared. Twice a year, students will receive an official report card that will be available in your child’s NYSCA account. The table below is used to show the alignment between what you and your child will see on graded work, Jupiter grades, and the report card. Only the numerical grades from Marking Period 5 at the end of the school year will be reflected on the student's official transcript that will be used for the high school process.

Jupiter MP Average Grade	Level of Unison Course Requirement Mastery	Mid-Year & Marking Period 5 Grades in STARS
4	Exceeding Unison Course Requirements	100
3.5		95
3	Mastering Unison Course Requirements	90
2.5		80
2	Approaching Unison Course Requirements	75
1.5		70
1	Not Yet Mastering Unison Course Requirements	65
NX/55 *awaiting guidance from DOE re: NX	Insufficient/No Evidence of Course Requirements	NX/55 *awaiting guidance from DOE re: NX

Promotion Criteria

THE URBAN ASSEMBLY UNISON SCHOOL PROMOTIONAL CRITERIA				
Mastery of Course Requirements - Evidence	November Benchmark	January Benchmark	March Benchmark	JUNE MUST HAVE:
	Evidence of Mastering ALL the Focus Course Requirements for Q1	Evidence of Mastering ALL the Focus Course Requirements for Q1 and Q2	Evidence of Mastering ALL the Focus Course Requirements for Q1, Q2 and Q3	Evidence of Mastering 75% of all Annual Course Requirements
	Portfolios filled with: <ul style="list-style-type: none"> • Tasks showing mastery • Projects showing mastery • Assessments showing mastery 	Portfolios filled with: <ul style="list-style-type: none"> • Tasks showing mastery • Projects showing mastery • Assessments showing mastery 	Portfolios filled with: <ul style="list-style-type: none"> • Tasks showing mastery • Projects showing mastery • Assessments showing mastery 	
Social Emotional Learning	<ul style="list-style-type: none"> • CARES conferences <ul style="list-style-type: none"> ○ Students will self-reflect on the CARES indicators (collaborative, appreciative, responsible, engaged and self-determined) and rate themselves on the 3-point scale (see below), to identify specific examples of demonstrating CARES as well as setting goals for pushing themselves forward as leaders and citizens: <ul style="list-style-type: none"> ■ Exceeding ■ Meeting ■ Approaching ○ Advisors will also reflect on the CARES indicators to discuss during the conference ○ Advisors will take both their and the student’s responses to create a student/family-facing SEL report that will go into the SEL folder within the portfolio. 			



Assessments

WHY:

- Unison CARES deeply about each and every child and seeks to provide individualized support for all students so that every child's potential is unleashed.

HOW:

- We look at student work closely and provide feedback on student work to help students progress. We assess students daily by listening to their thinking, looking at their work and meeting with them 1:1.
- Primary Screeners (MAP Assessments) for ALL students to compare students' reading/math levels to national averages for their grade level
- Secondary Screeners for select students to determine more precisely the specific skills in reading, writing, and/or math they need additional practice with and to assign appropriate skill-based interventions

WHEN:

- MAP Assessments: Administered in small groups between 09/21/11 - 09/22/22
- Secondary Screeners: Administered in small groups for those that show a need based on the first round of MAP data

Annual Course Requirements- 6th Grade

6th Grade Social Studies Annual Course Requirements	
1	Studies relevant historical eras using artifacts, images, primary sources, maps (topographical, political, natural resources) in order to Identify, effectively select, and analyze different forms of evidence that support multiple claims about that historical era.
2	Recognize arguments on specific social studies topics and identify evidence supporting the argument. Examine arguments related to a specific social studies topic from multiple perspectives.
3	Using multiple sources, Categorize and evaluate divergent perspectives on an individual historical event.
4	Students study the cause and effect relationships of how geography impacts the development of civilizations past and present. In addition to exploring the similarities and differences of civilizations that span over multiple time periods.
5	Recognize that boundaries and definitions of location are historically constructed.
6	Demonstrate respect for the rights of others in discussions, regardless of whether one agrees with the other viewpoint.
7	In writing or through verbal discussions students will analyze the positive and negative effects of geography on the development of the Eastern Hemisphere.
8	Explore how river valley civilizations adapted to and modified their environments to meet their basic needs of food, clothing, and shelter.
9	In writing or through verbal discussions students can provide evidence to support how power, wealth, and religion influence change and development.
10	Make a historical claim and support it with evidence to evaluate whether a civilization can be considered a Golden Age civilization.



6th Grade ELA Annual Course Requirements	
1	Determine a theme of a literary text and how it is developed by key supporting details over the course of a text; summarize a text.
2	Determine a central idea of a non-fiction text and analyze its development over the course of the text; summarize a text
3	Cite textual evidence to support an analysis of what the text says explicitly/implicitly and make logical inferences.
4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies
5	6th graders will write pieces with clear intentions for what the piece of writing needs to do and which text types and tools are needed in order to accomplish that purpose with support MP 1: Narrative Writing MP 2: Literary Analysis MP 3: Informative Writing MP 4: Argument Writing

6th Grade Math Annual Course Requirements	
1	Solve ratio, rate, and percent problems using math strategies like double number lines, tape diagrams, or ratio tables.
2	Operate with positive rational numbers (all the rules of adding, subtracting, multiplying and dividing) using the order of operations including exponents.
3	Understand solving as a process of answering a question: Which values, if any, make the equation or inequality true?
4	Solve 1-step equations and inequalities to solve real life, mathematical, and geometric problems



5	Write and evaluate expressions with variables to model real life or geometric problems.
6	Solve problems efficiently using math strategies such as combining like terms and distributing to create equivalent expressions.
7	Locate rational numbers as a point on the number line and locate coordinates on a coordinate plane.
8	Describe and summarize numerical data sets (displayed in histograms, bar graphs, tables of frequency, and box plots) by identifying clusters, peaks, gaps, and symmetry
9	Analyze data by calculating measures of center and variability (mean, median, and range)

6th Grade Science Annual Course Requirements	
1	I can interpret and analyze data from different 6th grade-level sources (bar graph, data tables) to use as evidence to support a claim.
2	I can construct an explanation that includes a claim, data from a single source, and science reasoning.
3	I can ask relevant questions that will serve to more closely understand a problem.
4	I can use a model (diagram or simulation) to describe science concepts.
5	I can follow a multi-step procedure to gather data to answer a question
6	I can obtain information that is relevant to answering my questions or solving my problem from various sources (texts, Sims, diagrams), determine the relevance of information, and share my findings with others. PRACTICE ONLY, NOT ASSESSED
7	I can explain how human energy can be captured, stored, then converted and transferred to power a device.
8	I can describe the effect a change in a biotic or abiotic factor can have on populations within an ecosystem

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9	I can describe the impact of human activities on Earth's atmosphere and the effect of changes in concentrations of greenhouse gases on global average temperatures
10	I can describe the effect of various factors that influence the severity of a rainstorm.

Annual Course Requirements- 7th Grade

7th Grade Social Studies Annual Course Requirements	
CR #1	Studies a relevant historical event using images, primary sources(journals, letters, legal documents), & secondary sources (charts maps- political movement, natural resources, population, compare maps, charts graphs) in order to identify, select, and evaluate evidence from diverse sources that support the multiple claims about that historical era .
CR #2	Recognize an argument and identify supporting evidence related to a specific social studies topic. Examine arguments related to a specific social studies topic from multiple perspectives; recognize that the perspective of the argument's author shapes the selection of evidence used to support it.
CR #3	Using multiple sources, identify and categorize multiple perspectives of a given historical experience
CR #4	Identify and analyze the relationship between multiple causes and multiple effects. Identify how events are related chronologically to one another in time and how it impacts the present.
CR #5	Describe the role geography has played in the development and expansion of economic and labor systems during a historical time period.
CR #6	Demonstrate respect for the rights of others in discussions; respectfully disagree with other viewpoints. Use techniques and strategies to be an active and engaged member of class discussions of fellow classmates' views and statements, with teacher support.
CR #7	In writing or through verbal discussions students will be able to demonstrate an accurate understanding of the era of colonization.
CR #8	In writing or through verbal discussions students will be able to demonstrate an accurate understanding of the era of the American Revolution
CR #9	In writing or through verbal discussions students will be able to demonstrate an accurate understanding of the era of an newly independent democratic nation
CR #10	In writing or through verbal discussions students will be able to demonstrate an accurate understanding of the era of Settler colonization.

7th Grade ELA Annual Course Requirements

CR #1	Determine a theme of a literary text and analyze its development over the course of the text; summarize a text.
CR #2	Determine a central idea of a non-fiction text and analyze its development over the course of the text; summarize a text.
CR #3	Cite textual evidence to support an analysis of what the text says explicitly/implicitly and make logical inferences.
CR #4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.
CR #5	Take pieces of writing through the writing process independently and effectively.

7th Grade Math Annual Course Requirements

CR #1	I can solve problems with the understanding that proportionality can be modeled in tables, graphs, equations, and diagrams that all show a constant rate of change.
CR #2	I can solve ratio, rate, and percent problems using math strategies like equivalent ratios, equations, graphs, or ratio tables in order to determine proportionality.
CR #3	I can operate with integers and rational numbers (I know all the rules of adding, subtracting, multiplying and dividing).
CR #4	I can solve problems efficiently using math strategies such as combining like terms, factoring, and distributing integers and rational numbers to create equivalent expressions.
CR #5	I can solve multistep equations and inequalities to solve real life, mathematical, and geometric problems.
CR #6	I can analyze data and draw a conclusion from different data displays (including tables, graphs, equations, ordered pairs, coordinate points, etc).
CR #7	I understand and can use data displays (samples, dot plots, histograms, box plots) to compare populations.



CR #8	I can determine the probabilities of single-step and multi-step events.
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7th Grade Science Annual Course Requirements	
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CR #1	I can interpret and analyze data from multiple 7th grade-level sources (line graphs, data tables) to make a claim.
CR #2	I can construct a scientific explanation that includes a claim supported by data from multiple sources and science reasoning.
CR #3	I can ask relevant questions that will lead to gathering more data to solve a problem.
CR #4	I can use a model to generate data to describe and test science concepts.
CR #5	I can follow a multi-step procedure to gather data to answer a question.
CR #6	I can obtain relevant information from multiple informational sources (texts, videos, diagrams) and use information to summarize science concepts in my own words.
CR #7	I can explain how body systems work together to provide the human body with what it needs to stay alive.
CR #8	I can explain how the behavior and arrangement of atoms are related to the type of substance and its state of matter.
CR #9	I can explain how the movement of Earth's tectonic plates result in different types of geological activity.



Annual Course Requirements- 8th Grade

8th Grade Social Studies Annual Course Requirements	
CR #1	Studies a relevant historical event or era using images, primary sources(images, primary sources (journals, letters, legal documents), & secondary sources (charts maps- political movement, natural resources, population, compare maps, charts graphs, editorials and political cartoons) in order to understand and evaluate the multiple claims about that historical event and eras.
CR #2	Develop a claim that is similar to commonly held or counterclaim <i>that includes accurate and clear historic information and evidence.</i>
CR #3	Using multiple sources, <i>identify and compare multiple perspectives</i> of a given historical experience
CR #4	Identify and explain causes leading to an historical event and analyze their affects both short term and long term within a historical event and across time periods.
CR #5	Describe the role geography has played in the development and expansion of economic and labor systems during a historical time period.
CR #6	Engage in evidence based discussions debates and community action projects.
CR #7	In writing or through verbal discussions students will be able to demonstrate an accurate understanding of the era of Racial Slavery & its legacies. In writing or through verbal discussions students will be able to demonstrate an accurate understanding of the era of the Civil War.
CR #8	In writing or through verbal discussions students will be able to demonstrate an accurate understanding of the era of Reconstruction. In writing or through verbal discussions students will be able to demonstrate an accurate understanding of the era of the Industrial Revolution & the Progressive Era.
CR #9	In writing or through verbal discussions students will be able to demonstrate an accurate understanding of the era of American Imperialism & its legacies
CR #10	In writing or through verbal discussions students will be able to demonstrate an accurate understanding of the era of WWI. In writing or through verbal discussions students will be able to demonstrate an accurate understanding of the era of WWII & Post War America.



8th Grade ELA Annual Course Requirements

CR #1	Determine one or more themes of literary text and analyze their development over the course of the text; summarize a text.
CR #2	Determine one or more central ideas of a non-fiction text and analyze their development over the course of the text; summarize a text.
CR #3	Cite textual evidence to strongly support an analysis of what the text says explicitly/implicitly and make logical inferences.
CR #4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.

8th Grade Math Annual Course Requirements

CR #1	Understand when shapes in the plane are the same or similar.
CR #2	Express linear relationships with equations, tables, and graphs.
CR #3	Understand solving both abstractly and in context.
CR #4	Use mathematics to create models.
CR #5	Apply linear relationships and functions to data with variability.
CR #6	Be precise with values, units, and symbols.
CR #7	Identify and explain functional relationships.
CR #8	Compute distance on the plane with the Pythagorean Theorem.
CR #9	Locate real numbers on the number line and in the coordinate plane.
CR #10	Understand properties of integer exponents.



8th Grade Science Annual Course Requirements

CR #1	I can gather, analyze and compare data from multiple 8th grade-level sources (multi variable line graphs, bar graphs, data tables) to make a claim.
CR #2	I can construct an explanation that includes a claim supported by data from multiple sources, science reasoning, and a counterclaim.
CR #3	I can ask relevant and testable questions that will lead to gathering more data to solve a problem.
CR #4	I can create a model to generate data to test and prove science concepts.
CR #5	I can follow a multi-step procedure to gather data to answer a question.
CR #6	I can obtain relevant information from multiple sources (lectures, texts, videos, simulations) to help answer a given question.
CR #7	I can explain the relationship between force, change in velocity, and mass.

Restorative Practices

What are Restorative Practices?

- Restorative Practices are ways of proactively developing relationships and community, as well as repairing community when harm is done. After conflict or harm, Restorative Practices provide a way of thinking about, talking about, and responding to issues and problems by involving all participants to discuss their feelings and opinions, identify what happened, describe how it affected everyone, and find solutions to make things better. Rather than a separate program, Restorative Practices are underlying mindsets, practices, and simply “how we do business” in schools. When successfully integrated throughout the school culture and climate, Restorative Practices create safe and productive learning spaces where students develop social and emotional skills and strong relationships with peers and adults. (Adapted from Chicago Public Schools)

Role of Restorative Practices in the Supportive Environment

- Schools are a microcosm of the world. Oftentimes students, particularly those that are Black and Brown, have experienced harm from the outside world and from previous schooling experiences. At the center of Unison’s Supportive Environment Framework are students who are thriving, affirmed, respected, and loved. Unison sees itself as a place where students experience restoration of harm that they may have experienced from the larger system. Through Restorative Practices, such as community building and relationship building, students begin to feel a sense of belonging while also feeling a responsibility to and for their communities.
- Restorative Practices help to reinforce SEL skills such as self and social awareness, personal responsibility, relationship skills, active listening, empathy, understanding the perspectives of others, effective communication, and conflict resolution.

Having a Restorative Mindset

- A restorative mindset describes how a person understands community and one’s role in the community. The values and concepts that underlie a restorative mindset include:
 - a. Relationships and trust are at the center of community
 - b. All members of the community are responsible to and for each other
 - c. Multiple perspectives are welcomed and all voices are equally important
 - d. Healing is a process essential to restoring community
 - e. Those that cause harm to the community should be held accountable for and take an active role in repairing harm
 - f. Conflict is resolved through honest dialogue and collaborative problem-solving that addresses the root cause and the needs of those involved

What do Restorative Practices look like at Unison?

1. A Restorative Community (tier 1)
 - A restorative school community focuses on building a strong sense of community and positive relationships among all stakeholders. In a restorative environment, all community members feel safe and welcome, and adults support students in developing social and emotional skills.
 - Practices that support Tier 1: Restorative Mindsets, Restorative Language, Talking Circles, Restorative Conversations
2. Repairing relationships (tier 2)
 - Repairing harm- After harm or conflict, restorative responses address the root cause of the problem, promote healing, and ensure that students are held accountable and take ownership over the process of repairing harm.
 - Practices that support Tier 2: Restorative Conversations, Peer Peer Mediation, Peace Circles, Skill-Building Alternatives to Suspension
3. Re-entry to the community (tier 3)
 - In the most serious incidents of harm or conflict, restorative practices ensure that students who have been removed from the classroom/school are welcomed back to the community. When needed, intensive one-on-one interventions promote healing.
 - Practices that support Tier 3: Re-entry Procedures Restorative Conferencing.

Section 4: High School Application Process

Overview

- All Unison 8th graders receive specialized support in applying to high schools from their Advisors. The Advisory class includes lessons on how to read the High School Directory, how to set up the MySchools account, and how to make wise decisions about high schools of interest. The Advisors work closely with families and students to ensure that this process goes smoothly.

Timeline

- Spring of 7th Grade - 7th graders visit high schools in 7th grade to begin to think about high school choices
- Fall of 8th Grade - Advisors begin lessons on the High School Application process during Advisory
- September - October - Students can register for the Specialized High School Test (SHSAT) in MySchools. Principal Emily Paige works with Advisors to ensure all students who are interested in registering are able to register.
- SHSAT tutoring provided by IVY Tutors will be available to 8th graders on Tuesdays and Thursdays afterschool
- *Typically*, applications are due by early December.

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DOE High School Support

- <https://www.schools.nyc.gov/enrollment/enroll-grade-by-grade/high-school>

Online High School Guidebook

- [High Schools](#)

Enrolling By Grade

- [Home Enrollment Enroll Grade by Grade](#)

Section 5: COVID-19

Is my student required to wear a mask?

- Students, regardless of vaccination status, are required to wear a mask when:
 - Returning to school on the sixth day after testing positive for COVID-19, through day 10 after symptom onset or date of positive test, whichever is earlier, including when traveling on a school bus.
 - Entering the school medical room, nurse's office, or school-based health center.
 - Exhibiting symptoms of COVID-19 at school.
- Students, regardless of vaccination status, are strongly recommended to wear a mask:
 - When they were exposed to someone with COVID-19, whether the exposure occurred in school or outside of school. The person should wear a mask for 10 days after their last day of exposure and get tested at least 24 hours apart on day 4 and day 5 of their exposure.
 - When they are moderately-to-severely immunocompromised, and masking is recommended by their healthcare provider.
 - In crowded indoor settings
- Face coverings are strongly recommended to be worn when indoors. Masks will be made available at the school for all those who need/want them.

What do I do if my student(s) has COVID symptoms or potentially has a positive COVID Test?

- Take them immediately to get tested. Testing is free in NYC. Also call the main office of the school (718-399-1061) and let us know the child's name and the symptoms they are experiencing. Then, please keep your child at home as per doctor's orders.
- Students who test positive for COVID-19 must isolate for 5 days and can return to school on day 6 if they have no symptoms or symptoms are improving. They must wear a mask until day 10 after symptom onset or date of positive test, whichever is earlier.

What if my child begins to show COVID symptoms at school?

- Students who are at school and show symptoms of COVID-19 will be evaluated by a nurse or health care professional. The nurse or health professional will evaluate the student for symptoms of COVID-19, such as fever, cough, shortness of breath, sore throat, lack of sense of taste or smell, and other symptoms. A family member or guardian will be contacted by a staff member and asked to pick up the ill student. Upon pick up, the nurse/health professional and/or

school staff will provide a home test or advise the family to visit a doctor and get the student tested for COVID-19.

What if there is a positive case at Unison?

- All families, when there is a positive case, will be notified immediately.

What should I do if my child was exposed to someone with COVID-19?

- Students who are exposed to COVID-19 should get tested.
- Exposed individuals should receive home tests from their school and take two tests, at least 24 hours apart on day 4 and day 5 of their exposure. All exposed individuals should monitor for fever and other COVID-19 symptoms for 10 days after their exposure. If symptoms begin, they should not attend school and should isolate and get tested for COVID-19 again right away.

Where can I take my student to be tested?

- DOE students in grades 3k through 12 receive priority testing at 22 Health and Hospital (H+H) testing sites. DOE students are not required to bring a student ID or proof of enrollment. Parents and guardians of students are encouraged to bring their insurance card, but with or without an insurance card, there is no cost for students to get tested.
- Full List of Testing Sites: [COVID-19 Testing - Coronavirus](#), or [COVID-19 Testing Sites](#)
- Local testing sites:
 - **NYC Health + Hospitals/Gotham Health, Cumberland**
 - 100 North Portland Avenue
 - Brooklyn, New York 11205
 - 844-NYC-4NYC
 - COVID-19 Testing and Antibody Testing Offered Here
 - Monday – Friday, 9 a.m. – 3:30 p.m.
 - **First Response Urgent Care**
 - 979 FULTON STREET, BROOKLYN, NY 11238
 - **CITYMD Bed- Stuy**
 - 1243 Fulton Street, Brooklyn, NY 11216
 - **GoHealth/ Northwell Health Urgent Care Park Slope**
 - 365 Flatbush Ave, Brooklyn, NY 11238
 - **NYC Health + Hospitals/Gotham Health, East New York**
 - 2094 Pitkin Avenue
 - Brooklyn, New York 11207
 - 844-NYC-4NYC

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- COVID-19 Testing and Antibody Testing Offered Here
- Monday – Friday, 8 a.m. – 3 p.m.
- **NYC Health + Hospitals/Kings County**
 - T-Building, Room T-110 1st floor (Corner of Clarkson Avenue & New York Avenue)
 - 451 Clarkson Avenue
 - Brooklyn, New York 11203
 - 718-245-3131
 - Monday – Friday, 8 a.m. – 4:30 p.m.
 - Saturday : 8 a.m – 3 p.m
 - Sunday: closed
 - COVID-19 Testing and Antibody Testing Offered Here

Section 6: School Contacts

If you have any additional questions, please feel free to reach out to the following:

Principal	Emily Paige	emily.paige@uaunisonschool.org
Assistant Principal	Ebony Ford	ebony.ford@uaunisonschool.org
School Secretary	Harriet Harrison	harriet.harrison@uaunisonschool.org
Parent Coordinator	Arlette Williams	arlette.bwilliams@uaunisonschool.org
Community School Director	Lauren Stair	lauren.stair@uaunisonschool.org
Social Worker	Eric Berg	eric.berg@uaunisonschool.org
Guidance Counselor		
Student Life Coordinator		
Technology Coordinator	Kevin Pineros	Kevin.Pineros@uaunisonschool.org
Speech & Language Specialist	Nargiza Yunusova	nargiza.yunusova@uaunisonschool.org
Language Acquisition Specialist	Johanna Josaphat	johanna.josaphat@uaunisonschool.org
6th ELA	Sabina McNamara	sabina.mcnamara@uaunisonschool.org
6th Grade Humanities Special Ed	Pasha Griffin	pasha.griffin@uaunisonschool.org
6th Grade STEM Special Ed	Karl Eden	karl.eden@uaunisonschool.org
6th Math	Melissa Labozzetta	melissa.labozzetta@uaunisonschool.org
6th Science	Daana Archer	daana.archer@uaunisonschool.org
6th Social Studies	Dionne Nedderman	dionne.nedderman@uaunisonschool.org
7th ELA	Nanda Fogle	nanda.fogle@uaunisonschool.org
7th Grade Humanities Special Ed	Najee Daniels	najee.daniels@uaunisonschool.org
7th Grade STEM Special Ed	Teauna Frazier	teauna.frazier@uaunisonschool.org
7th Math	Kate Rozycki	kate.rozycki@uaunisonschool.org
7th Science	Meena Miller	meena.miller@uaunisonschool.org
7th Social Studies	Andrew Bachman	andrew.bachman@uaunisonschool.org
8th ELA	Ryan Mack	ryan.mack@uaunisonschool.org
8th Grade Humanities Special Ed	Zebulon Alexander	zebulon.alexander@uaunisonschool.org

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Where everyone has a seat at the table

8th Grade STEM Special Ed	Teauna Frazier	teauna.frazier@uaunisonschool.org
8th Math	Sara Carota	sara.carota@uaunisonschool.org
8th Science	Matthew Friedland	matthew.friedland@uaunisonschool.org
8th Social Studies	Rosie Orenge	rosie.orengo@uaunisonschool.org