

# Unit Title: A World Without Borders

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## BASED ON A CURRICULUM OVERVIEW SAMPLE AUTHORED BY

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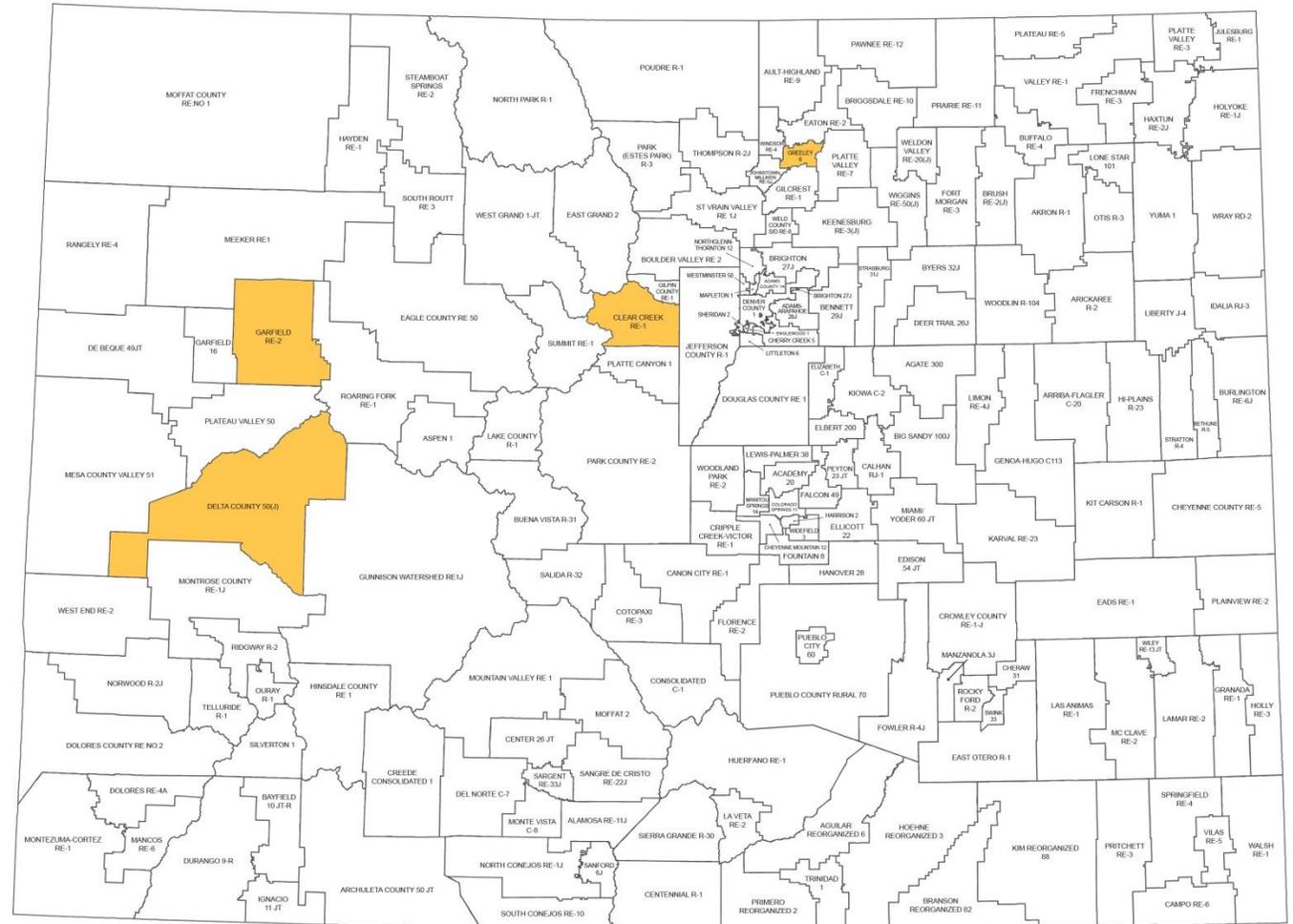
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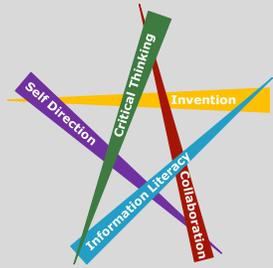


*This unit was authored by a team of Colorado educators. The template provided one example of unit design that enabled teacher-authors to organize possible learning experiences, resources, differentiation, and assessments. The unit is intended to support teachers, schools, and districts as they make their own local decisions around the best instructional plans and practices for all students.*

**Colorado Teacher-Authored Sample Instructional Unit**

<b>Content Area</b>	Reading, Writing, and Communicating	<b>Grade Level</b>	8 <sup>th</sup> Grade
<b>Course Name/Course Code</b>			
<b>Standard</b>	<b>Grade Level Expectations (GLE)</b>	<b>GLE Code</b>	
1. Oral Expression and Listening	1. Communication skills and interviewing techniques are required to gather information and to develop and deliver oral presentations	RWC10-GR.8-S.1-GLE.1	
	2. A variety of response strategies clarifies meaning or messages	RWC10-GR.8-S.1-GLE.2	
2. Reading for All Purposes	1. Quality comprehension and interpretation of literary texts demand self-monitoring and self-assessment	RWC10-GR.8-S.2-GLE.1	
	2. Quality comprehension and interpretation of informational and persuasive texts demand monitoring and self-assessment	RWC10-GR.8-S.2-GLE.2	
	3. Context, grammar, and word choice influence the understanding of literary, persuasive, and informational texts	RWC10-GR.8-S.2-GLE.3	
3. Writing and Composition	1. Stylistic devices and descriptive details in literary and narrative texts are organized for a variety of audiences and purposes and evaluated for quality	RWC10-GR.8-S.3-GLE.1	
	2. Ideas and supporting details in informational and persuasive texts are organized for a variety of audiences and purposes and evaluated for quality	RWC10-GR.8-S.3-GLE.2	
	3. Editing writing for grammar, usage, mechanics, and clarity is an essential trait of a well-written document	RWC10-GR.8-S.3-GLE.3	
4. Research and Reasoning	1. Individual research projects begin with information obtained from a variety of sources, and is organized, documented, and presented using logical procedures	RWC10-GR.8-S.4-GLE.1	
	2. Common fallacies and errors occur in reasoning	RWC10-GR.8-S.4-GLE.2	
	3. Quality reasoning relies on supporting evidence in media	RWC10-GR.8-S.4-GLE.3	

**Colorado 21<sup>st</sup> Century Skills**



**Critical Thinking and Reasoning:** *Thinking Deeply, Thinking Differently*

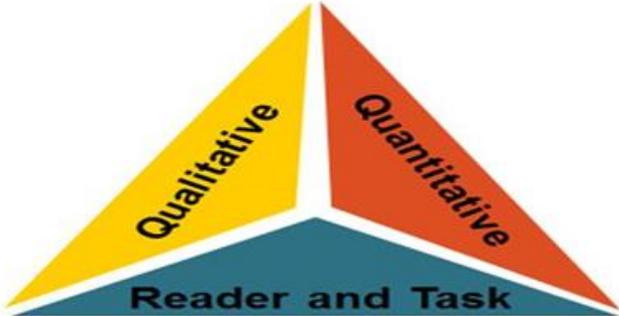
**Information Literacy:** *Untangling the Web*

**Collaboration:** *Working Together, Learning Together*

**Self-Direction:** *Own Your Learning*

**Invention:** *Creating Solutions*

**Text Complexity**



<b>Unit Titles</b>	<b>Length of Unit/Contact Hours</b>	<b>Unit Number/Sequence</b>
A World Without Borders	9 weeks	4

**Colorado Teacher-Authored Sample Instructional Unit**

<b>Unit Title</b>	A World Without Borders		<b>Length of Unit</b>	9 weeks
<b>Focusing Lens(es)</b>	Diversity	<b>Standards and Grade Level Expectations Addressed in this Unit</b>	RWC10-GR.8-S.1-GLE.1 RWC10-GR.8-S.2-GLE.1 RWC10-GR.8-S.2-GLE.2 RWC10-GR.8-S.2-GLE.3	RWC10-GR.8-S.3-GLE.2 RWC10-GR.8-S.3-GLE.3 RWC10-GR.8-S.4-GLE.1 RWC10-GR.8-S.4-GLE.3
<b>Inquiry Questions (Engaging-Debatable):</b>	<ul style="list-style-type: none"> <li>How does the changing diversity of a nation impact how that nation views citizenship? (RWC10-GR.8-S.4-GLE 1)</li> <li>How does research of the past influence our perspective of today?</li> </ul>			
<b>Unit Strands</b>	Oral Expression and Listening, Reading for all Purposes, Writing and Composition, Research and Reasoning			
<b>Concepts</b>	<b>In content:</b>	<b>In reading:</b>	<b>In writing:</b>	
	identity, inner conflict, citizenship, relationships, system, perspective, interaction, tolerance, arguments, claims	summary, research, reflect, implication, inference, allusions	communication, speech, discussion, questioning, justification, presentation, verbal, non-verbal, research	

<b>Generalizations</b> My students will <b>Understand</b> that...	<b>Guiding Questions</b>	
	<b>Factual</b>	<b>Conceptual</b>
Tolerance, understanding and respect for diverse perspectives helps meaningful relationships emerge amongst individuals (RWC10-GR.8-S.2-GLE.1-RA.1).	What is a global society? What is tolerance?	Do we need tolerance? Why or why not? How do our actions affect each other?
Relevant arguments and claims in research projects communicate a writer’s position and inform the intended audience (RWC10-GR.8-S.4-GLE.1-EO.b.i-iii).	What does it mean to be relevant? What is the structure of a research project? What is a valid source? (RWC10-GR.8-S.4-GLE.1-IQ.1) What is the difference between a primary and secondary source? (RWC10-GR.8-S.4-GLE.1-IQ.2)	Why is clear communication necessary in research? What makes an effective research project (RWC10-GR.8-S.4-GLE.1-N.1)?
Expression through verbal and non-verbal cues communicates a speaker’s purpose and deepens audience understanding (RWC10-GR.8-S.1-GLE.1-EO.a.vii-viii).	What are verbal cues (RWC10-GR.8-S.1-GLE.1-EO.a.vii-viii)? What are non-verbal cues (RWC10-GR.8-S.1-GLE.1-EO.a.vii-viii)?	How do we hone our presentation skills (RWC10-GR.8-S.1-GLE.1-RA.2)? Do actions speak louder than words (RWC10-GR.8-S.1-GLE.2-RA.1)?
Synthesis of personal history, life experiences, and sources promotes a deeper understanding of (diverse) perspectives/issues (RWC10-GR.8-S.4-GLE.1-EO.c.i-ii).	What is diversity? (RWC10-GR.8-S.2-GLE.3-EO.vii). How is diversity portrayed in (text)?	How are our views of diversity today a reflection of the past? After research, do our views on diversity change? (RWC10-GR.8-S.4-GLE.2-EO.a)

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<p><b>Critical Content:</b> My students will <b>Know</b>...</p>	<p><b>Key Skills:</b> My students will be able to <b>(Do)</b>...</p>
<ul style="list-style-type: none"> <li>• The format for formal presentation (RWC10-GR.8-S.1-GLE.1-EO.a).</li> <li>• What mediums are used in presentation (RWC10-GR.8-S.2-GLE.2-EO.c.i-ii).</li> <li>• Grade level academic and domain specific language for presentation or research topics (RWC10-GR.8-S.2-GLE.3-EO.c).</li> <li>• The components of a research project (RWC10-GR.8-S.4-GLE.1-EO.a).</li> <li>• The components of research writing (RWC10-GR.8-S.4-GLE.1-EO.a.b.) and (RWC10-GR.8-S.1-GLE.1-IQ.3).</li> <li>• The difference between paraphrasing and direct quotes (RWC10-GR.8-S.4-GLE.1-EO.a.i).</li> <li>• Techniques used in synthesizing information (RWC10-GR.8-S.1-GLE.1-EO.b) and (RWC10-GR.8-S.1-GLE.1-EO.a.v-vi) and (RWC10-GR.8-S.3-GLE.2-EO.b.i-vii)</li> </ul>	<ul style="list-style-type: none"> <li>• Give a planned oral presentation to a specific audience for an intended purpose (RWC10-GR.8-S.1-GLE.1-EOa.vii-viii).</li> <li>• Evaluate using different mediums for presentation (RWC10-GR.8-S.2-GLE.2-EO.c.i-ii).</li> <li>• Use grade level appropriate academic language in their presentation and research project (RWC10-GR.8-S.2-GLE.3-EO.c).</li> <li>• Conduct a research project to answer a question (RWC10-GR.8-S.4-GLE.1-EO.a)</li> <li>• Write reports based on research (RWC10-GR.8-S.4-GLE.1-EO.b.i-iii) and (RWC10-GR.8-S.4-GLE.1-EO.a) and (RWC10-GR.8-S.1-GLE.1-IQ.3).</li> <li>• Differentiate between paraphrasing and direct quotes (RWC10-GR.8-S.4-GLE.1-EO.a.i)</li> <li>• Use evidence from literary and informational texts to support analysis, reflection, and research (RWC10-GR.8-S.4-GLE.1-EO.c.i-ii)</li> <li>• Synthesize information from history, literature, informational texts, interviews and personal experience to create a multi-media presentation on their findings (RWC10-GR.8-S.1-GLE.1-EO.b) and (RWC10-GR.8-S.1-GLE.1-EO.a; RA.4) and (RWC10-GR.8-S.3-GLE.2-EO.b.i-vii).</li> <li>• Delineate and evaluate a speaker’s claims in a speech (RWC10-GR.8-S.1-GLE.1-EO.c).</li> <li>• Use context and/or Greek and Latin roots as clues to the meaning of a word or phrase (RWC10-GR.8-RWC10-GR.8-S.2-GLE.3-EO.a.iv) and (RWC10-GR.8-RWC10-GR.8-S.2-GLE.3-EO.a.v)</li> <li>• Evaluate of a speaker’s claim (RWC10-GR.8-S.1-GLE.1-EO.c).</li> </ul>

<p><b>Critical Language:</b> includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline. EXAMPLE: A student in Language Arts can demonstrate the ability to apply and comprehend critical language through the following statement: <i>“Mark Twain exposes the hypocrisy of slavery through the use of satire.”</i></p>	
<p>A student in _____ can demonstrate the ability to apply and comprehend critical language through the following statement(s):</p>	<p><i>“Martin Luther King’s I have a Dream Speech shows that verbal and non-verbal communication are equally important in formal speech delivery.”</i></p>
<p><b>Academic Vocabulary:</b></p>	<p>Tolerance, diversity, speech, multimedia, justification, research, ethical and unethical, interview, delineate, enunciation, posture, tone, claims, gesturing, synthesis</p>
<p><b>Technical Vocabulary:</b></p>	<p>Allusions, allegories</p>

**Colorado Teacher-Authored Sample Instructional Unit**

<b>Unit Description:</b>	In this 9-week unit, students will examine themes of diversity, tolerance, and intolerance from a global perspective. Students will explore a variety of texts (informational and literary) to develop an understanding of current cultural and historical events that reveal struggles in tolerance. With that understanding, students will conduct a research project about tolerance and diversity in a global society. The students will use the research to write a paper and give a presentation covering their topic. The unit culminates in a presentation similar to TED Talks.
<b>Considerations:</b>	In the final unit for the 8 <sup>th</sup> Grade year, students will build on the prior knowledge gained through the previous three units. During the year, students moved from examining adversity, relationships, online / social network presence and now will look closely at a global society in an Internet-connected world. The authors in this unit chose the particular struggle for civil rights as the focus of this unit; teachers may find other issues of diversity and tolerance to be more relevant for their students.
<b>Unit Generalizations</b>	
<b>Key Generalization:</b>	Tolerance, understanding and respect for diverse perspectives helps meaningful relationships emerge amongst individuals
<b>Supporting Generalizations:</b>	Relevant arguments and claims in research projects communicate a writer’s position and inform the intended audience
	Expression through verbal and non-verbal cues communicates a speaker’s purpose and deepens audience understanding
	Synthesis of personal history, life experiences, and sources promotes a deeper understanding of (diverse) perspectives/issues

<b>Performance Assessment: <i>The capstone/summative assessment for this unit.</i></b>	
<b>Claims:</b> (Key generalization(s) to be mastered and demonstrated through the capstone assessment.)	Tolerance, understanding and respect for diverse perspectives helps meaningful relationships emerge amongst individuals
<b>Stimulus Material:</b> (Engaging scenario that includes role, audience, goal/outcome and explicitly connects the key generalization)	As a member of the next generation of civic leaders and citizens of the world, you have been asked to deliver a TED Talk presentation to explore how tolerance of and respect for diverse perspectives leads to meaningful relationships in a global society. You may choose any issue that you deem significant for the future of the world and the relationship between countries and individuals within them. <ul style="list-style-type: none"> <li>• <b>Role:</b> A commentator reporting on a person or event of historical significance</li> <li>• <b>Audience:</b> worldwide TED Talk viewers</li> <li>• <b>Format:</b> TED Talk multi-media presentation</li> <li>• <b>Topic:</b> diversity and tolerance in the 21<sup>st</sup> century</li> </ul>
<b>Product/Evidence:</b> (Expected product from students)	Students will produce a written argument about an issue in diversity and tolerance and then create a TED Talk simulation exploring the question: How does the understanding of a relevant issue help build tolerance and move to a more global society / “a world without borders”? Similar to TED Talks, the students will present for a specified amount of time using formal register and visual images or video as part of their multi-media presentation.
<b>Differentiation:</b> (Multiple modes for student expression)	Students may: <ul style="list-style-type: none"> <li>• Work with a partner for a joint presentation</li> <li>• Pre-record their presentation</li> <li>• Have flexibility with length of time</li> <li>• Use a script/template/structure for the presentation</li> </ul>

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	<ul style="list-style-type: none"> <li>• Use more visual/pictorial representations in proportion to text</li> <li>• Use notes</li> </ul> <p>Above Grade level:</p> <ul style="list-style-type: none"> <li>• Modify/adjust presentation time</li> <li>• Scenario that involves audience / interactive</li> <li>• Present from the time period in which the event took place</li> </ul>
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### Texts for independent reading or for class read aloud to support the content

Informational/Non-Fiction	Fiction
<p><i>Cultural Diversity</i> by Kathlyn Gay  <i>Rosa Parks, My Story</i> by Jim Haskins  <i>Iqbal</i> by Francesco D’adamo (730 Lexile level)  <i>With Courage and Cloth: Winning the fight for a women’s right to vote</i> by Ann Bausman (1080 Lexile level)</p>	<p><i>Freak, the Mighty</i> Rodman Philbrick (Lexile = 1000)  <i>Mississippi Trial 1955</i> Chris Crowe (Lexile = 870)  <i>The House on Mango Street</i> Sandra Cisneros, Sandra (Lexile = 870)  <i>Pictures of Hollis Woods</i> by Patricia Reilly Giff (Lexile = 650)  <i>The Giver</i> Lois Lowry (Lexile = 760)  <i>The Watsons Go To Birmingham 1963</i> by Christopher Paul Curtis (Lexile = 1000)  <i>Seedfolks</i> by Paul Fleischman (Lexile = 710)  <i>Day of the Pelican</i> by Katherine Paterson (Lexile = 770)  <i>Wonder</i> by R.J. Palacio (Lexile = 790)  <i>Gathering a Blue</i> by Lois Lowry (Lexile = 680)  <i>Feed</i> by M.T. Anderson (Lexile = 770)</p> <p><b>Poetry</b>            “Theme for English B” by Langston Hughes</p> <p><b>NOTE:</b> In addition to choices students may make independently, the following texts could be appropriate for the themes of diversity, tolerance, intolerance and society. Although some of the texts are below the Lexile range for this grade, they are thematically connected choices for independent reading and should accompany instruction delivered for texts at grade level.</p>

### Ongoing Discipline-Specific Learning Experiences

1.	Description:	Think/work like a public speaker to develop academic vocabulary of key terms – tolerance, diversity, global society and others –important to this unit	Teacher Resources:	<a href="http://d11.org/Instruction/Literacy.LanguageArts/Pages/Vocabulary/D11-Academic-Vocabulary.aspx">http://d11.org/Instruction/Literacy.LanguageArts/Pages/Vocabulary/D11-Academic-Vocabulary.aspx</a> (Marzano 6-step vocabulary instruction) <a href="http://www.schoolexpress.com/wordwalls/wordwalls.php">http://www.schoolexpress.com/wordwalls/wordwalls.php</a> (Site to create word-wall flash cards)
			Student Resources:	

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	<b>Skills:</b>	Use grade level appropriate academic language in their presentation and research project	<b>Assessment:</b>	Students will use the target words in their own writing and discussion Students will contribute to and build the interactive word wall
2.	<b>Description:</b>	Think like a reader/writer and literary critic when considering authors' claims and evidence	<b>Teacher Resources:</b>	See resources in Learning Experiences
	<b>Skills:</b>	Delineate and evaluate a speaker's claims in a speech	<b>Student Resources:</b>	
			<b>Assessment:</b>	The format could be at teacher discretion – perhaps including dialogue journal <a href="http://www.adlit.org/strategies/22091/">http://www.adlit.org/strategies/22091/</a> (two column notes) <a href="https://www.teachervision.com/tv/printables/prodev/PAS_Double-Entry-Journal.pdf">https://www.teachervision.com/tv/printables/prodev/PAS_Double-Entry-Journal.pdf</a> (double entry journal)

**Prior Knowledge and Experiences**

Students will have knowledge of narrative, expository and argument text structures, using primary and secondary sources, and responding to a variety of different texts. They should have some knowledge with perspective and bias. With writing, students should be able to move through the writing process, understand audience and purpose. Specifically with argument writing, students should be able to provide relevant and valid evidence to support claims, identify credible and reliable sources.

<b>Learning Experience # 1</b>	
The teacher may provide a variety of texts (any media, print or non-print used to communicate an idea, emotion, or information) so that students can build background knowledge around <b>definitions of diversity</b> .	
<b>Generalization Connection(s):</b>	Understanding and respecting diverse perspectives helps meaningful relationships emerge amongst individuals Synthesis of personal history, life experiences, and sources promotes a deeper understanding of (diverse) perspectives/issues
<b>Teacher Resources:</b>	<a href="http://www.youtube.com/watch?v=AiBeLoB6CKE">http://www.youtube.com/watch?v=AiBeLoB6CKE</a> (Documentary - Extraordinary People – The boy who could see without eyes) <a href="http://www.ted.com/talks/maysoon_zayid_i_got_99_problems_palsy_is_just_one.html">http://www.ted.com/talks/maysoon_zayid_i_got_99_problems_palsy_is_just_one.html</a> (I got 99 problems, palsy is just one) <a href="http://new.ted.com/talks/sheikha_al_mayassa_globalizing_the_local_localizing_the_global">http://new.ted.com/talks/sheikha_al_mayassa_globalizing_the_local_localizing_the_global</a> (Globalizing the local -- TED Talk on diversity, arts, culture) <a href="http://www.tolerance.org/">http://www.tolerance.org/</a> (“...Thought-provoking news, conversation and support for those who care about diversity, equal opportunity and respect for differences in schools”)
<b>Student Resources:</b>	<a href="http://www.youtube.com/watch?v=SJyCGltS95k">http://www.youtube.com/watch?v=SJyCGltS95k</a> (Clip on Diversity) <a href="http://www.youtube.com/watch?v=mYyjtZ_OLLs">http://www.youtube.com/watch?v=mYyjtZ_OLLs</a> (MLK video set to Michael Jackson’s, <i>Man in The Mirror</i> ) <a href="http://www.ted.com/talks/maysoon_zayid_i_got_99_problems_palsy_is_just_one.html">http://www.ted.com/talks/maysoon_zayid_i_got_99_problems_palsy_is_just_one.html</a> (I got 99 problems, palsy is just one) <a href="http://new.ted.com/talks/sheikha_al_mayassa_globalizing_the_local_localizing_the_global">http://new.ted.com/talks/sheikha_al_mayassa_globalizing_the_local_localizing_the_global</a> (Globalizing the local -- TED Talk on diversity, arts, culture)

**Colorado Teacher-Authored Sample Instructional Unit**

	<a href="http://news.vanderbilt.edu/2013/06/bone-disease-doesn%E2%80%99t-slow-kid-president-campaign/">http://news.vanderbilt.edu/2013/06/bone-disease-doesn%E2%80%99t-slow-kid-president-campaign/</a> (Article-Kid President has Osteogenesis imperfecta)	
<b>Assessment:</b>	Students will complete an exit slip exploring the following question: Based on the texts and your own background knowledge, how would you define “diversity”? <a href="http://exitticket.org/">http://exitticket.org/</a> (Online exit ticket form)	
<b>Differentiation:</b> (Multiple means for students to access content and multiple modes for student to express understanding.)	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	<a href="http://www.readwritethink.org/files/resources/printouts/Exit%20Slips.pdf">http://www.readwritethink.org/files/resources/printouts/Exit%20Slips.pdf</a> (Scaffolded exit tickets)	Students may complete scaffolded exit slip
<b>Extensions for depth and complexity:</b>	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	N/A	N/A
<b>Critical Content:</b>	<ul style="list-style-type: none"> <li>Grade level academic and domain specific language for presentation or research topics</li> </ul>	
<b>Key Skills:</b>	<ul style="list-style-type: none"> <li>Use grade level appropriate academic language in their presentation and research project</li> </ul>	
<b>Critical Language:</b>	Diversity, perspective, interaction, identity, relationships, system	

<b>Learning Experience # 2</b>		
The teacher may use one speech that exemplifies the concept of diversity so that students can delineate the text’s claim and the writer’s use of evidence. [ <i>Understanding text</i> ]		
<b>Generalization Connection(s):</b>	Tolerance, understanding and respect for diverse perspectives helps meaningful relationships emerge amongst individuals Synthesis of personal history, life experiences, and sources promotes a deeper understanding of (diverse) perspectives/issues	
<b>Teacher Resources:</b>	<a href="http://www.sojust.net/speeches/hillaryclinton_women.html">http://www.sojust.net/speeches/hillaryclinton_women.html</a> (Hillary Clinton's Women's Rights Speech) <a href="http://www.youtube.com/watch?v=SJyCGItS95k">http://www.youtube.com/watch?v=SJyCGItS95k</a> (Clip on Diversity) <a href="http://www.youtube.com/watch?v=mYyjtZ_OLLs">http://www.youtube.com/watch?v=mYyjtZ_OLLs</a> (MLK video set to Michael Jackson’s, <i>Man in The Mirror</i> ) <a href="http://www.ted.com/talks/maysoon_zayid_i_got_99_problems_palsy_is_just_one.html">http://www.ted.com/talks/maysoon_zayid_i_got_99_problems_palsy_is_just_one.html</a> (I got 99 problems, palsy is just one) <a href="http://news.vanderbilt.edu/2013/06/bone-disease-doesn%E2%80%99t-slow-kid-president-campaign/">http://news.vanderbilt.edu/2013/06/bone-disease-doesn%E2%80%99t-slow-kid-president-campaign/</a> (Article-Kid President has Osteogenesis imperfecta) <a href="http://www.youtube.com/watch?v=AiBeLoB6CKE">http://www.youtube.com/watch?v=AiBeLoB6CKE</a> (Documentary - Extraordinary People – The boy who could see without eyes) <a href="http://www.tolerance.org/">http://www.tolerance.org/</a> (“...thought-provoking news, conversation and support for those who care about diversity, equal opportunity and respect for differences in schools”)	
<b>Student Resources:</b>	<a href="http://www.youtube.com/watch?v=SJyCGItS95k">http://www.youtube.com/watch?v=SJyCGItS95k</a> (Clip on Diversity) <a href="http://www.youtube.com/watch?v=mYyjtZ_OLLs">http://www.youtube.com/watch?v=mYyjtZ_OLLs</a> (MLK video set to Michael Jackson’s, <i>Man in The Mirror</i> ) <a href="http://www.ted.com/talks/maysoon_zayid_i_got_99_problems_palsy_is_just_one.html">http://www.ted.com/talks/maysoon_zayid_i_got_99_problems_palsy_is_just_one.html</a> (I got 99 problems, palsy is just one) <a href="http://news.vanderbilt.edu/2013/06/bone-disease-doesn%E2%80%99t-slow-kid-president-campaign/">http://news.vanderbilt.edu/2013/06/bone-disease-doesn%E2%80%99t-slow-kid-president-campaign/</a> (Article-Kid President has Osteogenesis imperfecta)	

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<b>Assessment:</b>	Students will begin their response journal with a double-entry format in which they identify the claim and then identify evidence that supports the claim. <a href="https://www.teachervision.com/tv/printables/prodev/PAS_Double-Entry-Journal.pdf">https://www.teachervision.com/tv/printables/prodev/PAS_Double-Entry-Journal.pdf</a> (double entry journal) <a href="http://www.greece.k12.ny.us/files/filesystem/journalresponse.pdf">http://www.greece.k12.ny.us/files/filesystem/journalresponse.pdf</a> (response journal)	
<b>Differentiation:</b> (Multiple means for students to access content and multiple modes for student to express understanding.)	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	Teachers may provide graphic organizers that help students initially outline the argument <a href="http://www.readwritethink.org/classroom-resources/student-interactives/persuasion-30034.html">http://www.readwritethink.org/classroom-resources/student-interactives/persuasion-30034.html</a> (persuasion map)	Students may work with partner or small groups for completion of journal entries
<b>Extensions for depth and complexity:</b>	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	N/A	Students may add to their journal a critique of the author’s effectiveness in the argument
<b>Critical Content:</b>	<ul style="list-style-type: none"> <li>• What mediums are used in presentation</li> <li>• Grade level academic and domain specific language for presentation or research topics</li> </ul>	
<b>Key Skills:</b>	<ul style="list-style-type: none"> <li>• Use grade level appropriate academic language in their presentation and research project</li> <li>• Delineate and evaluate a speaker’s claims in a speech</li> <li>• Evaluate of a speaker’s claim</li> </ul>	
<b>Critical Language:</b>	Tolerance, perspective, interaction, citizenship, diversity, influence, relationships, arguments, implication	

<b>Learning Experience # 3</b>		
The teacher may introduce a current issue regarding “diversity” so that students can begin to examine their own personal perspectives on diversity. [ <i>Understanding text, Responding to text, Producing text</i> ]		
<b>Generalization Connection(s):</b>	Tolerance, understanding and respect for diverse perspectives helps meaningful relationships emerge amongst individuals Synthesis of personal history, life experiences, and sources promotes a deeper understanding of (diverse) perspectives/issues	
<b>Teacher Resources:</b>	<a href="http://abcnews.go.com/Sports/augusta-national-admits-women-condoleezza-rice-darla-moore/story?id=17041813">http://abcnews.go.com/Sports/augusta-national-admits-women-condoleezza-rice-darla-moore/story?id=17041813</a> (Augusta admits women golfers) <a href="http://topics.bloomberg.com/the-masters-golf-controversy/">http://topics.bloomberg.com/the-masters-golf-controversy/</a> (Masters controversy) <a href="http://www.huffingtonpost.com/scott-ellman/is-the-nfl-ready-for-mich_b_4895585.html">http://www.huffingtonpost.com/scott-ellman/is-the-nfl-ready-for-mich_b_4895585.html</a> (Is the NFL ready for Michael Sam?) <a href="http://denver.cbslocal.com/2014/02/10/john-elway-will-evaluate-gay-player-just-like-any-other/">http://denver.cbslocal.com/2014/02/10/john-elway-will-evaluate-gay-player-just-like-any-other/</a> (John Elway talks about Michael Sam) <a href="http://www.nbclosangeles.com/news/local/Fighting-the-Muslim-Backlash-129270653.html">http://www.nbclosangeles.com/news/local/Fighting-the-Muslim-Backlash-129270653.html</a> (Fighting the Muslim backlash) <a href="http://tinyurl.com/kyuhh6">http://tinyurl.com/kyuhh6</a> (“I’m an illegal immigrant at Harvard”)	

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<b>Student Resources:</b>	<a href="http://abcnews.go.com/Sports/augusta-national-admits-women-condoleezza-rice-darla-moore/story?id=17041813">http://abcnews.go.com/Sports/augusta-national-admits-women-condoleezza-rice-darla-moore/story?id=17041813</a> (Augusta admits women golfers) <a href="http://topics.bloomberg.com/the-masters-golf-controversy/">http://topics.bloomberg.com/the-masters-golf-controversy/</a> (Masters controversy) <a href="http://www.huffingtonpost.com/scott-ellman/is-the-nfl-ready-for-mich_b_4895585.html">http://www.huffingtonpost.com/scott-ellman/is-the-nfl-ready-for-mich_b_4895585.html</a> (Is the NFL ready for Michael Sam?) <a href="http://denver.cbslocal.com/2014/02/10/john-elway-will-evaluate-gay-player-just-like-any-other/">http://denver.cbslocal.com/2014/02/10/john-elway-will-evaluate-gay-player-just-like-any-other/</a> (John Elway talks about Michael Sam) <a href="http://www.nbclosangeles.com/news/local/Fighting-the-Muslim-Backlash-129270653.html">http://www.nbclosangeles.com/news/local/Fighting-the-Muslim-Backlash-129270653.html</a> (Fighting the Muslim backlash) <a href="http://tinyurl.com/kyyuhh6">http://tinyurl.com/kyyuhh6</a> ("I'm an illegal immigrant at Harvard")	
<b>Assessment:</b>	Students will produce a double journal entry selecting and explaining the most relevant evidence from the text and then, in their response, students will examine their own perspective on an aspect of diversity. <a href="https://www.teachervision.com/tv/printables/prodev/PAS_Double-Entry-Journal.pdf">https://www.teachervision.com/tv/printables/prodev/PAS_Double-Entry-Journal.pdf</a> (double entry journal) <a href="http://www.greece.k12.ny.us/files/filesystem/journalresponse.pdf">http://www.greece.k12.ny.us/files/filesystem/journalresponse.pdf</a> (response journal)	
<b>Differentiation:</b> (Multiple means for students to access content and multiple modes for student to express understanding.)	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	Teachers may create small groups for discussion	Students may work with a partner or in small groups for completion of journal entries before reflecting on their own perspectives
<b>Extensions for depth and complexity:</b>	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	N/A	Students may make connections, comparisons, or contrasts between their own perspectives and those seen/heard in the texts
<b>Critical Content:</b>	<ul style="list-style-type: none"> <li>Grade level academic and domain specific language</li> </ul>	
<b>Key Skills:</b>	<ul style="list-style-type: none"> <li>Use grade level appropriate academic language in their presentation and research project</li> <li>Delineate and evaluate a speaker's claims in a speech</li> <li>Use evidence from literary and informational texts to support analysis and reflection</li> </ul>	
<b>Critical Language:</b>	Diversity, tolerance, unethical, ethical, synthesis, identity, citizenship, perspective, implication, allusions	

<b>Learning Experience # 4</b>	
The teacher may provide a variety of texts so that students can build background knowledge around <b>definitions of tolerance.</b>	
<b>Generalization Connection(s):</b>	Tolerance, understanding and respect for diverse perspectives helps meaningful relationships emerge amongst individuals Synthesis of personal history, life experiences, and sources promotes a deeper understanding of (diverse) perspectives/issues
<b>Teacher Resources:</b>	<a href="http://www.youtube.com/watch?v=SJyCGltS95k">http://www.youtube.com/watch?v=SJyCGltS95k</a> (Clip on Diversity) <a href="http://www.youtube.com/watch?v=mYytZ_OLLs">http://www.youtube.com/watch?v=mYytZ_OLLs</a> (MLK video set to Michael Jackson's, <i>Man in The Mirror</i> ) <a href="http://www.ted.com/talks/maysoon_zayid_i_got_99_problems_palsy_is_just_one.html">http://www.ted.com/talks/maysoon_zayid_i_got_99_problems_palsy_is_just_one.html</a> (I got 99 problems, palsy is just one) <a href="http://news.vanderbilt.edu/2013/06/bone-disease-doesn%E2%80%99t-slow-kid-president-campaign/">http://news.vanderbilt.edu/2013/06/bone-disease-doesn%E2%80%99t-slow-kid-president-campaign/</a> (Article-Kid President has Osteogenesis imperfecta)

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	<a href="http://www.youtube.com/watch?v=AiBeLoB6CKE">http://www.youtube.com/watch?v=AiBeLoB6CKE</a> (Documentary - Extraordinary People – The boy who could see without eyes) <a href="http://www.ted.com/talks">http://www.ted.com/talks</a> <a href="http://www.tolerance.org/">http://www.tolerance.org/</a> (“...thought-provoking news, conversation and support for those who care about diversity, equal opportunity and respect for differences in schools”)	
<b>Student Resources:</b>	<a href="http://www.youtube.com/watch?v=SJyCGItS95k">http://www.youtube.com/watch?v=SJyCGItS95k</a> (Clip on Diversity) <a href="http://www.youtube.com/watch?v=mYyjtZ_OLLs">http://www.youtube.com/watch?v=mYyjtZ_OLLs</a> (MLK video set to Michael Jackson’s, <i>Man in The Mirror</i> ) <a href="http://www.ted.com/talks/maysoon_zavid_i_got_99_problems_palsy_is_just_one.html">http://www.ted.com/talks/maysoon_zavid_i_got_99_problems_palsy_is_just_one.html</a> (I got 99 problems, palsy is just one) <a href="http://news.vanderbilt.edu/2013/06/bone-disease-doesn%E2%80%99t-slow-kid-president-campaign/">http://news.vanderbilt.edu/2013/06/bone-disease-doesn%E2%80%99t-slow-kid-president-campaign/</a> (Article-Kid President has Osteogenesis imperfecta)	
<b>Assessment:</b>	Students will complete an exit slip exploring the following question: Based on the texts and your own background knowledge, how would you define “tolerance”? <a href="http://exitticket.org/">http://exitticket.org/</a> (Online exit ticket form)	
<b>Differentiation:</b> (Multiple means for students to access content and multiple modes for student to express understanding.)	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	<a href="http://www.readwritethink.org/files/resources/printouts/Exit%20Slips.pdf">http://www.readwritethink.org/files/resources/printouts/Exit%20Slips.pdf</a> (Scaffolded exit tickets)	Students may complete scaffolded exit slip
<b>Extensions for depth and complexity:</b>	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	N/A	N/A
<b>Critical Content:</b>	<ul style="list-style-type: none"> <li>Grade level academic and domain specific language for presentation or research topics</li> </ul>	
<b>Key Skills:</b>	<ul style="list-style-type: none"> <li>Use grade level appropriate academic language in their presentation and research project</li> </ul>	
<b>Critical Language:</b>	Intolerance, uniformity, delineate, perspective, arguments, justification, ethical, unethical, subliminal, intention, conflict, influence, interaction, claim, counterclaim, citizenship, relationships	

<b>Learning Experience # 5</b>	
The teacher may use one speech that exemplifies the concept of tolerance so that students can delineate the text’s claim, use of evidence, and effectiveness of the argument. [ <i>Understanding text, Responding to text</i> ]	
<b>Generalization Connection(s):</b>	Tolerance, understanding and respect for diverse perspectives helps meaningful relationships emerge amongst individuals Synthesis of personal history, life experiences, and sources promotes a deeper understanding of (diverse) perspectives/issues Relevant arguments and claims in research projects communicate a writer’s position and inform the intended audience
<b>Teacher Resources:</b>	<a href="http://usliberals.about.com/od/faithinpubliclife/a/KennedyReligion.htm">http://usliberals.about.com/od/faithinpubliclife/a/KennedyReligion.htm</a> (JFK’s Religious Tolerance Speech)
<b>Student Resources:</b>	<a href="http://usliberals.about.com/od/faithinpubliclife/a/KennedyReligion.htm">http://usliberals.about.com/od/faithinpubliclife/a/KennedyReligion.htm</a> (JFK’s Religious Tolerance Speech)
<b>Assessment:</b>	Students will begin their response journal with a double-entry format in which they identify the claim and then identify evidence that supports the claim. <a href="https://www.teachervision.com/tv/printables/prodev/PAS_Double-Entry-Journal.pdf">https://www.teachervision.com/tv/printables/prodev/PAS_Double-Entry-Journal.pdf</a> (two column notes)

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<b>Differentiation:</b> (Multiple means for students to access content and multiple modes for student to express understanding.)	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	Teachers may provide graphic organizers that help students outline the argument <a href="http://www.readwritethink.org/classroom-resources/student-interactives/persuasion-30034.html">http://www.readwritethink.org/classroom-resources/student-interactives/persuasion-30034.html</a> (persuasion map)	Students may work with partner or small groups for completion of journal entries
<b>Extensions for depth and complexity:</b>	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	N/A	Students may add a critique about the effectiveness of the argument
<b>Critical Content:</b>	<ul style="list-style-type: none"> <li>• What mediums are used in presentation</li> <li>• Grade level academic and domain specific language for presentation or research topics</li> </ul>	
<b>Key Skills:</b>	<ul style="list-style-type: none"> <li>• Delineate and evaluate a speaker’s claims in a speech</li> <li>• Evaluate a speaker’s claim</li> </ul>	
<b>Critical Language:</b>	Delineate, perspective, arguments, tolerance, justification, ethical, unethical, subliminal, intention, conflict, influence, interaction, claim, counterclaim, citizenship, relationships, formal language, informal language	

<b>Learning Experience # 6</b>		
The teacher may introduce a current issue regarding “tolerance” so that students can begin to examine their own personal perspectives on tolerance. [ <i>Understanding text, Responding to text, Producing text</i> ]		
<b>Generalization Connection(s):</b>	Tolerance, understanding and respect for diverse perspectives helps meaningful relationships emerge amongst individuals Synthesis of personal history, life experiences, and sources promotes a deeper understanding of (diverse) perspectives/issues Relevant arguments and claims in research projects communicate a writer’s position and inform the intended audience	
<b>Teacher Resources:</b>	<a href="http://abcnews.go.com/Sports/augusta-national-admits-women-condoleezza-rice-darla-moore/story?id=17041813">http://abcnews.go.com/Sports/augusta-national-admits-women-condoleezza-rice-darla-moore/story?id=17041813</a> (Augusta admits women golfers) <a href="http://topics.bloomberg.com/the-masters-golf-controversy/">http://topics.bloomberg.com/the-masters-golf-controversy/</a> (Masters controversy) <a href="http://www.huffingtonpost.com/scott-ellman/is-the-nfl-ready-for-mich_b_4895585.html">http://www.huffingtonpost.com/scott-ellman/is-the-nfl-ready-for-mich_b_4895585.html</a> (Is the NFL ready for Michael Sam?) <a href="http://denver.cbslocal.com/2014/02/10/john-elway-will-evaluate-gay-player-just-like-any-other/">http://denver.cbslocal.com/2014/02/10/john-elway-will-evaluate-gay-player-just-like-any-other/</a> (John Elway talks about Michael Sam) <a href="http://www.nbclosangeles.com/news/local/Fighting-the-Muslim-Backlash-129270653.html">http://www.nbclosangeles.com/news/local/Fighting-the-Muslim-Backlash-129270653.html</a> (Fighting the Muslim backlash) <a href="http://tinyurl.com/kyyuhh6">http://tinyurl.com/kyyuhh6</a> (“I’m an illegal immigrant at Harvard”)	
<b>Student Resources:</b>	<a href="http://abcnews.go.com/Sports/augusta-national-admits-women-condoleezza-rice-darla-moore/story?id=17041813">http://abcnews.go.com/Sports/augusta-national-admits-women-condoleezza-rice-darla-moore/story?id=17041813</a> (Augusta admits women golfers) <a href="http://topics.bloomberg.com/the-masters-golf-controversy/">http://topics.bloomberg.com/the-masters-golf-controversy/</a> (Masters controversy) <a href="http://www.huffingtonpost.com/scott-ellman/is-the-nfl-ready-for-mich_b_4895585.html">http://www.huffingtonpost.com/scott-ellman/is-the-nfl-ready-for-mich_b_4895585.html</a> (Is the NFL ready for Michael Sam?) <a href="http://denver.cbslocal.com/2014/02/10/john-elway-will-evaluate-gay-player-just-like-any-other/">http://denver.cbslocal.com/2014/02/10/john-elway-will-evaluate-gay-player-just-like-any-other/</a> (John Elway talks about Michael Sam)	

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	<a href="http://www.nbclosangeles.com/news/local/Fighting-the-Muslim-Backlash-129270653.html">http://www.nbclosangeles.com/news/local/Fighting-the-Muslim-Backlash-129270653.html</a> (Fighting the Muslim backlash) <a href="http://tinyurl.com/kyyuhh6">http://tinyurl.com/kyyuhh6</a> ("I'm an illegal immigrant at Harvard")	
<b>Assessment:</b>	Students will produce a double journal entry selecting and explaining the most relevant evidence from the text and then, in their response, students will examine their own perspective on an aspect of tolerance. <a href="https://www.teachervision.com/tv/printables/prodev/PAS_Double-Entry-Journal.pdf">https://www.teachervision.com/tv/printables/prodev/PAS_Double-Entry-Journal.pdf</a> (double entry journal) <a href="http://www.greece.k12.ny.us/files/filesystem/journalresponse.pdf">http://www.greece.k12.ny.us/files/filesystem/journalresponse.pdf</a> (response journal)	
<b>Differentiation:</b> (Multiple means for students to access content and multiple modes for student to express understanding.)	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	Teachers may create small groups for discussion.	Students may work with a partner or in small groups for completion of journal entries before reflecting on their own perspectives
<b>Extensions for depth and complexity:</b>	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	NA	Students may make connections, comparisons, or contrasts between their own perspectives and those seen/heard in the texts
<b>Critical Content:</b>	<ul style="list-style-type: none"> <li>• What mediums are used in presentation</li> <li>• Grade level academic and domain specific language for presentation or research topics</li> </ul>	
<b>Key Skills:</b>	<ul style="list-style-type: none"> <li>• Use grade level appropriate academic language in their presentation and research project</li> <li>• Delineate and evaluate a speaker's claims in a speech</li> <li>• Use evidence from literary and informational texts to support analysis and reflection</li> </ul>	
<b>Critical Language:</b>	Diversity, tolerance, unethical, ethical, synthesis, identity, citizenship, perspective, implication	

<b>Learning Experience # 7</b>	
The teacher may provide a variety of text so that students can build background knowledge around <b>definitions of uniformity and intolerance</b> as contrasted to diversity and tolerance.	
<b>Generalization Connection(s):</b>	Tolerance, understanding and respect for diverse perspectives helps meaningful relationships emerge amongst individuals Synthesis of personal history, life experiences, and sources promotes a deeper understanding of (diverse) perspectives/issues
<b>Teacher Resources:</b>	<a href="http://www.youtube.com/watch?v=Sqsb9FgdpVk">http://www.youtube.com/watch?v=Sqsb9FgdpVk</a> (Civil Rights Movement Documentary) <a href="http://www.youtube.com/watch?v=NIqOhxQ0-H8">http://www.youtube.com/watch?v=NIqOhxQ0-H8</a> (The story of Malala Yousafzai)
<b>Student Resources:</b>	SCOPE Magazine September 2013, <i>Bravest Girl on Earth</i> (The story of Malala Yousafzai) <a href="http://www.teenink.com/nonfiction/all/article/95800/Intolerance-in-Our-World/">http://www.teenink.com/nonfiction/all/article/95800/Intolerance-in-Our-World/</a> (Intolerance article)
<b>Assessment:</b>	Students will complete an exit slip exploring the following question: Based on the texts and your own background knowledge, how would you define "intolerance" or "uniformity"? <a href="http://exitticket.org/">http://exitticket.org/</a> (Online exit ticket form) Why do we need tolerance?

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<b>Differentiation:</b> (Multiple means for students to access content and multiple modes for student to express understanding.)	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	<a href="http://www.readwritethink.org/files/resources/printouts/Exit%20Slips.pdf">http://www.readwritethink.org/files/resources/printouts/Exit%20Slips.pdf</a> (Scaffolded exit tickets)	Students may complete scaffolded exit slip
<b>Extensions for depth and complexity:</b>	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	N/A	N/A
<b>Critical Content:</b>	<ul style="list-style-type: none"> <li>• What mediums are used in presentation</li> <li>• Grade level academic and domain specific language for presentation or research topics</li> </ul>	
<b>Key Skills:</b>	<ul style="list-style-type: none"> <li>• Use grade level appropriate academic language in their presentation and research project</li> </ul>	
<b>Critical Language:</b>	Tolerance, diversity, ethical, unethical, conflict, interpretation, influence, claim, counterclaim, relevancy, questioning, justification, citizenship, intolerance, uniformity, delineate, perspective, arguments, subliminal, intention, interaction, relationships	

<b>Learning Experience # 8</b>		
The teacher may use one speech that exemplifies the concept of intolerance so that students can delineate the text’s claim, use of evidence, and evaluate the writer’s argument. [ <i>Understanding text, Responding to text, Critiquing text</i> ]		
<b>Generalization Connection(s):</b>	Tolerance, understanding and respect for diverse perspectives helps meaningful relationships emerge amongst individuals Synthesis of personal history, life experiences, and sources promotes a deeper understanding of (diverse) perspectives/issues	
<b>Teacher Resources:</b>	<a href="http://www.sojust.net/speeches/wallace_hoax.html">http://www.sojust.net/speeches/wallace_hoax.html</a> (George Wallace on the Civil Rights movement)	
<b>Student Resources:</b>	<a href="http://www.sojust.net/speeches/wallace_hoax.html">http://www.sojust.net/speeches/wallace_hoax.html</a> (George Wallace on the Civil Rights movement)	
<b>Assessment:</b>	Students will begin their response journal with a double-entry format in which they identify the claim, identify evidence that supports the claim, and critique the argument. <a href="https://www.teachervision.com/tv/printables/prodev/PAS_Double-Entry-Journal.pdf">https://www.teachervision.com/tv/printables/prodev/PAS_Double-Entry-Journal.pdf</a> (two column notes)	
<b>Differentiation:</b> (Multiple means for students to access content and multiple modes for student to express understanding.)	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	Teachers may provide graphic organizers that help students outline the argument. <a href="http://www.readwritethink.org/classroom-resources/student-interactives/persuasion-30034.html">http://www.readwritethink.org/classroom-resources/student-interactives/persuasion-30034.html</a> (persuasion map)	Students may work with partner or small groups for completion of journal entries
<b>Extensions for depth and complexity:</b>	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	N/A	Students may consider what counterarguments or responses they would make to Wallace’s speech

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<b>Critical Content:</b>	<ul style="list-style-type: none"> <li>• What mediums are used in presentation</li> <li>• Grade level academic and domain specific language for presentation or research topics</li> </ul>
<b>Key Skills:</b>	<ul style="list-style-type: none"> <li>• Use grade level appropriate academic language in their presentation and research project</li> <li>• Delineate and evaluate a speaker’s claims in a speech</li> <li>• Use context and/or Greek and Latin roots as clues to the meaning of a word or phrase</li> <li>• Evaluate a speaker’s claim</li> </ul>
<b>Critical Language:</b>	Tolerance, diversity, ethical, unethical, conflict, interpretation, influence, claim, counterclaim, relevancy, questioning, justification, citizenship, intolerance, uniformity, delineate, perspective, arguments, subliminal, intention, interaction, relationships

**Learning Experience # 9**

The teacher may introduce a current issue regarding “diversity” so that students can begin to examine their own personal perspectives on uniformity and intolerance. [*Understanding text, Responding to text, Producing text*]

<b>Generalization Connection(s):</b>	Relevant arguments and claims in research projects communicate a writer’s position and inform the intended audience
<b>Teacher Resources:</b>	<p><a href="http://abcnews.go.com/Sports/augusta-national-admits-women-condoleezza-rice-darla-moore/story?id=17041813">http://abcnews.go.com/Sports/augusta-national-admits-women-condoleezza-rice-darla-moore/story?id=17041813</a> (Augusta admits women golfers)</p> <p><a href="http://topics.bloomberg.com/the-masters-golf-controversy/">http://topics.bloomberg.com/the-masters-golf-controversy/</a> (Masters controversy)</p> <p><a href="http://www.huffingtonpost.com/scott-ellman/is-the-nfl-ready-for-mich_b_4895585.html">http://www.huffingtonpost.com/scott-ellman/is-the-nfl-ready-for-mich_b_4895585.html</a> (Is the NFL ready for Michael Sam?)</p> <p><a href="http://denver.cbslocal.com/2014/02/10/john-elway-will-evaluate-gay-player-just-like-any-other/">http://denver.cbslocal.com/2014/02/10/john-elway-will-evaluate-gay-player-just-like-any-other/</a> (John Elway talks about Michael Sam)</p> <p><a href="http://www.nbclosangeles.com/news/local/Fighting-the-Muslim-Backlash-129270653.html">http://www.nbclosangeles.com/news/local/Fighting-the-Muslim-Backlash-129270653.html</a> (Fighting the Muslim backlash)</p> <p><a href="http://tinyurl.com/kyyuhh6">http://tinyurl.com/kyyuhh6</a> (“I’m an illegal immigrant at Harvard”)</p>
<b>Student Resources:</b>	<p><a href="http://abcnews.go.com/Sports/augusta-national-admits-women-condoleezza-rice-darla-moore/story?id=17041813">http://abcnews.go.com/Sports/augusta-national-admits-women-condoleezza-rice-darla-moore/story?id=17041813</a> (Augusta admits women golfers)</p> <p><a href="http://topics.bloomberg.com/the-masters-golf-controversy/">http://topics.bloomberg.com/the-masters-golf-controversy/</a> (Masters controversy)</p> <p><a href="http://www.huffingtonpost.com/scott-ellman/is-the-nfl-ready-for-mich_b_4895585.html">http://www.huffingtonpost.com/scott-ellman/is-the-nfl-ready-for-mich_b_4895585.html</a> (Is the NFL ready for Michael Sam?)</p> <p><a href="http://denver.cbslocal.com/2014/02/10/john-elway-will-evaluate-gay-player-just-like-any-other/">http://denver.cbslocal.com/2014/02/10/john-elway-will-evaluate-gay-player-just-like-any-other/</a> (John Elway talks about Michael Sam)</p> <p><a href="http://www.nbclosangeles.com/news/local/Fighting-the-Muslim-Backlash-129270653.html">http://www.nbclosangeles.com/news/local/Fighting-the-Muslim-Backlash-129270653.html</a> (Fighting the Muslim backlash)</p> <p><a href="http://tinyurl.com/kyyuhh6">http://tinyurl.com/kyyuhh6</a> (“I’m an illegal immigrant at Harvard”)</p>
<b>Assessment:</b>	<p>Students will produce a double journal entry selecting and explaining the most relevant evidence from the text and then, in their response, students will examine their own perspective on an aspect of uniformity/intolerance.</p> <p><a href="https://www.teachervision.com/tv/printables/prodev/PAS_Double-Entry-Journal.pdf">https://www.teachervision.com/tv/printables/prodev/PAS_Double-Entry-Journal.pdf</a> (double entry journal)</p> <p><a href="http://www.greece.k12.ny.us/files/filesystem/journalresponse.pdf">http://www.greece.k12.ny.us/files/filesystem/journalresponse.pdf</a> (response journal)</p>

**Colorado Teacher-Authored Sample Instructional Unit**

<b>Differentiation:</b> (Multiple means for students to access content and multiple modes for student to express understanding.)	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	Teacher may create small groups for discussion	Students may work with a partner or in small groups for completion of journal entries before reflecting on their own perspectives
<b>Extensions for depth and complexity:</b>	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	N/A	Students may make connections, comparisons, or contrasts between their own perspectives and those seen/heard in the texts
<b>Critical Content:</b>	<ul style="list-style-type: none"> <li>Grade level academic and domain specific language for presentation or research topics</li> </ul>	
<b>Key Skills:</b>	<ul style="list-style-type: none"> <li>Use grade level appropriate academic language in their presentation and research project</li> <li>Delineate and evaluate a speaker’s claims in a speech</li> <li>Use evidence from literary and informational texts to support analysis and reflection</li> </ul>	
<b>Critical Language:</b>	Diversity, tolerance, global society, unethical, ethical, synthesis, identity, citizenship, perspective	

<b>Learning Experience # 10</b>		
Teachers may revisit the topics addressed thus far with respect to diversity, tolerance, and intolerance/uniformity so that students can begin considering the issue(s) they believe are most significant/relevant.		
<b>Generalization Connection(s):</b>	Tolerance, understanding and respect for diverse perspectives helps meaningful relationships emerge amongst individuals	
<b>Teacher Resources:</b>	<a href="http://www.gtps.k12.nj.us/curric/writing/index_files/page0003.htm">http://www.gtps.k12.nj.us/curric/writing/index_files/page0003.htm</a> (Writer's workshop toolkit with editing/revising checklists, peer observation forms, strategies, and student exemplars)	
<b>Student Resources:</b>	N/A	
<b>Assessment:</b>	The assessments for this and the following three Learning Experiences are aimed at gathering evidence and providing feedback as students craft their writing and TED Talk. For this Learning Experience, students will produce the initial brainstorming and drafts of their ideas. <a href="http://www.gtps.k12.nj.us/curric/writing/index_files/page0003.htm">http://www.gtps.k12.nj.us/curric/writing/index_files/page0003.htm</a> (Writer's workshop toolkit with editing/revising checklists, peer observation forms, strategies, and student exemplars)	
<b>Differentiation:</b> (Multiple means for students to access content and multiple modes for student to express understanding.)	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	Teachers may confer with students throughout the writing process to address student-specific strengths and weaknesses in writing	N/A
<b>Extensions for depth and complexity:</b>	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	Teachers may confer with students throughout the writing process to address student-specific strengths and weaknesses in writing	N/A

**Colorado Teacher-Authored Sample Instructional Unit**

<b>Critical Content:</b>	<ul style="list-style-type: none"> <li>• Grade level academic and domain specific language for presentation or research topics</li> <li>• The components of a research project</li> <li>• The components of research writing</li> </ul>
<b>Key Skills:</b>	<ul style="list-style-type: none"> <li>• Use grade level appropriate academic language in their presentation and research project</li> <li>• Conduct a research project to answer a question</li> <li>• Write reports based on research</li> <li>• Differentiate between paraphrasing and direct quotes</li> <li>• Use evidence from literary and informational texts to support analysis, reflection, and research</li> <li>• Synthesize information from history, literature, informational texts, interviews and personal experience to create a multi-media presentation on their findings</li> </ul>
<b>Critical Language:</b>	Citing sources, primary source, secondary source, valid, credible, relevancy, inference, thesis, interpretation, ways to research, style, questioning, paraphrasing, summarizing, support, direct quotes, synthesis, formal language, audience, word choice

**Learning Experience # 11**

The teacher may engage students in paraphrasing and quoting activities so that students can begin to comprehend the reasons for (and methods of) crediting others' work in personal writing and speaking.

<b>Generalization Connection(s):</b>	Relevant arguments and claims in research projects communicate a writer's position and inform the intended audience Expression through verbal and non-verbal cues communicates a speaker's purpose and deepens audience understanding	
<b>Teacher Resources:</b>	<a href="https://owl.english.purdue.edu/owl/resource/619/1/">https://owl.english.purdue.edu/owl/resource/619/1/</a> (Paraphrasing activity) <a href="https://sites.google.com/a/jeanegross.com/writing-iv/home/process-essays/quoting-exercise">https://sites.google.com/a/jeanegross.com/writing-iv/home/process-essays/quoting-exercise</a> (Quoting activity) <a href="https://www.internet4classrooms.com/grade_level_help/research_paraphrasing_summarizing_language_arts_eighth_8th_grade.htm">https://www.internet4classrooms.com/grade_level_help/research_paraphrasing_summarizing_language_arts_eighth_8th_grade.htm</a> (Paraphrasing and quoting activities, exercises and self-quizzes)	
<b>Student Resources:</b>		
<b>Assessment:</b>	The assessments for this and the following Learning Experiences are aimed at gathering evidence and providing feedback as students craft their writing and TED Talk. For this Learning Experience, students will continue to draft their ideas. <a href="http://www.gtps.k12.nj.us/curric/writing/index_files/page0003.htm">http://www.gtps.k12.nj.us/curric/writing/index_files/page0003.htm</a> (Writer's workshop toolkit with editing/revising checklists, peer observation forms, strategies, and student exemplars)	
<b>Differentiation:</b> (Multiple means for students to access content and multiple modes for student to express understanding.)	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	Teachers may confer with students throughout the writing process to address student-specific strengths and weaknesses in writing	N/A
<b>Extensions for depth and complexity:</b>	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	N/A	Students may work with a variety of ways to incorporate and embed direct quotes in research

**Colorado Teacher-Authored Sample Instructional Unit**

<b>Critical Content:</b>	<ul style="list-style-type: none"> <li>• The difference between paraphrasing and direct quotes</li> <li>• Techniques used in synthesizing information</li> </ul>
<b>Key Skills:</b>	<ul style="list-style-type: none"> <li>• Differentiate between paraphrasing and direct quotes</li> <li>• Use evidence from literary and informational texts to support analysis, reflection, and research</li> </ul>
<b>Critical Language:</b>	Formal language, informal language

**Learning Experience # 12**

The teacher may model and guide methods of synthesizing information so that students can begin considering ways to purposefully consolidate information. [*Producing text*]

<b>Generalization Connection(s):</b>	Relevant arguments and claims in research projects communicate a writer’s position and inform the intended audience Expression through verbal and non-verbal cues communicates a speaker’s purpose and deepens audience understanding
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<b>Teacher Resources:</b>	<a href="http://www.gtps.k12.nj.us/curric/writing/index_files/page0003.htm">http://www.gtps.k12.nj.us/curric/writing/index_files/page0003.htm</a> (Writer's workshop toolkit with editing/revising checklists, peer observation forms, strategies, and student exemplars) <a href="http://tinyurl.com/l2prz4">http://tinyurl.com/l2prz4</a> (“sentence synthesizing” organizer – scroll down on document)
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<b>Student Resources:</b>	N/A
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<b>Assessment:</b>	The assessments for this and the following Learning Experiences are aimed at gathering evidence and providing feedback as students craft their writing and TED Talk. For this Learning Experience, students will produce the initial brainstorming and drafts of their ideas. <a href="http://www.gtps.k12.nj.us/curric/writing/index_files/page0003.htm">http://www.gtps.k12.nj.us/curric/writing/index_files/page0003.htm</a> (Writer's workshop toolkit with editing/revising checklists, peer observation forms, strategies, and student exemplars)
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<b>Differentiation:</b> (Multiple means for students to access content and multiple modes for student to express understanding.)	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	Teachers may confer with students throughout the writing process to address student-specific strengths and weaknesses in writing	N/A

<b>Extensions for depth and complexity:</b>	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	Teachers may confer with students throughout the writing process to address student-specific strengths and weaknesses in writing	N/A

<b>Critical Content:</b>	<ul style="list-style-type: none"> <li>• The components of research writing</li> <li>• The difference between paraphrasing and direct quotes</li> <li>• Techniques used in synthesizing information</li> </ul>
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<b>Key Skills:</b>	<ul style="list-style-type: none"> <li>• Evaluate using different mediums for presentation</li> <li>• Use grade level appropriate academic language in their presentation and research project</li> <li>• Conduct a research project to answer a question</li> </ul>
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**Colorado Teacher-Authored Sample Instructional Unit**

	<ul style="list-style-type: none"> <li>• Write reports based on research</li> <li>• Use evidence from literary and informational texts to support analysis, reflection, and research</li> <li>• Synthesize information from history, literature, informational texts, interviews and personal experience to create a multi-media presentation on their findings</li> </ul>
<b>Critical Language:</b>	Formal language, informal language, verbal and nonverbal cues, clear communication, presentation, posture, tone, gesturing, speech, enunciation, pacing, delineate, evaluate

**Learning Experience # 13**

The teacher may model and guide the drafting process (genre, use of context, mode, and rhetoric) so that students can begin considering effective approaches to the drafting process. [*Producing text*]

<b>Generalization Connection(s):</b>	Relevant arguments and claims in research projects communicate a writer’s position and inform the intended audience Expression through verbal and non-verbal cues communicates a speaker’s purpose and deepens audience understanding	
<b>Teacher Resources:</b>	<a href="http://www.ted.com/talks">http://www.ted.com/talks</a> (TED Talks Presentations) <a href="http://www.youtube.com">www.youtube.com</a> (bad presentations)	
<b>Student Resources:</b>	N/A	
<b>Assessment:</b>	The assessments for this and the following Learning Experiences are aimed at gathering evidence and providing feedback as students craft their writing and TED Talk. <a href="http://www.gtps.k12.nj.us/curric/writing/index_files/page0003.htm">http://www.gtps.k12.nj.us/curric/writing/index_files/page0003.htm</a> (Writer’s workshop toolkit with editing/revising checklists, peer observation forms, strategies, and student exemplars)	
<b>Differentiation:</b> (Multiple means for students to access content and multiple modes for student to express understanding.)	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	Teachers may confer with students throughout the writing process to address student-specific strengths and weaknesses in writing	N/A
<b>Extensions for depth and complexity:</b>	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	Teachers may confer with students throughout the writing process to address student-specific strengths and weaknesses in writing	N/A
<b>Critical Content:</b>	<ul style="list-style-type: none"> <li>• The format for formal presentation</li> <li>• What mediums are used in presentation</li> <li>• Grade level academic and domain specific language for presentation or research topics</li> <li>• The components of a research project</li> <li>• The components of research writing</li> <li>• The difference between paraphrasing and direct quotes</li> <li>• Techniques used in synthesizing information</li> </ul>	

**Colorado Teacher-Authored Sample Instructional Unit**

<b>Key Skills:</b>	<ul style="list-style-type: none"> <li>• Give a planned oral presentation to a specific audience for an intended purpose</li> <li>• Evaluate using different mediums for presentation</li> <li>• Use grade level appropriate academic language in their presentation and research project</li> <li>• Conduct a research project to answer a question</li> <li>• Write reports based on research</li> <li>• Use evidence from literary and informational texts to support analysis, reflection, and research</li> <li>• Synthesize information from history, literature, informational texts, interviews and personal experience to create a multi-media presentation on their findings</li> </ul>
<b>Critical Language:</b>	Appropriate vocabulary, audience, purpose, argument, enunciation, diction, formal language, informal language, verbal and nonverbal cues, clear communication, presentation, posture, tone, gesturing, speech, pacing, delineate, evaluate

Learning Experience # 14		
The teacher may provide guidance for writing (in a workshop setting) so that students can understand the editing/refining process as central to improving written work. [ <i>Producing text</i> ]		
<b>Generalization Connection(s):</b>	Relevant arguments and claims in research projects communicate a writer’s position and inform the intended audience Expression through verbal and non-verbal cues communicates a speaker’s purpose and deepens audience understanding	
<b>Teacher Resources:</b>	<a href="http://www.publicspeakinginternational.com">www.publicspeakinginternational.com</a> (Public speaking resources) <a href="http://www.ted.com/talks">http://www.ted.com/talks</a> (TED Talks Presentations) <a href="http://www.youtube.com">www.youtube.com</a> (bad presentations)	
<b>Student Resources:</b>	N/A	
<b>Assessment:</b>	The assessments are aimed at providing feedback as students craft their writing and TED Talk. For this Learning Experience, students will produce the initial brainstorming and drafts of their ideas. <a href="http://www.gtps.k12.nj.us/curric/writing/index_files/page0003.htm">http://www.gtps.k12.nj.us/curric/writing/index_files/page0003.htm</a> (Writer's workshop toolkit with editing/revising checklists, peer observation forms, strategies, and student exemplars)	
<b>Differentiation:</b> (Multiple means for students to access content and multiple modes for student to express understanding.)	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	Teachers may confer with students throughout the writing process to address student-specific strengths and weaknesses in writing	N/A
<b>Extensions for depth and complexity:</b>	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	Teachers may confer with students throughout the writing process to address student-specific strengths and weaknesses in writing	N/A

**Colorado Teacher-Authored Sample Instructional Unit**

<b>Critical Content:</b>	<ul style="list-style-type: none"><li>• The format for formal presentation</li><li>• What mediums are used in presentation</li><li>• Grade level academic and domain specific language for presentation or research topics</li><li>• The components of a research project</li><li>• The components of research writing</li><li>• The difference between paraphrasing and direct quotes</li><li>• Techniques used in synthesizing information</li></ul>
<b>Key Skills:</b>	<ul style="list-style-type: none"><li>• Give a planned oral presentation to a specific audience for an intended purpose</li><li>• Evaluate using different mediums for presentation</li><li>• Use grade level appropriate academic language in their presentation and research project</li><li>• Use evidence from literary and informational texts to support analysis, reflection, and research</li><li>• Synthesize information from history, literature, informational texts, interviews and personal experience to create a multi-media presentation on their findings</li></ul>
<b>Critical Language:</b>	Verbal and nonverbal cues, engagement, posture, eye contact, gestures, tone, enunciation, formal language, informal language, appropriate vocabulary, audience, purpose, argument, diction