

Colorado Teacher-Authored Instructional Unit Sample

Unit Title: Exploring Diverse Perspectives

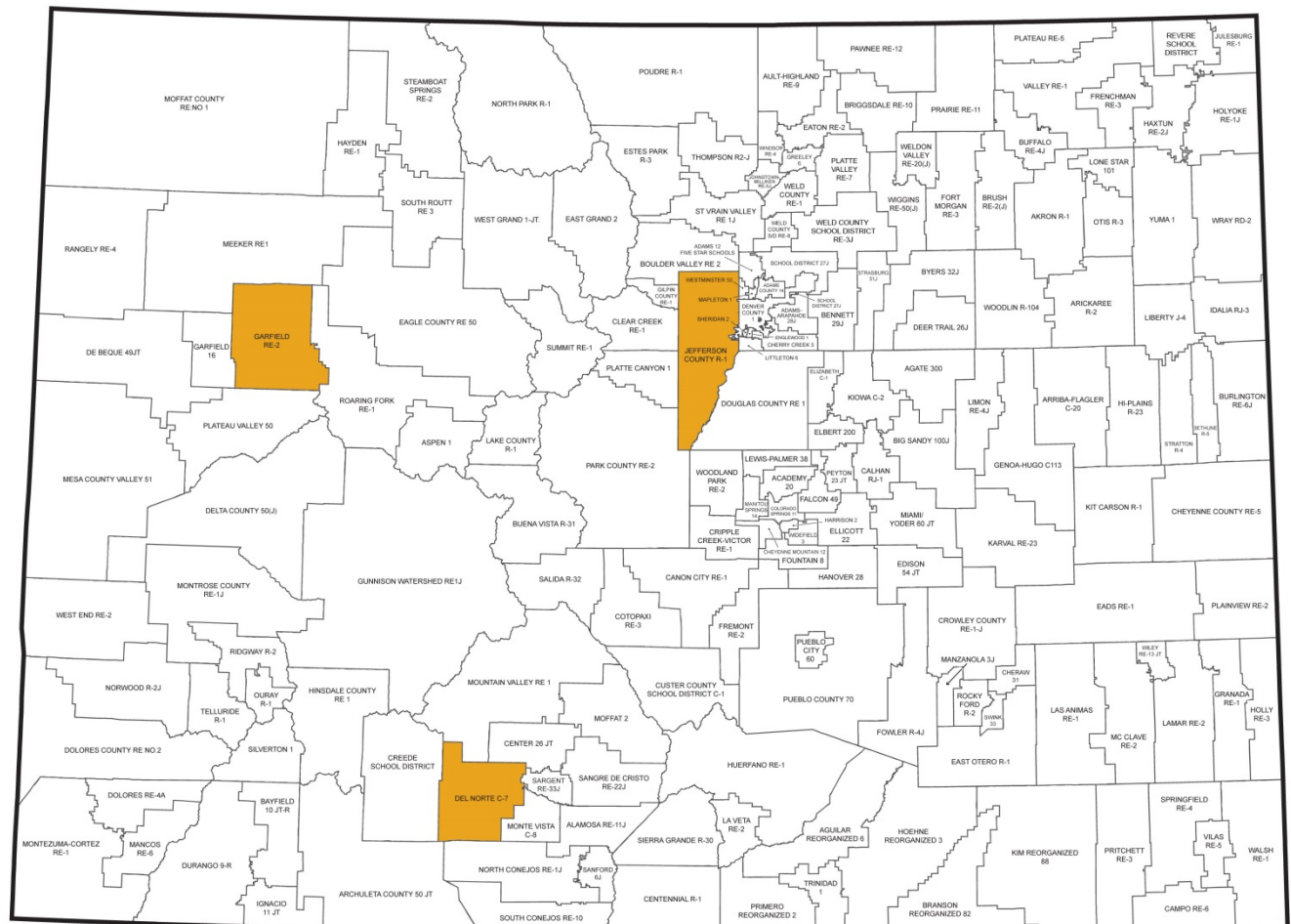
INSTRUCTIONAL UNIT AUTHORS

Garfield RE-2 School District

BASED ON A CURRICULUM OVERVIEW SAMPLE AUTHORED BY

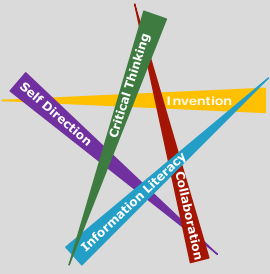
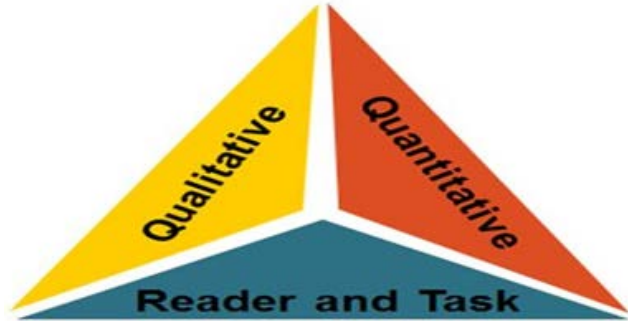
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This unit was authored by a team of Colorado educators. The template provided one example of unit design that enabled teacher-authors to organize possible learning experiences, resources, differentiation, and assessments. The unit is intended to support 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

| Content Area | Reading, Writing, and Communicating | Grade Level | 9 th Grade |
|--|---|---|-----------------------|
| Course Name/Course Code | | | |
| Standard | Grade Level Expectations (GLE) | GLE Code | |
| 1. Oral Expression and Listening | 1. Oral presentations require effective preparation strategies | RWC10-GR.9-S.1-GLE.1 | |
| | 2. Listening critically to comprehend a speaker’s message requires mental and physical strategies to direct and maintain attention | RWC10-GR.9-S.1-GLE.2 | |
| 2. Reading for All Purposes | 1. Increasingly complex literary elements in traditional and contemporary works of literature require scrutiny and comparison | RWC10-GR.9-S.2-GLE.1 | |
| | 2. Increasingly complex informational texts require mature interpretation and study | RWC10-GR.9-S.2-GLE.2 | |
| 3. Writing and Composition | 1. Literary and narrative texts develop a controlling idea or theme with descriptive and expressive language | RWC10-GR.9-S.3-GLE.1 | |
| | 2. Informational and persuasive texts develop a topic and establish a controlling idea or thesis with relevant support | RWC10-GR.9-S.3-GLE.2 | |
| | 3. Writing for grammar, usage, mechanics, and clarity requires ongoing refinements and revisions | RWC10-GR.9-S.3-GLE.3 | |
| 4. Research and Reasoning | 1. Informational materials, including electronic sources, need to be collected, evaluated, and analyzed for accuracy, relevance, and effectiveness for answering research questions | RWC10-GR.9-S.4-GLE.1 | |
| | 2. Effective problem-solving strategies require high-quality reasoning | RWC10-GR.9-S.4-GLE.2 | |
|  <p>Colorado 21st Century Skills</p> <p>Critical Thinking and Reasoning: <i>Thinking Deeply, Thinking Differently</i></p> <p>Information Literacy: <i>Untangling the Web</i></p> <p>Collaboration: <i>Working Together, Learning Together</i></p> <p>Self-Direction: <i>Own Your Learning</i></p> <p>Invention: <i>Creating Solutions</i></p> | | <p align="center">Text Complexity</p>  | |
| Unit Titles | Length of Unit/Contact Hours | Unit Number/Sequence | |
| Exploring Diverse Perspectives | 4-6 weeks | 5 | |

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| Unit Title | Exploring Diverse Perspectives | | Length of Unit | 4-6 weeks |
| Focusing Lens(es) | Diversity Perspective | Standards and Grade Level Expectations Addressed in this Unit | RWC10-GR.9-S.1-GLE.1 RWC10-GR.9-S.1-GLE.2 RWC10-GR.9-S.2-GLE.1 RWC10-GR.9-S.2-GLE.2 | RWC10-GR.9-S.3-GLE.1 RWC10-GR.9-S.3-GLE.2 RWC10-GR.9-S.3-GLE.3 RWC10-GR.9-S.4-GLE.1 RWC10-GR.9-S.4-GLE.2 |
| Inquiry Questions (Engaging-Debatable): | <ul style="list-style-type: none"> Does everyone’s opinion really count? How does a speaker’s personal history impact his/her point of view? (RWC10-GR.9-S.1.GLE.2.IQ.1) | | | |
| Unit Strands | Oral Expression and Listening, Reading for all Purposes, Writing and Composition, Research and Reasoning | | | |
| Concepts | In content: | In reading: | In writing: | |
| | Diversity, experiences, values, beliefs, relevance, fairness, significance, bias, opinions, expectations, central idea, point of view, culture assumptions, cultural perspectives, social perspective, world views, stereotypes, judgments, experience(s) | Analysis, summary, social perspective/context, world views, central idea, point of view, perspective, motive | relevance, significance, word choice, sources, perspective, research, motive | |

| Generalizations My Students may Understand that... | Guiding Questions | |
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| | Factual | Conceptual |
| Awareness of cultural and social perspectives leads to a better understanding of human experience and enhances students’ understanding of their own experiences. (RWC10-GR.9-S.2-GLE.1.EO.d) and (RWC10-GR.9-S.1.GLE.2.EO.f) and (RWC10-GR.9-S.3.GLE.2.EO.v) and (RWC10-GR.9-S.4-GLE.1.EO.b) | What examples of cultural perspective are found in this text? How does this character’s social life differ from yours? | How might individuals with different cultural and social backgrounds view the same incident or experience differently? Why might previously held assumptions be proven incorrect when one considers cultural and social background differences? |
| Collaboration with partners who hold diverse perspectives leads to the formation of new understandings and (possibly) unique ideas. (RWC10-GR.9-S.4-GLE.2-EO.b) and (RWC10-GR.9-S.1-GLE.2.EO.a) and (RWC10-GR.9-S.4-GLE.1.EO.b) | What different beliefs about a topic do members of your group hold? What new ideas did your group generate that you would not have generated on your own? | Why do norms need to be in place in order for collaboration between people with diverse perspectives to be conducted respectfully? |
| The identification of personally-held values, beliefs, and opinions helps individuals consider assumptions, judgments, and stereotypes. (RWC10-GR.9-S.4-GLE.1.2) | How did collaborating with members of your group change your previously-held opinions about individuals within your group? | How are stereotypes established? |

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| Diverse media enhances the presentation of ideas and access to multiple audiences. (RWC10-GR.9-S.1-GLE.1.EO.f) and (RWC10-GR.9-S.3-GLE.3.EO.d) | What types of media would enhance your presentation? Who are your readers, and why is that important to the types of media you incorporate? | What are the benefits of incorporating diverse media into a presentation? |
| Writers attend to the conventions of language so as to establish credibility and more effectively persuade an audience. (RWC10-GR.9-S.3-GLE.3.EO.a) | What role do conventions of language play in trying to persuade an audience? | How does using conventional language establish credibility? How does the formation of more fluid, varied sentences impact an author’s ability to persuade an audience? |

| Critical Content: My Students may Know ... | Key Skills: My Students may be able to (Do) ... |
|---|---|
| <ul style="list-style-type: none"> Technology to produce, publish, and update individual or shared writing products (RWC10-GR.9-S.3-GLE.3.EO.d) Variables (such as background knowledge, experiences, values, and beliefs) and their relationship to communication (RWC10-GR.9-S.1-GLE.2) Examples of point(s) of view or cultural experience in literature from outside the United States (RWC10-GR.9-S.2-GLE.1-EO.a) The role of a central idea and its development over the course of a text(RWC10-GR.9-S.2-GLE.2) | <ul style="list-style-type: none"> Integrate information from different sources to research and complete a project. (RWC10-GR.9-S.4-GLE.1) Initiate and participate effectively in a range of collaborative discussions (one-on-one, group, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. (RWC10-GR.9-S.1-GLE.2-EO.a) Assess strengths and weaknesses of their thinking and thinking of others by using criteria including relevance, clarity, accuracy, fairness, significance, depth, breadth, logic and precision. (RWC10-GR.9-S.4-GLE.2) Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. (RWC10-GR.9-S.3-GLE.2-EO.a) Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements in presentations to enhance understanding of findings, reasoning, and evidence and to add interest). (RWC10-GR.9-S.1-GLE.1-EO.f) Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (RWC10-GR.9-S.1-GLE.1-EO.a) |

Critical Language: 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: *“Mark Twain exposes the hypocrisy of slavery through the use of satire.”*

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| A student in _____ can demonstrate the ability to apply and comprehend critical language through the following statement(s): | Martin Luther King uses sound reasoning and appeals to the audience’s sense of justice in order to maximize the effectiveness of his perspectives. |
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| Academic Vocabulary: | Diversity, experiences, values, beliefs, relevance, fairness, significance, bias, opinions, expectations, central idea, point of view, culture assumptions, cultural perspectives, social perspective, world views, stereotypes, judgments, experience(s) Analysis, summary, social perspective/context, world views, central idea, point of view, perspective, motive |
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| Technical Vocabulary: | relevance, significance, word choice, sources, perspective, research, motive |
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| Unit Description: | In this 4 to 6 week unit, students may explore different voices via comparing and contrasting those perspectives in supplementary texts with those expressed in an anchor text (for example, <i>Master Harold...and the Boys</i> by Athol Fugard). Initially, Students may complete a research project so that they can practice research skills and gain a better understanding of the historical and cultural contexts that give rise to the different perspectives voiced in the anchor text. Then, the Teacher may introduce supplementary texts (speeches, essays, poems, songs, artwork) that reflect the same theme/concept as the anchor text. Class discussions and small group work will allow students opportunities to compare/contrast how authors use language to reveal perspectives, cultural background, historical context, and biases. This unit will culminate in a student-driven multi-genre project that demonstrates the students' understanding of how perspective is informed by individual biases and historical/cultural contexts and how authors make choices in order to voice their perspectives/achieve a purpose in accordance with their audiences. |
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| Considerations: | Teachers may choose materials based on student/community interests. Titles beyond the U.S. borders, such as the novel <i>Things Fall Apart</i> by Chinua Achebe or a play like <i>Master Harold...and the Boys</i> by Athol Fugard, or American Literature from minority voices like <i>In the Time of the Butterflies</i> by Julia Alvarez, <i>The Joy Luck Club</i> by Amy Tan, <i>Bless Me, Ultima</i> by Rudolfo Anaya could serve as powerful anchor texts relevant to contemporary society. Another option, rather than having a single text, is to offer students "literature circles" with a choice from a list of 4-5 texts that may interest them. Teacher would have to book talk the choices and identify particular themes and cultural/historical aspects and students could choose depending on their interests. They could then do all of the learning experiences in the unit as part of their collaborative groups / lit circles. |
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Unit Generalizations

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| Key Generalization: | Awareness of cultural and social perspectives leads to a better understanding of human experience and enhances students' understanding of their own experiences. |
| Supporting Generalizations: | Collaboration with partners who hold diverse perspectives leads to the formation of new understandings and (possibly) unique ideas. |
| | The identification of personally-held values, beliefs, and opinions helps individuals consider assumptions, judgments, and stereotypes. |
| | Diverse media enhances the presentation of ideas and access to multiple audiences. |
| | Writers attend to the conventions of language so as to establish credibility and more effectively persuade an audience. |

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| Performance Assessment: <i>The capstone/summative assessment for this unit.</i> | |
| Claims: (Key generalization(s) to be mastered and demonstrated through the capstone assessment.) | Awareness of cultural and social perspectives leads to a better understanding of human experience and enhances students' understanding of their own experiences. |
| Stimulus Material: (Engaging scenario that includes role, audience, goal/outcome and explicitly connects the key generalization) | TOPIC: reflections on the theme and perspectives on the issue You will develop a multi-genre project from the perspective of one of the authors we have studied – either the author of the anchor text or the supplementary texts. From that author's perspective, the multi-genre project will allow you (as the author) to reflect on |

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| | <p>your perspective and the influences on your work. Imagine that the author has been invited to a book group or other forum where people are familiar with the text.</p> <p>Students can choose any media format that allows for the voice of different perspectives via different writing/presentation genres. Examples of formats they may consider include a newspaper, i-movie, play/role playing, panel interview.</p> <p>Perspectives and Audience</p> |
| <p>Product/Evidence: (Expected product from students)</p> | <p>Students can choose from a variety of multi-genre approaches; perhaps the center of the multi-genre collection is a narrative from the perspective of the author. Or perhaps the center is a research piece using supplemental materials and that research is accompanied by a personal narrative or reflective piece from the author's perspective.</p> |
| <p>Differentiation: (Multiple modes for student expression)</p> | <p>Student choice on the approach to the multi-genre project will allow for differentiation</p> |

Texts for independent reading or for class read aloud to support the content

| Informational/Non-Fiction | Fiction |
|---|--|
| <p>Letter from Birmingham Jail by Martin Luther King, Jr. (Lexile 1020)</p> <p>"Perils of Indifference" by Elie Wiesel (Lexile 1130)</p> <p>"I'm Prepared to Die" by Nelson Mandela</p> <p>Announcement of the Dropping of the Atomic Bomb by Harry Truman (Lexile 1240)</p> <p>Declaration of Sentiments by Elizabeth Cady Stanton (Lexile 1490)</p> | <p><i>To Kill a Mockingbird</i> by Harper Lee (Lexile 870)</p> <p><i>Night</i> by Elie Wiesel (Lexile 590)</p> <p><i>Things Fall Apart</i> by Chinua Achebe (Lexile 890)</p> <p><i>In the Time of the Butterflies</i> by Julia Alvarez (Lexile 910)</p> <p><i>The Joy Luck Club</i> by Amy Tan (Lexile 930)</p> <p><i>Bless Me, Ultima</i> by Rudolfo Anaya (Lexile 840)</p> <p><i>Master Harold...and the Boys</i> by Athol Fugard.</p> <p><i>Book Thief</i> by Markus Zusack (Lexile 730)</p> <p>"I, Too" by Langston Hughes</p> <p>"A Far Cry From Africa" by Derrick Walcott</p> <p>"We Real Cool" by Gwendolyn Brooks</p> |

Ongoing Discipline-Specific Learning Experiences

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| 1. | Description: | Students may think like a reader, writer, and literary critic when analyzing authors' intended purposes, points of view, rhetorical/literary techniques | Teacher Resources: | <p>Various modes of texts in the learning experiences</p> <p>http://www.warrencountyschools.org/userfiles/2607/Textual%20Evidence%20Powerpoint.pdf (Thoughtful explanation of citing textual evidence)</p> <p>https://www.teachingchannel.org/videos/teaching-about-textual-evidence (Citing textual evidence)</p> <p>http://commoncore.scholastic.com/sites/default/files/ACT-090213-CommonCore.pdf (Lesson Plan on citing textual evidence)</p> <p>http://www.readwritethink.org/files/resources/lesson-docs/CloseReadingPlanningSheet.pdf (Close reading questions)</p> <p>http://fisherandfrey.com/resources/ (Multiple resources from Douglas Fisher and Nancy Frey: Close Reading, Text-Dependent Questions, etc.)</p> |
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| | | | Student Resources: | Various texts in the learning experiences |
| | Skills: | Determine theme, purpose, drawing on evidence to support, identification and analysis of rhetorical/literary techniques | Assessment: | Ongoing via analytical writing, graphic organizers, slips, seminars, verbal quizzes, journal entries |
| 2. | Description: | Students may have knowledge of how to use different types of media to present information | Teacher Resources: | Access to programs/apps listed in skills |
| | | | Student Resources: | Access to programs/apps listed in skills |
| | Skills: | Utilize a sampling of the following options for their performance assessment: Google Docs, power point/key note, i-movie, comic life, Prezi, and others. | Assessment: | Formative assessment to build student skills and final product |
| 3. | Description: | Students may collaborate with their peers to meet objectives of units. | Teacher Resources: | Group work roles, rubrics/expectations, formats (see learning experiences) https://sites.google.com/site/collaborationskills/Web2collaboration/working-collaboration/garmston-wellman-seven-norms (Seven norms of collaboration) http://www.thinkingcollaborative.com/norms-collaboration-toolkit/ (Norms of collaboration with rubrics) |
| | | | Student Resources: | Group work roles, rubrics/expectations, formats (see learning experiences) https://sites.google.com/site/collaborationskills/Web2collaboration/working-collaboration/garmston-wellman-seven-norms (Seven norms of collaboration) http://www.thinkingcollaborative.com/norms-collaboration-toolkit/ (Norms of collaboration with rubrics) |
| | Skills: | Identify and follow effective group norms that foster student learning | Assessment: | Effective fulfillment of roles as designated by the teacher/students |

Prior Knowledge and Experiences

Students may need to have prior knowledge about the use of technology to develop projects.
Students may have close reading strategies that support analysis of theme, textual support and literary/rhetorical strategies.

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| Learning Experience # 1 | | |
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| Task Description: <i>The teacher may... so that students can...</i> | The teacher may use pre-reading activities around the anchor text (e.g. <i>Master Harold ... and the Boys</i>) so that students can begin to question cultural/personal perspectives based around a theme reflected in the anchor text.. [<i>Understanding text</i>] | |
| Generalization Connection(s): | Awareness of cultural and social perspectives leads to a better understanding of human experience and enhances students' understanding of their own experiences. The identification of personally-held values, beliefs, and opinions helps individuals consider assumptions, judgments, and stereotypes. | |
| Teacher Resources: | https://mrscousaratss.wikispaces.com/file/view/master_harold_scriptedited.pdf (<i>Master Harold ... and the Boys</i>) http://www.adlit.org/strategies/19712/ (creating an anticipation guide) | |
| Student Resources: | http://www.readwritethink.org/classroom-resources/printouts/chart-a-30226.html (KWL chart) http://www.readwritethink.org/classroom-resources/printouts/concept-30699.html (Concept Map) | |
| Assessment: | Students may make individual journal responses, participate in class discussion | |
| Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.) | Access (Resources and/or Process) | Expression (Products and/or Performance) |
| | Teacher may provide question stems and pre-populated graphic organizers (KWL charts, Concept Maps) | Students may respond to question stems/charts by themselves or with partners |
| Extensions for depth and complexity: | Access (Resources and/or Process) | Expression (Products and/or Performance) |
| | Teacher may help students generate interview questions | Students may interview classmates, family members, people of different generations/cultural backgrounds |
| Critical Content: | <ul style="list-style-type: none"> • Examples of point(s) of view or cultural experience in literature from outside the United States) • Variables (such as background knowledge, experiences, values, and beliefs) and their relationship to communication • The role of a central idea and its development over the course of a text | |
| Key Skills: | <ul style="list-style-type: none"> • Initiate and participate effectively in a range of collaborative discussions (one-on-one, group, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. • Assess strengths and weaknesses of their thinking and thinking of others by using criteria including relevance, clarity, accuracy, fairness, significance, depth, breadth, logic and precision. | |
| Critical Language: | Experiences, values, beliefs, perspective, bias, opinions, point of view | |

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| Learning Experience # 2 | | |
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| Task Description: <i>The teacher may... so that students can...</i> | The teacher may introduce specific literary analysis techniques (e.g. question generation, annotation, inferring) so that students can identify themes in the anchor text and support their analysis with textual evidence. [<i>Understanding text, Responding to text, Critiquing text</i>] | |
| Generalization Connection(s): | Awareness of cultural and social perspectives leads to a better understanding of human experience and enhances students' understanding of their own experiences. | |
| Teacher Resources: | http://www.warrencountyschools.org/userfiles/2607/Textual%20Evidence%20Powerpoint.pdf (Thoughtful explanation of citing textual evidence) https://www.teachingchannel.org/videos/teaching-about-textual-evidence (Citing textual evidence) http://commoncore.scholastic.com/sites/default/files/ACT-090213-CommonCore.pdf (Lesson Plan on citing textual evidence) http://www.readwritethink.org/files/resources/lesson-docs/CloseReadingPlanningSheet.pdf (Close reading questions) http://fisherandfrey.com/resources/ (Multiple resources from Douglas Fisher and Nancy Frey: Close Reading, Text-Dependent Questions, etc.) | |
| Student Resources: | http://www.readwritethink.org/classroom-resources/printouts/double-entry-journal-30660.html (Double entry journals) http://www.asdk12.org/MiddleLink/HighFive/TwoColumn/ (Two-column notes) http://www.adlit.org/strategies/22091/ (Double entry journals) http://www.greece.k12.ny.us/files/filesystem/journalresponse.pdf (Response journals) https://tpri.wikispaces.com/file/view/05-2Bloom-16-17+Stems+for+Instruction.pdf (Question stems based on Bloom's revised taxonomy) | |
| Assessment: | Students may complete two-column notes or response journals identifying theme and providing textual evidence in support | |
| Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.) | Access (Resources and/or Process) | Expression (Products and/or Performance) |
| | Teacher may provide question stems, reading questions, critical thinking questions, close reading strategies (graphic organizer) | Students may respond to the question stems (partners or individually) |
| Extensions for depth and complexity: | Access (Resources and/or Process) | Expression (Products and/or Performance) |
| | Teacher may model how to ask different question types using Bloom's taxonomy https://tpri.wikispaces.com/file/view/05-2Bloom-16-17+Stems+for+Instruction.pdf (Question stems based on Bloom's revised taxonomy) | Students may develop questions stems, complete journal entries, or apply the questions to analyze character motivation |
| Critical Content: | <ul style="list-style-type: none"> • The role of a central idea and its development over the course of a text • Examples of point(s) of view or cultural experience in literature from outside the United States | |
| Key Skills: | <ul style="list-style-type: none"> • Integrate information from different sources to research and complete a project. • Initiate and participate effectively in a range of collaborative discussions (one-on-one, group, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. | |

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| Critical Language: | Analysis, central idea, theme, perspective, compare/contrast, social perspective, cultural perspective |
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| Learning Experience # 3 | | |
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| Task Description: <i>The teacher may... so that students can...</i> | The teacher may model research strategies (e.g. developing inquiry questions, keyword searches) so that students can learn to use research skills to integrate/synthesize sources while they analyze historical context for the anchor text. [<i>Understanding text, Producing text</i>] | |
| Generalization Connection(s): | Awareness of cultural and social perspectives leads to a better understanding of human experience and enhances students' understanding of their own experiences. Diverse media enhances the presentation of ideas and access to multiple audiences | |
| Teacher Resources: | http://www.biography.com/ (list of biographies) http://www.historyplace.com/ (list of historical events) http://www.history.com/ (lists of historical events) http://www.pbslearningmedia.org/ (media of historic events) | |
| Student Resources: | http://www.biography.com/ (list of biographies) http://www.historyplace.com/ (list of historical events) http://www.history.com/ (lists of historical events) http://www.pbslearningmedia.org/ (media of historic events) | |
| Assessment: | Students may complete graphic organizer using multiple sources regarding the historical context of the anchor text | |
| Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.) | Access (Resources and/or Process) | Expression (Products and/or Performance) |
| | Teacher may establish "research partners" Teacher may provide guided notes Teacher may provide question stems | Students may research with partners to find historical context for the anchor text |
| Extensions for depth and complexity: | Access (Resources and/or Process) | Expression (Products and/or Performance) |
| | N/A | Students may expand the research to include author background and historical/cultural context |
| Critical Content: | <ul style="list-style-type: none"> • Examples of point(s) of view or cultural experience in literature from outside the United States • The role of a central idea and its development over the course of a text • Technology to produce, publish, and update individual or shared writing products | |
| Key Skills: | <ul style="list-style-type: none"> • Integrate information from different sources to research and complete a project. • Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. | |
| Critical Language: | Research, bias, sources, credibility | |

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| Learning Experience # 4 | | |
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| Task Description: <i>The teacher may... so that students can...</i> | The teacher may initiate discussion of the historical and cultural context of the anchor text (e.g. <i>Master Harold ... and the Boys</i>) so that students can explore how cultural norms influenced the perspectives of the author and characters. [<i>Understanding text, Responding to text, Critiquing text</i>] | |
| Generalization Connection(s): | Awareness of cultural and social perspectives leads to a better understanding of human experience and enhances students' understanding of their own experiences. | |
| Teacher Resources: | http://www.biography.com/ (list of biographies) http://www.historyplace.com/ (list of historical events) http://www.history.com/ (lists of historical events) http://www.pbslearningmedia.org/ (media of historic events) | |
| Student Resources: | http://www.biography.com/ (list of biographies) http://www.historyplace.com/ (list of historical events) http://www.history.com/ (lists of historical events) http://www.pbslearningmedia.org/ (media of historic events) http://www.readwritethink.org/classroom-resources/printouts/chart-a-30226.html (KWL chart) http://www.readwritethink.org/classroom-resources/printouts/concept-30699.html (Concept Map) | |
| Assessment: | Students may complete a concept map that reflects how historical/social context influences perspectives voiced in the anchor text | |
| Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.) | Access (Resources and/or Process) | Expression (Products and/or Performance) |
| | Teacher may provide question stems Teacher may provide a graphic organizer | Students may answer question stems and complete graphic organizer individually or with a partner |
| Extensions for depth and complexity: | Access (Resources and/or Process) | Expression (Products and/or Performance) |
| | N/A | N/A |
| Critical Content: | <ul style="list-style-type: none"> • Examples of point(s) of view or cultural experience in literature from outside the United States • The role of a central idea and its development over the course of a text | |
| Key Skills: | <ul style="list-style-type: none"> • Integrate information from different sources to research and complete a project. • Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. | |
| Critical Language: | Social norms, research, cultural assumptions, cultural perspectives, worldviews | |

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| Learning Experience # 5 | | |
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| Task Description: <i>The teacher may... so that students can...</i> | The teacher may ask students to brainstorm stereotypes that exist in contemporary society so that students can identify stereotypes in their own lives and analyze how stereotypes may be reinforced/refuted in the anchor (e.g <i>Master Harold...and the Boys</i>) and supplemental texts. [<i>Understanding text, Responding to text, Critiquing text</i>] | |
| Generalization Connection(s): | Collaboration with partners who hold diverse perspectives leads to the formation of new understandings and (possibly) unique ideas. Awareness of cultural and social perspectives leads to a better understanding of human experience and enhances students' understanding of their own experiences. The identification of personally-held values, beliefs, and opinions helps individuals consider assumptions, judgments, and stereotypes. | |
| Teacher Resources: | http://www.eduplace.com/graphicorganizer/ (brainstorming graphic organizers) http://www.readingrockets.org/strategies/think_alouds (Think alouds) http://education-portal.com/academy/lesson/stereotypes.html (video on stereotypes) | |
| Student Resources: | http://education-portal.com/academy/lesson/stereotypes.html (video on stereotypes) http://www.adlit.org/strategies/22091/ (two column notes) | |
| Assessment: | Students may complete brainstorming with class participation and complete two column notes or other graphic organizer | |
| Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.) | Access (Resources and/or Process) | Expression (Products and/or Performance) |
| | N/A | N/A |
| Extensions for depth and complexity: | Access (Resources and/or Process) | Expression (Products and/or Performance) |
| | N/A | N/A |
| Critical Content: | <ul style="list-style-type: none"> • Variables (such as background knowledge, experiences, values, and beliefs) and their relationship to communication • Examples of point(s) of view or cultural experience in literature from outside the United States • The role of a central idea and its development over the course of a text | |
| Key Skills: | <ul style="list-style-type: none"> • Initiate and participate effectively in a range of collaborative discussions (one-on-one, group, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. • Assess strengths and weaknesses of their thinking and thinking of others by using criteria including relevance, clarity, accuracy, fairness, significance, depth, breadth, logic and precision. | |
| Critical Language: | Brainstorm, stereotype, cultural norms, judgments, experiences, bias | |

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| Learning Experience # 6 | | |
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| Task Description: <i>The teacher may... so that students can...</i> | The teacher may use supplemental texts of different genres so that students can use close reading strategies to identify similarities and differences between the anchor text, supplementary texts, and their own lives. [<i>Understanding text, Responding to text, Critiquing text</i>] | |
| Generalization Connection(s): | Awareness of cultural and social perspectives leads to a better understanding of human experience and enhances students' understanding of their own experiences. (RWC10-GR.9-S.2-GLE.1.EO.d) and (RWC10-GR.9-S.1.GLE.2.EO.f) and (RWC10-GR.9-S.3.GLE.2.EO.v) and (RWC10-GR.9-S.4-GLE.1.EO.b) | |
| Teacher Resources: | http://www.readwritethink.org/professional-development/strategy-guides/using-jigsaw-cooperative-learning-30599.html (Jigsaw strategy explained) http://www.litcircles.org/Overview/overview.html (literature circles) http://www.poets.org/poetsorg/poem/i-too ("I, too" by Langston Hughes) http://www.poetryfoundation.org/poem/175884 ("Harlem" by Langston Hughes) http://www.poemhunter.com/poem/incident/ ("Incident" by Countee Cullen) | |
| Student Resources: | http://www.eduplace.com/ss/socsci/books/content/gfxorganizers/graph_3-col.pdf (Three column notes) http://www.eduplace.com/graphicorganizer/pdf/venn.pdf (Venn diagram) http://www.readwritethink.org/classroom-resources/printouts/double-entry-journal-30660.html (Double entry journals) http://www.asdk12.org/MiddleLink/HighFive/TwoColumn/ (Two-column notes) http://www.adlit.org/strategies/22091/ (Double entry journals) http://www.readwritethink.org/classroom-resources/student-interactives/compare-contrast-30066.html?tab=5#tabs (Interactive compare and contrast map) http://www.poets.org/poetsorg/poem/i-too ("I, too" by Langston Hughes) http://www.poetryfoundation.org/poem/175884 ("Harlem" by Langston Hughes) http://www.poemhunter.com/poem/incident/ ("Incident" by Countee Cullen) | |
| Assessment: | Students may complete graphic organizers to compare perspectives in different pieces of literature | |
| Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.) | Access (Resources and/or Process) | Expression (Products and/or Performance) |
| | Teacher may provide three column notes and Venn Diagram Teacher may provide guided questions for students to focus their comparison | Students may complete compare/contrast of perspectives between texts either individually or with partner |
| Extensions for depth and complexity: | Access (Resources and/or Process) | Expression (Products and/or Performance) |
| | N/A | N/A |
| Critical Content: | <ul style="list-style-type: none"> Variables (such as background knowledge, experiences, values, and beliefs) and their relationship to communication Examples | |

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| | of point(s) of view or cultural experience in literature from outside the United States |
| Key Skills: | <ul style="list-style-type: none"> • Integrate information from different sources to research and complete a project. • Assess strengths and weaknesses of their thinking and thinking of others by using criteria including relevance, clarity, accuracy, fairness, significance, depth, breadth, logic and precision. |
| Critical Language: | Perspective, bias, point of view, cultural perspective, social perspective, historical context, evidence |

| Learning Experience # 7 | |
|---|--|
| Task Description: <i>The teacher may... so that students can...</i> | The teacher may supply supplementary texts of different genres (non-fiction, poems, speeches) centered around the same context/theme as the anchor text (e.g. <i>Master Harold ... and the Boys</i>) so that students can identify similarities and differences in how authors treat a theme by comparing the anchor text, the supplementary texts, and in their own lives. [<i>Understanding text, Responding to text</i>] |
| Generalization Connection(s): | Awareness of cultural and social perspectives leads to a better understanding of human experience and enhances students' understanding of their own experiences. |
| Teacher Resources: | http://www.historyplace.com/speeches/previous.htm (Speeches) http://famouspoetsandpoems.com/ (Poems) http://www.opposingviews.com/ (Articles) http://www.nytimes.com/roomfordebate (Articles) http://www.readwritethink.org/classroom-resources/lesson-plans/teaching-student-annotation-constructing-1132.html (Resource on annotating text) http://www.toursoweto.com/tours/short-stories-of-apartheid-forward.htm (Forward to a collection of short stories on apartheid) http://www.historicalpapers.wits.ac.za/?inventory/U/collections&c=AG3275/R (Collection of personal stories from The Apartheid Archive Project) http://www.muthalnaidoo.co.za/poems-othermenu-88/80-apartheid-poems- (Poems on apartheid) |
| Student Resources: | http://www.eduplace.com/ss/socsci/books/content/gfxorganizers/graph_3-col.pdf (Three column notes) http://www.eduplace.com/graphicorganizer/pdf/venn.pdf (Venn diagram) http://www.historyplace.com/speeches/previous.htm (Speeches) http://famouspoetsandpoems.com/ (Poems) http://www.opposingviews.com/ (Articles) http://www.nytimes.com/roomfordebate (Articles) http://www.readwritethink.org/classroom-resources/lesson-plans/teaching-student-annotation-constructing-1132.html (Resource on annotating text) http://www.toursoweto.com/tours/short-stories-of-apartheid-forward.htm (Forward to a collection of short stories on apartheid) http://www.historicalpapers.wits.ac.za/?inventory/U/collections&c=AG3275/R (Collection of personal stories from The Apartheid Archive Project) http://www.muthalnaidoo.co.za/poems-othermenu-88/80-apartheid-poems- (Poems on apartheid) |

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| Assessment: | Students may complete an organized compare/contrast graphic organizer of perspectives between texts with textual evidence to support the varying perspectives | |
| Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.) | Access (Resources and/or Process) | Expression (Products and/or Performance) |
| | Teacher may provide three column notes or Venn Diagram graphic organizers | Students may complete organized comparison/contrast of perspectives between texts |
| Extensions for depth and complexity: | Access (Resources and/or Process) | Expression (Products and/or Performance) |
| | N/A | N/A |
| Critical Content: | <ul style="list-style-type: none"> • Examples of point(s) of view or cultural experience in literature from outside the United States • The role of a central idea and its development over the course of a text | |
| Key Skills: | <ul style="list-style-type: none"> • Assess strengths and weaknesses of their thinking and thinking of others by using criteria including relevance, clarity, accuracy, fairness, significance, depth, breadth, logic and precision. • Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. | |
| Critical Language: | Perspective, bias, point of view, cultural perspective, social perspective, historical context, evidence | |

| Learning Experience # 7 | |
|---|--|
| Task Description: <i>The teacher may... so that students can...</i> | The teacher may introduce the idea of the rhetorical triangle (author, speaker, purpose, content) so that students analyze how effective language/communication in the anchor and supplemental texts is connected to the intended audience. [<i>Understanding text, Responding to text, Critiquing text</i>] |
| Generalization Connection(s): | <p>Awareness of cultural and social perspectives leads to a better understanding of human experience and enhances students' understanding of their own experiences.</p> <p>The identification of personally-held values, beliefs, and opinions helps individuals consider assumptions, judgments, and stereotypes.</p> <p>Writers attend to the conventions of language so as to establish credibility and more effectively persuade an audience.</p> |
| Teacher Resources: | <p>http://www.occc.edu/comlab/pdf/handouts/Rhetorical.pdf (Rhetorical triangle)</p> <p>https://www.washingtonpost.com/blogs/worldviews/wp/2013/12/05/read-the-most-important-speech-nelson-mandela-ever-gave/ (Nelson Mandela speech on apartheid)</p> |
| Student Resources: | <p>http://www.occc.edu/comlab/pdf/handouts/Rhetorical.pdf (Rhetorical triangle)</p> <p>https://www.washingtonpost.com/blogs/worldviews/wp/2013/12/05/read-the-most-important-speech-nelson-mandela-ever-gave/ (Nelson Mandela speech on apartheid)</p> |

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| Assessment: | Students may use the rhetorical triangle to explain (with textual evidence) how the writer/speakers use different strategies for his purpose and audience | |
| Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.) | Access (Resources and/or Process) | Expression (Products and/or Performance) |
| | Teacher may provide a modified or pre-populated rhetorical triangle | Students may complete the rhetorical triangle graphic organizer |
| Extensions for depth and complexity: | Access (Resources and/or Process) | Expression (Products and/or Performance) |
| | Teacher may model how to challenge a writer or speaker’s argument | Students may draft counterarguments to the speech or argument |
| Critical Content: | <ul style="list-style-type: none"> • Variables (such as background knowledge, experiences, values, and beliefs) and their relationship to communication • Examples of point(s) of view or cultural experience in literature from outside the United States • The role of a central idea and its development over the course of a text | |
| Key Skills: | <ul style="list-style-type: none"> • Assess strengths and weaknesses of their thinking and thinking of others by using criteria including relevance, clarity, accuracy, fairness, significance, depth, breadth, logic and precision. • Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. | |
| Critical Language: | Rhetorical triangle, point of view, audience, bias, strategies, word choice, syntax | |

| Learning Experience # 8 | |
|---|--|
| Task Description: <i>The teacher may... so that students can...</i> | The teacher may model how an author adapts language attentive to audience needs and intended purpose so that students can analyze how audience informs an author’s choices. [<i>Understanding Text, Producing text</i>] |
| Generalization Connection(s): | Diverse media enhances the presentation of ideas and access to multiple audiences. Writers attend to the conventions of language so as to establish credibility and more effectively persuade an audience. |
| Teacher Resources: | https://www20.csueastbay.edu/library/scaa/files/pdf/purpose.audience.pdf (audience and purpose) http://www.teachit.co.uk/searchresults?resource=22447 (rewriting for audience and purpose exercises) http://www.readwritethink.org/classroom-resources/lesson-plans/teaching-student-annotation-constructing-1132.html (Resource on annotating text) http://www.toursoweto.com/tours/short-stories-of-apartheid-forward.htm (Forward to a collection of short stories on apartheid) https://www.washingtonpost.com/blogs/worldviews/wp/2013/12/05/read-the-most-important-speech-nelson-mandela-ever-gave/ (Nelson Mandela speech on apartheid) |
| Student Resources: | http://www.teachit.co.uk/searchresults?resource=22447 (rewriting for audience and purpose exercises) http://www.readwritethink.org/classroom-resources/lesson-plans/teaching-student-annotation-constructing-1132.html (Resource on annotating text) http://www.toursoweto.com/tours/short-stories-of-apartheid-forward.htm (Forward to a collection of short stories on apartheid) |

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| | https://www.washingtonpost.com/blogs/worldviews/wp/2013/12/05/read-the-most-important-speech-nelson-mandela-ever-gave/ (Nelson Mandela speech on apartheid) http://www2.palomar.edu/users/kfritts/Documents/AAW.pdf (Sample Adaptation analysis sheet) | |
| Assessment: | Students may individually provide an annotation of a text to show how an author’s structure, word choice, and language use impact an audience. Students may collaboratively revise the language of one of the texts (e.g. Mandela’s speech or the forward) to more effectively communicate to an American audience in 2015. | |
| Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.) | Access (Resources and/or Process) | Expression (Products and/or Performance) |
| | Teacher may provide questions to guide annotation process (questions about structure, word choice, language) that move students through the text | Students may complete the annotation individually and with a partner. Students may be assigned certain sections of the original text to revise. |
| Extensions for depth and complexity: | Access (Resources and/or Process) | Expression (Products and/or Performance) |
| | N/A | N/A. |
| Critical Content: | <ul style="list-style-type: none"> • Variables (such as background knowledge, experiences, values, and beliefs) and their relationship to communication • Examples of point(s) of view or cultural experience in literature from outside the United States | |
| Key Skills: | Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. | |
| Critical Language: | Rhetorical triangle, audience, purpose, speaker | |

| Learning Experience # 9 | |
|---|--|
| Task Description: <i>The teacher may... so that students can...</i> | The teacher may facilitate a conversation about effective collaboration so that students can understand how collaborative conversations contribute to learning. [<i>Responding to text, Critiquing text</i>] |
| Generalization Connection(s): | Collaboration with partners who hold diverse perspectives leads to the formation of new understandings and (possibly) unique ideas. The identification of personally-held values, beliefs, and opinions helps individuals consider assumptions, judgments, and stereotypes. |
| Teacher Resources: | http://www.edutopia.org/blog/deeper-learning-collaboration-key-rebecca-alber (Edutopia source for collaboration) https://sites.google.com/site/collaborationskills/Web2collaboration/working-collaboration/garmston-wellman-seven-norms (Seven norms of collaboration) http://www.thinkingcollaborative.com/norms-collaboration-toolkit/ (Norms of collaboration with rubrics) |
| Student Resources: | http://www.thinkingcollaborative.com/norms-collaboration-toolkit/ (Norms of collaboration with rubrics) https://sites.google.com/site/collaborationskills/Web2collaboration/working-collaboration/garmston-wellman-seven-norms (Seven |

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| | norms of collaboration) | |
| Assessment: | Students may provide a list or poster of norms for collaborative project | |
| Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.) | Access (Resources and/or Process) | Expression (Products and/or Performance) |
| | N/A | N/A |
| Extensions for depth and complexity: | Access (Resources and/or Process) | Expression (Products and/or Performance) |
| | N/A | N/A |
| Critical Content: | <ul style="list-style-type: none"> Variables (such as background knowledge, experiences, values, and beliefs) and their relationship to communication | |
| Key Skills: | <ul style="list-style-type: none"> Initiate and participate effectively in a range of collaborative discussions (one-on-one, group, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. Assess strengths and weaknesses of their thinking and thinking of others by using criteria including relevance, clarity, accuracy, fairness, significance, depth, breadth, logic and precision. | |
| Critical Language: | Collaboration, norms | |

| Learning Experience # 11 | |
|---|---|
| Task Description: <i>The teacher may... so that students can...</i> | The teacher may initiate Socratic seminars around the anchor and supplemental texts so that students can analyze how well the authors articulate varied perspectives and how different genre facilitate the expression of those perspectives. [Understanding text, Responding to text, Critiquing text] |
| Generalization Connection(s): | Awareness of cultural and social perspectives leads to a better understanding of human experience and enhances students' understanding of their own experiences. Collaboration with partners who hold diverse perspectives leads to the formation of new understandings and (possibly) unique ideas. The identification of personally-held values, beliefs, and opinions helps individuals consider assumptions, judgments, and stereotypes. |
| Teacher Resources: | http://www.readwritethink.org/professional-development/strategy-guides/brainstorming-reviewing-using-carousel-30630.html (Carousel Discussion Guide) http://drscavanaugh.org/discussion/inclass/discussion_formats.htm (Various discussion formats) http://www.lauracandler.com/strategies/litcirclemodels.php (Resource explaining literature circles) http://olc.spsd.sk.ca/De/PD/instr/strats/literaturecircles/index.html (Resource for literature circles) http://www.ipadlitcircles.com/uploads/1/0/6/6/10664962/lit_circles.role_sheets.pdf (Literature circles role sheet) https://www.teachingchannel.org/videos/bring-socratic-seminars-to-the-classroom (Socratic Seminar) |

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| | <p>https://pharmacy.unc.edu/research/labs/adam-persky/teaching-and-learning-resources/faculty-development/5-minute-handouts/discussion-protocol (Various small group formats)</p> <p>http://www.at-bristol.com/cz/teachers/Debate%20formats.pdf (Small group discussion and debate formats)</p> <p>http://www.eduplace.com/graphicorganizer/ (Multiple printable graphic organizers)</p> <p>http://mvyps.org/~Kim_Munn/Graphic%20Organizers.pdf (Graphic organizers for discussions)</p> | |
| Student Resources: | <p>http://olc.spsd.sk.ca/De/PD/instr/strats/literaturecircles/index.html (Resource for literature circles)</p> <p>http://www.ipadlitcircles.com/uploads/1/0/6/6/10664962/lit_circles.role_sheets.pdf (Literature circles role sheet)</p> <p>https://pharmacy.unc.edu/research/labs/adam-persky/teaching-and-learning-resources/faculty-development/5-minute-handouts/discussion-protocol (Various small group formats)</p> <p>http://www.at-bristol.com/cz/teachers/Debate%20formats.pdf (Small group discussion and debate formats)</p> <p>http://mvyps.org/~Kim_Munn/Graphic%20Organizers.pdf (Graphic organizers for discussions)</p> <p>http://www.eduplace.com/graphicorganizer/ (Multiple printable graphic organizers)</p> | |
| Assessment: | <p>Students may participate in Socratic seminar to explore questions with evidence from the various texts. Some examples of questions:</p> <ul style="list-style-type: none"> • In what ways do the authors reveal the cultural context of the time in which the text is situated (for example, <i>Master Harold...and the Boys</i> is written in 1982 but set in 1950 South Africa); how does Fugard reveal the context of the times? • How do authors use imagery or figurative language to reveal their perspectives on race? • Some of the texts explore perspectives of different generations – father to son, elder to youth; how do authors use those relationships to comment on the larger social issues? • Themes are universal and transcend time; how effective are these texts in the cultural and historical context of 2015 compared to time they were written? In what ways do the authors’ styles, literary technique, rhetorical strategy contribute to their effectiveness in contemporary times? On the other hand, are there barriers to making these texts effective in contemporary times? | |
| Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.) | Access (Resources and/or Process) | Expression (Products and/or Performance) |
| | Teacher may select groups and teams. Teacher may have students partner throughout the process. Teacher may offer guidance in the questions through providing textual evidence. | Students may work from notes based on the questions and textual evidence that teacher provides. Students may think-pair-share as part of the Socratic seminar. |
| Extensions for depth and complexity: | Access (Resources and/or Process) | Expression (Products and/or Performance) |
| | Teacher may select team captains. | Students may facilitate or moderate the Socratic seminars. |
| Critical Content: | <ul style="list-style-type: none"> • Variables (such as background knowledge, experiences, values, and beliefs) and their relationship to communication • Examples of point(s) of view or cultural experience in literature from outside the United States <p>The role of a central idea and its development over the course of a text</p> | |

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| Key Skills: | <ul style="list-style-type: none"> Initiate and participate effectively in a range of collaborative discussions (one-on-one, group, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. Assess strengths and weaknesses of their thinking and thinking of others by using criteria including relevance, clarity, accuracy, fairness, significance, depth, breadth, logic and precision. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. |
| Critical Language: | Point of view, relevance, clarity, reasoning, historical context, cultural context, values |

| Learning Experience # 12 | | |
|---|--|---|
| Task Description: <i>The teacher may... so that students can...</i> | The teacher may revisit the ideas of stereotypes and generalizations so that students can understand how different perspectives voiced in the texts refute or reinforce today's stereotypes. [<i>Understanding text, responding to text</i>] | |
| Generalization Connection(s): | Awareness of cultural and social perspectives leads to a better understanding of human experience and enhances students' understanding of their own experiences. The identification of personally-held values, beliefs, and opinions helps individuals consider assumptions, judgments, and stereotypes. | |
| Teacher Resources: | http://www.readwritethink.org/classroom-resources/printouts/compare-contrast-chart-30198.html (Compare/contrast chart) http://www.readwritethink.org/classroom-resources/printouts/venn-diagram-circles-c-30196.html (Venn diagram) http://www.tolerance.org/classroom-resources (Multiple lesson ideas dealing with stereotypes) http://www.google.com/search?q=Google%2Fsearch%2Fjigsaw.com&ie=utf-8&oe=utf-8&aq=t&rls=org.mozilla:en-US:official&client=firefox-a&channel=fflb&gws_rd=ssl&surl=1&safe=active#safe=active&rls=org.mozilla:en-US:official&channel=fflb&q=jigsaw+technique (Jigsaw) | |
| Student Resources: | http://www.readwritethink.org/classroom-resources/printouts/compare-contrast-chart-30198.html (Compare/contrast chart) http://www.readwritethink.org/classroom-resources/printouts/venn-diagram-circles-c-30196.html (Venn diagram) | |
| Assessment: | Students may participate in a reflection discussion or write a reflection in which they compare and contrast perspectives and demonstrate how their own beliefs, perceptions, or understandings have been impacted by this unit. | |
| Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.) | Access (Resources and/or Process) | Expression (Products and/or Performance) |
| | N/A | N/A |
| Extensions for depth and complexity: | Access (Resources and/or Process) | Expression (Products and/or Performance) |
| | N/A | N/A |

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|---------------------------|---|
| Critical Content: | <ul style="list-style-type: none"> • Variables (such as background knowledge, experiences, values, and beliefs) and their relationship to communication • Examples of point(s) of view or cultural experience in literature from outside the United States |
| Key Skills: | <ul style="list-style-type: none"> • Initiate and participate effectively in a range of collaborative discussions (one-on-one, group, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. • Assess strengths and weaknesses of their thinking and thinking of others by using criteria including relevance, clarity, accuracy, fairness, significance, depth, breadth, logic and precision. |
| Critical Language: | Stereotype, generalization, historical context, cultural context |

| Learning Experience #13 | | |
|---|--|---|
| Task Description: <i>The teacher may... so that students can...</i> | The teacher may revisit the conversation regarding norms for collaboration so that students can understand the value of collaborative work and the need for consistent norms for that work. [<i>Responding to text, Critiquing text</i>] | |
| Generalization Connection(s): | Collaboration with partners who hold diverse perspectives leads to the formation of new understandings and (possibly) unique ideas. The identification of personally-held values, beliefs, and opinions helps individuals consider assumptions, judgments, and stereotypes. | |
| Teacher Resources: | http://www.iod.unh.edu/RENEW%20tools/RENEW%20Implementation%20Manual/Section%203%20RENEW%20Implementation%20Team/3.%20Norms%20annotated.pdf (Group norm ideas) http://turn.learningoptions.net/mase/meeting_notes/the-seven-norms-of-collaborative.attachment/attachment/The%20Seven%20Norms%20of%20Collaborative%20Work.pdf (Group norm ideas) http://www.washington.edu/teaching/files/2012/12/Projects.pdf (Establish Group Norms Guide) http://www.edutopia.org/blog/deeper-learning-collaboration-key-rebecca-alber (Collaboration ideas) http://www.edutopia.org/blog/deeper-learning-collaboration-key-rebecca-alber (Edutopia source for collaboration) https://sites.google.com/site/collaborationskills/Web2collaboration/working-collaboration/garmston-wellman-seven-norms (Seven norms of collaboration) http://www.thinkingcollaborative.com/norms-collaboration-toolkit/ (Norms of collaboration with rubrics) | |
| Student Resources: | https://sites.google.com/site/collaborationskills/Web2collaboration/working-collaboration/garmston-wellman-seven-norms (Seven norms of collaboration) http://www.thinkingcollaborative.com/norms-collaboration-toolkit/ (Norms of collaboration with rubrics) | |
| Assessment: | Norms list that represents effective collaborative work | |
| Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.) | Access (Resources and/or Process) | Expression (Products and/or Performance) |
| | N/A | N/A |
| Extensions for depth and complexity: | Access (Resources and/or Process) | Expression (Products and/or Performance) |

Colorado Teacher-Authored Sample Instructional Unit

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|---------------------------|--|-----|
| | N/A | N/A |
| Critical Content: | <ul style="list-style-type: none"> Variables (such as background knowledge, experiences, values, and beliefs) and their relationship to communication | |
| Key Skills: | <ul style="list-style-type: none"> Initiate and participate effectively in a range of collaborative discussions (one-on-one, group, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. | |
| Critical Language: | Collaboration, norms | |

| Learning Experience #14 | | |
|---|--|--|
| Task Description: <i>The teacher may... so that students can...</i> | The teacher may provide examples of multi-genre projects so that students can begin to explore how multi-genre projects allow for powerful and unique ways to express different perspectives. [<i>Producing text</i>] | |
| Generalization Connection(s): | <p>Awareness of cultural and social perspectives leads to a better understanding of human experience and enhances students' understanding of their own experiences.</p> <p>Collaboration with partners who hold diverse perspectives leads to the formation of new understandings and (possibly) unique ideas. Diverse media enhances the presentation of ideas and access to multiple audiences.</p> <p>Writers attend to the conventions of language so as to establish credibility and more effectively persuade an audience.</p> | |
| Teacher Resources: | <p>https://pharmacy.unc.edu/research/labs/adam-persky/teaching-and-learning-resources/faculty-development/5-minute-handouts/discussion-protocol (Various small group formats)</p> <p>http://www.at-bristol.com/cz/teachers/Debate%20formats.pdf (Small group discussion and debate formats)</p> <p>http://education-portal.com/academy/lesson/analyzing-your-audience-and-adapting-your-message-purpose-process-strategy.html#lesson (Analyzing Audience/Adapting Purpose)</p> <p>http://speakingcenter.uncg.edu/resources/tipsheets/argumentation/adaptingtoaudienceattitude.pdf (Adaptation of speeches tips)</p> <p>http://www.opsu.edu/Academics/LiberalArts/Speech/files/ClassMaterials/AudienceAnalysis.PDF (Audience Analysis Questions)</p> | |
| Student Resources: | <p>http://www.readwritethink.org/classroom-resources/printouts/seed-discussion-organizer-30632.html (Discussion graphic organizer example)</p> <p>http://www.opsu.edu/Academics/LiberalArts/Speech/files/ClassMaterials/AudienceAnalysis.PDF (Audience Analysis Questions)</p> | |
| Assessment: | <p>Performance Assessment</p> <p>Role: Students may develop a multi-genre project that reflects different perspectives on a topic (for example, the topic of race or father-son relationships as expressed in <i>Master Harold ... and the Boys</i> and applicable supplemental texts).</p> <p>Audience: Audience of choice depending upon presentation format</p> <p>Format: Students can choose any media format that allows for the voice of different perspectives via different writing/presentation genres. Examples of formats they may consider include a newspaper, i-movie, play/role playing, panel interview.</p> <p>Topic: Perspectives and Audience</p> | |

Colorado Teacher-Authored Sample Instructional Unit

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| Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.) | Access (Resources and/or Process) | Expression (Products and/or Performance) |
| | Teachers may allow student choice over format and texts that students explore. | Students may choose format and texts to explore. |
| Extensions for depth and complexity: | Access (Resources and/or Process) | Expression (Products and/or Performance) |
| | Teachers may allow student choice over format and texts that students explore. | Students may choose format and texts to explore. |
| Critical Content: | <ul style="list-style-type: none"> • Technology to produce, publish, and update individual or shared writing products • Variables (such as background knowledge, experiences, values, and beliefs) and their relationship to communication • The role of a central idea and its development over the course of a text | |
| Key Skills: | <ul style="list-style-type: none"> • Integrate information from different sources to research and complete a project. • Initiate and participate effectively in a range of collaborative discussions (one-on-one, group, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. • Assess strengths and weaknesses of their thinking and thinking of others by using criteria including relevance, clarity, accuracy, fairness, significance, depth, breadth, logic and precision. • Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. • Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. • Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. | |
| Critical Language: | Perspective, collaboration, historical context, expectations, social and cultural perspective, audience, media | |